

THE INFLUENCE OF TEACHERS' INTERACTIONAL TEACHING STYLE ON THE MOTIVATION TO LEARN INDONESIAN LANGUAGE FOR GRADE V STUDENTS IN ELEMENTARY SCHOOL

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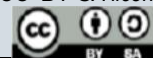
KEYWORDS

elementary school students; Indonesian language; interactional teaching style; learning motivation.

ABSTRACT

Although interactional teaching style has been shown to raise elementary students' classroom activeness, its specific role in shaping students' motivation to learn Indonesian language remains underexamined, leaving a gap between policy expectations for dialogic, meaningful learning and the motivational outcomes it actually produces in the classroom. This study aims to examine the influence of teachers' interactional teaching style on fifth-grade students' motivation to learn Indonesian language at Elementary School. A quantitative correlational approach was employed through an explanatory survey with a cross-sectional design, involving 61 fifth-grade students selected through cluster random sampling, with data analyzed using simple linear regression. The results show that interactional teaching style has a positive and significant influence on learning motivation ($\hat{Y} = 15.966 + 0.482X$; $R = 0.520$; $R^2 = 0.270$; $t = 4.675$, $p = 0.000018$), accounting for 27.0 percent of the variance in students' motivation. These findings confirm that strengthening dialogic interaction and personal feedback in classroom practice is a strategic pathway for teachers, and offer empirical grounds for developing more engaging and contextually relevant approaches to Indonesian language instruction in elementary education.

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INTRODUCTION

Teaching style is widely regarded as a major determinant of classroom atmosphere and is commonly classified into four categories: classical, technological, personalized, and interactional (Hasri, 2021). Among these, interactional style, marked by two-way dialogue and a balanced role among teacher, students, and learning material, is considered the most fitting for the Indonesian language subject, given its communicative and dynamic character (Riza & Andayani, 2025). Through discussion and collaborative meaning-making, this style positions students as active, critical participants rather than passive recipients of information.

A growing body of research supports the motivational value of this approach: interactional style has been linked to higher classroom activeness, reaching an influence of up to 95.5 percent in one study (Karim et al., 2023), and has similarly been associated with stronger learning interest among sixth-grade students (Rahmatullah & Chaer, 2022). A closer look at this literature, however, reveals an important gap. Most existing studies measure outcomes such as activeness or interest, constructs that capture behavioral engagement but do not fully represent the multidimensional nature of learning motivation, which spans behavioral, cognitive, and affective dimensions simultaneously (Bautista et al., 2023). Other work, such as Riza and Andayani (2025), remains at the level of a literature review rather than empirical testing, while Salsabila and Rokhmaniyah (2024) examine teaching style in relation to a specific historical topic rather than the subject as a whole. To date, no study appears to have quantitatively examined how interactional teaching style specifically influences the broader construct of learning motivation within the Indonesian language subject at the elementary level, leaving unclear both the size and the statistical significance of this relationship.

This gap carries practical weight in light of conditions observed at one public school in the Pekayon area, East Jakarta, where preliminary observation across three meetings of the Indonesian language subject in fifth grade recorded active student participation of only 37.5, 28.1, and 40.6 percent, averaging 35.4 percent. Such fluctuation suggests that classroom interaction has not been running optimally and that a largely one-way teaching pattern still persists. This local condition is consistent with broader evidence that elementary students in Jakarta continue to face learning recovery challenges linked to classroom engagement and participation (Fatayan et al., 2023). The recent enactment of Regulation of the Minister of Primary and Secondary Education Number 13 of 2025, which frames deep, dialogic learning as a foundation for elementary education, adds further context to this concern (Kemendikdasmen, 2025), though the regulation itself is not the basis for this study; rather, it underscores that the timing is apt for empirically testing whether interactional practice actually translates into stronger learning motivation.

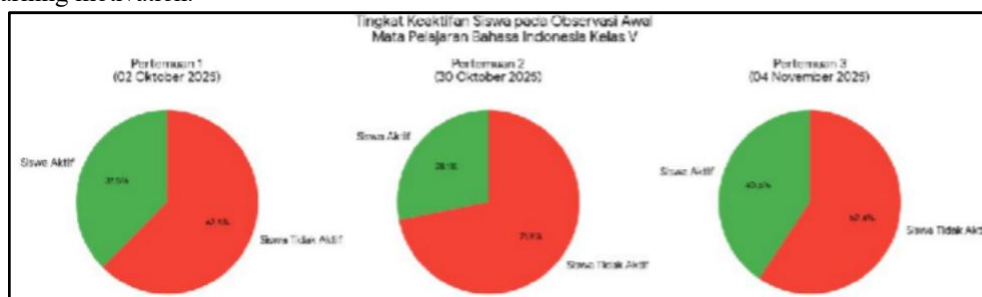


Figure 1. Fluctuation of Student Active Participation During Preliminary Observation

Building on this gap between the motivational construct that theory calls for and the narrower outcomes measured in prior empirical work, this study aims to examine the influence of teachers' interactional teaching style on fifth-grade students' motivation to learn Indonesian language at Elementary School. By applying a quantitative regression approach to a multidimensional motivation construct, the findings are expected to provide the kind of precise, generalizable evidence that has so far been missing from the literature, offering teachers a clearer empirical basis for choosing a teaching style that can meaningfully strengthen students' drive to learn.

METHOD

This study used a quantitative, explanatory survey design with a cross-sectional structure, in which teachers' interactional teaching style (X) and students' motivation to learn Indonesian language (Y) were measured concurrently and their relationship tested statistically through simple linear regression rather than

described qualitatively.

The study was conducted at one public school located on Jalan Raya Pekayon, Pasar Rebo Subdistrict, East Jakarta, a site chosen for the gap it presented between the ideal demands of interactional teaching and actual classroom practice. The overall research process spanned nine months, from October 2025, when the proposal was drafted, through June 2026, when the final report was completed and defended. Within this period, instrument construction and expert validation were completed first, followed by a try-out on 58 students outside the research sample to establish item validity and reliability; questionnaire administration to the actual sample took place only after these steps confirmed the instruments were fit for use, after which the resulting data were tabulated and analyzed.

The population comprised all 96 fifth-grade students, organized into three intact class groups. Because the population was structured in pre-existing class units rather than individual students, cluster random sampling was applied: each of the three class groups was treated as an equally eligible sampling unit, and two of them, class VA and class VC, were selected as the sample, leaving the third group outside the study. This produced a sample of 61 students, all of whom served as respondents, since every member of a selected class group carried the same probability of inclusion as any other.

Data were collected through two closed Likert-scale questionnaires with four response options (strongly agree, agree, disagree, strongly disagree) and no neutral midpoint, a design intended to push respondents toward a definite stance on each statement (Ardiansyah et al., 2023). The instrument for learning motivation was built from three dimensions synthesized from Self-Determination Theory (Guay, 2022) and Expectancy-Value Theory (Lo et al., 2022): behavioral, cognitive, and affective, covering indicators such as persistence in completing tasks, learning autonomy, perceived task value, self-efficacy, enthusiasm, and emotional involvement (Bautista et al., 2023). Of the 18 initial items, 12 were declared valid following product-moment testing on the 58 try-out respondents, and Cronbach's Alpha on these 12 items reached 0.691.

The instrument for interactional teaching style was built from indicators of dialogic communication, active engagement, personal feedback, social collaboration, and recognition of students' characteristics. Of the 20 initial items, 15 were declared valid, with calculated correlation values exceeding the table value of 0.259. Cronbach's Alpha on these 15 items reached 0.644. This value sits closer to the conventional 0.60 threshold than the 0.691 obtained for the motivation instrument, but it still clearly exceeds the minimum criterion; it is also worth noting that 75 percent of the originally drafted items for this instrument survived item-validity testing, indicating that the retained items functioned as a reasonably consistent set. The instrument was therefore treated as reliable for measuring interactional teaching style.

Collected data were analyzed descriptively through the mean, median, mode, standard deviation, minimum, and maximum values (Tarigan & Silaban, 2024). Before hypothesis testing, classical assumption tests were carried out: a normality test using the Kolmogorov-Smirnov technique on the model's residuals, and a linearity test through the F statistic (Shatz, 2024). The main hypothesis was then tested using simple linear regression with the model $Y = a + bX$ (Lestari, 2023), with significance examined through a t-test (rejecting H_0 when $p < 0.05$), an F-test for the model as a whole, and the coefficient of determination (R^2) to measure the proportion of variance in learning motivation explained by interactional teaching style.

The statistical hypotheses tested were as follows. $H_0: b = 0$, meaning there is no significant influence of teachers' interactional teaching style on students' motivation to learn Indonesian language. $H_1: b \neq 0$, meaning there is a significant influence of teachers' interactional teaching style on students' motivation to learn Indonesian language.

RESULTS AND DISCUSSION

Descriptive analysis shows that the interactional teaching style variable (X) obtained a mean of 49.93

with a standard deviation of 4.38, with 75.4% of respondents scoring within the range up to 52. The learning motivation variable (Y) obtained a mean of 40.03 with a standard deviation of 4.06, with 59.0% of respondents scoring at or below 41 and the largest frequency falling in the 42–44 interval, accounting for 17 students or 27.9% of the sample.

Table 1. Descriptive Statistics of the Research Variables

Statistic	Interactional Teaching Style (X)	Learning Motivation (Y)
N	61	61
Mean	49,93	40,03
Median	50,00	40,00
Standar Deviasi	4,38	4,06
Minimum	38	30
Maximum	59	48
Interquartile Range	4,50	4,00

Source: SPSS data processing results (2026).

The classical assumption tests were satisfied before hypothesis testing proceeded. The residuals of the regression of Y on X were normally distributed, with an Asymptotic Significance value of 0.200, well above the

0.05 threshold. The relationship between the two variables was also confirmed to be linear, with a linearity F-value of 22.777 ($p = 0.000020$) and a non-significant deviation from linearity ($F = 1.165$, $p = 0.333$).

With both assumptions met, the regression model produced a correlation coefficient of 0.520 and a coefficient of determination of 0.270, indicating that interactional teaching style accounts for 27.0% of the variance in learning motivation.

Table 2. Regression Model Summary

R	R Square	Adjusted R Square	Std. Error of the Estimate
0,520	0,270	0,258	3,495

Predictors: (Constant), Interactional Teaching Style. Source: SPSS data processing results (2026).

The overall significance of this model was confirmed through the F-test, which produced a value of 21.859 at a significance level of 0.000018, exceeding the table value of 4.00.

Table 3. ANOVA Results of the Simple Linear Regression

Model	Sum of Squares	df	Mean Square	F	Sig.
Regression	267,071	1	267,071	21,859	0,000018
Residual	720,864	59	12,218	–	–
Total	987,935	60	–	–	–

Dependent Variable: Learning Motivation. Source: SPSS data processing results (2026).

The regression equation obtained was $\hat{Y} = 15.966 + 0.482X$, meaning that each one-unit increase in interactional teaching style is predicted to raise learning motivation by 0.482 units. This coefficient was confirmed significant through a t-test producing a value of 4.675 ($p = 0.000018$), exceeding the table value of 2.001, so the null hypothesis is rejected and the alternative hypothesis accepted.

Table 4. Regression Coefficients

Model	B	Std. Error	Beta	t	Sig.
(Constant)	15,966	5,167	–	3,090	0,003
Interactional Teaching Style	0,482	0,103	0,520	4,675	0,000018

Dependent Variable: Learning Motivation. Source: SPSS data processing results (2026).

Beyond confirming that interactional teaching style predicts learning motivation, this result is best understood as evidence that the style satisfies specific psychological conditions under which motivation forms in the first place, rather than as an isolated statistical outcome. Self-Determination Theory frames three such conditions: autonomy, competence, and relatedness (Guay, 2022). Interactional teaching style appears to address all three simultaneously, autonomy through balanced two-way dialogue, competence through specific personal feedback, and relatedness through structured social collaboration, which explains why its effect on motivation is broader than its effect on more narrowly behavioral outcomes such as classroom activeness. This mechanism is visible at the item level: the item indicating that the teacher does not ignore students who wish to ask questions drew the highest agreement (92%), consistent with the idea that a classroom where neither teacher nor students dominate creates the relational safety students need to participate (Oktaviani et al., 2024; Suciya et al., 2023). Conversely, the item indicating that the teacher talks more without asking students questions drew the lowest agreement (71%), suggesting that even within a generally interactional classroom, the dialogic and questioning component is the piece most in need of reinforcement (Masrda et al., 2025).

A parallel mechanism explains the motivation side of the relationship. Expectancy-Value Theory holds that engagement grows organically once students perceive genuine value in what they are learning, without needing external pressure (Lo et al., 2022). This is reflected in the item stating that Indonesian language material is useful for daily communication, which drew the highest agreement of any motivation item (92%), suggesting that perceived real-life relevance, not classroom activity alone, is what ultimately sustains motivation. The comparatively lower agreement (78%) on the item about feeling personally attended to by the teacher points to the affective dimension as the more fragile of the three, one where emotional engagement and a sense of being noticed have not yet reached all students evenly (Ramalingam & Jiar, 2022).

Situating this finding against prior work also invites a more critical reading than a simple confirmation. Karim et al. (2023) reported that interactional style influences classroom activeness by as much as 95.5%, a figure far larger than the 27.0% obtained here. The most defensible explanation is conceptual: activeness is a directly observable behavior, while learning motivation is a psychological construct spanning behavioral, cognitive, and affective dimensions at once, so a single teaching variable would reasonably explain less of it. That explanation should not be accepted uncritically, however; it is also possible that activeness, being easier to observe and more immediately responsive to a teacher's in-the-moment behavior, is simply more tightly coupled to teaching style than a psychological state like motivation ever could be. Either reading is plausible, and the gap between 95.5% and 27.0% is large enough that it should temper any claim that interactional style is a uniformly powerful lever across outcome types. Compared with Rahmatullah and Chaer (2022), whose work centered on learning interest among sixth-grade students, the present finding does extend the evidence to a fuller motivational construct rather than to interest alone, but this extension is incremental, not transformative, given that interest and motivation are conceptually adjacent rather than distinct.

The 27.0% contribution itself deserves to be read for what it actually represents: a moderate effect, consistent with the correlation coefficient of 0.520 falling in the 0.40–0.599 band (Akbar et al., 2023), not a dominant one. This matters because a moderate effect size is itself a finding, not a shortfall to explain away. It indicates that interactional teaching style is a genuine but partial contributor to learning motivation, operating alongside a much larger set of unmeasured influences that jointly account for 73.0% of the variance. Prior evidence on parental involvement and parents' self-efficacy in supporting children academically (Guillena et al., 2023) suggests at least part of where that remaining variance likely resides, outside the classroom and beyond a teacher's direct control. Read this way, the practical implication is not that teachers should treat interactional style as sufficient on its own, but that it functions as one necessary, evidence-backed lever among several, one that schools would be wise to pair with support systems that reach beyond classroom hours.

For the development of Indonesian language pedagogy at the elementary level, this pattern of findings suggests that motivation-building strategies grounded in Self-Determination Theory and Expectancy-Value

Theory translate into measurable, if moderate, gains when operationalized through a concrete, teachable classroom style, giving teacher educators a testable link between abstract motivational theory and specific instructional behavior, rather than leaving that link at the level of theory alone.

This study has several limitations. It examined only one independent variable, while 73.0% of the variance in learning motivation is explained by factors outside the model, such as parental support, learning media, peer environment, students' psychological condition, and school facilities. It was conducted at only one school with a sample limited to 61 fifth-grade students, so generalizing the findings calls for caution. Data collection relied entirely on self-report questionnaires, an approach susceptible to social desirability bias despite adequate validity and reliability testing. Finally, the cross-sectional design allows the relationship between the two variables to be identified but cannot establish causality, since no longitudinal observation captured how motivation might change as the consistency of interactional teaching evolves over time.

CONCLUSION

This study set out to examine whether teachers' interactional teaching style influences fifth-grade students' motivation to learn Indonesian language, and the evidence supports a clear answer: it does, in a way that is both statistically significant and psychologically coherent. Students respond most strongly to a teacher's openness to dialogue and their sense that classroom material genuinely matters to their lives, which together point to a straightforward substantive finding, motivation is built less through activity for its own sake than through students feeling heard and finding real value in what they are asked to learn.

At the same time, interactional teaching style explains only a moderate share of that motivation, a result that is itself informative rather than disappointing. It confirms that teachers hold real, usable leverage over how motivated their students become, while also making clear that this leverage operates alongside other forces, inside and outside the classroom, that a single teaching style cannot substitute for. The contribution of this study, then, is not simply a regression equation but an empirical link between two motivational theories long discussed abstractly in teacher education and a concrete, observable teaching behavior that elementary teachers can actually practice and refine.

For teachers, this means treating interactional style not as a generic ideal but as a specific set of practices worth deliberately strengthening: sustaining two-way questioning rather than one-way delivery, giving personal and specific feedback, and building a classroom climate where no single voice dominates. For schools, it means recognizing that teacher training alone cannot carry the full weight of student motivation; the sizable share of motivation left unexplained by teaching style is a signal that schools need to build wider support structures around the classroom rather than treating motivation as a matter of individual teacher performance alone.

Future research would do well to move beyond testing interactional style in isolation and instead examine how it interacts with the factors most likely to shape or channel its effect. Classroom climate, parental involvement, and students' self-efficacy are natural candidates for mediation or moderation analysis, since each could plausibly explain part of why interactional style translates into stronger motivation for some students more than others. Testing these as mediating or moderating variables, rather than simply adding them as further predictors, would clarify not just whether they matter but how and for whom interactional teaching style works best, giving subsequent studies a sharper, more actionable direction than a broader replication would.

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