The Influence of Learning Motivation and Teacher's Teaching Style on Student Achievement (At MA Muhammadiyah)

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ABSTRACT

How to teach teachers more or less will motivate students to absorb knowledge. The purpose of this study was to determine the effect of learning motivation and teaching style on student achievement in the MA Muhammadiyah. The method used is descriptive method with an associative approach. The sampling technique used was proportional random sampling using a sample of 76 respondents. The analysis tool uses validity test, reliability test, classic assumption test, regression analysis, correlation coefficient analysis, coefficient of determination analysis and hypothesis testing. The results of this study are Learning Motivation has a positive and significant effect on student learning achievement by 42.7%. hypothesis testing is obtained $t_{count} > t_{table}$ or (7.428> 1.993), so that H0 is rejected and H1 is accepted, meaning that there is a positive and significant influence between learning motivation on student learning achievement at the MA Muhammadiyah Office. Teacher teaching style has a positive and significant effect on student learning achievement by 36.0%. Hypothesis testing is obtained $t_{count} > t_{table}$ or (6.454> 1.993) so that H0 is rejected and H2 is accepted meaning that there is a positive and significant influence between the teacher's teaching style on student learning achievement on. A simultaneous test of teacher motivation and teaching style has a positive and significant effect on student learning achievement with an influence contribution of 48.4%, while the remaining 52.0% is influenced by other factors. Hypothesis testing obtained the value of $F_{count} > F_{table}$ or (39.505> 2.730), thus Ho is rejected and H3 is accepted. This means that there is a positive and significant effect simultaneously between learning motivation and teacher teaching style on student achievement in the MA Muhammadiyah

Keywords: Learning motivation, teacher teaching style, student learning achievement.

INTRODUCTION

In the learning process can use appropriate methods and tools and pay attention to teaching styles that are suitable for students, student learning outcomes will be good (Azhar, 2008; Hernawan, Permasih, & Dewi, 2008; Prasetya & Ahmadi, 2005; S.Winataputra, 2006; Sudrajat, 2015; Yaumi, 2018). The success of education in these students is very dependent on the

professionalism of teachers in carrying out their duties as a mediator of science in the classroom (Hamid, 2017; Hendri, 2010; Kartowagiran, 2006; Laelasari, 2013; Shabir, 2009). Likewise with the motivation to learn which is no less important to determine learning achievement. How to teach teachers more or less will motivate students to absorb knowledge (Arhas, 2018; Hamdu & Agustina, 2011; Idzhar, 2016) This directly will have an impact on student achievement. Teaching and learning activities and learning motivation always get special attention for those who learn and teach.

Teachers as educators and instructors are the determining factors for the success of any educational endeavor (Rusman, 2012; Saragih, 2008; Yuslaini, 2012). The teacher as a role model for his students, a student will pay attention then imitate what his teacher does (Hamid, 2017; Suyanto & Jihad, 2013; Westri Setyo Lestari1, Herawati Susilo2, 2017). The low quality of the teacher's style of teaching turns out to have negative implications for students, such as a lack of motivation and creativity of students in learning so as to cause low physics learning achievement. Learning achievement is the result achieved by someone after obtaining a process to get changes in behavior both cognitive, affective and psychomotor (Qayyum, Akib, & Darwis, 2019; Suprianto, Arhas, & Salam, 2018). The success of an educational institution can be seen from the results of student achievement. High learning achievement gives meaning to success in the learning process that has been outlined in the goal of national education which is to educate the nation's life. Each student has different abilities and characters to be able to receive the subject matter delivered by the teacher. A student who is accustomed to applying a deep learning approach (depth) for example, may be more likely to achieve quality learning achievement than students who use a surface learning approach (outward). The problem that is often encountered by a teacher is that when learning activities take place there are students who are sleepy, engrossed in gadgets and play with their peers so that what is explained by the teacher cannot be well received.

METHOD

The type of data used is quantitative with primary data sources by distributing questionnaires which are then carried out tabulation and feasibility analysis as well as secondary data from the various scientific literature. The population in this study were MA Muhammadiyah students, totaling 310 students. Sampling was used Slovin (Hidayat, 2017) formula technique with an error rate of 10% to obtain a sample of 76 students. The instrument testing uses validity and reliability tests. From the validity and reliability test stated valid and reliable, this is evidenced by the value of $r_{count} > r_{table}$, likewise, the instrument used is appropriate and feasible to be forwarded to the next test. The classic assumption test used is; normality testing using Kolmogorov Smirnov obtained a significance greater than 0.50 and thus declared normal; Multicollinearity testing obtained tolerance values <1 and VIF <10 so that it was concluded there was no interference with multicollinearity; autocorrelation testing obtained the value of Durbin-Watson at an interval of 1.550 - 2.460, thus this regression model does not have autocorrelation; heteroscedasticity testing with Glejser test obtained significance values greater than 0.05 so it was concluded that there was no interference with heteroscedasticity.

RESULT AND DISCUSSION

Descriptive Analysis

The criteria of the object under study are based on respondents' responses to the question items about the variable learning motivation (X1), teacher teaching Style (X2) and student learning achievement (Y) as follows:

Table 1
Descriptive Score of Respondents' Answers

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
Learning Motivation (X1)	76	32	47	38.18	3.719
Teacher Teaching Style (X2)	76	30	49	38.82	4.384
Student Learning Achievement (Y)	76	31	46	39.18	3.606
Valid N (listwise)	76				

Learning motivation data obtained results of a minimum variance score of 32 and a maximum score of 47 and a ratting mean score of 38.18 and a standard deviation level of 3.719. Teacher teaching style data obtained a minimum variance score of 30 and a maximum score of 49 and a ratting mean score of 38.82 and a standard deviation level of 4.384. Student learning achievement data obtained results of a minimum variance score of 31 and a maximum score of 46 and a ratting mean score of 39.18 and a standard deviation level of 3.606.

Verification Analysis

Verification analysis is intended to determine the magnitude of the influence and analyze the significance of the influence. In this analysis carried out on the influence of two independent variables on the dependent variable. partially or simultaneously.

This multiple regression test is intended to find out how much influence X1 and X2 variables have on the Y variable. In this study motivation learning (X1) and teacher's teaching style (X2) on student learning achievement (Y). The following are the results of processed regression data with SPSS version 26 which can be seen in the following table:

Table 2.
Results of Multiple Regression Processing Variables Learning Motivation (X1) and Teacher Teaching Style (X2) Against Student Learning Achievement (Y)

Coefficientsª					
	Unstandardized Coefficients		Standardized Coefficients		
Model	B	Std. Error	Beta	t	Sig.
1 (Constant)	10.474	3.248		3.225	.002
Learning Motivation (X1)	.454	.092	.468	4.926	.000
Teacher Teaching Style (X2)	.293	.078	.357	3.753	.000

a. Dependent VariableStudent Learning Achievment (Y)

Based on the results of the regression calculations in the above table, the regression equation Y = 10.474 + 0.454X1 + 0.293X2 can be obtained. A constant value of 10.474 means that if the learning motivation (X1) and teacher teaching style (X2) variables are missing then there is a student learning achievement (Y) value of 10.474 points. A value of 0.454 is interpreted if the constant is constant and there is no change in the teacher teaching style variable (X2), then every 1 unit change in the learning motivation variable (X1) will result in a change in Student learning achievement (Y) of 0.454 points. A value of 0.293 is interpreted if the constant is constant and there is no change in the learning motivation variable (X1), then every 1 unit change in the variable teacher teaching style (X2) will result in a change in student learning achievement (Y) of 0.293 points.

Analysis of the coefficient of determination is intended to determine the percentage of the contribution of influence between the independent variables on the dependent variable both partially and simultaneously), in this study the variables of learning motivation (X1) and teacher teaching style (X2) on student learning achievement (Y). Here are the results of the calculation of the coefficient of determination, as follows:

Table 3.
Partial Determination Coefficient Analysis Results Between Learning Motivation (X1) Against Student Learning Achievement (Y)

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.654ᵃ	.427	.419	2.748

a. Predictors: (Constant), Learning Motivation (X1)

Based on the test results in the table above, R-Square value or determination of 0.427 is obtained, this shows that the contribution of influence between learning motivation to student learning achievement is 42.7%, while the remaining 57.3% is influenced by other factors not examined.

Table 4
Partial Determination Coefficient Analysis Results Between Teacher Teaching Style (X2) Against Student Learning Achievement (Y)

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.600ᵃ	.360	.351	2.904

a. Predictors: (Constant), Teacher Teaching Style (X2)

Based on the test results in the table above, R-Square value or determination of 0.360 is obtained, this shows that the contribution of the influence between teacher's teaching style to student learning achievement is 36.0%, while the remaining 64.0% is influenced by other factors that are not researched.

Table 5
Results of Simultaneous Determination Coefficient Analysis between Learning Motivation (X1) and Teacher's Teaching Style (X2) Against Student Learning Achievement (Y)

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.721ᵃ	.520	.507	2.533

a. Predictors: (Constant), Teacher Teaching Style (X2), Learning Motivation (X1)

Based on the test results in the table above, R-Square value or determination of 0.520 is obtained, this shows that the contribution of the influence between learning motivation and teacher teaching style simultaneously on student learning achievement by 52.0%, while the remaining 48.0% is influenced by other factors not examined.

To test the hypotheses of variable learning motivation (X1) and teacher teaching style (X2) on student learning achievement (Y), the statistical test t (partial test) was performed. The results of data processing using SPSS version 26, with the following results:

Table 6
T-Test Results Variable Learning Motivation (X1)

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	14.987	3.273		4.579	.000
	Learning Motivation (X1)	.634	.085	.654	7.428	.000

a. Dependent Variable: Student Learning Achievment (Y)

Based on the test results in the above table, the value of t_{count} > t_{table} or (7.428 > 1.993) is also strengthened by the value of ρ value < Sig.0.05 or (0.000 < 0.05). Thus, H0 is rejected and H1 is accepted, this shows that there is a positive and partially significant effect between learning motivation on student learning achievement

Table 7.
T-Test Results Variable Teacher Teaching Style (X2)

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	20.022	2.988		6.701	.000
	Teacher Teaching Style (X2)	.494	.076	.600	6.454	.000

a. Dependent Variable: Student Learning Achievment (Y)

Based on the test results in the table above we get the value of t_{count} > t_{table} or (6.454 > 1.993), it is also strengthened by ρ value < Sig.0.05 or (0,000 < 0.05). Thus, H0 is rejected and H2 is accepted, this shows that there is a positive and partially significant effect between teacher teaching style on student achievement.

To test the effect of variable learning motivation and teacher teaching style simultaneously on Student Learning Achievement in MA Muhammadiyah is carried out by statistical F test (simultaneous test) with a significance of 5%.

Table 8
Simultaneous Hypothesis (F-Test Results)

ANOVA^a

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	506.992	2	253.496	39.505	.000^b
	Residual	468.429	73	6.417		
	Total	975.421	75			

a. Dependent Variable: Student Learning Achievment (Y)

b. Predictors: (Constant), Teacher Teaching Style (X2), Learning Motivation(X1)

Based on the test results in the above table, the calculated F_{count} > F_{table} or (39.505 > 2.730) can be strengthened with ρ value < Sig.0.05 or (0,000 < 0.05). Thus, H0 is rejected and H3 is accepted, this shows that there is a positive and significant effect simultaneously between learning motivation and teacher teaching style on learning achievement of MA Muhammadiyah students.

CONCLUSION

Based on the research results learning motivation has a positive and significant effect on student learning achievement with a magnitude of influence of 42.7%. Hypothesis testing obtained $t_{count} > t_{table}$ or (7.428> 1.993). Teacher teaching style has a positive and significant effect on student achievement with the magnitude of influence of 36.0%. Hypothesis testing obtained $t_{count} > t_{table}$ or (6.454> 1.993). Teacher motivation and teaching style has a positive and significant effect on student achievement with a regression equation Y = 10.474 + 0.454X1 + 0.293X2. The higher the learning motivation and teacher teaching style, the student learning achievement will also increase. The amount of influence is 52.0% while the remaining 48.0% is influenced by other factors. Hypothesis testing obtained the value of $F_{count} > F_{table}$ or (39.505> 2.730), this is also reinforced by the probability of 0,000 <0.05. Thus H0 is rejected and H3 is accepted. This means that there is a positive and significant effect simultaneously between learning motivation and teacher teaching style on student achievement in the MA Muhammadiyah

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