

## The Effect of Teachers' Teaching Styles on Islamic Elementary School Students' Learning Interest

<sup>1)</sup>**Didit Darmawan**,  
Universitas Sunan Giri  
Surabaya, Indonesia,  
[dr.diditdarmawan@gmail.com](mailto:dr.diditdarmawan@gmail.com),

<sup>2)</sup>**Denis Nurista Sari\***,  
**Universitas**  
Sunan Giri Surabaya,  
Indonesia,  
[denisnuristasari@gmail.com](mailto:denisnuristasari@gmail.com)

### **Abstract**

*Teachers' teaching styles play a crucial role in fostering students' learning interest at Islamic Elementary Schools. This study aims to examine the relationship between teachers' teaching styles and students' learning interest based on the results of previous research. The study employed a literature review method using a qualitative-descriptive approach. Data were obtained from 10 scientific articles published between 2017 and 2025 and analyzed descriptively to identify patterns in the findings as well as the factors influencing the relationship between the two variables. The results of the study indicate that varied, communicative, and interactive teaching styles supported by the use of engaging instructional media have a positive effect on increasing students' learning interest. Conversely, teacher-centered and monotonous instruction tends to reduce students' attention, participation, and enthusiasm. These findings underscore that teachers serve not only as conveyors of material but also as facilitators and motivators who create meaningful learning experiences. Therefore, the implementation of innovative teaching styles tailored to students' characteristics is a key factor in enhancing students' learning interest, engagement, and the quality of learning in Islamic elementary schools.*

**Keywords:** *Teaching Methods, Teaching Style, Learning Interest, Students, Elementary Education, Qualitative Literature Reveiw*



Received : 01 June 2026  
Revised : 25 June 2026  
Accepted : 27 June 2026  
Published : 30 June 2026

### **Abstrak**

Gaya mengajar guru berperan penting dalam menumbuhkan minat belajar siswa di Sekolah Dasar Islam. Penelitian ini bertujuan mengkaji hubungan antara gaya mengajar guru dan minat belajar siswa berdasarkan hasil penelitian terdahulu. Penelitian menggunakan metode tinjauan pustaka dengan pendekatan kualitatif-deskriptif. Data diperoleh dari 10 artikel ilmiah yang diterbitkan pada periode 2017–2025 dan dianalisis secara deskriptif untuk mengidentifikasi pola temuan serta faktor-faktor yang memengaruhi hubungan kedua variabel. Hasil kajian menunjukkan bahwa gaya mengajar yang variatif, komunikatif, interaktif, serta didukung penggunaan media pembelajaran yang menarik berpengaruh positif terhadap peningkatan minat belajar siswa. Sebaliknya, pembelajaran yang berpusat pada guru dan bersifat monoton cenderung menurunkan perhatian, partisipasi, dan antusiasme siswa. Temuan ini menegaskan bahwa guru tidak hanya berperan sebagai penyampai materi, tetapi juga sebagai fasilitator dan motivator yang menciptakan pengalaman belajar yang bermakna. Oleh karena itu, penerapan gaya mengajar yang inovatif dan sesuai dengan karakteristik siswa menjadi faktor penting dalam meningkatkan minat belajar, keterlibatan siswa, dan kualitas pembelajaran di Sekolah Dasar Islam.

**Kata Kunci:** Metode Pengajaran, Gaya Mengajar Guru, Minat Belajar, Pendidikan Dasar, Tinjauan Pustaka Kualitatif

## **Introduction**

The key factors in assessing the quality of human resources are that education should impart knowledge, foster noble character, and equip individuals with the ability to adapt to the demands of the times. In the educational process, learning activities at school are efforts to ensure students' academic success. While these activities are shaped by the curriculum implemented at the school, teachers also play a major role as the primary facilitators of classroom learning (Sari et al., 2022). These quality improvement efforts require an educational innovation movement that aligns with teacher professionalism (Sinambela et al., 2014). In the field of education, teachers have a major influence on the social, cultural, and economic aspects of students' lives. Teachers bear primary responsibility for instructing students throughout the entire educational process. The use of traditional, repetitive, and teacher-centered teaching styles often poses a problem in the learning process. The most commonly used traditional method is lecturing; while this method remains effective for certain subject matter, it is not always sufficient to encourage learning activities that actively engage students (Nada et al., 2024). Students feel bored by excessive schoolwork and become unmotivated, which leads to a lack of interest and motivation to learn (Rahmayanti, 2023).

Islamic elementary school students are still at a developmental stage, during which engaging and enjoyable teaching methods remain essential. Implementing such methods is an effort to foster a love of learning at this stage, as it is well known that a love of learning motivates students to attend class enthusiastically, understand the material, and actively participate in the learning process. However, in reality, some children still lack enthusiasm, get bored easily, and show little interest in their studies. In addition to imparting knowledge, teachers also have the responsibility to help students become better people. Instilling these values of goodness is crucial for supporting children's socio-emotional development within their social environment (Gani, 2025). Teachers must be aware of the situations they face during the learning process so they can adapt their teaching strategies (Zainal, 2022). These conditions indicate that students' learning interest requires special attention.

A teacher's teaching style is believed to influence students' learning interest. A combination of effective teaching styles and the appropriate use of technology has proven effective in sparking students' learning interest (Yusuf & Darmawan, 2024). Therefore, it is crucial to understand the extent of a teacher's role in fostering students' learning interest and improving teaching standards in elementary schools (Hartati et al., 2023). Teachers' participation in learning activities is crucial because it directly influences student development (Laily et al., 2020). In the field of education, teachers play a vital role. Teachers do not merely impart facts; they also guide, support, and help students understand life's values. In addition to their role in formal education, teachers also serve as role models, which helps the community and schools view them as professional educators (Masruhah et al., 2025). Setting a good example is also an essential part of applying teaching skills to improve the quality of learning (Yulianto & Darmawan, 2024).

Interest is a sense of love and dedication toward something or an activity without being told to do so. On the other hand, interest is defined as a person's desire to focus on or participate in active learning activities. Learning interest is a psychological component characterized by behavioral changes, including enthusiasm, desire, and enjoyment in the process of changing behavior through various activities, including the search for information and experiences (Fajri, 2019). Learning interest arises from within the student; it does not appear suddenly but is supported by external factors. The most immediate sources of support are the family environment specifically parents and the school environment specifically teachers (Wafa & Darmawan, 2025).

The teaching methods used by teachers in the learning process can foster students' learning interest. Teachers need to implement teaching strategies to attract and engage students' enthusiasm for learning (Lusia et al., 2024). With the right learning strategies, students' interest in understanding the taught material will grow (Sholehah et al., 2018). These strategic steps are designed to guide positive changes in student behavior through educational awareness (Gautama & Mardikaningsih, 2022). A student's motivation manifested as a strong drive and focus on what they are learning is a sign of their enthusiasm for learning. Student achievement is influenced by their level of interest in the subject matter (Ana, 2021). When interest has taken root within an individual, their focus deepens, enabling

them to engage in activities regularly and with genuine joy. Students will be more effective in understanding lessons if the interest they demonstrate is relevant (Fadhila, 2019). When interest is present, learning outcomes will be optimal, and students will be eager to grasp the material presented (Sari, 2025). This is because students will find it difficult to learn effectively if they are not interested in the material (Aprijal et al., 2020). Students' tendencies in terms of responses and activities during these learning sessions are always closely related to the principles of organizational behavior in schools (Darmawan, 2013). Students will not enjoy the session and will not be motivated to learn. Learning outcomes can be improved by using instructional materials that capture students' interest (Butar & Nurmainina, 2022). Learning interest can be measured by indicators such as enjoyment, curiosity, and a willingness to learn without coercion, as well as paying closer attention and being more active during learning (Djamarah & Zain, 2006).

The role of teachers is to shape learning outcomes through a challenging learning process, as there are many things that need to be understood, planned, and completed (Berliana et al., 2024). Teachers not only impart conceptual thinking but also foster motivation and self-actualization in students (Yanti & Darmawan, 2025). This process of guiding students requires new educators to be adaptable and resilient as they enter the professional workforce (Liwak et al., 2023). In addition to conveying knowledge, the teaching process also instills values to achieve educational goals (Masruhah et al., 2025). Teachers, students, and instructional materials interact with one another throughout the learning process (Hartati et al., 2023). Students also learn to support one another, develop ideas together, and take responsibility for the group's achievements through collaboration (Juwita, 2025). These patterns of interaction and group collaboration will function optimally when supported by inclusive communication channels (Sajjapong et al., 2025). When it comes to student development, teachers must start with themselves. Teachers need to be able to set a good example (Amalia et al., 2024). For their students, this means inspiring them to learn and fostering creativity in the classroom so that academic success can be achieved with exceptional quality, consistent with their role as educators (Sidik et al., 2024). Teachers' long-term professional engagement will directly contribute to their job satisfaction at the educational foundation (Zulaichah & Darmawan, 2026).

The learning process is crucial in shaping students' knowledge, skills, and attitudes toward learning at the elementary school level. Children at the elementary school level are in the "golden phase" of their development; they learn through hands-on activities, concrete models, and positive interactions with teachers (Angglepi et al., 2025). However, in reality, not all learning processes are engaging and meaningful for students. Passive, teacher-centered learning models such as the commonly used lecture model are one-way approaches. When applied to Islamic elementary students, these methods are less effective because students become passive participants in the learning process (Almaghfiroh & Darmawan, 2025). This situation often poses a unique challenge in efforts to reduce disparities in access to quality education in developing countries (Rojak & Khayru, 2022). There are still many examples of one-way learning, where teachers dominate by delivering lectures, do not actively involve students, and use limited teaching strategies and media. These barriers to access and quality require special attention for underprivileged children (Hartono & Sulisty, 2022). Therefore, in an effort to ensure that students do not become bored in class and maintain their learning interest, teachers can employ various engaging teaching methods in the classroom to foster student participation and improve student learning outcomes throughout the learning process (Ulfa, 2024).

Teachers control the learning process during instruction, so students generally follow the teacher's instructions. In managing a diverse classroom, teachers are required to exercise situational leadership to boost learning performance (Gardi et al., 2024). Students struggle to understand the material because the teacher's teaching methods are not aligned with the subject matter. Providing an environment that enables every student to develop their skills, interests, and abilities optimally and holistically (encompassing cognitive, emotional, and psychomotor dimensions) is at the core of education (Azahri, 2025). Therefore, effective management of the learning environment is a key factor in strengthening the organizational effectiveness of educational institutions (Darmawan, 2024). Undoubtedly, every teacher has a unique and diverse teaching style. A teacher's teaching style is determined by their appearance, attitude, behavior, and actions when conveying knowledge (Rahmayanti, 2023). To keep students motivated and enthusiastic during learning activities, teachers must be able to design engaging and active educational experiences. A teacher's teaching style is of

utmost importance. Students taught by effective teachers will be motivated, enthusiastic, and interested in what they are learning (Tahir & Khair, 2023).

The goal of the classical teaching approach is to instill traditional values of the past in future generations. Teachers must have a thorough command of the subject matter they teach, as this classical teaching style requires them to maintain control of the classroom (Cahya, 2020). An indicator of a teacher's teaching style is how actively they facilitate the learning process using a variety of instructional methods (Ramaberto et al., 2023). Diverse methods accommodate students' varied learning styles; teachers need to select methods that align with students' characteristics, abilities, and their own teaching styles (Darmawan & Haq, 2026). Periodic competency development through structured mentoring programs is also essential to support future career development (Chada, 2023). Additionally, fostering a supportive school organizational culture plays a significant role in enhancing teachers' comfort and performance (Rojak et al., 2025).

Although various studies have shown that teachers' teaching styles influence students' learning interest, most of these studies still focus on specific school contexts, use partial empirical approaches, or test only a single model or specific teaching style. Existing research findings also show variations due to differences in student characteristics, learning environments, and the indicators used to measure teaching styles and learning interest. To date, there have been few studies that comprehensively synthesize empirical evidence regarding the relationship between teachers' teaching styles and students' learning interest at the Islamic elementary school level. Therefore, a systematic literature review is still needed to integrate existing research findings, identify consistent and conflicting patterns, uncover remaining research gaps, and provide a stronger scientific foundation for the development of learning strategies and future research directions.

The purpose of this study, which examines the impact of teachers' teaching styles on the learning interest of Islamic elementary school students, is to determine how the elements of enjoyment, interest in subject matter, attention and engagement, independent learning, and active participation in learning are used to assess the learning interest of Islamic elementary students; to determine how teachers' teaching styles are perceived in terms of media use, communication style, motivation, clarity of material delivery, diversity of

methods, and classroom management; and to assess whether teaching methods and student enthusiasm are interrelated. It is hoped that the findings of this study will provide a general understanding for the development of efficient learning strategies to enhance students' learning interest.

## **Method**

This study employed a literature review using a qualitative-descriptive approach. The research sources were drawn from various relevant literature discussing teachers' teaching styles and their impact on the learning interest of Islamic elementary school students. Data collection was conducted by searching for literature in databases such as Google Scholar, Google Chrome, and university repositories, using specific keywords related to the research variables. Each article obtained was selected based on the following criteria: studies focusing on the learning interest of Islamic elementary school students from 2017 to 2025, totaling 10 articles. A descriptive analysis was conducted to identify consistency among previous studies and to conclude the impact of teachers' teaching styles on the learning interest of Islamic elementary school students. Each selected article was also categorized based on the type of teaching method used to identify the approaches most frequently associated with increased student learning interest.

## **Result**

A study of how students' learning interest is influenced by teachers' teaching styles in the teaching-learning process. Every teacher has a unique teaching approach that reflects their individual personality. Teaching style refers to the methods teachers use to prevent students from becoming bored. The goal of all teaching methods is to convey knowledge, shape students' attitudes, and develop their professional skills (Ole & Makausi, 2022). Differences in student activities and interaction patterns, facial expressions, intonation, and other vocal cues, as well as the use of media, are all examples of teaching styles. Teachers must implement specific techniques to impart knowledge, guide students, and enhance their personal development (Duwi, 2020).

A decline in students' learning interest will cause them to feel bored during the learning process, a problem that will worsen if students are not motivated to achieve their goals. To stimulate students' learning interest, teachers must teach professionally so that students will be interested in the lessons being taught; and teachers should help foster interest in mastering the material through methods that enhance students' learning interest (Utami et al., 2022). Interest plays a significant role in shaping the mindset that motivates a person to engage in active work; in other words, interest can serve as a catalyst for an activity. Consequently, achieving learning objectives requires a number of efforts, including an understanding of the students' learning processes and the effectiveness of teachers in instructing their students, as well as the recognition that the educational process must focus on helping students realize their potential as individuals with unique and diverse characteristics (Aprilia et al., 2024). Therefore, to foster students' learning interest, teachers must employ teaching styles that utilize concrete objects so that students can understand the lessons and develop their learning interest. The teaching methods used by teachers have a significant impact on students' academic achievement, as students are still at a vulnerable age, easily bored, and highly influenced by the classroom environment. To strengthen the argument and enhance understanding of the topics discussed, the author will include and refer to a number of relevant research findings in this discussion.

1. Safitri et al. (2024)

This study at SDN Wadungasri in Sidoarjo employed a quantitative survey approach. A census sample of 103 participants yielded 7 valid data points. The questionnaire data were analyzed using multiple linear regression, validity and reliability tests, t-tests, and the coefficient of determination, revealing that teaching styles, supported by parental involvement, have a positive impact on the development of children's learning interest at school.

2. Azuma (2024)

This descriptive quantitative study with a correlational design aims to determine the impact of teachers' teaching styles on fostering fifth-grade students' learning interest Indonesian language at MI Darul Ulum Tambakrejo, Waru, Sidoarjo, with a sample of 63 students selected using snowball sampling. The data, consisting of primary data

from questionnaires, was analyzed using SEM-PLS via the SmartPLS 4.10 application, and the results revealed that students' learning interest increased with the appropriate teaching style.

3. Tindaon dan Muliani (2021)

This study was conducted to examine the factors causing students' difficulties in learning Pancasila and was carried out at SDN 054870 Tanjung-Jati, Binjai. A sample of 27 students participated in a questionnaire and interviews to obtain answers regarding the factors that make it difficult for students to learn Pancasila. The data were analyzed to determine whether the difficulties experienced by students in learning the values of Pancasila were related to the teachers' teaching styles.

4. Qolbiyyah dan Hidayatulloh (2021)

This quantitative study of causality, conducted at SDN Mancilan, focused on the Islamic Education (PAI) subject and students' learning interest it based on teachers' teaching styles. A saturated sample of 30 students served as respondents, and data were collected through questionnaires and documentation. The analysis utilized descriptive statistics and found that teachers' teaching styles did not have a significant effect on increasing students' learning interest.

5. Aini (2020)

This quantitative correlational study, conducted at SDN 1 Surodikraman, Ponorogo, examined the influence of teachers' teaching styles on students' learning outcomes. The study involved 27 students selected through total sampling, with data collected using questionnaires and documentation. Simple linear regression analysis revealed that teachers' teaching styles significantly influenced students' academic achievement and learning outcomes.

6. Muna (2019)

This quantitative study investigated the implementation of varied teaching styles to improve students' learning interest mathematics. The sample consisted of 29 students from SDN Cerih 1, Jatinegara, Tegal, selected through total sampling. Data were collected using questionnaires, observations, and interviews. Multiple linear

regression analysis indicated that teachers' teaching styles did not have a significant effect on students' learning interest.

7. Wati (2022)

This quantitative correlational study examined the role of varied teaching styles in enhancing students' learning interest and academic achievement. The participants were 20 students from SDN 3 Sribasuki, Batanghari, Lampung. Data were obtained from questionnaires, students' academic records, and school documentation. Descriptive statistical analysis showed that varied teaching styles contributed positively to both students' learning interest and learning achievement.

8. Napitu (2017)

This quantitative study investigated the relationship between teachers' teaching styles and students' learning interest among fourth-grade students at SDN 101771 Tembung, Percut Sei Tuan. Using total sampling, data were collected through questionnaires and analyzed using correlation and simple linear regression. The findings indicated that students' learning interest was closely associated with teachers' creativity and teaching styles.

9. Astuti et al. (2024)

This survey-based quantitative study examined the effects of teachers' teaching styles combined with a reward and punishment system on students' learning interest at MI Muhammadiyah Karanganyar. The population consisted of all fifth-grade students, with a sample of 20 participants. Data were collected through questionnaires and analyzed using descriptive statistics. The results showed that varied teaching styles integrated with a reward and punishment system positively influenced students' learning interest.

10. Humairah (2023)

This quantitative survey study explored the influence of variations in teachers' teaching styles on students' learning interest at MIN 1 Samarinda. The study involved 61 students selected from the entire student population. Data were collected through questionnaires, interviews, observations, and documentation and analyzed using descriptive statistics and Pearson product-moment correlation. The findings

demonstrated a strong positive correlation between variations in teachers' teaching styles and students' learning interest.

**Table 1. The Influence of Teachers' Teaching Styles on Islamic Elementary School Students' Learning Interest**

Author & Year	Research Location	Research Focus	Main Findings
Safitri et al. (2024)	SDN Wadungasri, Waru, Sidoarjo	The influence of teachers' teaching styles, parental support, and self-confidence on students' learning interest	All variables were significantly associated with students' learning interest, with teachers' teaching style identified as the strongest predictor.
Azuma (2024)	MI Darul Ulum Tambakrejo, Waru, Sidoarjo	The influence of teachers' teaching styles on students' learning interest	Teachers' teaching styles significantly enhanced students' learning interest.
Tindaon & Muliani (2021)	SDN Tanjung Jati, Binjai	Factors contributing to students' difficulties in learning Pancasila	Students' learning difficulties were partly attributed to inappropriate teaching styles adopted by teachers.
Qolbiyyah & Hidayatulloh (2021)	SDN Mancilan 1, Mojoagung, Jombang	The relationship between teachers' teaching styles and students' learning interest	Students' learning interest appeared to be influenced more strongly by factors other than teachers' teaching styles.
Aini (2020)	SDN 1 Surodikraman, Ponorogo	The relationship between teachers' teaching styles, students' learning interest, and Indonesian language learning outcomes	Teachers' teaching styles and students' learning interest were significantly associated with students' learning outcomes.
Muna (2019)	SDN Cerih 01, Jatinegara, Tegal	The influence of teachers' teaching styles on students' learning interest	Teachers' teaching styles did not significantly affect students' learning interest.
Wati (2022)	SD Negeri 3 Sribasuki, Batanghari, Lampung	The effect of varied teaching styles on students' learning interest	Varied teaching styles significantly improved students' learning interest.
Napitu (2017)	SD Negeri 101771 Tembung, Percut Sei Tuan	The relationship between teachers' teaching styles and students' learning interest	More effective and varied teaching styles were associated with higher levels of students' learning interest.
Astuti et al. (2024)	MI Muhammadiyah Karanganyar	The influence of teachers' teaching styles and reward-	Teachers' teaching styles combined with

Author & Year	Research Location	Research Focus	Main Findings
		punishment strategies on students' learning interest	reward and punishment strategies significantly enhanced students' learning interest.
Humairah (2023)	MIN 1 Samarinda	The influence of variations in teachers' teaching styles on students' learning interest	Variations in teachers' teaching styles demonstrated a very strong positive influence on students' learning interest.

## Discussions

Based on the findings reported in several studies, it can be concluded that teachers' teaching styles have a positive influence on students' learning interest, although some studies have reported no significant relationship between the two variables. Safitri et al. (2024) found that teachers' teaching styles and parental support significantly affect students' learning interest. Similarly, Azuma (2024) reported that students' enthusiasm and learning interest are strongly influenced by the quality of teachers' teaching styles. These findings are consistent with those of Tindaon and Muliani (2021), who examined Social Studies learning, and Aini (2020), who investigated Indonesian language learning. Astuti et al. (2024) further demonstrated that students' learning interest is significantly influenced, both partially and simultaneously, by various teaching styles and their implementation. These findings indicate that students' learning interest increases as teachers apply more effective and engaging instructional approaches. Likewise, Humairah (2023) revealed that statistical analysis showed a very strong relationship between variations in teaching style and students' learning interest. However, Qolbiyyah and Hidayatulloh (2021) reported contrasting findings, suggesting that students' learning interest is influenced more strongly by factors other than teachers' teaching styles.

The literature consistently indicates that teachers' teaching styles play an essential role in enhancing Islamic elementary school students' learning interest. Khairunnisa et al. (2024) found that effective teaching styles are primarily characterized by teachers' presentation skills, the quality of teacher–student interactions, and teachers' personal attributes. Similarly, Oktrisa et al. (2025) described teaching style as encompassing the way teachers deliver instructional content, interact with students, and implement strategies to

create a positive learning environment. Elementary education serves as the foundation for students' academic development and character formation. In the digital era, students are increasingly attracted to learning experiences that employ engaging instructional methods (Prasetyo et al., 2024). Salamah et al. (2022) emphasized that teachers need to master instructional skills, particularly the ability to vary teaching methods. Students' motivation to learn tends to decline due to several factors, one of which is inadequate teaching competence. Students' learning interest is therefore crucial because it increases enthusiasm and motivation, which ultimately determines the extent to which learning objectives are achieved through active participation.

Teaching style refers to the manner in which teachers deliver learning materials, interact with students, apply instructional techniques, and establish a supportive and stimulating learning environment. Teachers with positive and competent teaching styles are better able to manage classroom instruction effectively and implement appropriate learning methods (Yusuf & Darmawan, 2024). Such classroom management skills reflect teachers' professional competence and commitment (Darmawan, 2014). Diverse teaching methods are particularly important in elementary education because young learners are easily bored, prefer concrete learning experiences, and respond well to practical activities. Appropriate instructional variation has been shown to directly stimulate students' learning interest from an early age (Laili & Darmawan, 2024). Teachers who employ engaging instructional practices, such as varying voice intonation, using expressive body language, integrating instructional media, utilizing audio-visual techniques, and promoting two-way interaction, can effectively enhance students' attention and curiosity. In addition, adequate learning facilities and a supportive school environment further strengthen students' motivation to learn (Juaini et al., 2024). These aspects are closely associated with students' learning interest, which is reflected in their enjoyment of and engagement with learning activities.

Rohmah et al. (2024) suggested that teachers can foster both teacher and student enthusiasm by implementing varied teaching methods aimed at increasing students' enjoyment of learning while reducing boredom and repetition (Auliyah et al., 2025). Consequently, this body of research contributes to identifying more effective instructional approaches for enhancing students' motivation to learn. Teaching style substantially

influences students' enthusiasm for learning. Rodhika (2017) also argued that students' learning motivation is strongly affected by teachers' teaching styles. To sustain students' attention and minimize boredom, teachers should adopt enjoyable teaching approaches while serving as positive role models in the classroom. Since students possess different learning preferences visual, auditory, or kinesthetic teachers should employ diverse instructional strategies to accommodate these differences. By applying varied teaching methods and instructional approaches, teachers can establish stronger relationships with students from diverse backgrounds, increase their learning interest, and encourage continuous engagement in learning (Bire et al., 2014). Learning interest develops through both internal and external factors that create favorable learning conditions. Besides external stimuli, students' achievement motivation is also influenced by psychological factors and support from their social environment (Issalillah & Khayru, 2021). Strong learning interest helps sustain the learning process and directs students toward achieving instructional objectives. Highly motivated students generally demonstrate greater academic focus (AN et al., 2025), which ultimately contributes to higher academic achievement (Mudzakkir & Darmawan, 2024).

Students with strong learning interest tend to complete assignments enthusiastically, actively participate in discussions, and seek additional information beyond classroom instruction. Varied learning tasks combined with healthy social interaction have been shown to effectively promote students' classroom engagement (Rahmawati & Darmawan, 2024). Such engagement facilitates deeper understanding of learning materials and supports the achievement of learning objectives. Furthermore, blended learning has been found to effectively enhance students' critical thinking skills in the digital era (Darmawan et al., 2024). Conversely, students with low learning interest often become passive, easily bored, or anxious during lessons, making it difficult for them to achieve expected learning outcomes. Learning interest is therefore recognized as one of the key determinants of educational success among elementary school students (Sinaga et al., 2024).

Overall, the literature demonstrates that teachers' teaching styles have a significant positive influence on elementary school students' learning interest. Teachers who actively engage students through communicative, interactive, and student-centered instructional

approaches are more successful in fostering curiosity, concentration, and enjoyment of learning. Nevertheless, students' academic achievement is also shaped by the combined influence of teachers' instructional practices, students' intrinsic motivation, and parental support at home (Mudzakir et al., 2024).

In contrast, monotonous teacher-centered instruction that relies heavily on lecturing and provides limited opportunities for student interaction tends to reduce students' enthusiasm and learning interest. Therefore, the more innovative and engaging teachers' instructional practices are, the more actively students participate in classroom learning. Continuous innovation in teaching is closely related to teachers' active involvement in developing an academic culture within educational institutions (Rojak, 2023). To strengthen teachers' professional competence, structured and continuous professional mentoring programs should be implemented as effective catalysts for professional growth (Rojak, 2024). Accordingly, the transformation toward innovative and interactive teaching styles should be systematically supported through teachers' active participation in academic culture and sustainable professional development programs.

## **Conclusions**

Teaching methods have a significant positive influence on Islamic elementary school students' learning interest. Students' engagement and active participation can be enhanced through communicative and interactive instructional approaches supported by attractive learning resources. Teachers' teaching styles are a key factor in creating meaningful and enjoyable learning environments, although students' learning interest is also shaped by parental support, the learning environment, and students' intrinsic motivation. Considering that elementary school students are in the concrete operational stage of cognitive development, teachers are expected to design and implement innovative instructional strategies that meet students' developmental needs. Effective teaching styles play a crucial role in fostering students' enjoyment, curiosity, concentration, and active participation throughout the learning process. Furthermore, the use of appropriate teaching methods not only enhances students' learning interest but also improves the overall quality of classroom

instruction. Students' learning interest is particularly evident when teachers employ instructional approaches that are engaging, interactive, and easily understood by learners.

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