
Teaching Style of Christian Religious Educators at SMA Negeri Palangka Raya

Robi Saputra*, Matius Timan Herdi Ginting, Fernando Dorotheus Pongoh

Program Studi Pendidikan Agama Kristen, FKIPK, Institut Agama Kristen Negeri Palangka Raya, Jalan Tampung Penyang RTA Milono Km. 6, Palangka Raya, 73112. Indonesia

*Corresponding Author: robi.saputra@iaknpky.ac.id

Article History

Received : September 06th, 2024

Revised : Oktober 17th, 2024

Accepted : November 15th, 2024

Abstract: This research focuses on analyzing the teaching style of Christian Religious Education (PAK) teachers at SMA Negeri Palangka Raya to understand its influence on students' interest and motivation to learn. Using a qualitative approach, data were collected through interviews with one PAK teacher and twenty Grade XI students from May to September 2024. The results showed that PAK teachers have implemented technological, personalized, and interactional teaching styles with indicators in the form of learning materials, material delivery processes, and student and teacher roles. However, the classical teaching style was not fully implemented because it is not based on students' interests. In addition, it was found that variations in teaching aspects such as variations in voice, contact, movement, and interaction can increase students' motivation to learn. This study recommends that schools and teachers continue to improve the effectiveness of teaching styles by considering students' needs and characters.

Keywords: Christian Religious Education, Learning motivation, SMA Negeri 1 Palangka Raya, Teaching style

INTRODUCTION

Education is the conscious and deliberate process of creating an environment in which children can learn and grow, and in which they can acquire the religious and intellectual power, self-discipline, intelligence, noble character, and skills that they and society need. Education is also a learning process that takes place throughout life in every environment and situation that has a positive influence on the growth of each individual or student (Andrei, 2023; Hasan et al., 2023; Rohr, 1996). In the process of learning in the classroom and in the school, the instructor has duties and obligations to manage the learning properly, therefore the role of the instructor is very important in the learning process, where the instructor is a very dominating determining factor in the whole education, because the instructor plays a role in the learning process (Mwinkaar & Lonibe, 2024; Sari & Ginting, 2023; Woods & Copur-Gencturk, 2024). A teacher in the learning process must have the ability to modify the skills to be taught according to the development level of students of a teacher's teaching style, students are able to show perseverance in learning to achieve learning completeness.

The teacher's teaching style reflects the teacher's personality, which is difficult to change

because it has been a carrier since childhood or since birth (Flanagan, Cormier, & Bulut, 2020; Munte, 2023a; Sisianti, Sinaga, & Munte, 2023). According to Uzer Usman in Wida Azzahra, teaching style is an activity carried out by the teacher through teaching and learning interactions with students, aiming to overcome student boredom so that in teaching and learning situations, students show perseverance and enthusiasm in participating in learning in the classroom (Hasril & Sahidi, 2021). The teacher's teaching style is an absolute prerequisite for the effectiveness of a teaching and learning process, because every teacher wants the material he teaches to be easily understood by the students, and he wants changes to occur in the students, such as changes in mindset, attitude patterns, and even good knowledge (Munte, 2024; Rudie, 2021; Sanasintani, 2019; Tirri, 2022). The teacher's teaching styles have an important influence on the development of the students in the classroom (Munte, 2023b; Rosen et al., 2023; Sefle, Krimadi, & Wenda, 2023; Suluh, Lukas, Munthe, & Yulista, 2024).

Several negative effects can occur to students, one of which is a decrease in interest in learning (Oktaviani, Pradita, & Munte, 2023; Rahmi & Alfurqan, 2021). Other than the interest in learning from students, student learning

motivation also has an impact on teaching styles or teacher techniques in delivering learning content, interactions and teacher personality traits when teaching (Makri, Spiliotopoulos, Vassilakis, & Margaritis, 2020; Mustoip, Al Ghozali, Fadhlullah, & Assenhaji, 2024; Peryanto, Chrystiani, & Munte, 2023; Riska, Liansih, Gustina, & Munte, 2023; Sisianti et al., 2023). The teaching style carried out by the teacher is a change in attitude, behavior and actions in teaching and learning, which aims to overcome students' boredom, so that students have a high interest in learning, teachers who use a good teaching style can be seen by the enthusiasm and activeness of students in the learning process (Amanda, Mariani, Zain, & Munte, 2023; Fransisko, Yappo, Rosen, Mariani, & Munte, 2024; Loheni et al., 2023; Sulistyowati, Munte, Silipta, & Rudie, 2022; Trisiana, Munte, Betaubun, & Malau, 2023). Although teachers have different teaching styles in the teaching-learning process, they basically have the same goal of guiding, supporting, learning knowledge and forming students' characters in an effort to make students skillful in their work (Bumen et al., 2024; Eksely, Susanto, Handriani, Bumen, & Munte, 2024; Susanto et al., 2024; Tirayoh et al., 2023). The interaction between teachers and students who are present in the environment is a teaching and learning process, a teacher can create a learning environment in the classroom from any angle to arouse students' curiosity and encourage active participation in the learning process (Pengky, Octavia, Seruyanti, Endri, & Munthe, 2023; Salmanezer et al., 2023; Seruyanti, Sihombing, Hanriani, Aditia, & Wahyunisa, 2023; Sihombing, Salmanezer, Timotius, & Munte, 2024). Based on the results of observations made by researchers when at SMAN 1 Palangka Raya through interviewing one of the Christian Religious Education (PAK) teachers.

It was found that the problems experienced by students, that students are bored when learning takes place in class, such as not paying attention to the teacher during learning, enjoying themselves in class, and chatting with classmates, playing cell phones when learning takes place in class, students lack enthusiasm when participating in learning takes place in class, so the material conveyed by the teacher is less understood by them, They still pay less attention and have less fun in class, sometimes they even don't do their homework in class, so

that the material taught by the teacher is less understood by them, they still pay less attention and are cool by themselves in class, sometimes they even don't do their homework in class, when the teacher asks students in class about the learning process he is doing, some students say that they are less interested or less interested when the learning process takes place, and according to them it is less fun to follow the learning process (Dananjaya, 2023; Dimiyati & Mudjiono, 1999; Prasetiawati, 2022; Sadovnik & Giroux, 1989). Dalam proses pembelajaran, siswa agama Kristen SMAN 1 Palangka Raya dihadapkan dengan situasi jenuh diduga kuat, karena pengajaran atau gaya mengajar guru yang minim atau kurang bervariasi, dapat menimbulkan kejenuhan atau juga kebosanan.

Boredom factor caused by exposure to material in monotonous instructional activities will result in low or reduced student interest and motivation to learn the subject matter (Pramana, Yappo, & Munthe, 2023; Yuel & Keintjem, 2021). Apart from the above, there may also be other factors that cause learning difficulties in students, namely internal factors (factors that come from students) and external factors (factors that come from outside students), internal factors include physical condition, emotional state, psychological disorders, intelligence special talents and attention, while external factors include family, school and community conditions.

The reason why the researchers chose this title is because the researchers wants to know how the teaching style of PAK teacher at SMA Negeri 1 Palangka Raya in teaching, because one of the successes in learning, students can understand learning material, and teachers can apply the right teaching style and appeal to students. This is supported by previous research conducted by Dina Aulia and Dessi Susanti in the journal, which states that success in learning can be seen in terms of teachers in teaching, the teacher's teaching style must attract student interest, thus creating fun learning, ultimately making students easy to understand the learning taught by the teacher, with a varied teaching style will make students enthusiastic to participate in learning.

METHODS

This research approach uses a qualitative approach to describe and analyze the teaching

style of Christian Religious Education (hereafter abbreviated as PAK) teachers in SMA Negeri 1 Palangka Raya. The research site is a place that is chosen and wants to be studied to obtain the necessary data in accordance with the title, so the researchers sets the research site in SMA Negeri 1 Palangka Raya. This research was conducted within 5 months, starting from May to September 2024. The author's data collection technique was obtained from interviews with PAK teachers and twenty students of class XI Christianity at school.

RESULT AND DISCUSSION

Overview of PAK teachers' teaching style in SMA Negeri 1 Palangka Raya

State High School 1 Palangka Raya was established in 1959 and was self-supporting by the community, first established under the name of Bandar Veteran High School located on Darma Sugondo Street. Since August 1, 1959, it was legalized as SMA Negeri 1 Palangka Raya based on the Decree of the Minister of Education, Teaching and Culture (PP and K) of the Republic of Indonesia, in 1960. SMA Negeri 1 Palangka Raya moved from Darma Sugondo road to Ahmad Yani road in a place that was formerly called SD Batu Palangka Raya (now SDN 1 Langkai), then in 1961 moved to AIS Nasution road No. 02 Palangka Raya until now the classic teaching style, the subject matter in the form of a number of information that is already popularly known by students, which is objective, clear and logical. This was revealed by the Christian religion teacher Mrs. VS, following her statement in the interview related to the classic teaching style regarding information or learning materials that are already popular.

“Sesuai dengan materi yang ada di kurikulum, tapi terkadang saya juga harus mencari berita viral hari ini, atau menggabungkan dengan topik yang diminati oleh siswa, karena saya suka dengan fakta yang real untuk siswa, dalam pembelajaran, tentu juga sudah menggunakan bahasan Indonesia dengan baik, agar siswa mudah memahami dan semakin mengerti dalam kegiatan pembelajaran (Vera Saloh, An interview, 02 September 2024).”

Based on this expression, the use of viral material or news in learning materials, as well as the use of good Indonesian sentences, is also

supported by one of the CH students in class XI 1.

“Biasanya kak, iya sih guru-guru biasanya dari berita-berita biasanya melihat dari berita yang viral, yang lagi trend-trend nya atau dari artikel- artikel, saya liat juga guru-guru sekarang itu dari google, intinya guru memilih berita yang trend lah begitu kak, dan guru juga sudah mengaitkan materi pembelajaran dengan menggunakan sumber ilmiah serta kalimat yang guru gunakan sudah menggunakan bahasa Indonesia dengan baik (Chaime, An interview, 28 Agustus 2024).”

The process of teaching material is based on old values from the previous generation to the next generation, not based on the students' interest, only based on a certain sequence. In an interview with a Christian religion teacher, Mrs. VS stated that the method and delivery of material must pay attention to the needs of each student, as follows her statement,

“Metode belajar saat ini wajib memperhatikan kebutuhan siswa. Tingkat kemampuan, seperti Metode yang dipilih harus sesuai dengan tingkat kemampuan siswa. Materi yang terlalu mudah atau terlalu sulit dapat membuat siswa bosan atau kesulitan memahami, guru harus mampu mengidentifikasi gaya belajar dan kebutuhan siswa, serta memilih metode yang paling sesuai untuk mencapai tujuan pembelajaran (Vera Saloh, An interview, 02 September 2024).”

In providing materials or methods, it must pay attention to the needs of the students so that they do not have difficulties or get bored in the learning process, this was also expressed by one of the CH students in class XI 1.

“Ya, metode pembelajaran yang guru gunakan, sudah diatur sesuai dengan kebutuhan kami biasanya kak bersama teman-teman, guru juga bekerja sama dengan bidang kurikulum (Chaime, An interview, 28 Agustus 2024).”

Therefore, it can be concluded that the delivery of material or the methods used by teachers must pay attention to the interests and needs of students so that they have no difficulty in participating in learning. In the classical teaching style, the role of students is passive, they

are only given lessons to listen to. When conducting an interview with VS, regarding how the role of student activeness in school, Mrs. VS stated as follows,

“Terkadang mereka sangat bersemangat tapi ada kalanya nampak lelah di dalam kelas. Peran siswa di sekolah menunjukkan bahwa mereka kadang bersemangat di dalam kelas, tapi ada waktunya juga mereka lelah di kelas, tetapi mereka tetap mengikuti pembelajaran, hal ini juga disampaikan oleh siswa CH kelas XI 1, kami bersama-sama sudah mengikuti pembelajaran dan sering aktif juga mengikuti pembelajaran di kelas, ini juga sejalan menurut salah satu siswa ST kelas XI 2, kami aktif sih kak mengikuti apa yang guru paparkan atau jelaskan di dalam kelas (Stiven, An interview, 27 Agustus 2024).”

It can be concluded that the role of students of SMAN 1 Palangka Raya is active and not passive when participating in learning. In the classical teaching style, the teacher's role is dominant, only conveying teaching materials, authoritarian but really expert. When the researcher conducted an interview with the teacher about what the teacher delivered in the class in delivering the lesson, Mrs. VS stated,

“Penggunaan metode ceramah setiap pembelajaran sepuluh-lima puluh persen (10-50 %)... mungkin lima puluh persen (50%), karena guru menyesuaikan dengan materi yang diajarkan (Vera Saloh, An interview, 02 September 2024).”

It can thus be concluded that the role of teachers at SMAN 1 Palangka Raya is to teach effectively, and that the lecture method is employed less than 50% of the time. Consequently, students assume a dominant or active role in the learning process, rather than passively receiving instruction from the teacher. This is corroborated by the testimonies of several students who have been interviewed by the researchers. Technological Teaching Style In the technological teaching style, learning materials are programmed in software and hardware with an emphasis on individual student competence. In the course of the research, the researcher conducted an interview with VS, a member of the teaching staff. During this interview, VS stated that,

“Materi pembelajaran sudah termuat dalam bentuk berupa file, video dan juga print out (Vera Saloh, An interview, 02 September 2024).”

Students also revealed that learning materials have also been included in the form of files, videos, and pdfs, following the results of interviews with students,

“Sudah, dalam bentuk pdf juga, dan kami mengakses nya dengan nyaman (Stiven, An interview, 27 Agustus 2024).”

Gracia adds as expressed or similar to Stipen's thoughts,

“Iya biasanya dalam bentuk cetak, ada juga buku itu dalam bentuk digital, dalam bentuk pdf gitu (Gracia, An interview, 20 Agustus 2024).”

So, it can be concluded that in the technological teaching style in learning materials, teachers and students of SMAN 1 Palangka Raya have used software and used hardware in the learning or teaching process. In the process of delivering material in a technological teaching style, the teacher conveys according to the level of student readiness, gives stimulants, to students to answer. The following is the result of an interview with teacher VS,

“Dalam pembelajaran, kondisi siswa sangat penting, saya akan bertanya perihal perasaan atau kondisi mereka saat itu. Saya juga menggunakan pertanyaan pemantik untuk menarik respon awal dari siswa, melakukan ice breaking dan juga games (Gracia, An interview, 20 Agustus 2024).”

Regarding the delivery of material from the teacher and students' readiness for learning in class, some students also stated that they were well taken care of during learning. the following are the results of interviews with MY students in class XI 3,

“Iya guru selalu memperhatikan kami selama pembelajaran dan kondisi kami entah itu mengantuk atau bahkan lagi kecapean, guru datang menghampiri kami dan bertanya, misalnya saat kecapean, lalu memberikan kami

ruang atau menyuruh untuk cuci muka. Guru juga selalu memberikan pertanyaan sebelum pembelajaran dimulai (Gracia, An interview, 20 Agustus 2024)."

One of the students of class XI 1 also stated more or less the same as what was conveyed, that the teacher had paid good attention to them, the following is the statement of CH class XI 1,

"Saat kami belajar, guru kan melihat kami dan teman-teman, ada yang tidak fokus, lalu guru datang menghampiri teman yang tadinya tidak fokus, biasanya guru seperti itu pak, guru aktif, kami pun aktif juga pak. Guru juga memperhatikan kami saat proses pembelajaran, dan melihat kondisi kami, entah itu mengantuk, tidak semangat, dan bahkan kecapean, guru biasanya aktif pak melihat kami dalam hal seperti ini, karena ketika belajar. Guru datang kepada kami atau menghampiri kami, lalu bertanya misalnya kami kecapean, lalu memberi kami ruang atau menyuruh kami mencuci muka, itu biasanya pak. Guru juga selalu memberikan pertanyaan sebelum dimulai biasanya pak, jadi pertanyaan itu, agar kami paham ketika pembelajaran berlangsung (Gracia, An interview, 20 Agustus 2024)."

So it can be concluded that the process of delivering material by teachers in a technological teaching style at SMAN 1 Palangka Raya is in accordance with the level of readiness of students. The role of students, learning what can benefit them, and learning through the use of media sufficiently, responding to what is required of them with the help of media. When researchers conducted interviews with students, some students according to FT and KD stated as follows,

"Materinya sudah disediakan oleh guru atau pihak kurikulum biasanya, dan.. fasilitasnya kami diberikan ruang untuk kami gunakan. Kami biasanya juga menggunakan TV yang ada untuk melakukan presentasi atau ibadah biasanya.. Iya, biasanya dalam bentuk info grafis atau PPT (Kevin Debora, An interview, 21 Agustus 2024)."

So, it can be concluded that in the technological teaching style, the role of students of SMAN 1 Palangka Raya has learned what can

benefit them, and learn by using media sufficiently, responding to what is proposed with the help of media. The role of the teacher, as a guide (guiding students in learning), director (giving instructions to students in learning), facilitator (providing convenience for students in learning). As a guide and director in learning to guide students, one of the research subjects said in an interview with the researcher as follows,

"Informasi yang kami berikan sudah memadai, juga metode belajar saat ini peserta didik harus kreatif mencari sumber belajar pendukung dengan teknologi. Informasi dari kami/guru untuk membuka wawasan mereka tentang hal terkait. Selebihnya mereka mencari dan menggali informasi dari berbagai sumber. Menyampaikan tujuan pembelajaran tentu saja itu harus disampaikan di awal. Dan juga terkait dengan kendala yang dialami siswa, Solusi tidak bisa sepihak dari guru, oleh karena itu guru dan siswa sama-sama mencari/mendapatkan solusi yang tepat, jadi saya dan siswa bekerja sama untuk mencari solusi yang tepat (Kevin Debora, An interview, 21 Agustus 2024)."

This is also in line with the opinions of several students in the role of teachers in guiding and guiding and providing instructions when learning by providing convenience for them at school, the following are interviews with AX and BB class XI 7 and class XI 8,

"Iya, guru sudah memberikan informasi memadai selama kami belajar. Guru juga sudah pasti bakal menginformasikan apa yang kita pelajari sebelum memulai pelajaran. Dan juga guru kami kasih solusi supaya belajar kami nyaman (Axel, An interview, 21 Agustus 2024)."

Bebi further added,

"Iya, guru sudah memberikan informasi memadai selama kami belajar. Guru memberikan informasi sebelum pembelajaran dimulai, mengenai apa yang akan disampaikan oleh guru kami, sebelum materinya disampaikan. Guru juga memberikan solusi mengenai kendala yang kami alami saat kami kesulitan dalam belajar (Bebi, An interview, 21 Agustus 2024)."

So it can be concluded that the role of the teacher in the technological teaching style as a guide, director, and facilitator, has been applied by the Christian religion teacher at SMAN 1 Palangka Raya. Lesson materials are arranged situationally with the interests and needs of individual students. According to Mrs. VS when interviewed regarding the lesson materials have been arranged with the students' interests and needs, she said that it must be so that they are involved in learning, following Mrs. VS's statement,

“Ya, itu sudah pasti agar membuat mereka terlibat dalam kegiatan belajar, lingkungan yang sudah cukup memadai. Memberikan pujian bagi siswa, metode belajar yang menyenangkan dan suasana kelas harus bersih dan nyaman. Memberikan pujian berupa kata-kata yang positif untuk mereka, terkadang saya beri hadiah berupa makanan kecil. Mengenai materi tentu saja disusun sesuai dengan kebutuhan siswa dan membuat siswa saling berinteraksi, mereka juga sudah menggunakan teknologi seperti computer, internet dan lainnya. Materi juga sudah disusun dan diperhatikan dengan nilai-nilai moral maupun karakter (Vera Saloh, An interview, 02 September 2024).”

It is also in line with what was expressed by students CH GL class XI 1 and ST and IR class XI 2, the following are their statements,

“Ya, kami tertarik, dan dapat membuat kami terlibat dalam pembelajaran, pada saat itu guru juga kadang membawa kami bercanda dalam belajar, jadi membuat kami juga nyaman. Nah jadi guru biasanya menggunakan strategi, strategi untuk mengajar, biasanya guru menggunakan dalam hal seperti itu kak. Ruangan sudah nyaman bagi kami kak, karena tentu ruangan ini kan, seperti rumah kami sendiri, tentu kami harus menjaga kebersihan, dan juga dalam hal itu, guru juga memberikan kelas atau lingkungan. Guru membuat kami belajar santai tapi tetap fokus, ya seperti guru membawa kami bercanda, jadi ga tegang kak itu biasanya. Mengenai motivasi selalu ada buat kami dan teman-teman biasanya kak, ibaratnya kami juara satu biasanya guru memberikan apresiasi biasanya kak, untuk kami semangat belajar. Materi pembelajaran sudah sesuai dengan kebutuhan belajar dan gaya

belajar kami juga kak, guru biasanya memberikan kami kaya ruang untuk berkomunikasi seperti presentasi, maupun berpendapat, kalau kami presentasi, kami yang aktif biasanya kak (Chaime, An interview 28 Agustus 2024).”

Glory added,

“Kami dalam pembelajaran juga sudah menggunakan teknologi, seperti TV atau internet untuk belajar di kelas, materi yang disusun oleh guru kami juga sudah memperhatikan etika atau moral kebiasaan kami siswa di kelas (Glory, An interview, 07 September 2024).”

Stiven added,

“Kadang kami tertarik untuk mengikuti materi pembelajaran yang menurut kami pada saat itu, ada bercanda juga saat pembelajaran, jadi itu mungkin salah satu membuat kami nyaman atau tertarik. Mengenai lingkungan, sudah cukup nyaman bagi semua kak, guru juga membuat kami belajar santai, tetap fokus, seperti guru membawa kami tanya jawab santai, membawa kami bercanda, jadi kami ga tegang mengikuti pembelajaran. motivasi selalu ada buat kami dan teman-teman, kalau penghargaan mungkin penghargaan diberikan untuk mengikuti olimpiade sih kak. Materi pembelajaran sudah sesuai dengan kebutuhan kami kak, guru memberikan kami ruang untuk berkomunikasi atau berinteraksi, seperti presentasi maupun berpendapat, kaya tanya jawab gitu kak. Guru juga sudah memperhatikan gaya belajar kami seperti apa (Stifen, An interview, 27 Agustus 2024).”

Then, Irvan added,

“Untuk pembelajaran kami sudah menggunakan internet, menurut saya, materi pembelajaran yang diberikan tidak keluar dari nilai moral dan etika, dan juga memperhatikan itu (Irvan, An interview, 27 Agustus 2024).”

In the process of delivering the material, the teacher conveys it according to the mental, emotional, and intelligence development of the students. When researchers conducted an interview with Mrs. VS, she stated that,

“Metode pembelajaran sudah pasti disusun dengan mempertimbangkan kualitas kecerdasan siswa, dan metode pembelajaran juga mempertimbangkan kemampuan interaksi siswa (Vera Saloh, An interview, 02 September 2024).”

This was also expressed by students RE and AG of class XI 3 and XI 4, following their statements,

“Iya materi pembelajaran sudah disusun guru dengan memperhatikan kami dan teman-teman yang lain, dan metode pembelajaran sudah mempertimbangkan kemampuan berinteraksi kami, seperti kami berpendapat tentang materi yang diajarkan dan melakukan presentasi di kelas (Refani, An interview, 27 Agustus 2024.)”

In addition, Agatha shared,

“Metode pembelajaran sudah disusun oleh pihak guru dengan memperhatikan karakter kami masing-masing dengan teman yang lain, metode pembelajaran saya rasa sudah mempertimbangkan kemampuan interaksi kami, sehingga kami di sekolah juga sering berpendapat tentang materi yang diajarkan dan melakukan presentasi di kelas (Agatha, An interview, 26 Agustus 2024).”

From the results of the interviews above, it can be concluded that in the process of delivering the material, the teacher has delivered the material in accordance with the mental, emotional and intelligence development of students. The role of students, dominantly as individuals, means that each student has a different personality through their learning experience. According to LO and VI of class XI 5 and class XI 6, they are seen as having different learning experiences in learning, and the teacher has involved them all in making learning materials, following their statements through interviews. The role of the teacher is to help guide students' development through learning experiences, to be a psychologist, to master teaching methods and to be a resource person. According to Mrs. VS, in order to help and guide students' development, through learning experiences, being a psychologist and mastering lessons, it is necessary to have appropriate learning methods for students.

Through the right learning methods, students will explore their potential.

“I always remind them to say good and positive things to themselves every day. For example: I am a good child, I am blessed by God, I am loved by God, my future is bright, my life is very blessed etc.”

In addition, the learning method is active learning: Students not only receive information, but are also directly involved in the learning process. for example group discussions, projects, presentations, simulations, and experiments. Problem-based learning: Students are invited to solve real problems, so they learn more meaningfully. This was also conveyed by AG students in class XI 4 and IR students in class XI 2 that they have been assisted by the teacher during learning, guiding their development in learning, the teacher becomes a psychologist and masters various learning methods, the following are the results of interviews with researchers,

“Selama mengikuti pembelajaran, guru selalu menggunakan metode yang berbeda-beda, dan sambil memperhatikan materi yang akan diajarkan juga, jadi guru menyesuaikan metode dengan materi yang akan disampaikan. Dan guru selalu memberikan kami motivasi yang baik, agar kami dapat menjadi siswa yang lebih giat dalam belajar. Yang sering kami gunakan, saat pembelajaran di kelas, guru menggunakan metode tanya jawab, metode diskusi (Agatha, An interview, 26 Agustus 2024).”

Irvan added.

“Iya, guru menggunakan metode yang berbeda-beda, sambil juga memperhatikan materi yang akan diajarkan juga, guru biasanya selalu memberikan saran dan motivasi kepada kami, jadi kami bisa lebih giat dalam belajar. Jadi untuk metode pembelajaran, itu biasanya ada tanya jawab, diskusi kelompok, itu sih yang saya ketahui (Irvan, An interview, 27 Agustus 2024).”

In light of the aforementioned evidence, it can be posited that the role of Christian religion teachers at SMAN 1 Palangka Raya is to facilitate the growth and development of their students through the guidance and direction provided by

their teachings. In essence, these educators serve as mentors and guides, imparting not only knowledge but also the skills and expertise necessary to navigate the intricacies of the learning process.

Interactional teaching styles

Learning materials, in the form of situational problems related to socio-cultural and contemporary. In the learning materials at SMA Negeri 1 Palangka Raya, especially PAK lessons, Mrs. VS stated that the learning materials are related to socio-cultural and contemporary issues or related to viral issues, as follows Mrs. VS's statement,

“Ada juga, terkadang ada kaitannya antara materi dengan permasalahan yang lagi viral (Irvan, An interview, 27 Agustus 2024)”

Furthermore, the findings are corroborated by the testimonies of multiple students who were interviewed by the research team. These include students VV, AX, and JO from classes XI 6, XI 7, and XI 9, respectively. Their statements are presented below.,

“Iya, materi yang guru kaitkan sudah berkaitan dengan konflik, tentang HAM dan kenakalan remaja juga, dan materi pembelajaran yang berkaitan dengan permasalahan yang viral, misalnya tentang bullying atau kenakalan remaja.. materi yang guru kaitkan sudah berkaitan dengan konflik tentang HAM, materi juga berkaitan dengan yang sudah viral, misalnya tentang bullying atau kenakalan remaja.. materinya ada, karena pelajaran kami bulan juga ini tentang HAM dan demokrasi (Vivi- Axel-Jovanka-Vera Saloh, An interview, 21 Agustus 2024).”

The process of delivering material, conveying in two directions, dialogic, question and answer between teachers and students, students and students. In the activity of delivering material carried out by PAK teachers at SMAN 1 Palangka Raya, it has often been carried out in the classroom, following the statement of Mrs. VS as a PAK teacher at SMAN 1 Palangka Raya,

“Iya, sering berdiskusi dan bertanya jawab dengan siswa (Vera Saloh, An interview, 02 September 2024).”

This was also revealed by several students of class XI 1, XI 2, and class XI 3 when interviewed at school, they also said that they discussed with each other during learning in class, following their statements,

“Iya, kami sering berdiskusi dengan teman, ketika ada tanya jawab dan presentasi dan juga tugas kelompok.. sering berdiskusi, tanya jawab saat presentasi dan juga kerja kelompok... kami sering berdiskusi dengan teman ketika ada tanya jawab atau presentasi, karena kami dan teman-teman itu memang harus dilibatkan untuk berdiskusi di dalam pembelajaran (Glory-Irvan-Refani-Agatha, An interview, 07 September 2024).”

The primary responsibility of students is to articulate their perspectives on reality, engage in constructive dialogue with their peers, and refine their ideas to develop more effective and compelling arguments. Students at SMAN 1 Palangka Raya have demonstrated the capacity to express their opinions or views and to listen to their peers' opinions during the learning process. This was evidenced by statements from AG, LO, and VV students in their respective classes (XI 4, XI 5, and XI 6).

The role of the teacher is to be the primary agent of knowledge creation and modification, fostering an interdependent learning environment and working with students to develop new forms of knowledge that are more valid and effective. In her role as a teacher of Christianity, Mrs. VS elucidated the manner in which she engages with her students in the classroom. It can be concluded that the teacher's role is of primary importance in establishing a learning environment that is conducive to interdependence with students, as well as in conveying ideas and even knowledge during the learning process.

The results of the research conducted by the researchers, in conjunction with the findings from the interviews with PAK teachers and twenty students of class XI Christianity, collectively indicate that PAK teachers at SMAN 1 Palangka Raya have adopted a multifaceted approach to teaching, encompassing technological, personalized, and interactional styles. This conclusion is based on the analysis of the data obtained from the interviews between the researchers and the teachers and students. In terms of technological, personalized, and interactional teaching styles, PAK teachers have

demonstrated the implementation of each indicator across the three teaching styles. This is evident in the selection of lesson materials, the approach to material delivery, the delineation of student roles, and the delineation of teacher roles in each teaching style.

Whereas in the classical teaching style, PAK teachers of SMAN 1 Palangka Raya have not fully implemented the teaching style, because in the classical teaching style, the process of delivering material is not based on student interest, whereas at SMAN 1 Palangka Raya, the process of delivering material must be based on student interest, such as teacher learning methods or delivery of material must pay attention to the needs and abilities of students.

Furthermore, the second is about the role of students, in the classic teaching style the role of students is passive, only listening to what the teacher says when teaching, while students at SMAN 1 Palangka Raya when learning, they are active during learning and discuss with each other and ask questions when they do not understand the learning material, and that's where the teacher returns to explain what they don't understand during learning.

Overview of Motivation Interest of Students of SMAN 1 Palangka Raya

Voice variation can be done such as changing the tone of voice from loud to weak, from high to low, fast to slow, from a happy voice to a sad one, or on the voice when putting pressure on certain words. In this case, teachers need to do voice variation when learning is carried out in the classroom. During the interview with the Christian religion teacher at SMAN 1 Palangka Raya, Mrs. VS stated that voice variation or changing the tempo of the voice when teaching in class has certainly been applied, following her statement,

“Ya, tentu saja, karena itu juga salah satu untuk mencegah kebosanan siswa dalam mengikuti pembelajaran (Vera Saloh, An interview, 02 September 2024).”

Additionally, the findings are corroborated by the perspectives of multiple students, as gleaned from interviews conducted by researchers on the subject of the teacher's voice and its modulation in accordance with the tempo of instruction within the classroom. This is in

alignment with the observations made by GL class XI 1 and IR class XI 2,

“Guru memberikan penjelasan sesuai dengan materi yang ada, jadi tergantung materinya bagaimana, jadi guru juga sering mengubah tempo suara saat kami belajar.. Untuk tempo suara, saya rasa sering berubah- berubah karena sesuai materi yang ada (Glory, An interview, 07 September 2024).”

The interview results indicate that the Christian religion teacher at SMAN 1 Palangka Raya employs a range of voice variations to engage students in the lesson. These include varying the pace of speech, altering the volume, and modifying the tone and pitch. To direct the attention of the audience, the instructor may utilize phrases such as "pay close attention," "this is of great importance," "listen carefully," and "this is somewhat challenging to comprehend." Subsequently, oral concentration may be accompanied by the use of visual aids, such as pointing to images displayed on a wall or blackboard. In the course of the interviews, the students were asked whether they had been focused by the teacher through the use of verbal cues such as "pay close attention,"

"..now this is very important," and "listen carefully." Additionally, several students indicated that PAK teachers had directed their attention towards them during the interviews. The following statements were made by KD students of class XI 5 and VV students of class XI 6, *“x (Kevin Debora, An interview, 21 Agustus 2024).”*

It can thus be concluded that PAK teachers at SMAN 1 Palangka Raya have implemented the teaching aspect of focusing attention on students during class time. One might then inquire as to the role of silence in this context. Silence can be defined as a sudden cessation of verbal communication during the course of learning activities or the presentation of information. The utilisation of silence as a pedagogical tool has been demonstrated to effectively capture the attention of students. Additionally, some students indicated that the instructor had utilized verbal cues to direct their attention (Akcan, 2022; Loheni et al., 2023; Rosen et al., 2023). When the teacher is engaged in discourse or interaction with students, it is beneficial for the teacher to

traverse the classroom and establish eye contact with the students, thereby conveying an intimate and personal connection. Mrs. VS, the PAK teacher, indicated that when teaching, she consistently interacts with students by looking at the entire room, thereby demonstrating that she is attentive to all students during the teaching process. In conclusion, the PAK teacher of SMAN 1 Palangka Raya has demonstrated the effective application of a diverse range of teaching techniques, effectively utilizing dual contact methods.

The study of variations in body movements and mimicry. The author investigated this model and discovered that by nodding, shaking, lifting, or lowering the head, Teachers may adopt a shrug of the shoulders, maintain a rigid posture, relax, walk towards or away from students, and assume a stance indicating readiness to provide assistance (Mariani, 2020; Mariani et al., 2024; Saputri et al., 2023; Sinta et al., 2023). As the PAK teacher, Mrs. VS has employed a range of bodily movements and mimics in her teaching practice. She considers these techniques to be integral to effective pedagogy. The teacher does not remain in a single position for an extended period; rather, they move around the classroom. It is also advantageous for the teacher to vary their position, in order to prevent boredom and maintain the students' attention. In addition, Mrs. VS, the PAK teacher, indicated that she had also altered her position through movement during the course of her teaching.

CONCLUSION

Based on the results of interviews conducted by the author at SMAN 1 Palangka Raya with one PAK teacher and twenty students of class XI, it can be concluded as follows: First, in the classical teaching style, PAK teachers at SMAN 1 Palangka Raya have not fully implemented the teaching style, because in the second indicator, the process of delivering material is not based on the interests of children or students, while the process of delivering material that PAK teachers teach at school must be based on the interests and needs of students. Furthermore, in the technological teaching style, personalized teaching style, and interactional teaching style, PAK teachers of SMAN 1 Palangka Raya have applied some of these teaching styles. Second, there is a significant

difference between the first week and the second week in the students' interest and motivation to learn. Students' learning interest reflects the extent to which they are interested and motivated to understand and master the learning materials. Third, the six variations of aspects in teaching such as voice variation, focusing attention, making a moment of silence, doubling contact, variations in body movements and mimics, and variations in changing positions with movements.

ACKNOWLEDGEMENTS

The authors proposes the following recommendations for educational institutions: firstly, schools can facilitate the adaptation of effective teaching styles through the provision of guidance and the introduction of models or learning methods, enabling teachers to tailor their approach to the specific requirements of each student. Secondly, it is crucial for teachers to recognise the significance of their teaching style for students and themselves. In order to optimise learning outcomes, teachers should continue to refine effective learning methods or models, foster a positive learning environment and maintain creativity through the utilisation of diverse teaching styles, tailored to the specific needs of each student. Third, it is hoped that future researchers will conduct further research that goes beyond the observation of the teacher's teaching style. While the teacher's style is undoubtedly a significant factor, there may also be other contributing elements that lead to learning difficulties in students. These could include internal factors, such as those inherent to the student, and external factors.

REFERENCE

- Akcan, E. (2022). Culturally responsive education as a sustainable educational approach: Reflections from primary school teachers life science course practices. *Journal of Pedagogical Research*. <https://doi.org/10.33902/jpr.202215416>
- Amanda, D., Mariani, E., Zain, P. E., & Munte, A. (2023). Henri Louis Frédéric de Saussure's Linguistic-Semiotics and Nganan Firasat's Rhetoric. *Lingua: Journal of Linguistics and Language*, 1(1), 12–29.
- Andrei, O. (2023). Enhancing religious education through emotional and spiritual intelligence. *HTS Teologiese Studies /*

- Theological Studies*, 79(1).
<https://doi.org/10.4102/hts.v79i1.7887>
- Bumen, E. J. K. R., Susanto, A., Eksely, S. P., Handriani, Y., Sinaga, M. M., Lidia, L., ... Munte, A. (2024). Penguatan Pembelajaran Komunikasi Filosofis Agama Kristen di Sekolah Menengah Kejuruan Palangka Raya. *Dharma Sevanam: Jurnal Pengabdian Masyarakat*, 3(2), 137–151.
- Dananjaya, U. (2023). *Media pembelajaran aktif*. Nuansa cendekia.
- Dimiyati, & Mudjiono. (1999). *Belajar dan pembelajaran*.
- Eksely, S. P., Susanto, A., Handriani, Y., Bumén, E. J. K. R., & Munte, A. (2024). PEMBERDAYAAN DAN PEMBELAJARAN PAK BERBASIS ASSET BASED COMMUNITIES DEVELOPMENT: PENGALAMAN TIM PENGABDIAN KEPADA MASYARAKAT. *Amare*, 3(1), 1–11.
- Flanagan, A. M., Cormier, D. C., & Bulut, O. (2020). Achievement may be rooted in teacher expectations: examining the differential influences of ethnicity, years of teaching, and classroom behaviour. *Social Psychology of Education*, 23, 1429–1448. <https://doi.org/10.1007/s11218-020-09590-y>
- Fransisko, Y., Yappo, Y., Rosen, I., Mariani, E., & Munte, A. (2024). Idealistic Philosophy ('I') as Thing-in-itself as Spaceship and Timelessness. *JURNAL ILMIAH FALSAFAH: Jurnal Kajian Filsafat, Teologi Dan Humaniora*, 10(1), 1–20.
- Hasan, M., Harahap, T. K., Trisnawati, S. N. I., Hamzah, H., Munte, A., Simanungkalit, L. N., ... Hasibuan, N. S. (2023). Pengantar Pendidikan Indonesia: Arah Baru Dalam Membentuk Profil Pelajar Pancasila. *Penerbit Tahta Media*.
- Hasril, H., & Sahidi, A. (2021). Hubungan antara Gaya Mengajar Guru dengan Motivasi Belajar Siswa Kelas X IPS SMA Negeri 07 Bombana. *Jurnal Akademik FKIP Unidayan*, 61–70.
- Loheni, R., Lukas, L., Trisiana, R., Sitohang, R. M. S., Natalia, V., & Sariyani, R. (2023). Kontribusi Guru dalam Pembentukan Subjek Disiplin Siswi/A: Narasi Deskriptif SMP di Kabupaten Barito Timur. *EDUCATION: Scientific Journal of Education*, 1(1), 10–28.
- Makri, E., Spiliotopoulos, D., Vassilakis, C., & Margaritis, D. (2020). Human behaviour in multimodal interaction: main effects of civic action and interpersonal and problem-solving skills. *Journal of Ambient Intelligence and Humanized Computing*, 11(12), 5991–6006.
- Mariani, E. (2020). *Pemikiran Henry A. Giroux tentang Pendidikan Kritis, Peran Guru sebagai Intelektual Transformatif dan Relevansinya bagi Pembelajaran pada Sekolah di Indonesia*. Driyarkara School of Philosophy.
- Mariani, E., Tiani, E., Nehemia, A., Anugrah, E., Junustie, M., Ananda, A., & Hermiwati, H. (2024). Penguatan Kapasitas Pembelajaran Pendidikan Agama Kristen di Tingkat Sekolah Menengah Kejuruan di Kota Palangka Raya. *Creation: Jurnal Pengabdian Masyarakat*, 1(1), 11–21.
- Munte, A. (2023a). Jejak Ziarah Pemikiran Heidegger dalam Ruang Pendidikan Konseling Kristen Atas Sorge-Entschlossenheit-Angst-Zeitlichkeit. *PEADA': Jurnal Pendidikan Kristen*, 4(1), 44–58.
- Munte, A. (2023b). Kehadiran Linguistik, Falgosentris dan Pendidikan Kristen Dalam Percakapan Filosofi Luce Irigaray. *EDUKASI: Jurnal Penelitian Pendidikan Agama Dan Keagamaan*, 21(3), 301–314.
- Munte, A. (2024). Filsafat Pendidikan Kristiani dalam Pertanian Padi Darat: Kemenjadian Misteri dan Moralitas. *PEADA': Jurnal Pendidikan Kristen*, 5(2), 157–176.
- Mustoip, S., Al Ghozali, M. I., Fadhlullah, M. Z. F., & Assenhaji, S. A. Y. (2024). Influence of Introverted and Extroverted Personalities on English Learning Interaction for Elementary School Students. *Elsya: Journal of English Language Studies*, 6(1).
- Mwinkaar, L., & Lonibe, J.-F. Y. (2024). Heutagogy as an alternative in teacher education: conceptions of lecturers and pre-service teachers of school of education and life-long learning, SDD-UBIDS. *Frontiers in Education*, 9, 1389661. Frontiers Media SA.
- Oktaviani, S., Pradita, Y., & Munte, A. (2023). Students Anxiety on iGeneration of Post-Structuralism at SMA Kuala Kapuas and Palangka Raya. *EDUJAVARE: International Journal of Educational Research*, 1(2), 109–122.

- Pengky, P., Octavia, O., Seruyanti, N., Endri, E., & Munthe, Y. (2023). Fluktuasi Pembelajaran-Peziarahan-Profesionalitas-Kode Etik Guru di Indonesia. *Jurnal Pengajaran Sekolah Dasar*, 2(1), 60–75.
- Peryanto, P., Chrystiani, E., & Munte, A. (2023). Managing Conflict: ["I-Thou"] Theosophy and Counseling. *National Conference on Educational Science and Counselling*, 3(1), 1–24.
- Pramana, A., Yappo, Y., & Munthe, Y. (2023). Afectual Management: Confidence Build-Up, Technological Barriers and Compassionate Solidarities. *The Eastasouth Journal of Learning and Educations*, 1(3), 97–115.
- Prasetiawati, P. (2022). Christian Religious Education, Null Curriculum, Learning Strategies, and Inclusiveness in Indonesia. *QALAMUNA: Jurnal Pendidikan, Sosial, Dan Agama*, 14(1), 207–224.
- Rahmi, L., & Alfurqan. (2021). “Pengaruh Penggunaan Media Audio Visual terhadap Minat Belajar Siswa pada Masa Pandemi Covid-19.” *Jurnal Education and Development*, 9(3), 580–589.
- Riska, M., Liansih, N., Gustina, N., & Munte, A. (2023). Urgensial Filsafat, Kode Etik dan Profesionalisme Guru di Kalimantan Tengah. *SIBERNETIK: Jurnal Pendidikan Dan Pembelajaran*, 1(1), 39–51.
- Rohr, R. (1996). *Job and the mystery of suffering: Spiritual reflections*. Gracewing Publishing.
- Rosen, I., Pransisko, Y., Melan, M., Sirnawati, S., Lukas, L., & Yappo, Y. (2023). Hypocrisy and Social Segregation amongs Mental Health Education. *Jurnal Pendidikan West Science*, 1(10), 590–604.
- Rudie, R. (2021). Manajemen Penerimaan Peserta Didik Baru Secara Online di SMPN 3 Kota Palangka Raya. *Harati: Jurnal Pendidikan Kristen*, 1(2), 144–155.
- Sadovnik, A. R., & Giroux, H. A. (1989). Teachers as Intellectuals: Toward a Critical Pedagogy of Learning. *Contemporary Sociology*, 18(6). <https://doi.org/10.2307/2074233>
- Salmanezzer, J., Keren, J. A., Istandar, J., Sebastian, A., Cendana, B. E., & Sihombing, O. M. (2023). Instrumentalisasi Diri, Transformasi Musik Aristoteles Atas Hasrat dan Pendulangan Massa. *IJM: Indonesian Journal of Multidisciplinary*, 1(4), 1630–1647.
- Sanasintani. (2019). *The Teacher's Response to the Supervision Approach of Supervisors with Cultural Insights: Huma Betang Cantik City, Central Kalimantan, Indonesia*. <https://doi.org/10.2991/icet-18.2018.20>
- Saputri, E. I., Tinopi, L. M. A., Melli, M., Gandi, O. A., Litami, R., & Mariani, E. (2023). Nurturing as Counseling Education, Philosopher Peter Abelard's Intentionalist Ethics and Child Marriage Events. *National Conference on Educational Science and Counselling*, 3(1), 37–56.
- Sari, N. A., & Ginting, M. T. H. (2023). Minat Belajar Siswa dalam Mengikuti Pembelajaran Pendidikan Agama Kristen di Kelas VII SMP Negeri 3 Palangka Raya. *Harati: Jurnal Pendidikan Kristen*, 3(2), 141–152.
- Sefle, Y., Krimadi, O., & Wenda, D. (2023). Dissecting Indonesian Teacher Ethics Code on Disciplinary Penalties. *Honai*, 5(2).
- Seruyanti, N., Sihombing, M. O., Hanriani, S., Aditia, Y., & Wahyunisa, W. (2023). Partisipasi Guru Musik Berbasis Potensi Siswa Pendidikan Musik: Kajian Studi di Sekolah Musik. *Jurnal Pengajaran Sekolah Dasar*, 2(1), 93–112.
- Sihombing, O. M., Salmanezzer, J., Timotius, F. A., & Munte, A. (2024). Penubuhan Ekspresi dan Gaung Filosofi Musik melalui dan di dalam Lagu Isen Mulang. *Cantata Deo: Jurnal Musik Dan Seni*, 2(1), 1–12.
- Sinta, G., Lestary, D., Tanzania, T., Napat, S., Mariani, E., & Munte, A. (2023). Framing Naturalism Philosophy's Axiological Synergy in Management-Christian Religious Education. *Aksiologi: Jurnal Pendidikan Dan Ilmu Sosial*, 4(2), 71–83.
- Sisianti, D., Sinaga, M. M., & Munte, A. (2023). Empowering Coloring Program at Preschool Pelita, Tumbang Randang Village, Timpah Sub-District. *Salus Publica: Journal of Community Service*, 1(3), 63–69.
- Sulistyowati, R., Munte, A., Silipta, S., & Rudie, R. (2022). Strengthening Music Learning at SMKN. *Dimas: Jurnal Pemikiran Agama Untuk Pemberdayaan*, 22(2).
- Suluh, J. A., Lukas, L., Munthe, Y., & Yulista, Y. (2024). Building Nationalities within

- Christians Virtues. *Pengabdian: Jurnal Abdimas*, 2(1), 1–22.
- Susanto, A., Eksely, S. P., Bumen, E. J. K. R., Handriani, Y., Munte, A., & Sanasintani, S. (2024). Pemberdayaan Modul Pengajaran Pendidikan Agama Kristen dan Kapasitas Diri melalui Praktik Pengalaman Lapangan. *Jurnal Pengabdian Masyarakat Lamin*, 2(2), 158–172.
- Tirayoh, M. C., Kistisia, J., Sinta, M. P., Vinisya, S., Wirawan, A., & Munte, A. (2023). Rethinking Juan Luis Segundo: Phenomenological Philosophy, Existentialism and Liberation Theology. *Jurnal Pendidikan West Science*, 1(10), 605–621.
- Tirri, K. (2022). The value base of teacher's professional ethics: The case of Finland. In *International Research Handbook on Values Education and Student Wellbeing (2nd. ed.)*. Springer Nature.
- Trisiana, R., Munte, A., Betaubun, C. A., & Malau, R. (2023). Perlukah Filsafat Ber-Lokalitas-Naratif di Sekolah Dasar?: Membingkai Sekat Pengasuhan Guru. *Madako Elementary School*, 2(1), 1–21.
- Woods, P. J., & Copur-Gencturk, Y. (2024). Examining the role of student-centered versus teacher-centered pedagogical approaches to self-directed learning through teaching. *Teaching and Teacher Education*, 138, 104415.
- Yuel, Y., & Keintjem, C. (2021). Self Efficacy dan Kemandirian Belajar Pendidikan Agama Kristen Siswa di SMAN 1 Palangka Raya. *Harati: Jurnal Pendidikan Kristen*, 1(1), 101–114.