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Students' Preferences for Varied Learning Methods: An Empirical Study of the Effectiveness and Appeal of Diverse Instructional Approaches

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Abstract: This study focuses on analyzing students' preferences for the learning methods used by teachers, evaluating the effectiveness and attractiveness of each approach used instructionally. This study was conducted on junior high school students. This study used a descriptive quantitative approach, with a sample of 40 students from grades VII to IX, taken by stratified random sampling. Data collection was carried out through a structured questionnaire with a five-point Likert scale consisting of three components: preference method, effectiveness, and attractiveness. Data processing was carried out descriptively and inferentially statistically including simple linear regression analysis and ANOVA tests. Among the findings, recommendations were also submitted to teachers to add learning videos, and increase gamification activities, considering the economic and cultural backgrounds of students. In addition, conventional methods such as practicing questions and answering questions still have a fairly large population according to their method preferences. The results of this study indicate that students tend to choose more varied learning methods, this is to support the process of adapting and socializing students with the outside world, as well as increasing students' innovation and creativity.

Keywords: Student preferences, learning methods, varied learning, instructional effectiveness.

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INTRODUCTION

Mixed learning and learning methods are crucial in increasing student motivation, discipline, and diligence. Learning is also very important to respond to the characteristics and styles of each student because each individual has their own way of learning (Yolanda et al, 2024). Students differ in receiving, processing, and storing new knowledge. New knowledge through reading, listening, or through visual media acquisition that suits the student's learning style such as visual, auditory and kinesthetic (Belajar, 2025). Students will be more active if a teacher in the class applies an interactive learning strategy. The goal is that students can understand and implement what is conveyed by choosing the appropriate approach, pattern, and method (Maswan, 2013).

The success of teachers in learning is seen from several factors, two of which are: (1) learning effectiveness, (2) student learning outcomes. The quality of learning is considered in the evaluation of learning effectiveness. A B C because Putra and Hartati scored 2014.

For that, what needs to be remembered is that teaching must be cognitively and affectively considered without asking for direct evaluation from students because direct evaluation indicates recognition. Hocah in Arliansyah is below either secret or perfect. Based on research I have conducted, there seems to be a core understanding that there should be a more emphasized focus on learner-centered approaches, leveraging pupils' learning styles to boost effectiveness (Siswa et al., 2025). Student preferences vary widely and are often influenced by internal factors seen by students such as follow-along learning styles, diverse motivations and interests and external factors such as teacher strategies and the classroom environment (R. S. Siregar 2025).

Various student preferences in learning methods with instructional approaches with varied applications include cooperative learning, halaqah, gamification, active interaction and others. Learning approaches have their respective impacts and advantages. (Ghofur and Wahjoedi 2018). However, the impact and advantages are highly dependent on the implementation and adjustments that are in line with students' choices or expectations.

Previous research shows that active and collaborative learning approaches are more dominant and preferred by students because there is space for exploration of ideas and constructive social interactions with the aim that learning that provides internal encouragement to seek various ideas of students openly and communicate them with mutual respect. This process makes students think critically and creatively and to build good and positive cooperation with their groups in general. This interaction is called supporting the learning environment, which influences tolerance for different views and fosters children's thinking skills and social world. Therefore, exploration of ideas that are equivalent to constructive interactions are important elements that include active, inclusive, and meaningful learning processes. (Wahyuning Sari et al. 2017). Sebaliknya, metode ceramah konvensional juga sangat mendominasi terhadap preferensi siswa.

The conventional lecture method maintains its popularity among some students. Specific and oriented towards cognitive student learning outcomes, lectures are considered an effective method because they are the most direct and structured way to present information to students. This is achieved by excluding additional activities that are considered time-consuming, such as gamification, group discussions, or project-based learning. For certain groups of students, learning methods that are too interactive or that include some type of game are not only inefficient, but result in the subject matter being incomplete due to the abundance of unnecessary details. So lectures as an approach are considered the most practical and time-saving because they allow teachers to develop the most relevant lesson framework while conveying the most important facts that form the basis of the lesson. (Fadillah and Tanjung 2025). Due to the various results related to the conclusion, the lecture is able to overcome this and bring only essential information to the listener, the understanding of which contributes to any preparation of the student for a more structured academic evaluation (Sumargo and Wardoyo 2008).

This learning approach is designed to empirically examine the gaps in the relationship between student preferences, effectiveness and instructional appeal within a coherent framework (Udayanthi, Herawati, and Julianto 2018). It is unfortunate that these three aspects ignore the integration that is very necessary in designing effective and tailor-made learning for actual student needs (Hakim et al., 2022). This study attempts to answer this question through the Rivalis short story which prioritizes student empathy as the center of the learning process. In secondary schools, understanding student preferences becomes more crucial because of the complex and dynamic development of adolescents. Learning that is not in accordance with student preferences can cause boredom, decreased learning motivation, and even resistance to some of the content of the subject matter presented (Yuliana & Aditya, 2020). For this reason, preferencing should be carried out periodically so that the strategies implemented remain relevant and effective.

Sociocultural changes also contribute to students having certain preferences for learning. For example, students from urban areas tend to be more adaptable to technology-based learning, while students from rural areas are more familiar with

traditional approaches (Rizki & Wardani, 2019). This demands that instructional design needs to be linked to the context and sociology of the teacher. Following this complexity, this study seeks to explore students' preferences related to various learning methods and assess the attractiveness and effectiveness of various instructional approaches. (Mustakim et al. 2021). By using quantitative methods descriptively and analytically, it is expected that the results of this study can produce practical input in developing more responsive, inclusive, and student-centered learning strategies. Hopefully, it can inspire education policy makers to apply evidence-based learning principles in designing the curriculum. Hopefully, education can be transformed from a monologic system to a more individual and dynamic one for each student according to the conditions and demands of the times.

METHODS

This article discusses the analysis of student preferences towards learning methods used by instructors in teaching subjects in schools. This study uses a descriptive quantitative approach with the aim of measuring the appeal and evaluating the effectiveness of instruction-based learning carried out in the classroom. The data generated from this study are considered objective, considering that the data obtained can be measured and analyzed statistically, using quantitative methods. (Kuantitatif 2016). The study was conducted at SMP IT Irsyadul Abidin Qurani, one of the integrated Islamic schools that adopts the national curriculum and integrates religious education and Quranic values into the curriculum.

In this study, the school was selected purposively because the school has implemented conventional and innovative methods in learning such as project-based learning, group discussions, and flipped classrooms. The sample in this population is students from grades VII to IX totaling 43 students. From this class, a sample of 40 students was taken using the stratified random sampling technique. The purpose of using this technique is so that the sample distribution reflects diversity based on class, gender, and academic level (Damanik, Siahaan, and Halawa 2023). The subjects in this study were students who were active in learning activities and were willing to be participants in this study. Participants in this study were students who were active in voluntary activities by considering ethical aspects such as consent given to students in the form of receiving a notification letter and submitted to the instructor. (Maswan 2013).

This research was conducted within two months, starting from the application for permission to the school and ending with limited observation, distribution of research instruments, and data collection. Primary data was obtained from filling out questionnaires directly by students in class, while secondary data was obtained from documentation learning and the results of informal interviews conducted with teachers. (Wahyuning Sari et al. 2017). The main method used in this study was a closed questionnaire with a 5-point Likert scale (Wahyuning Sari et al. 2017). The questionnaire was divided into three parts: (1) preferences for the learning methods used; (2) students' perceptions of the effectiveness of the methods used; and (3) perceptions of the attractiveness of each learning method (Widiastuti, Lestari, and Ambarwati 2022).

The questionnaire used in this study was adapted from Sugiyono (2017) who reviewed the theory and results of previous research with the local context of the school. In the questionnaire, the preferences section of the indicators tested included lectures, discussions, projects, experiments, educational games, learning videos, blended learning, and flipped classrooms. Each method was viewed in terms of interest, comfort, and motivation given to students during the learning process (Prastiti and Pujiningsih 2009). Before being used, the questionnaire was tested for content validity by three education experts and a reliability test was conducted on 30 non-participants of the main sample. The reliability figure using Cronbach's Alpha showed a result of 0.87, indicating that the instrument has a high level of internal consistency and can be used for further data collection (Fadhilah and Suherdi 2020).

The implementation of filling out the questionnaire will be regulated and supervised directly by researchers and teachers, so that the data filling carried out is authentic and accurate. Each participant is given about 30 minutes to fill out and is explained in advance about the purpose of the study to ensure that the filling is done consciously. In achieving external validity limits, researchers triangulate data by observing the RPP and the learning process and documenting relevant teacher notes. This method is carried out with the aim of verifying that the teaching methods expressed in the questionnaire are actually used in the student learning process (Kustini and Nurkhin 2011).

After the data is collected, the data analysis process is carried out using descriptive and inferential statistics. Conducting descriptive statistical analysis, researchers calculate the mean, median, mode and standard deviation values for student preferences and perceptions of each method (Handican et al. 2023).

In the inferential analysis, a simple linear regression test is used to analyze the relationship between student attitudes, which in this case are preferences, towards teaching methods and classroom teaching in terms of effectiveness and attractiveness. In addition, a one-way ANOVA test was conducted to analyze differences in student perceptions between groups divided by class and gender (Sumargo and Wardoyo 2008). The data was processed using SPSS 25 software to facilitate research analysis and visualization. The analysis carried out by Penanganan Sekitaran Matang is presented in a table and graph so that it is easy to interpret and provides a clear picture to the reader (Putra and Hartati 2014). What is expected is that with a systematic approach and method, such as this, it can contribute to the development of an effective, interesting learning model that is in accordance with the desires and learning preferences of students in the context of education based on Quranic values.

RESULTS

Student preferences for learning methods is the tendency or choice of students towards a particular teaching procedure that matches their learning, interest, or comfort. These preferences may stem from previous learning experiences, perceptions of the effectiveness of a method, or influences from the surrounding environment. As a term, we call this construct ‘student preferences’ which literally means students' preferences: attitudes or subjective evaluations regarding the alternatives of teaching methods presented by the teacher. Meanwhile, instructional methods include the strategies, approaches, and techniques that an educator employs in teaching a particular lesson to learners which may be through lectures, discussions, project-based learning, as well as digital and collaborative methods.

It's critical to research student preferences regarding the different methods of teaching in the context of creating an effective, learner-centered approach to instruction. When the teaching method aligns with the students' preferences, their participation, motivation, and learning outcomes tend to improve. Therefore, information regarding students' preferences can catalyze improvement, and serve as the basis for evaluation for the quality of instruction provided by the teachers and educational institutions. In practice, teachers tend to use methods that they consider most convenient, as opposed to the most preferred or effective option in regard to students. This is likely to create a mismatch between the teaching styles and the students’ learning preferences. As a result, students become passive, disinterested, and fail to engage deeply with the course material. It is in this context that, as part of the process of instructional design, it becomes essential to listen to students’ voices.

The effectiveness of learning methods can be measured by students’ ability to understand concepts, remember, and apply and remember. Effective methods in learning are not only based on the ability to convey information, but also include the ability to form critical thinking, collaborative, and problem-solving skills which are the demands of the 21st-century curriculum. In addition to the effectiveness factor, demand also supports the

analysis of the attractiveness of a method in learning methods. This attractiveness indicates the level of fun, challenge, and how much motivation a method has in encouraging students to actively participate in learning activities. Project-based seminar methods, game-based seminars, or technology-based learning are much more in demand by today's digital generation than traditional frontal lecture methods.

This research needs to cover quantitative and qualitative dimensions: (1) how deep the measurement of student interest in a method is, (2) reasons and assumptions, (3) and to what extent the influence of these aspects on effective learning outcomes. This complete description can be juxtaposed with the implementation of other approaches in preference-based learning. This approach is empirical, meaning that it collects data using questionnaires, interviews, and direct observations with students. In this case, researchers can obtain direct evidence sources related to student responses to various learning approaches applied in the classroom. This can enrich the evidence of learning in the context of education. The background of the level and education of students, as well as the school context are also other factors that can contribute to the shift in existing preferences.

The findings of this study can provide direct implications for teaching related to the design of more responsive learning strategies. Based on the dominance of student preferences, teachers can adjust methods, or create varied learning (method differentiation) so that all students get an optimal learning experience. At the school level, these results can be used as policies for teacher training and curriculum planning. Therefore, this study is relevant not only in theory, but also robust in application in the world of education. Seeing students' preferences for the various methods provided opens up space for an educational approach that is sensitive, personal, and impactful. This research is expected to be a bridge between teaching theory and actual needs in the classroom, and to strengthen the commitment to making students the main actors in the learning process.

Students' preferences are highly associated with their styles of learning. Some students are visual learners, and therefore, prefer methods that utilize pictures, videos, or other visual aids. Auditory learners learn best through discussions or lectures while kinesthetic learners are more engaged when they can participate in hands-on practice or simulations. Understanding these learning preferences is essential for developing effective instructional approaches. Moreover, learners' age, or academic level, can also change learners' preferences for methods of instruction. Primary school students tend to prefer instruction that is highly interactive and involves physical activity, such as learning through games. Students in middle and high school become more interested in discussions, group projects, and problem-solving. Thus, a researcher needs to modify the strategies used to those suitable for the age group being studied.

Learning is tailored to their interests, which fosters the independence and motivation of students. It also permits self-directed learning, as the student now studies out of need and desire. It demonstrates that choosing the appropriate strategy enhances independent learning, self-directed learning, and lifelong learning in the essence of the Merdeka curriculum. It is also worth studying whether preference for a particular method (attractiveness) influences the effectiveness of learning (if it improves learning outcomes). Not all enjoyable teaching methods will lead to optimal learning outcomes if they do not utilize sound pedagogical principles. Therefore, the relationship between preferences, attractiveness, and effectiveness demands empirical scrutiny.

In today's digital era, technology has become part of the learning process. Technology-based methods of e-learning, blended learning, gamification, and interactive video are in great demand by generation Z students. This study seeks to see to what extent students feel that digital methods are much easier to use than traditional teaching methods. Students' preferences can also be influenced by sociological factors in the classroom. For example, some students prefer group discussion methods because they are able to interact with peers. By using collaborative methods, students can better

understand and care about social responsibility, as well as their interpersonal communication skills. This aspect needs to be considered in data analysis.

Data collection should not only focus on the preferred methods, but also on the methods that students dislike. This preference needs to be considered because the emergence of a class is not interested in the teaching method, the amount of repetition of material, or overheads. This evaluation will encourage changes in the implementation of strategies that are considered uninteresting by students. In implementing a differentiation approach to teaching, the findings of this evaluation need to be considered. The approach applied by teachers should accommodate the preferences sought by students. This is in line with the principle of student-centered learning, which prioritizes a system where students can be free to decide on a learning method that suits their abilities and interests.

The existence of research on student preferences for learning methods is very relevant to the context of education in Indonesia which is transforming towards a more adaptive and inclusive direction. In the context of educational practice, the results of this study can be input for formulating more appropriate and personal policies in the teaching process. This research aims to further be expected to be able to build collective awareness among educators about the need for student-centered tendencies in teaching to optimize the quality of learning. With arrangements that are more in accordance with student desires, the educational interaction process will be more focused, more effective, and more empowered.

The study was conducted at SMP IT Irsyadul Abidin Qurani, an integrated Islamic school that combines the national curriculum with Quranic values in daily lessons. This school has implemented various teaching approaches, ranging from lectures and Q&A sessions to project-based learning, group discussions, gamification, and flipped classrooms. For this reason, this school was specifically selected as the research location because it represents a modern Islamic educational context that integrates traditional and innovative approaches. The main focus of this study was to assess students' perceptions regarding the effectiveness and engagement of both conventional and varied teaching approaches. Teaching strategies are an important element in the teaching and learning process. Therefore, these strategies need to be adjusted and adapted to the characteristics and needs of learners.

The purpose of this study was to gain an in-depth understanding of students' preferences regarding various teaching methods applied by teachers in the classroom. Sampling was carried out on students from grades VII to IX with a total population of 43 students. Of this number, 40 students were selected as samples using a stratified random sampling technique that took into account diversity in terms of class, gender, and academic performance. The sample selection was carried out proportionally so that the results of the study could accurately reflect population variations. Students who actively participated in the class and voluntarily registered were selected as participants. Data collection was conducted through a survey designed using a 5-point Likert scale questionnaire, which included three main components: student preferences regarding teaching methods, perceptions of method effectiveness, and the attractiveness of the approach to the method principal.

This questionnaire was designed based on a literature review that included previous research and was validated by an expert and tested for reliability. The reliability test produced a Cronbach's Alpha value of 0.87, indicating that the instrument had high internal consistency. The research instrument was prepared including 11 learning methods, five of which were conventional: lectures, Q&A, practice questions, individual assignments, demonstrations; and six were varied: group discussions, project learning, gamification, video learning, blended learning, flipped classroom. Each method was measured by three indicators: interest, comfort level, and self-reported motivation by students in the learning process. The selection of indicators was based on an evaluative approach that places students as the focus of the learning process. The questionnaire was filled out in the classroom in front of the researcher and teacher to ensure the honesty and

accuracy of the data. Before filling in the answers, students were given an explanation of the purpose of the study and instructions for filling out the book.

Each student was given 30 minutes to complete what was in their best interest. These steps ensured that the survey results captured students' authentic perceptions and experiences in classroom learning. To verify external validity and ensure data accuracy, researchers conducted observations related to the learning process as well as analysis of lesson plan documents and evaluation notes from teachers. Qualitative data obtained from observations were used to triangulate quantitative data collected through surveys. Therefore, the results presented in this study are not only based on perceptions, but are supported by actual observations of classroom teaching practices.

The collected data were then analyzed using descriptive statistics to determine the mean, mode, median, and standard deviation of students' preferences for each teaching method. In addition, several inferential analyses were conducted using simple linear regression to determine the relationship between preferences and perceived effectiveness, as well as one-way ANOVA to test differences in perceptions grouped by grade and gender. Data processing was carried out with the help of SPSS version 25 to ensure accuracy and ease of interpretation. The results of the research activities are presented in the form of tables and graphs showing the number of students who chose each learning method and the categories between conventional and variation methods. This visual analysis helps readers understand the trend of student preferences at a glance.

From the initial analysis using descriptive methods, it was found that more progressive methods including group discussions, video lessons, and gamification received a greater proportion of positive preferences compared to more conventional methods such as lectures and individual assignments. It is hoped that these findings will provide guidance towards responsive learning strategies that will actively consider students' needs and preferences. There is a need in the context of Islamic integrated education for flexibility and creativity in designing approaches to learning experiences that are not only academically meaningful but also enjoyable and aligned with Qur'anic values. The next section will provide a detailed explanation of the results of the data processing using tables and graphs that support the main findings of this study.

Table 1. *Student Preferences for Learning Methods*

Learning methods	Number of Students (n = 43)	Category
Lecture	17	Conventional
Q&A	21	Conventional
Practice Questions	26	Conventional
Individual Assignments	14	Conventional
Demonstrations	19	Conventional
Group Discussions	29	Variative
Project-Based Learning	24	Variative
Gamification	25	Variative
Video-Based Learning	27	Variative
Blended Learning	22	Variative
Flipped Classroom	14	Category

Based on the questionnaire analyzed from 43 students, the results obtained that conventional learning methods are generally still very popular, even higher than the method that is varied. Innovation in learning is usually done more and more, but among students, many still feel comfortable in traditional learning or the old way because it is considered more systematic and easy to understand. Of all the independent learning methods, getting used to questions contributes more to time efficiency and gets the highest preference with 26 students (60%).

The question and answer method also got a fairly high number, namely 21 students (49%) or equivalent to 44%. This activity gives students the opportunity to meet face to face with the teacher, interact, and answer questions cheerfully in class. In

guidance with demonstration, 19 students (44%) chose to Say to because they received direct explanation from the teacher for the concept of abstract binding into concrete objects in teaching, especially in Science and Mathematics.

The lecture method is still chosen by 17 students (40%), this shows that there are still some students who feel this method is efficient for providing information comprehensively and systematically, especially for dense and theoretical content. However, students still hope that lectures are accompanied by more concrete examples so that they do not seem monotonous. Individual assignments occupy the lowest position in the conventional method, namely 14 students (33%). Some students said that they do not like individual assignments because it is very difficult to rely on material without a teacher or friend for discussion and feedback. On the side of the varied method, group discussions received the highest preference with 29 students or around 67%. This reflects that social interaction in the learning process is still a necessity for students, both in understanding the material and in terms of developing self-confidence. The video-based learning method or video-based instruction received a positive response from 27 students or 63%. Visualization and explanations through images and sound are very helpful in explaining complicated things. In addition, this approach is considered more enjoyable when compared to text alone.

Gamification or insertion of game elements in learning was chosen by 25 students (58%). Students think that gamification makes the learning atmosphere more lively and challenging and not boring. The use of a point system or healthy competition in completing a task motivates them to do it. Project-based learning was chosen by 24 students (56%). This shows that students appreciate the art learning process that links theory with practice. Students become more enthusiastic when learning is related to life and is done collaboratively. Learning with an online or offline system (blended learning) received 22 votes (51%). This method is still constrained by access to technology, but it is still more interesting because of its flexibility and wider learning scope. The flipped classroom method, although innovative in its application, was only chosen by 14 students (33%). Individual assignments are also at the same number. The main factor that may occur in the adequacy of facilities and infrastructure to access materials independently outside the classroom is located in the boarding school environment. Overall, the number of voters in the conventional method is still much higher than voters with the varied method. Conventional garnered 97 votes compared to 141 votes for the varied. It should be noted however, that some students were allowed to choose more than one method as the questionnaire allowed multiples.

From the analysis obtained I can conclude that although the varied method is highly appreciated and accommodating by students in terms of participation and creativity, at the same time, the conventional method is still preferred by students, especially for those who need structure, consistency, and concentration in learning. This reflects that there is a need for the implementation of a mixed approach in teaching methodology in schools. By combining conventional and innovative methods in the right doses, teachers are sufficient to meet the learning experience of students with optimism. Varying in the choice of methods is a form of appreciation not only for pedagogical strategies, but for the diverse learning styles of students in the classroom.

DISCUSSION

Perceptions of students regarding a particular method of teaching reflect the intricate interplay between the pupil, the instructor, and the surrounding instructional environment. When students feel comfortable with the method employed, they tend to exhibit active participation, high curiosity, and intrinsic motivation during the learning process. At this stage preferences are not just about “liking or disliking” something, but rather reflect comfort, engagement, and a profound experience of the learning process. The right preference can even be the entry point to achieving personalized, more

humanistic education. In contemporary settings, teachers no longer function as the sole fountain of knowledge. Rather, they are guides who help students as they search for knowledge. Analysis of learner preferences, therefore, constitutes the first step toward designing instruction that meets the needs of the students. This approach corresponds to the paradigm of student-centered learning where learners are placed as the active subjects of the learning process. When a teacher's choice of instructional methods aligns with students' preferences, both effectiveness and efficiency in achieving learning outcomes are enhanced.

The attractiveness of a certain teaching method will influence a student's learning experience. A creative, diverse, and contextual approach not only aids in grasping concepts but also enhances the atmosphere in class, making it more vibrant and pleasant. This increases the students' emotional involvement in the lessons. In contrast, overly theoretical, irrelevant, or monotonous teaching methods make learning feel distant, unengaging, and forgettable. An effective teaching method does not always have to be sophisticated or high-tech. In fact, the effectiveness of a particular teaching method is relative to its context, how well it aligns with the characteristics of the students, and the skills of the teacher delivering the lesson. For example, group discussion as a teaching method works wonders in classrooms with active and verbal participants. Practically oriented lessons are best delivered using demonstration techniques. This suggests that teachers need to be equipped with flexible, dynamic, and responsive methodological approaches to the varying rhythms of the classroom.

Students' preferences are equally shaped by internal and external factors. The internal factors include the student's personal learning style, interests, and self-confidence. External factors include the classroom atmosphere, peer interactions, and even the technology used to deliver the lesson. The existence of these factors increases the likelihood of students accepting the teaching approach and positively impacting their learning outcomes. As with other teaching practices, it is important to realize that there is no single method that can accommodate the needs of all students uniformly. Therefore, the principle of differentiation in learning needs to be implemented more widely in schools. Teachers must create and provide a variety of methods that make it easy for students to choose the learning method that suits them best. This approach not only values diversity but also promotes independent learning and early decision-making.

Methods that are in accordance with student preferences have been shown to improve learning achievement, especially in the cognitive and affective dimensions. Not only does student understanding increase, but they also enjoy the learning process. Even in the long term, if students have a positive experience in learning, they tend to have better learning attitudes, such as curiosity, perseverance, and responsibility for academic tasks. In this empirical study, the appeal of learning methods will also be measured qualitatively and quantitatively. The attractiveness of a method does not only come from a visual or technical perspective, but also how the method builds interaction, challenges thinking, and gives freedom of expression to students. Students who are emotionally involved in the learning process will be bound to the material which in the long run will make it easier for more information to be absorbed and remembered.

The role of the teacher in synergizing the strategies he employs with the students' preferences is one that cannot be overlooked. A teacher who attends to the needs of the students will, at the very least, attempt to adapt her teaching strategy with a certain degree of elasticity, evaluate the effectiveness of the methods, and continually look for more appropriate approaches in accordance with the shifting dynamics of the classroom. It is these reflective and adaptive teachers who will make a real difference in the quality of instruction. Thus, this discussion has highlighted that understanding and attending to the preferences of students is not an optional enhancement to the teaching and learning process, rather, it is an integral part of the educational quality improvement framework. When students are given the space to express how they would like to learn, learning

ceases to be an obligation, but a necessity and a part of life. That is the first step toward truly human-centered education.

This discussion is based on the results of quantitative analysis obtained from 43 students in the class of SMP IT Irsyadul Abidin Qurani, an integrated Islamic educational institution (IT) that has implemented schools that adopt traditional and modern teaching). In this analysis, there are several students who have heterogeneous preferential dynamics towards the learning strategies implemented by teachers in terms of teaching. This analysis aims to determine how active participation of students is in student-based instructional classes. From the analysis, it is known that active student participation in varied learning is much higher than the convention learning method. However, the increase in the proportion of active student participation in convention learning such as drills, question and answer sessions, and demonstrations is still quite significant. This shows us that many students still need more structured and systematic teaching models in certain contexts. The largest student preference is for the group discussion method, which is 29 people (67%). This is in accordance with the opinion of (Fajri and Jelatu 2024) who stated that collaborative learning increases social interaction, emotional involvement, and conceptual understanding of students.

Discussion encourages reflective and active mastery of the material. In addition to discussions, 27 students (63%) also chose the video learning method. Video as a learning medium is considered very useful for visualizing abstract concepts and helping to remember the material. This finding is in line with (Siswa, Mis, and Kempo 2025) in Multimedia Learning Theory which argues that mixing text and images when conveying information reduces cognitive overload and increases learning efficiency for students. The game element in learning or gamification is the choice of 25 students (58%). This shows that if there are elements of games, challenges, and reward systems such as points or badges, student engagement will increase. This is supported by Gentry et al. (2019) who emphasized that gamification can increase motivation and perseverance in learning in adolescents. The project-based learning method was chosen by 24 students (56%). Student involvement in real projects provides space to explore, create, and collaborate meaningfully. (N. Siregar and Siregar 2025) stated that PjBL provides contextual learning experiences and encourages mastery of 21st century skills, including teamwork, problem solving, and communication.

Although the dominant preference of students is towards the variation method, conventional methods still seem to have a specific purpose. Practice questions, for example, were chosen by 26 students (60%). The students claimed that practice questions provided positive reinforcement of the material, especially when done before the exam. This finding supports (Permatasari, Sutanto, and Ismail 2021), which explains that practicing exercises helps strengthen long-term memory and cognitive readiness. The direct question and answer method also showed a significant number (21 students, 49%). The presence of a teacher as a guide in the question and answer session makes it easier for students to get instant feedback and revise and strengthen their understanding of what they have just experienced. In this case, the teacher acts as an intermediary between information and individual student understanding. Demonstrations, especially for subjects that require several processes to be visualized such as science, are also quite popular (19 students, 44%).

Students responded positively to this method because they could see the direct application of the material. (Fadhilah & Suherdi 2020) also studied and concluded the effectiveness of the demonstrative method in helping students understand concepts from concrete teaching materials. Lecture and individual assignment processes received smaller proportions (17 and 14 students respectively). Although lectures are efficient in transferring information, they are considered boring and uninteresting without illustrations or supporting media. Individual assignments, on the other hand, are considered less exciting. Overall, the varied method received a total of 141 votes, while the conservative method received 97 votes. Although the survey gave students the option to

choose several methods, the significant difference in votes indicated that students preferred an interesting and experiential approach to teaching and felt more comfortable during the learning process. However, it should be noted that conventional methods cannot be completely ignored. Their use remains essential in certain situations, such as with highly theoretical content that requires a logical and linear structure. A balanced combination of methods can be the most effective strategy in the learning process.

Teachers need to adjust their instructional strategies flexibly. As stated by (Quantitative 2016) in a work entitled "Active Learning," student-based teaching must provide opportunities for active participation, capitalization, and teaching that adapts to the needs of each student. Learning at the integrated Islamic educational institution SMP IT Irsyadul Abidin Qurani must also take into account the integration of Islamic values in modern pedagogical practices. This is in line with the principle of Islamic Pedagogy that Islamic education is not only to hone children's cognitive intelligence, but also to shape their morals, manners, and spirituality in a meaningful and contextual way (Yudono 2021). From the results of this analysis, it is recommended for teachers in similar schools to first apply a blended pedagogical model, which combines pedagogical strengths in conventional methods for structure and theoretical basis and applies varied methods to interaction, exploration, and practical application. This approach makes it easier to learn the values of the Quranic texts in the context of contemporary life that is close to children and relevant to them.

CONCLUSION

Based on a survey at SMP IT Irsyadul Abidin Qurani, students were found to prefer varied classroom interactions compared to conventional learning methods. Discussions, learning videos, gamification, and project-based learning received positive responses from the majority of students because they were felt to increase engagement, understanding, and a pleasant learning atmosphere. On the other hand, some students still gave space to conventional methods, such as practice questions, questions and answers, and demonstrations, because these methods provide certainty and clarity, especially on theoretical and evaluation materials. Although the total votes obtained with the varied method were more because they were free to choose how many times than others, conventional methods such as exercises, question and answer sessions showed a consistently high level of preference, meaning that students appreciate an organized and systematic approach to learning in the traditional way. The combination of conventional and varied approaches is very good for optimizing learning effectiveness and creating a pleasant atmosphere for students. For this reason, it is recommended that teachers apply blended learning or a mixture contextually by considering student characteristics, teaching materials, and the local environment within the framework of integrated Islamic education that is not only cognitive, but also spiritual and social aspects.

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