

# Learning Media, Learning Styles, and Teacher Competence and Their Influence on Students' Learning Interest in Islamic Junior High School

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## ABSTRACT

**Background:** Learning interest is an important factor in determining student engagement in the learning process because interest not only makes students learn longer, but can also make students learn better and more deeply. Most previous studies have examined learning media, learning styles, and teacher competencies separately, but research that examines these three variables simultaneously on student learning interest is still limited. **Objective:** This study aims to analyze the influence of learning media, learning styles, and teacher competencies on student learning interest at MTs YATABU Surabaya. **Methodology:** This research method uses a quantitative approach with a survey method, involving 110 students as a sample through a total sampling technique. Data were collected using a Likert scale questionnaire and analyzed using multiple linear regression with the SPSS program version 26. **Results:** The results showed that learning media and teacher competencies have a positive and significant influence on student learning interest, while learning styles did not show a significant influence. **Conclusion:** This indicates that learning media and teacher competencies are factors that can increase student learning interest.

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## 1. Introduction

Interest in learning is a psychological condition that determines the success of the educational process. Interest enables accurate and complete object recognition, results in meaningful learning, promotes long-term knowledge retention, and plays a crucial role in human memory. Students with a high interest in learning tend to demonstrate better attention, concentration, and engagement during learning. According to Ormrod [1], when students experience significant positive impacts, such as enjoyment in completing tasks they find interesting, their interest in learning will grow.

Observations revealed a decline in learning interest, indicating some students exhibited a lack of interest in learning, characterized by a lack of focus and boredom. These findings revealed several factors influencing learning interest, including the effectiveness of the learning media used by teachers, the suitability of methods to students' learning styles, and the teacher's competence in delivering the material.

Many factors, in addition to those already mentioned, can contribute to a decline in student learning interest in school. One factor believed to influence learning interest lies in the appearance or use of learning media. Varied and engaging learning media can help students understand the material more easily and play a significant role in student engagement. Islamic Religious Education (PAI) learning media uses the term "*mengaji*" (Quran recitation), which can be applied in direct practice. Students in the second level have access to images or videos of Quran recitations. At this symbolic level, students can then compare their experience of reciting the Quran with readings they have read or heard [2]. This statement is also in line with Ramasany *et al.* (2022) research, which states that interest will emerge when learning is enjoyable and effective for students if teaching methods are varied and adapted to the subject matter, needs, and abilities of students in the class [3]. Then, Rodyah's *et al.* (2024) opinion also explains that by using creativity in learning, we can create new situations that are not monotonous and interesting, so that students are more involved in every learning process carried out in class [4]. The use of various learning media and applications also helps achieve learning objectives set by teachers. However, the effectiveness of media use still depends heavily on school readiness and the teacher's ability to utilize them optimally.

Understanding students' learning styles is not just about learning media; it is also an effort to increase their interest in learning. A common experience is when students tend to view Islamic Religious Education (PAI) as a less important subject, because it involves too much memorization, stories, and so on. One factor that causes failure in Islamic Religious Education learning is when teachers lecture too much, so students quickly get bored [5]. Considering that no two people are exactly alike in their life experiences and that everyone is unique, it is very likely that no two people learn in the same way. Despite the diversity of learning styles, several experts have attempted to use classifications or groupings of learning styles to support the teaching and learning process [6]. Students may prefer visual, auditory, or kinesthetics learning, but their ultimate goal is always the same: active engagement or a strong desire to learn. Many studies have obtained varying results. Some studies found a significant effect, but others found no effect. Therefore, this research needs further study, especially in Madrasah Education.

Schools play a crucial role in shaping students' learning interests, and this is inseparable from the presence of teachers in the classroom. Competent teachers not only master the material but are also able to apply appropriate learning methods and communicate effectively. This statement aligns with the opinion of Khan *et al.* (2017) that teachers need to be able to communicate effectively in order to manage the classroom, build relationships with students, and convey knowledge [7]. In learning activities, teachers play a crucial role in stimulating students' curiosity and motivating them to learn more [8]. Islamic Religious Education teachers not only serve as transmitters of religious subject matter but also as role models of religious and social values in everyday life within the school environment [9]. Furthermore, in her research, Cikka (2020), explains that Islamic Religious Education teacher must also consistently foster close relationships with their students as a forum to facilitate communication between them by always being gentle, compassionate, and providing good examples [10].

Based on the background description, the objectives of this study are to determine (a) the influence of learning media on learning interest; (b) the influence of learning styles on learning interest; (c) the influence of teacher competence on learning interest. This study examines three independent variables, namely learning media, learning styles, and teacher competence, while the dependent variable is only learning interest.

## 2. Method

This study uses a quantitative approach with a survey method. According to Fraenkel and Wallen [11], quantitative research relies on empirical data collected through objective facts using statistics and statistical techniques, which aims to gain a general understanding of the data obtained. The study population consisted of all 110 students of MTs YATABU Surabaya, and the entire population was taken as a sample using a total sampling technique.

The sampling process mechanism in this study was carried out through direct data collection by distributing an 8-point Likert-sized questionnaire to measure the variables in this study. Each variable in this study was measured using several indicators. These indicators were used to compile questionnaire statement items. Learning media indicators according to Gerlach *et al.* (1980) have three indicators [12], namely: 1) fixative characteristics; 2) manipulative characteristics; and 3) distributive characteristics. Learning style indicators according to Fleming [13] are: 1) time preference; 2) temperature and lighting preferences; 3) learning with others; 4) independent learning; 5) learning by seeing; 6) learning by hearing; and 7) learning by moving. Teacher competency indicators according to Kim and Kim [14] are 1) subject understanding; 2) learning methods; 3) encouraging student participation; 4) learning comprehension; 5) teaching environment and conditions; 6) learning evaluation, and 7) individual qualifications. Learning interest indicators according to Renninger *et al.* (2014) [15] include: 1) interest in the subject; 2) situational interest; 3) emotional involvement; 4) attention and concentration; 5) enjoyable experiences; and 6) social influence.

Data analysis used several tests, namely a data quality test consisting of a validity test using Corrected Item Total Correlation and a reliability test using Cronbach's Alpha calculation. Then, classical assumption tests, namely a normality test using a p-plot diagram, a Durbin Watson autocorrelation test, a multicollinearity test, and a heteroscedasticity test using a scatter plot. Furthermore, statistical tests to examine the relationship between variables were conducted using multiple linear regression, t-test, F-test, and coefficient of determination using the SPSS for Windows version 26.0 program.

## 3. Results and Discussion

### 3.1 Data Analysis Results

Data quality testing aims to verify the suitability of research instruments, ensuring their suitability for use as data collection tools. Instrument quality is assessed through two tests: validity and reliability.

Measurement validity analysis can be performed using a corrected item-total correlation analysis presented in SPSS output as part of the reliability test. The analysis results show that all 46 questionnaire items and 42 questionnaire statements obtained corrected item scores  $>0.3$  or higher. Meanwhile, four other statements showed results below 0.3, indicating invalid statements. The next step is the reliability test which can be seen in the following table:

Table 1. Reliability Test

Variable	Cronbach's Alpha	N of Items	Description
Learning Media (X1)	0,790	6	Reliable
Learning Style (X2)	0,802	10	Reliable
Teacher Competence (X3)	0,877	14	Reliable
Learning Interest (Y)	0,863	12	Reliable

Source: SPSS 26, 2025

Based on the reliability test results, the Cronbach's alpha value was higher than 0.6. Thus, all variables were declared reliable. How to find out the distribution of data in the normality test using the P-Plot method can be seen in the following image:

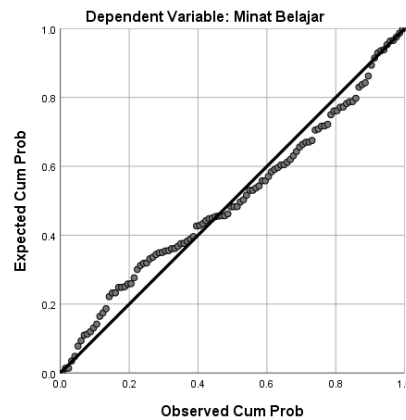


Fig.1. Normality Test

The results of the normality test show that the data points on the graph are close to the line and follow the diagonal. This result indicates that the data obtained are appropriate and normally distributed. This autocorrelation test uses the Durbin Watson test, which can be seen in the following table:

Table 2. Autocorrelation Test

Model	Durbin-Watson	Description
1	2.186	No autocorrelation

Source: SPSS 26, 2025

The standard value of Durbin Watson in decision making is  $> 4$ , so based on the test results, it states that there are no symptoms of autocorrelation. The next step is the multicollinearity test, which is as follows:

Table 3. Multicollinearity Test

Variable	VIF	Tolerance	Description
Learning Media	0,604	1.656	No Multicollinearity
Learning Style	0,500	1.999	No Multicollinearity
Teacher Competence	0,670	1.494	No Multicollinearity

Source: SPSS 26, 2025

The results obtained from the multicollinearity test based on the testing criteria, namely a VIF value of 0.1, mean that the research data can be declared not to experience multicollinearity. The method used to detect heteroscedasticity is a scatter plot, as follows:

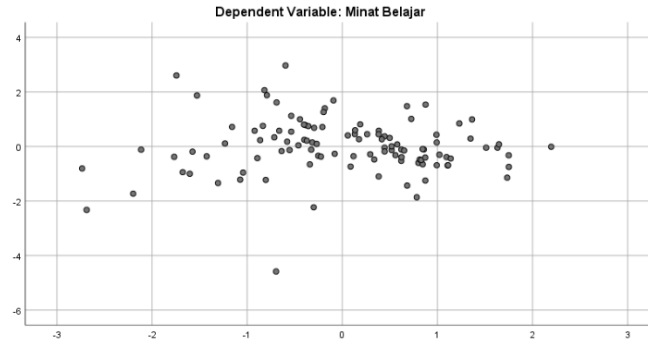


Fig.2. Heteroscedasticity Test

The results of this test show that the data is spread around the 0 line, both above and below it, and does not form a clear pattern or wave, so that the test results can be interpreted as not having a heteroscedasticity problem in this study. The test results above indicate no issues in this study. Therefore, the data meets the requirements for use in multiple linear regression analysis. The results are as follows:

Table 4. Multiple Linear Regression Test

Model	Unstandardized Coefficients		Standardized Coefficients
	B	Std. error	Beta
1 (Constant)	6.153	6.000	
Learning Media	.500	.164	.246
Learning Style	.127	.108	.105
Teacher Competence	.498	.071	.544

Source: SPSS 26, 2025

The constant value in the research results was 6.153, while the regression coefficient for the learning media variable was 0.500, the learning style variable was 0.127, and the teacher competency variable was 0.498. t-Test The next step in making better data-driven decisions is to conduct a t-test as follows:

Table 5. t-Test

Model	T	Sig.	Description
1 (Constant)	1.205	.307	
Learning Media	3.038	.003	Has a Significant Influence
Learning Style	1.176	.242	Does Not Have a Significant Influence
Teacher Competence	7.060	.000	Has a Significant Influence

Source: SPSS 26, 2025

The results of the study can be said to be significant if the significance value is less than 0.05. Based on the results in the table, it can be seen that the t-test results show that the variables of learning media and teacher competence are proven to have a significant influence on learning interest, this can be seen from the significance value of less than 0.05, which indicates that both independent variables have a significant influence on the dependent variable. This is different from the learning style variable which does not show a significant influence, as evidenced by the results of its

significance value which is greater than 0.05. The next step is the F test to measure the simultaneous effect of the independent variables on the dependent variable, as follows:

Table 6. F Test

	<b>Model</b>	<b>Sum of Squares</b>	<b>df</b>	<b>Mean Square</b>	<b>F</b>	<b>Sig</b>
1	Regression	7713.375	3	2571.125	48.536	.000 <sup>b</sup>
	Residual	5615.216	106	52.974		
	Total	13328.591	109			

Source: SPSS 26, 2025

The F-test results in the table show a significance value of 0.000, which is less than 0.05. This indicates a simultaneous or combined influence between the variables of learning media, learning style, and teacher competence on the commitment variable, namely learning interest. The final test involves the coefficient of determination, as follows:

Table 7. Coefficient of Determination

<b>Model</b>	<b>R</b>	<b>R Square</b>	<b>Adjusted R Square</b>	<b>Std. Error of the Estimate</b>
1	.761 <sup>a</sup>	.579	.567	7.278

Source: SPSS 26, 2025

Based on the table, the adjusted R-squared value is 0.567, or 56.7%. It can be concluded that the variables of learning media, learning styles, and teacher competence have a significant influence on the variable of learning interest. The remaining 43.3% is influenced by other variables outside the researcher's regression model.

### 3.2 Discussion

The results of the study indicate that learning media has a significant influence on students' learning interest. The use of diverse learning media in schools has been shown to increase learning interest. Various media, both simple and technology-based, can encourage participation and increase student enthusiasm for learning, but schools also face obstacles, namely limited access for some teachers to new technologies. Therefore, the results of the study found a positive and significant influence between learning media variables and student learning interest variables at MTs YATABU Surabaya. Previous studies conducted by Ramasany *et al.* [3]; Ardiansah [16]; Wahidah *et al.* [17]; Husna [18]; Bi *et al.* [19], presented similar findings, namely finding that student learning interest increased significantly when using learning media. These results emphasize the need for schools to provide relevant media and train teachers to be competent in utilizing them to increase learning interest.

Based on the research results in Table 4, the data obtained indicate that the student learning style variable does not have a significant influence on student learning interest at MTs YATABU Surabaya. Thus, student learning style preferences are not the main factor that can increase learning interest. This finding is in line with one of the opinions of Stoyanova *et al.* [20] who found the fact that learning style does not cause an influence on student learning interest. Other studies conducted by Yilmaz-Soylu and Akkoyunlu [21]; Zacharis [22]; Cheng *et al.* [23] found that learning style does not cause an influence on learning interest or other aspects. Although research reveals that learning style does not cause an influence on other aspects, there is also research that shows that learning style

has an influence on learning interest and other aspects. The results of research findings from West et al. [24]; Asikin [25]; Lestariningsih and Sunarti [26]; Lestari *et al.* [27], revealed that learning style has a positive and significant influence on student learning interest. This difference explains that teachers do not need to be fixated on students' learning styles, but rather focus more on the diversity of their teaching strategies.

MTs YATABU Surabaya prioritizes improving teacher competency through ongoing training programs, both in pedagogical aspects, material mastery, and psychological approaches to students. Research findings indicate a positive or significant influence between teacher competency variables and student learning interest at MTs YATABU Surabaya. This finding is in line with several studies conducted by Putri and Syofyan [8]; Sariade and Kosmawan [28]; Obot [29]; Zikrifah and Suhaimy [30]; Agbede *et al.* [31] which show that teacher competency has a positive influence on student learning interest both inside and outside the classroom. The results of this study emphasize the need for schools to provide ongoing training, teacher mentoring, and structured competency evaluation to improve the quality of the learning process. In line with Mistiawati *et al.* [32] opinion, particularly in the teaching and assessment of Islamic Religious Education (PAI), teachers must acquire new skills, continue learning, and adapt. To address this, schools need to implement various strategies such as regular evaluations, plenary sessions and discussions, and advanced teacher training.

#### 4. Conclusion

This study concluded that learning media and teacher competence had a positive and significant influence on student learning interest at MTs YATABU Surabaya, while learning styles showed no significant influence. The findings of this study indicate that providing innovative learning media and improving teacher competence are among the most effective efforts to increase learning interest.

The results of this study indicate that schools need to strengthen teacher training, provide adequate learning media and facilities, and create flexible and comfortable classroom environments to encourage more active students. The research also confirms that differences in student learning styles cannot be the primary factor in increasing learning interest.

Further research is recommended to further examine the influence of other factors on students' learning interests. This research is expected to provide deeper and more comprehensive insights into academic factors in educational settings.

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