



The Effect of Interactional Teaching Style on Student Participation in Buddhist Religious Education Learning Activities

Mardiono ^{1*} <https://orcid.org/0009-0009-9653-4675>

Ayu Andriyaningsih² <https://orcid.org/0009-0006-6375-002X>

Komang Sutawan³ <https://orcid.org/0000-0003-1315-970X>

Ayu Wulandari⁴ <https://orcid.org/0000-0002-9195-9879>

^{1,2,3} Buddhist Education Department, Jinarakkhita Buddhist College, Lampung, Indonesia

⁴Educational Management Department, Surabaya State University, Surabaya, Indonesia

*Corresponding author: mardiono@sekha.kemenag.go.id

ABSTRACT

Increasing student participation and engagement is a crucial benefit of interactive education. Education serves as a medium for knowledge transfer and helps society develop critical thinking, self-control, and a strong sense of morality. This study aims to determine the influence of interactive teaching methods on student participation in Buddhist education. This study uses a quantitative approach with survey methods and data analysis using descriptive statistics. The study sample consisted of thirty students selected using a saturated sampling technique. The study's findings show that interactive learning positively and significantly influences student participation. This supports the research hypothesis that interactive teaching methods can increase students' motivation, engagement, and active participation in the learning process. This study shows that although interactive learning significantly impacts student participation, other external factors also affect learning. This approach encourages students to be more active in the learning process through group projects, cooperative learning, and discussions, thereby increasing confidence and class engagement.

ARTICLE INFO

Keywords:

Teaching style, learning activities, interactional teaching, religious education learning, learning activities.

Article History:

Received: 29 November 2023

Revised: 30 December 2024

Accepted: 30 December 2024

Published: 31 December 2024

How to Cite in APA Style:

Mardiono. (2024). The Effect of Interactional Teaching Style on Student Participation in Buddhist Religious Education Learning Activities. *Journal of Education, Religious, and Instructions*, 2 (2), 84-93.

Introduction

Education has a vital role in creating a democratic, intelligent, peaceful, and open society. Education is essential for the progress of human life. Education for the Nation being built, like the Indonesian Nation, is a multifaceted need that must be carried out simultaneously with the gradual development process ([Rusmiati Aliyyah & Malia, 2017](#)). Therefore, many of them are looking for an education system that can make it easier for students to become more proficient because their number will definitely exceed the previous generation—the educational process is everywhere worldwide, education is a universal activity in human life ([Hasan, 2021](#)).



Education that supports future development allows students to develop their potential to respond, ask, and discuss problems that arise in daily life. It can also help them understand what they are learning in school related to the issues that occur in their daily lives both now and in the future ([Aswaruddin, 2021](#)). Teachers also have an essential role in helping students develop their potential, such as assisting students to understand the subject matter well, teaching the necessary skills, and helping students develop a positive attitude and independence. In addition, teachers are also passionate about identifying students' needs and abilities and adjusting appropriate teaching methods and strategies to facilitate an effective and efficient learning process while increasing students' motivation to learn ([Gea & Telaumbanua, 2023](#)).

A teacher must understand the various teaching methods available and be able to choose the best method for teaching his students so that they can understand and apply the subject matter effectively. The teacher's teaching style includes strategies that teachers use to facilitate and influence the teaching process of students, such as teaching and delivering educational materials, inspiring students, and assisting with classwork ([Santrock, 2018](#)). Teacher-student or student-student relationships are interdependent. The two learn from each other without judging it as good or bad ([Zulfatul Muhasanah, 2021](#)). In this context, teaching is not only interpreted as conveying knowledge; Rather, it is a process of adjusting the environment to the student's learning objectives. It also relates to the teachings of the Sutta, where the Buddha advises not to accept anything just because it is a habit or authority but rather to encourage self-improvement. Teachers encourage students to become independent and critical thinkers to understand the material and not just passively absorb it ([A.3.65](#)).

This requires teachers to change the knowledge gained during the teaching process. One of the teaching variations in the teaching-learning interaction process is intended to help students feel more comfortable and reduce stress during the teaching-learning process. Interactive teaching is a type of teaching in which students and teachers work together in harmony ([Busthomi, 2022](#)). Interaction-based learning is related to students' desire to learn because it makes learning more accessible and helps students understand the material the teacher explains. Each teacher has the same learning goal: to provide comprehensive and easy-to-understand knowledge for students so that they do not fail to understand the material taught ([Azam Syukur Rahmatullah & Chaer, 2022](#)). Thus, it is hoped that students can develop their perseverance, enthusiasm, and participation in learning ([Sumiani et al., 2024](#)). When students actively participate in their education, they become more motivated and pay attention to the material. Students' participation and involvement allow them to live calmly, be more attentive, and observe the relevance of the material concerning their own lives. Through active participation, students can learn concepts and ideas in more depth. They can ask questions, discuss, apply knowledge in real-world situations, and create a more constructive and insightful understanding ([Syaparuddin et al., 2020](#)).



Based on observations made in junior high schools, several problems were found, such as students not fully participating in class, not contacting teachers, teachers only using books during learning, and lack of interaction between students and teachers. During the learning process, students are attentive and helpful in answering questions or participating in class discussions. When a teacher asks a question or assigns an assignment that requires active participation, only a tiny percentage of students are involved, while more prominent students are less enthusiastic and more willing to participate. In addition, teaching methods in schools are often monotonous because teachers use more traditional methods, such as lectures and books, as learning resources.

Based on the description above, the researcher is interested in researching the influence of interactive teaching style on student participation in Buddhist learning activities in junior high school. Therefore, it is necessary to uncover the problem of student participation as the primary variable linked to other variables that can overcome the problem of student participation, namely the interactive teaching style. The expected results of this study are to prove the hypothesis regarding the interactive teaching style on the involvement in Buddhist learning activities in junior high schools.

Method

This study uses a survey method with a quantitative approach to identify and analyze the relationship between the variables studied. Data was collected through a questionnaire consisting of 74 question items, using the Likert scale as a measurement tool to determine the level of perception of respondents. The population of this study involved 30 students, all of whom were used as research samples. The sampling technique used was a saturated sample, in which all population members were included in the study. This technique follows the opinion of Sugiyono (2019) and Arikunto (2019), which states that if the population is less than 100 people, then the entire population can be used as a sample to ensure that the results of the study are more representative ([Sugiyono, 2019](#)). If the population is less than 100, the entire population is used as a sample ([Arikunto, 2019](#)). The research design involves a series of systematic steps, starting from initial observation to identify the problems students face in the learning process.

Furthermore, a literature review was carried out to explore relevant theories as a conceptual basis for research. The research instrument is carefully designed by preparing a questionnaire grid per the research objectives. After collecting the data, the analysis uses a simple linear regression method to test the relationship between dependent and independent variables. This data analysis is aided by SPSS version 16 software, which provides more accurate and reliable results. These stages aim to produce valid conclusions and recommendations that apply to the development of the teaching and learning process.

With a systematic and data-based approach, this research is expected to significantly contribute to understanding student learning dynamics and improving the quality of education in general.



Findings

Based on the test of the influence of interactive teaching style on student participation in Buddhist learning activities carried out at Bodhisattva High School, from 80 items, there were 74 valid items and six invalid. The results of the interactive teaching style were 37 valid items and three invalid items, while for the student participation variable, there were 37 valid items and three invalid items. Some of these items are declared invalid. If you compare the table of 32 respondents with a significance level of 0.05 or 0.349, then it is certain that the data is invalid.

The question item is considered invalid if the count is less than the table. Researchers can make unacceptable items, so out of 80 items, currently, there are only 74 items. Based on the reliability of the research instrument, the reliability statistics were calculated using SPSS 16.0, resulting in a Cronbach alpha value of around 0.962. It can be considered reliable because the significance level is more than 0.05. It can be concluded that the research instruments used in this study have shown effectiveness and reliability.

Table 1. Instrument Reliability Test

Reliability Statistics	
Cronbach's Alpha	N of Item
.962	74

Source: Data Processing Results Using SPSS 16.0

The reliability value obtained reflects strong consistency between items in measuring research variables. The high score of Cronbach's Alpha indicates that this instrument can provide stable and consistent results in measuring interactive teaching styles and student participation. Thus, the data generated from this questionnaire can be relied upon to support further analysis and interpretation in this study. The normality test was carried out using the Kolmogorov-Smirnov One Sample test.

The sample data requirements came from a normally distributed population with a 0.05 or 5% significance. Based on the results of the normality test obtained from 30 respondents, it is known that the significant value (2-tailed) is 0.991, which is $0.991 > 0.05$. So, it can be concluded that the data is distributed normally. The results of the normality calculation using the Kolmogorov-Smirnov One Sample test are presented in the following table.

**Table 2.** Normality Test Results

One-Sample Kolmogorov-Smirnov Test		
		Unstandardized Residual
N		30
Normal Parameters ^a	Mean	.0000000
	Std. Deviation	11.19730684
Most Extreme Differences	Absolute	.080
	Positive	.080
	Negative	-.057
Kolmogorov-Smirnov Z		.438
Asymp. Sig. (2-tailed)		.991

a. Test distribution is Normal.

Source: Data Processing Results Using SPSS 16.0

The normality test results showed that the residual data had a normal distribution, as indicated by a significance value of 0.991, which was well above the threshold of 0.05. This suggests no significant difference between the distribution of sample data and the normal distribution. Thus, the normality assumption is met, which is essential to ensure the validity of subsequent parametric statistical analyses. Normal data distribution allows for more accurate analysis results and reliable interpretations when testing the relationship between research variables. The homogeneity test results were obtained as a condition in independent sample analysis using the compare means one-way ANOVA method. The population variation in the analysis (ANOVA) was the same. If the test criteria are more than 0.05 or 5%, then the two data sets can be considered the same. The homogeneity test results showed 0.948 and more than 0.05, which showed that the data related to interaxial force on student participation had the same variation. The following homogeneity test variant table is more detailed.

Table 3. Homogeneity Test Results

Test of Homogeneity of Variances			
Interactive teaching style X Participation			
Levene Statistic	df1	df2	Sig.
.004	1	58	.948

Source: Data Processing Results Using SPSS 16.0

The homogeneity test results showed that the significance value was 0.948, which was greater than 0.05. This indicates that the variance between the data on interactive teaching style and student participation is the same or homogeneous. With the homogeneity assumption fulfilled, using the one-way ANOVA method to analyze data can be accounted for. This similarity of variance ensures that the Comparison between the data groups in this study is carried out fairly so that the analysis results are more accurate and relevant in testing the influence of teaching



style on student participation.

Table 4. Regression Equation Output

Coefficients ^a					
Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	44.160	16.219		2.723	.011
X	.706	.111	.768	6.340	.000
a. Dependent Variable: Y					

a. Dependent Variable: Y

Source: Data Processing Results Using SPSS 16.0

Based on the results of the coefficient analysis, a constant value of 44.160 was obtained, which showed that if the interactional force used for teaching was 0, then the value of the variable constant used for student learning was 44.160. The regression coefficient of the Interactive teaching style variable (X) is 0.706, meaning that if the Interactive teaching style experiences a single event, the participation variable (Y) will increase by 0.706. The results of regression analysis showed that the interactive teaching style had a significant effect on student participation. The obtained constants describe the level of student participation if the interactive teaching style is not applied, while the regression coefficient shows that any increase in the application of the interactive teaching style will increase student participation. With minimal significance, it can be concluded that the influence of interactive teaching style on student participation is significant and positive.

These findings confirm that a more interactive teaching style can encourage students to be more actively involved in learning activities. By using data analysis based on the tcount of 6.340, $df=28$ tables of 1.701 with a significance level of 0.000 because the absolute tcount is $6.340 > 1.701$; if the significance level is less than 0.05, then H_0 is eliminated, and H_a is accepted. Based on the study's results, it can be concluded that the interactive teaching style has a positive and significant effect on student participation in Buddhist learning activities in junior high school. Using the 5% alpha hypothesis testing criteria (0.05), the H_0 rejection is determined by looking at the following ANOVA table.

Table 5. Anova Analysis Output

ANOVA ^b						
Model	Sum of Squares	df	Mean Square	F	Sig.	
1 Regression	5219.456	1	5219.456	40.194	.000 ^a	
Residual	3636.011	28	129.858			
Total	8855.467	29				

a. Predictors: (Constant), X

b. Dependent Variable: Y

Source: Data Processing Results Using SPSS 16.0



From the output of the anova analysis, the value of F_{cal} was obtained at 90.401 with a significance of 0.000, so there is no need to match the value of F with table F , because SPSS has provided the significance value. An importance of $0.000 < 0.05$ indicates that H_0 was rejected and H_a was accepted. This means a positive and significant effect exists between the interactive teaching style and student participation in Buddhist learning activities in junior high school.

The results of ANOVA analysis show that the regression model used is significant, with a minimal significance value. This means that the interactive teaching style positively and significantly affects student participation in Buddhist learning activities. Thus, the null hypothesis (H_0) stating no influence can be rejected, while the alternative hypothesis (H_a) is accepted.

Table 6. R Square Coefficient of Determination

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.768 ^a	.589	.575	11.396

a. Predictors: (Constant), X

Source: Data Processing Results Using SPSS 16.0

The determination coefficient shows that the value of the R square is 0.589. This means that 58.9% of student participation is influenced by interactive teaching style, while other factors influence 41.1%. The coefficient of determination suggests that the interactive teaching style can explain most of the variation in student participation. However, some variations are still influenced by other factors that were not measured in this study. This shows that although the interactive teaching style plays an important role, other factors also contribute to student learning participation.

Discussion

Based on the results of data analysis and hypothesis testing, it was found that there was a positive and significant influence between interactive teaching styles and student participation. The results show that the research hypothesis is acceptable, which means that the theoretical assumptions underlying this study have been proven through empirical data from respondents. Further discussion of the results of this study will explain in detail the influence of interactive teaching style on student participation. Simple linear regression analysis obtained a t_{cal} value of 9.508 and a significance value (p) of $0.000 < 0.05$. This indicates that the interactive teaching style has a positive and significant effect on the learning behavior of school students. The magnitude of the influence is seen from the determination value of the R Square value of 0.589. This means that 58.9% of student participation was influenced by interactive teaching style, while other factors influenced 41.1%.



Research shows that interactive learning has a significant impact on student participation. By facilitating two-way communication between teachers and students, interactive learning can increase student engagement and participation in the learning process. A teacher is expected to impart knowledge and skills to his students but also to encourage his students to participate actively in various educational activities. Their active participation in classroom activities shows students' involvement in the learning process, their attention to the teacher when explaining the material, and their willingness to share their learning results ([Anastasia et al., 2021](#)). This is in line with the words of Buddha Angutara Nikaya. After understanding the heights and lows of the world, I was not affected by anything. He, I say, has experienced birth and old age, peaceful, without fog, undisturbed, without desire ([A.3.4](#)).

The level of student participation varies based on the student's abilities, and the level of student learning participation is high, so it can be said that the educational process is successful. To increase student participation in the learning process, efforts must be made to develop new ideas that can arouse students' interest in the learning process ([Wihartanti, 2022](#)). Participation is essential in this educational process to achieve learning goals. The level of student participation varies based on the student's ability, and the level of student learning participation is high, so it can be said that the educational process is successful.

This is in line with the research conducted by ([Astuti, 2020](#)). It shows that teaching methods emphasizing active communication between teachers and students positively correlate with students' motivation and desire to learn more in class. However, research by ([Mulyani & Lestari, 2019](#)) stated that a learning environment that encourages and supports the active participation of teachers is a factor in increasing student activities, especially in the context of education that requires intense interaction, such as in religious education.

Teachers who practice interactive teaching can create a learning environment that fosters open communication between students and teachers, ultimately increasing students' trust in each other and helping them understand the material ([Wahyuni & Santoso, 2021](#)).

Conclusion and Suggestions

Based on the results of data analysis and hypothesis testing, it was found that there was a positive and significant influence between interactive teaching style and student participation. These results show that the research hypothesis is accepted, which means that the study's theoretical assumptions are proven through empirical data from respondents. Interaction-based learning allows students to participate more actively in the learning process through discussions, group projects, and cooperative learning. Although the interactive teaching style significantly impacts student participation, other factors outside the scope of this study also influence it. This interactive teaching method improves students' learning abilities and their communication and cooperation skills with teachers and classmates. By creating a more open and supportive environment, this method encourages students to be



more confident and actively participatory, ultimately increasing their enthusiasm and involvement in the learning process. Based on the findings of this study, several suggestions can be made. First, teachers must continue developing and implementing interactive teaching styles that can improve communication between teachers and students. This can be done by creating a more open and supportive learning environment and actively encouraging students to participate in class discussions and other activities. Second, further research can identify factors that affect student participation, such as motivation and interest in learning materials. Third, educators are expected to continue to look for innovative ways to introduce and strengthen interactive teaching styles to create more effective and enjoyable learning.

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