

## The Effect of Using the Lecture Method on Elementary School Students' Interest in Learning

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### Abstrak

There are several factors that influence students' interest in learning, this can come from family factors, especially parents and can also come from environmental factors in the learning class depending on how the teacher provides knowledge so that it can increase students' interest in learning, one of which is the appropriate learning method. used by a teacher. Teachers must be clever in using learning methods because if a teacher uses this learning method incorrectly it will have a very negative impact on students' interest in learning and learning outcomes. The lecture method is one of the traditional teaching methods that has been used for the longest time in the teaching and learning process from elementary to tertiary level considering its very practical and efficient nature for a teaching model with a very large number of students and material. The aim of this research is to find out whether the lecture method can influence elementary school students' interest in learning.

**Keywords:**  
Interest to learn; Lecture method; Elementary school.

### Abstrak

Ada beberapa faktor yang mempengaruhi minat belajar siswa, hal tersebut bisa datang dari faktor keluarga, khususnya orang tua dan bisa juga datang dari faktor lingkungan kelas belajarnya tergantung bagaimana cara guru dalam memberikan pengetahuan sehingga dapat meningkatkan minat belajar siswa, salah satu diantaranya yaitu metode pembelajaran yang digunakan oleh seorang pengajar. Guru harus pandai dalam menggunakan metode pembelajaran sebab jika seorang guru salah dalam menggunakan metode pembelajaran ini maka akan berdampak negatif pada minat belajar dan hasil belajar siswa. Metode ceramah adalah salah satu cara pengajaran tradisional yang paling lama digunakan dalam proses belajar mengajar dari tingkat dasar sampai perguruan tinggi mengingat sifatnya yang sangat paktis lagi efisien bagi model pengajaran yang materi dan jumlah peserta didiknya sangat banyak. Adapun tujuan dari penelitian ini adalah untuk mengetahui apakah metode ceramah dapat berpengaruh terhadap minat belajar siswa sekolah dasar.

**Kata Kunci:**  
Minat Belajar; Metode Ceramah; Sekolah Dasar.



## 1. Introduction

Schools are legal educational institutions that have the authority to search for and develop students' talents, interests and tendencies to realize the goals of national education, namely to make the nation's life as a whole intelligent. Until now, schools are still seen as a form of participation and support for improving human resources, so that their existence has a big influence on the lives of every nation (Paewai, 2022).

In the entire educational process at school, learning activities are the most basic activities. Which means that the success or failure of achieving educational goals depends a lot on how the learning process experienced by students as students realizes the importance or value of this (Limbong & Setiawan, 2022). Therefore, the role of the teacher is very important. Teachers are expected to have high creative power in learning, because teachers cannot carry out their role if they do not master any of the teaching methods that have been formulated and put forward by psychologists and education experts (Budi Setiawan dan Endro Purnomo, 2007). If it is known that there are many kinds or types of learning methods. Of course, each learning method has its own positive and negative aspects, all of which can be returned to the teaching staff concerned.

Then, in implementing each learning method, each teacher should pay attention to the position of their students when faced with the lecture method in learning. The lecture method is explanation and oral narrative by the teacher in front of students and in front of the class. In this method, a teacher dominates and becomes the subject of learning, while students are passive objects receiving what is conveyed by the teacher (Azhari et al., 2023). The key to success in using the method depends on a teacher, how the teacher applies and controls it in learning.

Even though the method used by the teacher is the lecture method, it still includes questions and answers with students so that the class remains lively, the material is conveyed and learning is according to the target (Fidalgo et al., 2020). Thus, efforts to increase students' interest in learning using the lecture method have been deemed effective, seen from the definition of the word interest, which is the will or self-desire to do something. Usually, a teacher who uses an interactive lecture method will provide new subject matter and relate it to previous lessons so that students will not forget the lessons they have learned previously. This method is often applied in schools in general, but the focus of the research is elementary schools.

## 2. Research methods

In this research the author uses a qualitative research method, namely using descriptive data in the form of written or spoken language from people and actors who can be observed. Qualitative research method is a research method based on the philosophy of postpositivism, used to examine the conditions of natural objects, (as opposed to experiments) where the researcher is the key instrument, sampling of data sources is carried out purposively and snowballing, the collection technique is triangulation (combination), data analysis is

inductive/qualitative, and qualitative research results emphasize meaning rather than generalizations (Sugiyono, 2008). In line with this definition, Sugiyono stated that qualitative research methods emerged because there was a paradigm shift in viewing reality/phenomena/symptoms. In this paradigm, social reality is seen as something holistic/whole, complex, dynamic and full of meaning. Such a paradigm is called the postpositivism paradigm. The previous paradigm was called the positivism paradigm, where viewing symptoms was more singular, static and concrete. The postpositivism paradigm develops qualitative research methods and the positivism paradigm develops quantitative methods (Straus & Corbin, 2019).

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### **3. Results and Discussion**

From the research that has been carried out, contains the results and supporting data. Elementary school is a formal educational institution consisting of education from grades one to grade six, and its students are classified as children aged seven to twelve years. So it is not wrong if teachers have to pay more attention to their students (Setiawan, 2021). So the most appropriate method to use when learning takes place is the interactive lecture method. Because the interactive lecture method is considered practical and easily accepted by students. The balance between the teacher's ability to convey the material must be supported by the students' ability to receive the material. As the background of this school is an Islamic school, of course there is general knowledge and religious knowledge. Both work in harmony and are mutually beneficial (Bulkani, Fatchurahman, M., Adella, H., & Andi Setiawan, 2022). This is important because achieving a balance between religious knowledge and general knowledge can lead students to a more competitive era. However, it all also depends on the teacher. In assessing students' interest in learning, it can be seen from the results of students' daily grades, UTS written exam scores and UAS results. And if the results are good then the application of the lecture method will influence students' interest in learning.

Then the real meaning of this interactive lecture method is a form of presentation of learning material carried out by the teacher with direct oral narrative or explanation to students. The student's role in this method is to listen carefully and note down important points raised by the teacher. The advantages or positive impacts of the interactive lecture method are: a) Teachers can master the class as proven by the way their delivery can be understood by students; b) Class organization is simple, no need for grouping, the teacher stands in front of the class while presenting the material and the students listen; c) Can provide the same explanation to a number of students about difficult and important learning materials in a relatively short time; d) Important and urgent matters can be immediately conveyed to students. When there are students who are difficult to manage, they can be immediately reprimanded and bad examples may be made and then explained the reasons for making mistakes. Then students who pay attention will understand and try not to repeat mistakes; e) Increase students' listening power and foster interest in learning from other sources.

#### 4. Conclusion

Education is a formal institution and also has educational goals in the form of general goals and specific goals. So, in order to realize educational goals, teachers and students are equally important in the role of the learning process. Learning methods are ways to achieve learning goals, and there are many kinds or types of learning methods. One of the most prominent methods used in elementary schools is the interactive lecture method. The interactive lecture method is where the teacher explains in front of the students directly with a review of the material presented. The interactive lecture method is also known as the practical method, because it can relate to everyday life phenomena and make it easier for students to understand learning.

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