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## **The Correlation Between Teachers' Teaching Style and Students' Learning Engagement at MA Plus Nurul Islam Sekarbela**

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**Abstract:** Student learning engagement is a multidimensional construct encompassing behavioral, emotional, and cognitive aspects, serving as a cornerstone for academic success. This study investigated the correlation between teachers' teaching styles and student learning engagement at MA Plus Nurul Islam Sekarbela, addressing a research gap within the unique cultural and institutional environment of Indonesian Islamic schools. Utilizing a quantitative approach with a correlational research design, data were collected from 49 students in grades XI and XII using a structured self-report questionnaire adapted from Grasha's teaching style model. Descriptive analysis revealed that overall perceived teaching styles were categorized as "High," with the student-centered Facilitator Style dominating Class XI Agama (Mean = 3.38) and the teacher-centered Expert Style dominating Class XII-B Agama (Mean = 3.30). Inferential statistics using Spearman's rho indicated no statistically significant linear correlation between overall perceived teaching style and student learning engagement ( $p > 0.05$ ) in either grade. The findings suggest that institutional norms and cultural discipline may be stronger predictors of engagement than pedagogical style alone. It is concluded that educators should prioritize strategies targeting the emotional and cognitive dimensions of engagement to improve instructional quality.

**Keywords:** Teacher Teaching Style, Student Learning Engagement, Islamic School, Correlational Design.

## **INTRODUCTION**

Student learning engagement is widely acknowledged as a cornerstone of effective education and academic success. When students are actively engaged, they demonstrate greater commitment, participation, and ultimately, better learning outcomes. As articulated by Fredricks, Blumenfeld, and Paris (2004), student engagement is a multidimensional construct encompassing behavioral, emotional, and cognitive aspects. Conversely, students who are less engaged often exhibit low motivation and a higher likelihood of dropping out. Teachers' must address this issue by creating an engaging and supportive learning environment. This aligns with studies highlighting engagement as a key predictor of academic achievement and well-being (Wang & Eccles, 2012).

While numerous factors influence engagement, the teachers' teaching style is a pivotal determinant. Effective instructional strategies directly correlate with increased student achievement (Marzano, Pickering, &

Pollock, 2001). Contemporary research reinforces how pedagogical approaches—how teachers' deliver content and manage the classroom—significantly shape students' attitudes towards learning (Opdenakker & Van Damme, 2017).

However, a significant gap exists between expected engagement levels and actual classroom conditions. During an internship at MA Plus Nurul Islam Sekarbela, observations revealed a lack of student interest. This finding aligns with Nurhairati, Tohir, and Arafiq (2021), who state that motivation is essential for reaching learning objectives. At this specific site, dissatisfaction was a recurring theme; students reported that conventional lecture methods and a lack of teaching media left them feeling like passive recipients. Such challenges in English learning design often involve high student needs and limited time (Duka, Sujana, & Melani, 2020).

This passive role leads to decreased motivation, which hinders enthusiasm. Information regarding these gaps is vital for future attempts to ensure educational programs

remain relevant to student development (Tahir, Soepriyanti, & Nurtaat, 2024). There is an urgent need to examine the relationship between teaching methods and participation, as student feedback indicates a desire for a more interactive environment to help absorb information and develop critical thinking.

Based on these internship findings, this study aims to investigate how teachers' teaching styles significantly enhance student engagement. This research provides a new value through localized insights at MA Plus Nurul Islam Sekarbela. Specifically, the study seeks to answer: (1) What types of teaching styles are used by teachers in the classroom? and (2) Is there a correlation between the teachers' teaching style and the level of student learning engagement?

The significance of this study extends to several educational stakeholders. For students, this research is expected to increase awareness of their own learning needs, encouraging a more active role in the learning process to improve motivation and academic performance. For teachers, it serves to raise awareness regarding how specific instructional habits are associated with classroom engagement, highlighting the importance of adopting responsive, student-centered strategies. Furthermore, for future researchers, this study provides a foundational reference for exploring the link between instructional methods and student behavior in diverse educational contexts.

The scope of this research is specifically focused on the classroom environment at MA Plus Nurul Islam Sekarbela, examining the correlation between two key variables: teacher teaching style and student learning engagement. Teaching style is operationally defined as the unique combination of traits, behaviors, and pedagogical habits—such as the way information and skills are conveyed—that a teacher uses to facilitate learning and prevent boredom. This definition aligns with Peacock (2001), who describes teaching style as the consistent habits teachers use to deliver information.

Complementing this, learning engagement is defined as the active physical and mental participation of students. Rather than being passive recipients who merely sit and listen, engaged students utilize their cognitive faculties to master material and develop skills, behaviors, and values. This is consistent with Febrianto's (2013) view that engagement

involves students actively feeling and understanding the learning process. To detect these dynamics, this study focuses on students in classes XI Agama and XII-B Agama to identify which specific teaching styles are appreciated or found less effective in a real-world setting.

The relationship between instructional delivery and student involvement is well-documented in recent literature. Shaari et al. (2014) identified a significant positive relationship between lecturers' teaching styles—predominantly personal model and expert styles—and student academic engagement, suggesting that a variety of pedagogical approaches encourage more systematic learning. Similarly, Inayat and Ali (2020) established that an autonomy-supportive teaching style correlates moderately with engagement ( $r = .463$ ) and curiosity ( $r = .318$ ). While Singhal and Goel (2025) recently reaffirmed that student-centered styles lead to demonstrably higher levels of engagement compared to teacher-centered approaches, some contexts show different results. For instance, Lopez (2025) found no statistically significant linear relationship ( $r = .156$ ,  $p = .111$ ) between overall teaching style and engagement in research classes, despite high implementation of technology-enhanced learning.

Despite these global findings, a critical research gap remains. Most existing studies are conducted in broad or Western educational settings, leaving a void in understanding these dynamics within the unique cultural and institutional environment of Islamic educational institutions in Indonesia, such as a Madrasah Aliyah Plus (MA Plus). Pedagogical approaches and cultural values in these settings may introduce distinct nuances not captured by current research. Therefore, this study aims to provide new value and innovation<sup>3</sup> by conducting a case study at MA Plus Nurul Islam Sekarbela. This research will offer a contextualized understanding of how teaching styles correlate with engagement in an Indonesian Islamic School context, ultimately informing more culturally sensitive teaching strategies.

## METHOD

This study adopted a quantitative approach employing a correlational research design to investigate the systematic association between students' perceptions of teaching styles and their reported levels of learning engagement. This

design is particularly suitable for exploring the strength and direction of relationships between variables without direct manipulation.

The research was conducted at MA Plus Nurul Islam Sekarbela with a population consisting of XI and XII grade students. Using stratified random sampling, 49 students were selected as a representative sample, comprising 26 students from Class XI Agama and 23 students from Class XII-B Agama. These grades were chosen specifically because the students have sufficient exposure to varied teaching methods and are taught by different English teachers, providing a more informed assessment of their learning experiences.

The primary instrument was a structured self-report questionnaire utilizing a 4-point Likert scale. The questionnaire was divided into three sections: Part A for demographic data; Part B to measure perceived teaching styles (Expert, Formal Authority, Facilitator, Personal Model, and Delegator), adapted from Grasha (2006); and Part C to assess learning engagement across behavioral, emotional, and cognitive dimensions. Before deployment, the instrument underwent validity and reliability testing via a pilot study to ensure internal consistency using Cronbach's alpha.

Data collection procedures were conducted ethically, beginning with obtaining institutional approval and written permission

from the school. Participants received a comprehensive briefing on the study's objectives and the voluntary nature of their participation. To encourage honest responses, anonymity was strictly maintained, and written consent was secured from all respondents before administering the questionnaire in a group setting.

Data were processed and analyzed using IBM SPSS Statistics through both descriptive and inferential techniques. Descriptive statistics, including frequencies, percentages, means, and standard deviations, were used to identify the types of teaching styles prevalent in the classroom. For the correlational analysis, the Pearson Product-Moment Correlation Coefficient ( $r$ ) was employed to determine the relationship between teaching style and engagement, with a significance threshold of ( $p < 0.05$ ). Additionally, simple linear regression was performed to determine the predictive power of the independent variable on student engagement.

## RESULTS AND DISCUSSION

**Descriptive Statistics:** Types of Teacher Teaching Styles (Research Question 1) The overall students' perception of teaching styles at MA Plus Nurul Islam Sekarbela is categorized as High. Data from both Grades indicate that teachers possess a broad pedagogical repertoire.

**Table 1.** Teachers' Teaching Style (Class XI Agama)

No.	Teaching Style (Grasha's model)	Mean Score	Interpretation (1-4 Scale)
1	Facilitator Style	3.38	<b>Very High</b>
2	Personal Model Style	2.92	High
3	Expert Style	2.85	High
4	Formal Authority Style	2.81	High
5	Delegator style	2.65	High
<b>Overall TS</b>		2.92	<b>High</b>

In Class XI Agama, the Facilitator Style is the most dominant, emphasizing student-centered methodology and active discussion. Conversely, the Delegator Style is the least frequently observed.

**Table 2.** Teachers' Teaching Style (Class XII-B Agama)

No.	Teaching Style (Grasha's model)	Mean Score	Interpretation (1-4 Scale)
1	Expert Style	3.30	<b>Very High</b>
2	Personal Model Style	2.84	High
3	Formal Authority Style	2.80	High
4	Facilitator Style	2.77	High
5	Delegator style	2.59	High
<b>Overall TS</b>		2.86	<b>High</b>

For Class XII-B Agama, the Expert Style is the most dominant, reflecting a teacher-centered approach where the instructor is the

primary source of knowledge. Similar to Class XI Agama, the Delegator Style remains the least observed.

**Table 3.** Student Learning Engagement

Class	N	Dimension	Mean Score	Interpretation
XI Agama	26	Behavioral engagement	3.20	High
		Cognitive Engagement	3.13	High
		Emotional Engagement	3.12	High
		<b>Overall Mean</b>	<b>3.15</b>	<b>High</b>
XII-B Agama	23	Cognitive Engagement	3.16	High
		Behavioral Engagement	2.99	High
		Emotional Engagement	2.96	High
		<b>Overall Mean</b>	<b>3.03</b>	<b>High</b>

Behavioral and cognitive dimensions represent the highest levels of engagement across both classes, while Emotional Engagement (feelings of interest and enthusiasm) is consistently the lowest.

**Inferential Statistics:** Correlation Analysis (Research Question 2) To determine the relationship between teaching style and engagement, the Spearman's rho correlation test was applied with a significance threshold of  $p < 0.05$ .

**Table 4.** Correlation Between Teachers' Teaching Style and Students' Learning Engagement

Class Sample	N	Correlation Coefficient ( <i>rs</i> )	<i>P</i> (sig. 2-tailed)	Significance
XI Agama	26	0.117	0.570	Not Significant ( $p > 0.05$ )
XII-B Agama	23	0.091	0.679	Not Significant ( $p > 0.05$ )

The results confirm a very weak relationship in both Classes. Because  $p$ -values are significantly greater than 0.05, there is no statistically significant linear correlation between the teachers' teaching style and student engagement.

## Discussion

**Analysis of Teacher Teaching Styles** The contrast in dominant styles—Facilitator in Class XI Agama and Expert in Class XII-B Agama—likely reflects the differing pedagogical habits of the English teachers assigned to these Classes. While Class XI Agama aligns with a desire for interactive environments, the dominance of the Expert Style in Class XII-B Agama confirms initial observations that students may feel like "passive recipients" under conventional lecture methods. **Analysis of Correlation** The absence of a significant correlation directly challenges the expectation that teacher style is the primary determinant of engagement. This contradicts earlier literature by Shaari et al. (2014) and Singhal and Goel (2025). This suggests that contextual factors in this specific Indonesian Islamic educational institution act as stronger predictors of engagement. Behavioral

engagement appears to be driven by institutional mandates and cultural discipline rather than teaching style. Furthermore, since student dissatisfaction stems from low Emotional Engagement, simply varying the overall style is insufficient; interventions must target the quality and emotional impact of instruction. This mirrors findings by Lopez (2025), where engagement was found to depend more on how students process lessons than on the teacher's style.

## CONCLUSION

The findings of this study offer critical insights into the instructional landscape of MA Plus Nurul Islam Sekarbela. Regarding teaching styles (Research Question 1), it is concluded that while teachers utilize a diverse range of approaches at a "High" category level, there is a clear Class-level divide: Class XI Agama is led by a student-centered Facilitator Style, whereas Class XII-B Agama is dominated by a teacher-centered Expert Style. Regarding the relationship between these variables (Research Question 2), the study concludes there is no statistically significant linear correlation ( $p > 0.05$ ). This confirms that in this specific context, the overall

teaching style is not a statistically significant predictor of engagement, and the null hypothesis is accepted. Based on these conclusions, several detailed suggestions are proposed. For teachers, the focus should shift from adjusting broad styles to targeting the Emotional and Cognitive dimensions specifically. This includes increasing teacher enthusiasm, highlighting real-world relevance, and maintaining the structural clarity of the Formal Authority Style while slowly integrating Delegator elements through project-based learning. For future researchers, it is recommended to move beyond general correlations and utilize multiple regression analysis to see if specific styles predict specific dimensions of engagement (e.g., does the Facilitator style specifically predict Cognitive effort?). Finally, a mixed-methods approach involving qualitative interviews is essential to uncover the subjective reasons why students perceive styles as "high" yet still find lessons uninspiring.

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