

# HASIL CEK\_The Effect Of Teacher Teaching Motivation On Student Learning

*by The Effect Of Teacher Teaching Motivation On Stude Vol.37*

---

**Submission date:** 09-Jan-2023 10:12AM (UTC+0700)

**Submission ID:** 1989985720

**File name:** igious\_Education\_PAI\_At\_State\_High\_School\_1\_Baso\_Bukittinggi.pdf (242.32K)

**Word count:** 5274

**Character count:** 30161

## THE EFFECT OF TEACHER TEACHING MOTIVATION ON STUDENT LEARNING ACHIEVEMENT IN ISLAMIC RELIGIOUS EDUCATION (PAI) AT STATE HIGH SCHOOL 1 BASO BUKITTINGGI

Charles<sup>1</sup>, Yusutria<sup>2\*</sup>, Yuherman<sup>3</sup>, Hanif Cahyo Adi Kistoro<sup>4</sup>

<sup>1</sup> Tarbiyah faculty and teacher science UIN Bukittinggi, Indonesia

<sup>2,4</sup> Faculty of Islamic Religion, Ahmad Dahlan University Yogyakarta Indonesia

<sup>3</sup> Geography Education Study Program PGRI University West Sumatra Indonesia

\*[yusutria@pai.uad.ac.id](mailto:yusutria@pai.uad.ac.id)

### Abstract

Learning is a process in which teachers and students interact in educational situations to achieve specific goals. Its intended purpose is to teach. One of the pedagogical goals achieved is the level of student achievement. With the high achievement, students have a good expression of knowledge. Motivation is one of the factors that influence student success. Learning motivation requires increasing school academic efforts. This study examined the effect of learning motivation on student achievement in Islamic Religious Education (PAI) subjects. The type of research used is quantitative research. The population of this study consisted of 90 students of SMA Negeri 1 Baso Bukittinggi, with a sample of 29 students. Data was collected through a questionnaire—data analysis using simple regression analysis with the help of the SPSS version 23 program. Based on the test results, the correlation value ( $r$ ) is 0.852. This means that variable X (teaching motivation of teachers) with variable Y (Student Learning Outcomes) has a *strong* correlation because the correlation value is between 0.80 and 1.00. These results conclude that the higher the student's learning motivation, the higher the learning achievement.

**Keywords:** influence, Motivation, Teacher, Learning Achievement, PAI.

### Abstrak

Belajar adalah suatu proses dimana guru dan siswa berinteraksi dalam situasi pendidikan untuk mencapai tujuan tertentu. Tujuan yang dimaksud adalah untuk mengajar. Salah satu tujuan pedagogis yang dicapai adalah tingkat prestasi siswa. Dengan prestasi yang tinggi, siswa memiliki ekspresi pengetahuan yang baik. Motivasi merupakan salah satu faktor yang mempengaruhi ke-11 hasil siswa. Motivasi belajar membutuhkan peningkatan upaya akademik sekolah. Penelitian ini untuk menguji pengaruh motivasi belajar terhadap prestasi belajar siswa pada mata pelajaran Pendidikan Agama Islam (PAI). Jenis penelitian yang digunakan adalah penelitian kuantitatif. Populasi penelitian ini terdiri dari 90 siswa SMA Negeri 14 Baso Bukittinggi, dengan sampel 29 siswa. Pengumpulan data dilakukan melalui kuesioner. Analisis Data menggunakan analisis regresi sederhana dengan bantuan program spss versi 23. Berdasarkan hasil pengujian yang diperoleh nilai korelasi ( $r$ ) sebesar 0,852. Hal ini berarti bahwa variabel X (Motivasi mengajar guru) dengan variabel Y (Hasil Belajar Siswa) mempunyai korelasi yang sangat kuat, karena nilai korelasinya berada pada rentang 0,80-1,00. Hasil ini menyimpulkan bahwa semakin tinggi motivasi belajar siswa maka akan semakin tinggi prestasi belajarnya. Kata kunci: pendidikan, model, pembelajaran, kurikulum, pesantren.

**Kata Kunci :** Pengaruh, Motivasi, Guru, Prestasi Belajar, PAI.

JOSSE: Journal Of Social Sciences and Economics, Vol. 1, No. 2, Oktober, 2022  
(243) Chales, Yusutria, Yuherman, Kistoro

## Introduction

The progress of a nation is influenced and tied to the success of its education. Schools are formal educational institutions that play an essential role in student education. Schools are responsible for educating and teaching and forming intelligence (knowledge), attitudes, and interests in the framework of personality formation carried out by schools. This shows how important and influential a school is, and it takes encouragement and motivation from a teacher in students (Alawiyah et al., 2019).

Implementing education will increase the capacity and competitiveness of human resources in Indonesia to create superior and globally competitive human resources in the 21st century. Learning is the primary key and the essential thing in any educational endeavor, so without learning there is no learning. No education. Education is an absolute need that must be met by every human being (Setyawati & Subowo, 2018).

Learning is a process in which teachers and students interact or help each other in educational situations to achieve specific goals. The intended purpose is the purpose of teaching. One of the pedagogical goals achieved or not can be seen at the level of student achievement. With the high achievement, students have a good expression of knowledge. One of the factors that influence student success is motivation. Motivated by this, students will study harder, be <sup>25</sup>enacious, diligent, possessive, and very focused on the learning process. Encouraging learning motivation is one of the things that must be improved in school academic efforts (Hariyadi & Darmuki, 2019).

Motivation is a process that arises inside and outside oneself and directs one's actions in a certain way to carry out goals. In line with Ibrahim's opinion that "motivation is an internal process to achieve goals" it can be interpreted that motivation is a process of encouraging and <sup>4</sup>encouraging one's enthusiasm to learn to improve learning outcomes. Motivation plays a vital role in the student learning process. With motivation, students will be attentive and severe in learning (Safna & Wulandari, 2018).

The phenomenon that occurs in the field is related to learning motivation, there are still students who are late for school, as well as students who are diligent in going to school but don't want to study and just play, students <sup>4</sup>who are still truant. Class, students who often sleep while studying, and many more. Lack of motivation to learn in students due to lack of ability to use the power in him to the fullest causes low learning achievement. Motivation in learning can help understand and explain a person's behavior, especially the behavior of people who are learning (Annisa, 2020).

Teachers have the main task of motivating students to have the will and enthusiasm to continue to study diligently, actively, and independently. If done well, it can contribute to student success in school. Although learning is a relative change that occurs in students, it affects personality as a result of practice or experience. To guide, and motivate what is expected, a teacher-student relationship must be fostered. Educational interaction is a process that involves interdependence with specific tasks for adult students so that later they can find their entire identity. Teachers must

perceive themselves as responsible for the success of their students in education. In the world of education, motivation is essential to achieve because motivation encourages students to take specific actions; In other words, motivation is the motivation that triggers individual behavior because it can also inspire someone to appear interested in doing something so that he can achieve the appropriate goal. With expectations. For this reason, teachers must always motivate, encourage, and encourage students and continue to strive with a high determination to achieve learning outcomes, so that teacher-teaching motivation plays a role in improving student learning outcomes in schools(Wardiana & Asroyani, 2022).

If somebody is motivated from in, he will do which best, even if he no need motivation external for work. Motivation intrinsic very required To do an activity, especially for study independent. Teachers with the reason which is vital for succeeding naturally in their career will do their job with a good, which will positively impact on process study teach and increase results study student(Riyanto & Masniar, 2019).

Performance learning is an activity that gives an outlook to students in period sure, with results that increase compared period previously known as performance study. Results study respond activity student with To do the repair so appearance so that influence talent or interest, motivation(Kesuma, Harun, Zamroni, et al., 2020). The size of the performance students usually declared in scores also could support the existence of incentive study so that students pushed for follow-eye lessons which different. Investigation no will occur without the existing motivation for study. Motivation study holds a vital role in awakening spirit study. By because that, motivation study students could influence the results study(Setiadi & Setiyani, 2018).

Therefore, the teacher's role in classroom management cannot be separated from fostering student enthusiasm and learning motivation. Through good classroom management, teachers will be able to create effective learning because in essence the teacher is one of the main determinants of the success of education in schools, and teachers play an essential role in determining the success of learning in the classroom. The factors that influence learning motivation are divided into two, namely those from within the individual (internal) and those from outside the individual (external)(Wildayanti et al., 2022).

Highly motivated teachers do more than just teach to increase school productivity. Work motivation is the willingness to exert considerable effort to achieve organizational goals as long as the ability to meet specific individual needs is met. Motivation is a tool to improve and direct personal activities to achieve the desired goals(Amalda & Prasojo, 2018). Work motivation can also be a determining factor that affects human behavior. In this context, teachers with solid work motivation will undoubtedly have the will to maximize their role in achieving optimal learning outcomes for students. Conversely, if a teacher's work motivation is considered low, it will have an impact on quiet student acceptance because there is no teacher incentive to maximize the learning process(Fatmawati et al., 2022).

Teachers in teaching not only provide knowledge but also improve skills, foster mental attitudes in students, and instill the values contained in science by providing examples of teacher attitudes and behavior (Naseh et al., 2022). The teacher's personality is one of the values that will be transferred in the teaching and learning process (Kistoro et al., 2020). Thus, the teacher becomes a role model for himself and his students (Badrus, 2018). Teachers have their own magnetic power for students, especially in learning, especially teachers who motivate students to study more diligently, because people who know are certainly higher in rank than people who do not have the knowledge, especially religious knowledge. This can be seen from the motivation given by the Islamic Religious Education (PAI) subject teacher at SMA Negeri 1 Baso Bukittinggi. There is a consideration of the importance of pedagogical basis that teachers must possess, especially in student learning in Islamic Religious Education (PAI) subjects. So that it encourages the author to discuss "The influence of teacher teaching motivation on student success in Islamic Religious Education (PAI) subjects".

## Method

This research was conducted at SMA Negeri 1 Baso Bukittinggi. This study uses a quantitative (Masduki et al., 2021), which is used to collect data or information about a large population size using a relatively small sample (Silalahi, 2015). Population can be associated with institutions, people, institutions, organizations, and members of society, but the primary source is people (Hardani, 2020). The population of this study was 90 students of SMA Negeri 1 Baso Bukittinggi, with intentional sampling based on specific considerations. Samples were collected from one class consisting of 29 students. Data was collected through a questionnaire. Data were analyzed using simple regression analysis.

## Result and Discussion

### A. Findings

#### Validity and Reliability

Validity and reliability are carried out to determine the validity and agency of the instrument to be used. Based on the results of the validity and reliability tests, it can be seen that of the 25 items five items must be discarded because they have a corrected item total correlation  $< 0.30$  meaning that they do not meet the validity requirements, so only 20 items are deemed valid. The results of the reliability test of the learning motivation questionnaire can be seen in table 1 below.

Table 1 Reliability

39  
Reliability Statistics

| Cronbach's Alpha | N of Items |
|------------------|------------|
| .865             | 20         |

22  
 From the results of the reliability test, it can be seen that the alpha coefficient is 0.865. This is included in the criteria of good reliability. Thus the learning motivation questionnaire can be used to collect research data.

Based on the questionnaire that has been distributed to the sample by processing data using the SPSS Correlate Bivariate Test, it can be seen the results about the influence of teacher teaching motivation on student achievement in Islamic Religious Education (PAI) subjects at SMA Negeri 1 Baso Bukittinggi, as follows :

**Correlations**

|                           |                     | Teacher teaching motivation | Student learning outcomes |
|---------------------------|---------------------|-----------------------------|---------------------------|
| Motivation to learn       | Pearson Correlation | .802 **                     | 1                         |
|                           | Sig. (2-tailed)     | .000                        |                           |
|                           | N                   | 29                          | 29                        |
| Student learning outcomes | Pearson Correlation | .802 **                     | 1                         |
|                           | Sig. (2-tailed)     | .000                        |                           |
|                           | N                   | 29                          | 29                        |

\*\* . Correlation is significant at the 0.01 level (2-tailed).

Based on the results of the analysis using the SPSS Correlate Bivariate Test, the correlation value of the X variable (teacher's motivation) with the Y variable (Student Learning Outcomes) is very strong, because the correlation value (r) is 0.802. This value is in the range of 0.80-1.00 which has a powerful meaning. This means that high learning motivation can improve student achievement.

## Discussion

24  
 Based on the results of the study, it was shown that the teaching motivation of teachers had a very strong influence on student achievement in SMA Negeri 1 Baso Bukittinggi. With optimal cause among students, the goals can be easily achieved. Because of this motivation, students are motivated to fulfill their learning goals. Therefore, the higher the teacher's teaching motivation toward students, the more active students are in learning, which impacts student learning outcomes. Teachers must have a solid reason to teach, which can affect how well students perform academically.

This proves that a teacher needs various things to increase student motivation, thus making the teacher professional (Yusutria, 2017). The apparent purpose of the material presented will allow students to understand the desired direction quickly. Students' understanding of learning objectives can increase interest in the learning process,

which in turn increases motivation. The clearer the goal, the stronger the student's reason to learn.

Teachers can foster learning motivation among their students. Students will be motivated to learn if they are interested in learning research. Therefore, fostering student interest in learning is one way to promote learning motivation among students. One way is to connect students' learning experiences with interests.

Teachers can create a pleasant learning atmosphere for their students can study well. Try to keep the class lively, fresh and stress free. Sometimes, the teacher can do something interesting. Teachers excitingly deliver learning materials. Teachers must be able to provide students with learning materials in an exciting way. The fabric comes with new techniques, packaged well, and can be assisted with facilities or aids unfamiliar to students, thus triggering interest in learning. An exciting way of learning will undoubtedly increase students' curiosity to learn so that they can motivate learning activities.

The teacher should give praise based on the performance of each student. When students feel valued, motivation develops. In learning, praise is used to motivate students. Since students are also human, they feel happy when the teacher praises them. However, the praise must be by the student's academic achievement. Don't overdo it because it doesn't look natural. Good praise is a natural complement from the teacher's heart to appreciate his learning efforts.

As a mentor, the teacher must try to guide and direct student behavior in a positive direction and support learning. As an example or role model, teachers must show good disciplinary behavior to students because students tend to imitate their role models, namely teachers. Then as a supervisor, the teacher must always supervise all student behavior, especially during effective school hours, so that if there is a disciplinary violation, sanctions can be immediately given and action is taken. As a controller, the teacher must be able to control all student behavior at school. The teacher's role is a substantial contribution to the learning process; at least it will affect students' attitudes towards learning, especially learning discipline. The role of the teacher cannot be replaced by anything. This is because the teacher plays an important role in the formation of student learning discipline (Setyawati & Subowo, 2018).

So that the motivation of the teacher will affect the mentality in which people subjectively interpret the various underlying components such as values, goals, and affective experiences (for example, enjoyment and anxiety) (Tamura et al., 2022). This makes motivation to have the driving force that exists within a person to carry out certain activities to achieve a goal. Student motivation toward a lesson can have many aspects such as motivation. Students are happy with their learning, pleased with the teacher's delivery when teaching, or even happy because they always get high marks in lessons (Muthik et al., 2022). Motivation becomes a primary driving force that drives people to behave. Without explanation, the learning process will not achieve maximum results (Jannah et al., 2021).

Existing motivation resulted in an influence on the achievement of learning outcomes; it can be seen through the impact of two factors, both internal and external factors. Internal factors include psychophysiological factors (Latipah, Kistoro, et al., 2020), environment, school environment, curriculum and teaching methods, community environment, socio-cultural factors, and participation. Internal psychological factors include intelligence and motivation (Latipah, Adi Kistoro, et al., 2020). The term motivation comes from the word motivation which can be understood as the power contained within the individual that motivates him to act or have to do. Motives cannot be observed directly but can be understood in their behavior as a stimulus, incentive, or force that causes a particular behavior (Raito & Baety, 2022).

Someone who has the motivation to learn within himself to improve learning outcomes. Motivation plays a vital role in the student learning process (Kesuma, Harun, Putranta, et al., 2020). Motivated by this, students will be attentive and severe in their studies. Motivation has several indicators (Safna & Wulandari, 2018) among others: (1) students who have ambitions to succeed, (2) students who have the motivation to learn, (3) have hopes and dreams for the future to be achieved, (4) an appreciation of the learning process, (5) in the learning process several activities can attract students' interest, (6) a conducive learning atmosphere, benefits, and (7) thoughts to complete homework.

Motivation is a driving force that drives individual behavior and determines the direction and persistence of all human conduct, including emotional factors, as a condition in a person's personality that encourages the individual to lead specific activities to achieve goals. Learning to achieve personality change is manifested in new response patterns in the form of skills, attitudes, and habits (Biatun, 2020).

Factors that influence the results study as an indicator of motivation study are participation and concentration in process learning, perseverance in taking notes on structured tasks, desire to get a good score, and determination to maintain solving problems and decide on work profession house. The factor which more big the effect than Skills pedagogical Among other ability to understand an idea base or education, the ability to understand students, ability to build a program/curriculum, knowledge designing learning, and the ability doing activity study teach (Wahyuningsih, 2021).

Motivation to study a student is a desire for achievers, hope and ambition for time front, and is an energy psychological or strength booster that pushes the student to make decision exploration. Besides playing a role as an incentive study, a motivation study could be formed by an independent for-reach destination study. Utilities in motivation study (Rosmani et al., 2022) has three roles, namely first, motivation is the main machine that produces power. Second, Determining destination action going destination specific is destination learning. Third, Election action, which determines activities that must be conducted together at a time, removes effort that is not useful for destination learning.



Understanding motivation and destination learning is essential if there is a problem attached to education, like the level of concentration which tall. The wrong method for getting over it is by giving learning which personalized which could help reduce friction and increase results study with Fulfill needs learners and increase motivation(Zamecnik et al., 2022).

Results study students are influenced by two main factors: factor internal and aspects which originated from the outside student or factor environment. Factor in self students primarily related to ability student. Factor this have influence which significant to results study which wants to achieve. Results study student influenced by 5 (five) factor(Syahputra, 2015) (1) academic talent, (2) time which spent on studying, (3) ability power unique, (4) quality teaching and (5 ) factor environment.

According to Davis and Thomas (Biberman-Shalev, 2021) There are at least four major groups of characteristics of effective teachers. First, Having skills related to the learning climate in the classroom, which can be further broken down into (1) having interpersonal skills, especially the ability to show empathy, respect for students, and sincerity; (2) having a reciprocal relationship with students; (3) able to accept, acknowledge, and pay attention to students sincerely; (4) showing high interest and enthusiasm in teaching; (5) able to create an atmosphere of growing cooperation and cohesiveness within and between groups of students; (6) able to involve students in organizing and planning learning activities; (7) the ability to listen to students and respect the right of students to speak in every discussion; and (8) being able to minimize friction in the classroom if any.

Second, abilities related to learning management strategies, which include: (1) having the ability to deal with and deal with students who do not have attention, like to interrupt, divert the conversation, and can provide transitions of teaching substance. the material in the learning process; and (2) the ability to ask questions or give assignments that require different levels of thinking for all students.

Third, have the ability related to providing feedback (feedback) and reinforcement (reinforcement), which consists of: (1) being able to provide positive feedback on student responses, (2) able to provide responses that help students who are slow learners; (3) able to provide follow-up on unsatisfactory answers; and (4) able to provide professional assistance to students if needed.

Third, have abilities related to self-development, consisting of (1) being able to apply curriculum and teaching methods innovatively, (2) being able to expand and increase knowledge about teaching methods, and (3) being able to utilize teacher planning in groups to create and develop relevant teaching.

## **Conclusion**

Based on the results of the discussion, it can be seen that there is a significant influence between teacher teaching motivation and student achievement at SMA Negeri

27  
1 Baso Bukittinggi. It can be seen that the correlation value of variable X (teaching motivation of teachers) with variable Y (Student Learning Outcomes) is solid, because the correlation value is in the range of 0.80-1.00 very strong. Therefore, the maximum motivation of teachers can affect learning outcomes, and teachers' teaching motivation must be increased to improve student achievement by applying learning principles, maximizing student experience, and developing students' abilities and aspirations. For educational institutions, SMA Negeri 1 Baso Bukittinggi must make every effort to improve learning outcomes by applying the principles of motivation to teach the best teachers, optimizing student experience, and developing student skills and aspirations, as well as being oriented to the best.

### References

- Alawiyah, S., Ghozali, S., & Suwarsito, S. (2019). Pengaruh Lingkungan dan Motivasi Belajar Terhadap Prestasi Belajar. *Jurnal Studi Guru Dan Pembelajaran*, 2(2), 134-138. <https://doi.org/10.30605/jsgp.2.2.2019.1369>
- Amalda, N., & Prasajo, L. D. (2018). Pengaruh motivasi kerja guru, disiplin kerja guru, dan kedisiplinan siswa terhadap prestasi belajar siswa. *Jurnal Akuntabilitas Manajemen Pendidikan*, 6(1), 11. <https://doi.org/10.21831/amp.v6i1.7515>
- Annisa, A. N. (2020). Pengaruh Motivasi Belajar Terhadap Prestasi Siswa di Sekolah. *Al-Ittizaan: Jurnal Bimbingan Konseling Islam*, 2(2), 1. <https://doi.org/10.24014/0.8710124>
- Badrus, M. (2018). Pengaruh Motivasi Mengajar Guru Terhadap Prestasi Belajar Siswa Pada Mata Pelajaran Pendidikan Agama Islam: Studi di SMA Mardi Utomo Kecamatan Tarokan Kabupaten Kediri. *Intelektual: Jurnal Pendidikan Dan Studi Keislaman*, 8(2), 143-152.
- Biatun, N. (2020). Pengaruh motivasi belajar terhadap prestasi belajar PAI di MIN 3 Bantul. *Jurnal Pendidikan Madrasah*, 5(2), 253-258.
- Biberman-Shalev, L. (2021). Motivational factors for learning and teaching global education. *Teaching and Teacher Education*, 106, 103460. <https://doi.org/10.1016/j.tate.2021.103460>
- Fatmawati, Supardi, & Atang Suryana. (2022). Pengaruh Motivasi Kerja dan Kinerja Guru Terhadap Peningkatan Mutu Pendidikan. *Formosa Journal of Social Sciences (FJSS)*, 1(2), 199-220. <https://doi.org/10.55927/fjss.v1i2.561>

- Hardani, D. (2020). *Metode Penelitian Kualitatif & Kuantitatif* (H. Abadi (ed.); Pertama). CV. Pustaka Ilmu.
- Hariyadi, A., & Darmuki, A. (2019). Prestasi dan Motivasi Belajar Dengan Konsep Diri. *Prosiding Seminar Nasional , "Penguatan Muatan Lokal Bahasa Daerah Sebagai Pondasi Pendidikan Karakter Generasi Milenial"*, 0291, 280–286.
- Jannah, D. M., Hidayat, M. T., Ibrahim, M., & Kasiyun, S. (2021). Pengaruh Kebiasaan Belajar dan Motivasi Belajar terhadap Prestasi Belajar Siswa di Sekolah Dasar. *Jurnal Basicedu*, 5(5), 3378–3384.  
<https://jbasic.org/index.php/basicedu/article/view/1350>
- Kesuma, A. T., Harun, Putranta, H., Mailool, J., & Adi Kistoro, H. C. (2020). The effects of MANSA historical board game toward the students' creativity and learning outcomes on historical subjects. *European Journal of Educational Research*, 9(4), 1689–1700. <https://doi.org/10.12973/EU-JER.9.4.1689>
- Kesuma, A. T., Harun, Zamroni, Putranta, H., & Kistoro, H. C. A. (2020). Evaluation of the self-regulated learning model in high schools: A systematic literature review. *Universal Journal of Educational Research*, 8(10), 4792–4806.  
<https://doi.org/10.13189/ujer.2020.081051>
- Kistoro, H. C. A., Kartowagiran, B. K., & Latipah, E. L. (2020). *Implementation of Islamic religious learning strategies in children with autism in Indonesia*. 19(594), 227–246.  
<https://doi.org/10.5937/specedreh19-28813>
- Latipah, E., Adi Kistoro, H. C., Hasanah, F. F., & Putranta, H. (2020). Elaborating motive and psychological impact of sharenting in millennial parents. *Universal Journal of Educational Research*, 8(10), 4807–4817.  
<https://doi.org/10.13189/ujer.2020.081052>
- Latipah, E., Kistoro, H. C. A., & Khairunnisa, I. (2020). Scientific Attitudes in Islamic Education Learning: Relationship and the Role of Self-Efficacy and Social Support. *Edukasia : Jurnal Penelitian Pendidikan Islam*, 15(1), 37.  
<https://doi.org/10.21043/edukasia.v15i1.7364>
- Masduki, Y., Abu-Hussin, M. F., Kistoro, H. C. A., Parjiman, & Zainuri, A. (2021). The Impact of the COVID-19 Pandemic on Student Learning Motivation. *CONCIENCIA: Journal of Islamic Education*, 21(2), 39–51.  
<https://doi.org/10.23887/jisd.v5i2.34418>

- Muthik, A., Muchyidin, A., & Persada, A. R. (2022). The Effectiveness Of Students' Learning Motivation On Learning Outcomes Using The Reciprocal Teaching Learning Model. *Journal of General Education and Humanities (GEHU)*, 1(1), 21–30.
- Naseh, A. H., Kistoro, Hanif C. A., Latipah, E., & Putranta, H. (2022). Implementation Of Religious Learning For Students With Special Education Needs Through Online Applications During The Covid-19 Pandemic. *Journal of Theoretical and Applied Information Technology*, 100(3), 690–704.
- Raito, & Baety, P. N. (2022). PENGARUH MOTIVASI PRESTASI MENURUT DAVID MCCLELLAND TERHADAP PRESTASI AKADEMIK SISWA DALAM PEMBELAJARAN PAI KELAS XI AKL DI SMK CILEDUG AL-MUSADDADIYAH GARUT. *Jurnal Masagi*, 01(01), 1–11.
- Riyanto, T., & Masniar, M. (2019). Pengaruh Kompetensi Manajerial Kepala Sekolah Dan Motivasi Guru, Terhadap Prestasi Siswa Sd Negeri Sekecamatan Pulau Rimau. *JMKSP (Jurnal Manajemen, Kepemimpinan, Dan Supervisi Pendidikan)*, 4(2), 180. <https://doi.org/10.31851/jmksp.v4i2.2907>
- Rosmani, Jamaluddin, Fitriani, & P, S. (2022). URNAL IMTIYAZ Vol 6 No 2, September 2022 HUBUNGAN PENAMPILAN DAN GAYA MENGAJAR GURU PENDIDIKAN AGAMA ISLAM TERHADAP MOTIVASI BELAJAR PESERTA DIDIK DI SMPN 23 SINJAI. *JURNAL IMTIYAZ*, 6(2), 177–184.
- Safna, O. P., & Wulandari, S. S. (2018). Pengaruh Motivasi, Disiplin Belajar, Dan Kemampuan Berpikir Kritis Terhadap Hasil Belajar Siswa. *Scaffolding: Jurnal Pendidikan Islam Dan Multikulturalisme*, 4(2), 140–154.
- Setiadi, D., & Setiyani, R. (2018). Pengaruh Kompetensi Pedagogik Guru dan Fasilitas Belajar Terhadap Prestasi Belajar Melalui Motivasi Belajar. *Economic Education Analysis Journal*, 7(2), 390–399.
- Setyawati, V., & Subowo. (2018). Pengaruh Motivasi Belajar, Lingkungan Keluarga Dan Peran Guru Terhadap Disiplin Belajar Siswa. *Economic Education Analysis Journal*, 7(1), 29–44.
- Silalahi, U. (2015). *Metode Penelitian Sosial Kuantitatif* (N. F. Atif (ed.); Ke-empat). PT. Bandung; Refika Aditama.
- Syahputra, E. (2015). Pengaruh Motivasi Belajar, Sarana Prasarana Belajar, Dan Kemampuan Mengajar Guru Terhadap Siswa di SMPN 1 Kecamatan Pagu

kabupaten kediri. *Jurnal Aplikasi Administrasi*, 18(1), 50–65.

- Tamura, A., Ishii, R., Yagi, A., Fukuzumi, N., Hatano, A., Sakaki, M., Tanaka, A., & Murayama, K. (2022). Exploring the within-person contemporaneous network of motivational engagement. *Learning and Instruction*, 81(June), 101649. <https://doi.org/10.1016/j.learninstruc.2022.101649>
- Wahyuningsih, R. (2021). Prestasi Belajar Siswa : Kompetensi Pedagogik Guru dan Motivasi Belajar Siswa. *Jurnal Paedagogy*, 8(2), 117. <https://doi.org/10.33394/jp.v8i2.3472>
- Wardiana, W., & Asroyani, A. (2022). Pengaruh Motivasi Guru terhadap Prestasi Belajar Siswa di MI Yadinu Pancor Kopong Lombok Timur. *Jurnal Ilmiah Mandala Education*, 8(1), 1140–1147. <https://doi.org/10.36312/jime.v8i1.2950>
- Wildayanti, W., Asrin, A., & Husniati, H. (2022). Hubungan Keterampilan Guru Mengelola Kelas dalam Pembelajaran dengan Motivasi Belajar Siswa Kelas V di SDN Gugus Campa Tahun Ajaran 2021/2022. *Jurnal Ilmiah Profesi Pendidikan*, 7(2b), 600–604. <https://doi.org/10.29303/jipp.v7i2b.552>
- Yusutria. (2017). Profesionalisme guru dalam meningkatkan kualitas sumber daya manusia. *Jurnal Curricula*, 2(1), 40.
- Zamecnik, A., Kovanović, V., Joksimović, S., & Liu, L. (2022). Exploring non-traditional learner motivations and characteristics in online learning: A learner profile study. *Computers and Education: Artificial Intelligence*, 3. <https://doi.org/10.1016/j.caeai.2022.100051>

# HASIL CEK\_The Effect Of Teacher Teaching Motivation On Student Learning

## ORIGINALITY REPORT

16%

SIMILARITY INDEX

13%

INTERNET SOURCES

11%

PUBLICATIONS

2%

STUDENT PAPERS

## PRIMARY SOURCES

|   |   |     |
|---|---|-----|
| 1 | <a href="http://journal.formosapublisher.org">journal.formosapublisher.org</a><br>Internet Source   | 2%  |
| 2 | Nurul Hidayati. "The effect of achievement motivation and expectation toward students' learning achievement on Islamic education", MUDARRISA: Journal of Islamic Education, 2018<br>Publication | 1%  |
| 3 | <a href="http://www.researchgate.net">www.researchgate.net</a><br>Internet Source   | 1%  |
| 4 | <a href="http://media.neliti.com">media.neliti.com</a><br>Internet Source   | 1%  |
| 5 | <a href="http://www.coursehero.com">www.coursehero.com</a><br>Internet Source   | 1%  |
| 6 | <a href="http://easpublisher.com">easpublisher.com</a><br>Internet Source   | 1%  |
| 7 | <a href="http://edum.unwir.ac.id">edum.unwir.ac.id</a><br>Internet Source   | <1% |

|    |  |      |
|----|--|------|
| 8  | <a href="http://primary.ejournal.unri.ac.id">primary.ejournal.unri.ac.id</a><br>Internet Source  | <1 % |
| 9  | <a href="http://text-id.123dok.com">text-id.123dok.com</a><br>Internet Source  | <1 % |
| 10 | <a href="http://ejournal.undiksha.ac.id">ejournal.undiksha.ac.id</a><br>Internet Source  | <1 % |
| 11 | <a href="http://annuha.ppj.unp.ac.id">annuha.ppj.unp.ac.id</a><br>Internet Source  | <1 % |
| 12 | <a href="http://pgsd.umk.ac.id">pgsd.umk.ac.id</a><br>Internet Source  | <1 % |
| 13 | <a href="http://nveo.org">nveo.org</a><br>Internet Source  | <1 % |
| 14 | <a href="http://repository.stiedewantara.ac.id">repository.stiedewantara.ac.id</a><br>Internet Source  | <1 % |
| 15 | <a href="http://repo.undiksha.ac.id">repo.undiksha.ac.id</a><br>Internet Source  | <1 % |
| 16 | Ayame Tamura, Ryo Ishii, Ayano Yagi, Noriaki Fukuzumi, Aya Hatano, Michiko Sakaki, Ayumi Tanaka, Kou Murayama. "Exploring the within-person contemporaneous network of motivational engagement", Learning and Instruction, 2022<br>Publication | <1 % |
| 17 | Maisuna Kundariati, Lailatul Maghfiroh, Sri Endah Indriwati, Fatchur Rohman, Bagus   | <1 % |

Priyambodo, Deny Setyawan, Noor Azean.  
"Analysis of invertebrate and vertebrate  
animals in Malang Regency as an animal  
diversity learning resource for biology student  
at the Universitas Negeri Malang", AIP  
Publishing, 2020

Publication

---

18

Nirvana Monika Sangkaen, Wehelmina  
Rumawas, Sandra Asaloei. "Pengaruh  
Kompensasi Terhadap Kinerja Karyawan Pada  
Perusahaan Warunk Bendito Manado",  
JURNAL ADMINISTRASI BISNIS, 2019

Publication

---

19

Sasi Mardikarini, Laila Candra Kartika Putri.  
"Pemantauan Kedisiplinan Siswa Melalui  
Penetapan Indikator Perilaku Disiplin Siswa  
Kelas III", Jurnal Ilmiah KONTEKSTUAL, 2020

Publication

---

20

Syamsul Huda, Munifah, Muhamad Syazali,  
Syarifah Sri Rahayu, Rofiqul Umam. "THE  
EFFECTIVENESS OF TWO STAY TWO STRAY,  
SOMATIC, AUDITORY, VISUALIZATION,  
INTELLECTUALLY, AND AUDITORY LEARNING  
TO IMPROVING NUMERICAL ABILITY",  
Humanities & Social Sciences Reviews, 2020

Publication

---

21

[eprints.umm.ac.id](http://eprints.umm.ac.id)

Internet Source

---

<1 %

<1 %

<1 %

<1 %



|    |   |      |
|----|---|------|
| 22 | <a href="https://eprints.ums.ac.id">eprints.ums.ac.id</a><br>Internet Source  | <1 % |
| 23 | Gunawan Widjaja, Yuli Supriani, Khairul Nizam Bin Zainal Badri, B.M.A.S. Anaconda Bangkara, Moh. Imam Ishomuddin Zuhri. "Improving The Quality of Madrasas Through Financial Management", Nidhomul Haq : Jurnal Manajemen Pendidikan Islam, 2022<br>Publication | <1 % |
| 24 | <a href="http://ejournal.uksw.edu">ejournal.uksw.edu</a><br>Internet Source   | <1 % |
| 25 | <a href="http://www.syekhnurjati.ac.id">www.syekhnurjati.ac.id</a><br>Internet Source   | <1 % |
| 26 | <a href="http://fidesetratio.com.pl">fidesetratio.com.pl</a><br>Internet Source   | <1 % |
| 27 | <a href="http://journals.ums.ac.id">journals.ums.ac.id</a><br>Internet Source   | <1 % |
| 28 | <a href="http://www.scribd.com">www.scribd.com</a><br>Internet Source   | <1 % |
| 29 | Aswin Aswin, Dadan Dasari, Dadang Juandi, Surya Kurniawan. "ANALYSIS OF FACTORS THAT INFLUENCE STUDENTS' MATHEMATICAL CRITICAL THINKING SKILLS: INTRAPERSONAL INTELLIGENCE AND LEARNING MOTIVATION", AKSIOMA: Jurnal Program Studi Pendidikan Matematika, 2022  | <1 % |

---

|    |  |      |
|----|--|------|
| 30 | <a href="http://jbasic.org">jbasic.org</a><br>Internet Source  | <1 % |
| 31 | <a href="http://journal2.unusa.ac.id">journal2.unusa.ac.id</a><br>Internet Source  | <1 % |
| 32 | <a href="http://raw.githubusercontent.com">raw.githubusercontent.com</a><br>Internet Source                              | <1 % |
| 33 | <a href="http://worldwidescience.org">worldwidescience.org</a><br>Internet Source  | <1 % |
| 34 | <a href="http://digilib.iain-palangkaraya.ac.id">digilib.iain-palangkaraya.ac.id</a><br>Internet Source                  | <1 % |
| 35 | <a href="http://journal.iain-samarinda.ac.id">journal.iain-samarinda.ac.id</a><br>Internet Source                        | <1 % |
| 36 | <a href="http://journal.unnes.ac.id">journal.unnes.ac.id</a><br>Internet Source  | <1 % |
| 37 | <a href="http://jurnal.umsu.ac.id">jurnal.umsu.ac.id</a><br>Internet Source  | <1 % |
| 38 | <a href="http://jurnal.untan.ac.id">jurnal.untan.ac.id</a><br>Internet Source  | <1 % |
| 39 | <a href="http://repository.iainbengkulu.ac.id">repository.iainbengkulu.ac.id</a><br>Internet Source                      | <1 % |
| 40 | Burhanudin Ata Gusman, Hanif Cahyo Adi Kistoro, Sutipyo Ru'iya. "The Strategy of Islamic Religious Education Teachers in | <1 % |

# Instilling Islamic Character During the Covid-19 Pandemic Period", Al Qalam, 2022

Publication

---

41

Suci Surahmi, Fitryane Lihawa, Daud Yusuf.  
"PENGGUNAAN MEDIA VIDEO ANIMASI  
UNTUK MENINGKATKAN HASIL BELAJAR  
SISWA PADA PEMBELAJARAN GEOGRAFI  
KELAS X IPS 3 MATERI LITOSFER DI SMA  
NEGERI 1 KABILA KABUPATEN  
BONEBOLANGO", JAMBURA GEO EDUCATION  
JOURNAL, 2021

Publication

---

<1 %

---

Exclude quotes      On

Exclude matches      Off

Exclude bibliography      On