



The Influence of Teachers' Educational Background on Interest in Learning Social Science

Ganda Marito Harahap¹, Diana Eka Pratiwi², Fadhilah Yunus³, Aroiz Azhari Rambe⁴, Rizki Fahmi⁵, Eka Yusnaldi⁶

^{1,2,3,4,5,6} Universitas Islam Sumatera Utara Medan, Indonesia

Corresponding Author: ✉ ganda0306232058@uinsu.ac.id

ABSTRACT

This research aims to examine the influence of teacher educational background on students' interest in learning Social Sciences (IPS) based on a literature review. This literature study collects and analyzes various relevant journals to understand how teacher education and training can influence students' motivation and interest in learning in social studies subjects. Literature analysis shows that teachers with higher educational qualifications and adequate professional training tend to be able to create a more effective and interesting learning atmosphere, thereby increasing students' interest in learning. This research found that factors such as teacher education level, teaching experience, and participation in professional development programs have a significant effect on students' interest in learning. This study also identified that innovative and interactive teaching methods applied by highly educated teachers can motivate students to be more active in learning social studies. Recommendations from this study emphasize the importance of improving qualifications and continuous training for teachers to improve the quality of education and students' interest in learning. This research makes an important contribution to the field of education by providing insight into how a teacher's educational background can influence students' learning interest in social studies subjects.

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INTRODUCTION

Learning is a process of interaction with the environment around an individual, which is an effort directed towards a goal and carried out through diverse experiences. In the learning context, this process involves two main actors, namely teachers and students. Teachers have an important role in helping to form potential human resources in development. Therefore, becoming a teacher requires high dedication and

professionalism, as well as extensive knowledge of teaching materials and expertise in education.

The teaching profession is not easy, because apart from having to have a deep understanding of teaching material, teachers also have to undergo teacher education. However, there is often an imbalance between the number of individuals interested in becoming teachers and the number of individuals who have adequate professional competence. Teachers who have professional competence must have broad and in-depth knowledge of the field of study being taught, as well as skills in designing and implementing effective learning strategies.

In the learning context, teachers act as educators, mentors and trainers for students. They are responsible for creating a conducive learning environment, which allows students to learn actively, creatively and innovatively. Apart from teachers, students also have an important role in the success of the learning process. One of the key factors that can influence the success of learning is students' interest in the subject matter.

Interest can be explained as a person's preference or interest in something or activity naturally, without coercion from other parties. In the learning context, interest plays an important role in increasing concentration, providing joy, strengthening memory skills, forming a positive learning attitude, and reducing boredom towards lessons. States that interest can originate from individual innate factors that are influenced by genetic factors or natural talents, as well as influenced by the environment and external drives such as parents or habits. In the learning process, the expected goal is interest that arises naturally within students, so that they can learn more actively and effectively. However, students often engage in learning because of coercion or obligation, without having a strong interest in the lesson.

Measuring interest in learning can be done through the four main indicators proposed by Slameto, namely interest in learning, attention to learning, motivation to learn, and knowledge. Interest in learning reflects a person's enthusiasm for a lesson, where he or she will be diligent and enthusiastic in understanding the material being taught. Attention in learning shows a person's level of concentration on learning, where students will focus on the material being studied. Learning motivation is an internal drive that encourages someone to learn and achieve the desired learning goals. Meanwhile, knowledge includes a deep understanding of the subject matter and an understanding of the benefits of learning in everyday life.

Students' interest in learning is an important factor that contributes to their academic success and personal development. In the context of basic education, especially in Social Sciences (IPS) subjects, students' interest in learning is not only influenced by internal factors such as motivation and personal interest, but also by external factors, one of which is the quality of teaching provided by the teacher. The

quality of teaching is greatly influenced by the teacher's educational background and professional training.

Teacher educational background includes the level of formal education that has been completed, teaching experience, as well as training and workshops attended to improve professional competence. Previous research shows that teachers with higher education tend to have a deeper understanding of subject matter, and are able to apply more effective and innovative teaching methods. In addition, continuous professional training helps teachers update their knowledge and skills according to the latest developments in the field of education.

This literature study aims to comprehensively examine the influence of teacher educational background on students' interest in learning social studies. By reviewing various relevant studies and journals, this research seeks to identify key factors that can increase students' interest in learning through improving the quality of teacher education.

This research is important to provide insight for educational policy makers, teacher training institutions, and educators themselves in efforts to improve the quality of education in Indonesia. By understanding how teachers' educational background influences students' interest in learning, it is hoped that effective strategies can be formulated to improve the quality of social studies teaching in elementary schools.

RESEARCH METHODE

This research uses a literature review method to examine the influence of teacher educational background on students' interest in learning Social Sciences (IPS). The steps taken include collecting literature from academic databases such as Google Scholar, JSTOR, SpringerLink, and ProQuest. Keywords used in the search were "teacher education," "interest in learning," "Social Studies," "educational influence," "teaching experience," and "professional training." The sources used include scientific journals, conference articles, books, and research reports. Inclusion criteria include research published within the last five years, focusing on basic education and social studies, and discussing the relationship between teachers' educational background and students' learning interests. Research that was irrelevant, had no empirical data, or was not in English or Indonesian was excluded.

After identifying and selecting relevant literature, the researcher conducted an analysis by reading in depth each article to identify the main findings. Important information such as research methods, population studied, research results, and conclusions are recorded. Data from various sources is then synthesized to find consistent patterns and relationships between these studies. The results of this synthesis are used to answer research questions and identify key factors that can increase student interest in learning through improving the quality of teacher education. This method

provides a comprehensive picture of the influence of teacher educational background on students' interest in learning social studies and provides a basis for developing more effective educational strategies.

RESULT AND DISCUSSION

The Role of Teachers in Forming Students' Interest in Learning

Teachers have a very significant role in forming students' interest in learning. As a class leader, the teacher has the responsibility to create a learning environment that supports, attracts, and motivates students to learn. Through innovative teaching approaches, teachers can bring social studies subject matter to life and make it relevant to students' daily lives. The use of various interactive and participatory learning strategies can increase students' interest in learning by encouraging active involvement in the learning process.

Apart from that, teacher attitudes and motivation also have a big influence on students' interest in learning. Teachers who have enthusiasm and dedication in teaching, and are able to inspire students to learn enthusiastically, tend to increase students' interest in learning. Apart from providing learning material, teachers also act as mentors and motivators for students, helping them overcome obstacles in learning and encouraging them to reach their maximum potential.

Factors that Influence Students' Interest in Learning

Several factors that influence students' interest in learning in social studies subjects include:

1. **Teaching Quality:** Teaching experience, educational qualifications and communication skills of teachers play an important role in shaping students' interest in learning. Teachers who are able to convey material clearly, interestingly and relevantly tend to increase students' interest in learning.
2. **Learning Context:** An interesting learning environment, peer support, and the relevance of the subject matter to students' daily lives can also influence their interest in learning. Student-centered learning and providing opportunities for students to actively participate in the learning process can increase their interest in learning.
3. **Internal Motivation:** Internal factors such as students' interests, talents, and learning goals also play a role in shaping their interest in learning. Students who have a strong interest in social studies subject matter tend to be more motivated to learn and achieve better results in learning.

Implications in the Basic Education Context

The findings from this discussion have several implications in the context of basic education:

1. Improving Teaching Quality: It is important for educational institutions to provide support and training to teachers in the development of effective teaching skills. Ongoing training and professional development can help teachers improve the quality of their teaching and, consequently, increase students' interest in learning.
2. Student-Centered Learning: It is important to encourage a student-centred learning approach, which allows students to be actively involved in the learning process and makes learning more relevant to their daily lives.
3. Developing Interest in Learning: Teachers also need to pay attention to the factors that influence students' interest in learning and try to build a strong interest in learning in social studies subject matter. This can be done through the use of innovative teaching strategies, providing a supportive learning environment, and motivating students to reach their maximum potential.

In this discussion, we have considered the influence of teacher educational background on students' interest in learning social studies. Teachers have a very important role in forming students' interest in learning through the quality of teaching, support in learning, and motivation given to students. Factors such as educational qualifications, teaching experience, and teacher motivation also play a role in shaping students' interest in learning. Therefore, it is important for educational institutions to provide support and training to teachers in developing effective teaching skills, as well as encouraging student-centered learning approaches to increase students' interest in learning in social studies subjects.

CONCLUSION

In this closing, a summary of the discussions that have been carried out will be presented, conclusions that can be drawn, and suggestions for further development in the context of the influence of teacher educational background on students' interest in learning Social Sciences (IPS).

This discussion begins by identifying the important role of teachers in forming students' interest in learning in social studies subjects. It is known that teachers have a big influence in creating a learning environment that supports and motivates students to learn actively. In addition, factors such as teaching quality, learning context, and students' internal motivation also influence their interest in learning.

Based on the discussion that has been carried out, it can be concluded that the teacher's educational background has a significant influence on students' interest in learning social studies. Teachers who have good educational qualifications, extensive teaching experience, and high motivation tend to be able to form students' interest in learning positively. Apart from that, innovative teaching approaches, support in learning, and motivation provided to students also play an important role in forming students' interest in learning.

For further development, it is recommended that educational institutions provide support and training to teachers in developing effective teaching skills. Continuous training and professional development will help teachers improve the quality of their teaching and, consequently, increase students' interest in learning. In addition, a student-centered learning approach also needs to be encouraged, which allows students to be actively involved in the learning process and makes learning more relevant to their daily lives. Thus, continuous efforts to improve the quality of teacher teaching and support students' interest in learning will make a positive contribution to achieving learning goals and improving the overall quality of education.

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