

**THE INFLUENCE OF TEACHER TEACHING METHODS AND
LEARNING MOTIVATION ON THE LEARNING OUTCOMES OF IPS
SUBJECTS OF SENIOR HIGH SCHOOL MAMBAUS SHOLIHIN
STUDENTS SUCI MANYAR GRESIK**

By

Mahfudz Sulaiman

Faculty of education scientific and teaching, Zainul Hasan Genggong Islamic
University
masmahfudzofficial@gmail.com

Nurul Huda

Huaqiao University China 华侨大学
Nurulhudakrucil45@gmail.com

Submitted: 16-07-2024

Reviewed: 17-07-2024

Accepted: 31-07-2024

Abstract

In general, this study aims to determine the effect of teaching methods teachers and motivation to learn the results of learning subjects IPS MA students. Mambaus Shoihin Suci Manyar Gresik. Specifically the purpose of this study are (1) Describe the influence of teaching methods teachers to the results of learning subjects IPS Senior High School students. Mambaus Shoihin Suci Manyar Gresik. (2) Describe the influence of learning motivation on learning outcomes ips subjects students MA. Mambaus Shoihin Suci Manyar Gresik. (3) Describe the influence of together teaching methods of teachers and learning motivation on the learning outcomes subjects IPS students MA. Mambaus Sholihin Suci Manyar Gresik.

The population in this study were Senior High School students. Mambaus Shoihin Suci Manyar Gresik academic year 2016/2017 which then taken a sample of 33 students. The data of research about teaching method of teacher and learning motivation is obtained through questionnaire method by using likert scale and student learning result data on IPS subjects obtained from semester 1. Next data is analyzed by using multiple regression technique with computer assistance program of SPSS For Windows version 11.5.

From multiple linear regression analysis test "F test" and "t test" in table correlations. Obtained that the influence of teaching methods teachers is 0.672 which means there is a high enough influence from the teaching methods of teachers to the results of learning subjects Social Studies thus hypothesis 1 received significantly. From the correlations table obtained that the effect of learning motivation on learning outcomes is 0.799 which means there is a high influence between learning motivation and learning outcomes, thus hypothesis 2 received significantly. From the t test model obtained the influence between the teaching methods of teachers and learning motivation by the same to the results of the blajar is 0.732 which means there is a

significant influence between the influence of teaching methods of teachers and learning motivation on the results of learning subjects IPS.

Based on the anova then sig = 0.000 (A) which <0.05, from the analysis of coefficient determined by 49.4% and the remaining 50.6% influenced by other factors. So in conclusion there is influence of teaching methods of teachers and motivation to learn the results Learning in addition to the influence of teaching methods, learning motivation seen from the results of the F test then the price significant 0.001 (A) states that the influence of teaching methods, learning motivation to IPS learning results are very convincing thus hypothesis 3 is received significantly.

Based on the results of hypothesis testing obtained conclusion that there is a significant relationship and have a positive correlation direction between the influence of teaching methods teachers and student learning outcomes. ada significant relationship and have a positive correlation direction between the motivation of learning with learning outcomes. secara there is a relationship that Significant and have a positive correlation direction between the influence of teaching methods and learning motivation with student learning outcomes.

For the sake of perfection of the results of this study, then follow-up research to be conducted by other researchers is expected. In the form of research development of other variable variables or in the form of deepening and sharpening research on concrete things. So the results of this study becomes more useful in improving Quality IPS students MA Mambaus Sholihin suci Manyar Gresik.

Keywords: *Teacher Teaching Method, Learning Motivation, Learning Outcomes*

Introduction

The education problem faced by Indonesia today is how to improve the quality of education. The quality of education is inseparable from the achievement of student learning and the quality of the learning process. A learning process can be said to be good if in the teaching and learning process students are active in trying to improve their learning experience. In addition, if students show positive changes and produce higher learning achievements, the learning process can also be said to be good. To obtain the quality of a good learning process, in the world of education teachers are also required to continue to always innovate in learning activities both in terms of applying several learning methods so as not to cause boredom in students in the learning process in the classroom. In addition, the main purpose of applying several learning methods is to achieve the goals of education itself effectively and efficiently.

The expectation that never disappears and always demands teachers is how the subject matter delivered by the teacher can be mastered by students completely. This is quite a difficult problem felt by teachers. The difficulty is because students are not only individuals with all their uniqueness, but they are also social beings with different backgrounds. There are at least three aspects that distinguish students from one another, namely intellectual, psychological, and biological aspects (Syaiful Bahri Jamarah and Azwan Zain, 2010: 1).

Thus, for a teacher to be successful, the teacher must continue to develop and apply several kinds of learning methods. But before a teacher must also be good at organizing to apply the learning method itself where and when one method can be applied in accordance with learning conditions.

In order to improve the quality of education, it must be carried out by all parties involved in educational institutions, including the government, teachers, students, and parents of students. various breakthroughs and important policies have been taken by the ministry of national education in order to increase access to equitable and quality education. and complement each other's knowledge and experiences.

The success of learning achievement is characterized by good learning outcomes. if in the learning process students get poor learning outcomes then learning has not been successful. learning outcomes are used as a benchmark for teachers to determine the quality of education and improve it.

Learning outcomes are very important, because they will be used as indicators of success for both teachers and students. but to get all of that is not easy, because given the differences that each individual has, with that difference it will cause different learning outcomes, namely there are high, medium, and even low.

The teaching and learning process is basically an interaction between teachers and students, the quality of the relationship between teachers and students in the learning process is largely determined by the educator's

personality in teaching and students in learning. for example, using the right teaching method can help students absorb the material presented. The relationship affects students' willingness to involve themselves in teaching and learning activities so that students will master the material better.

The teacher in delivering the material needs to choose which method is suitable for the class situation and the situation of the students so that students feel interested in following the lessons taught and with a variety of methods can increase student learning activities. the selection of methods used by the teacher is not the method that will be used which has been selected from the process of selecting the right and suitable methods to be applied in the learning process that will take place. this is because each of these methods certainly has its own advantages and disadvantages.

Learning motivation has a function as a strong driver in achieving high learning outcomes and interest in the teaching and learning process is to focus thinking and also to generate excitement in learning efforts, such as the existence of enthusiasm can enlarge the power of learning ability and also help students not to forget what they have learned. learning motivation that already exists in students should be maintained so that learning motivation does not decrease. If the motivation to learn in students decreases, then students will become lazy to learn so that the learning outcomes obtained by students are not optimal. in fact, not all students can achieve satisfactory learning outcomes during the teaching and learning process as expected.

As we have concluded above, that the importance of teaching methods and learning motivation on learning outcomes, in the focus of this discussion the author tries to thoroughly explore how the methods and learning motivation conveyed by teachers to students at MA Mambaus sholihin located in the village of Suci Manyar Gresik.

The learning method is a way of conveying the message contained in the curriculum. the teaching method must be in accordance with the material to be conveyed. this learning method answers the How question, namely how to convey material or curriculum content to students effectively.

the teacher's teaching method must be known together in order to become a professional teacher so that the quality of education increases.

The teacher's teaching method carried out at MA Mambaus Sholihin suci manyar gresik. has not met the target in the implementation in the classroom due to the lack of a good method. with this the researcher wants to develop further back so that the systematics in learning are more effective and enjoyable even though the teaching method has been applied.

The teaching methods that make up the main teaching and learning process at MA Mambaus sholihin are the lecture method and the question and answer method. Where the lecture method itself is a teaching method by conveying information and knowledge orally to a number of students who generally follow passively. Muhibbin Syah, (2000). The lecture method can be said to be the single most economical method of conveying information, and the most effective in overcoming the scarcity of literature or references that are in accordance with the range of purchasing power and understanding of students. This method takes the form of explaining concepts, principles and facts at the end of the lecture closed with questions and answers between the teacher and students. MA Mambaus sholihin students lack the motivation to learn which causes a loss of enthusiasm and a vacuum in learning and this is what makes researchers to examine the learning motivation of MA Mambaus sholihin students. We must apply learning motivation in the teaching and learning process at school. From empirical studies and some of the above problems, it can be obtained a basis for researchers to be able to further focus research activities towards a clearer formulation. as for the formulation of the problem in this study as follows: 1. Is there an influence of the teacher's teaching method on the social studies learning outcomes of MA Mambaus Sholihin Suci Manyar Gresik students? 2. Is there an influence of learning motivation on social studies learning outcomes students MA Mambaus Sholihin Suci Manyar Gresik ?, 3. Is there an influence of the teaching method of teachers and learning motivation together on social studies learning outcomes Students MA Mambaus Sholihin Suci Manyar Gresik ?

While based on the formulation of the problem can be formulated research objectives include want to explain about: The influence of the teacher's teaching method on social studies learning outcomes of MA Mambaus Sholihin Suci Manyar Gresik students, the influence of learning motivation on social studies learning outcomes of MA Mambaus Sholihin Suci Manyar Gresik students, the influence of the teacher's teaching method and learning motivation together on social studies learning outcomes of MA Mambaus Sholihin Suci Manyar Gresik students.

Research Methods

The method used in this research is descriptive verification method with ex post facto and survey approaches that take samples from one population. And this study uses multiple linear regression analysis techniques where the technique will test the hypothesis that there is an influence individually (partially) or jointly (simultaneously) between the independent variables X_1 and X_2 on the dependent variable (y). The sample used in this study was 30% of the total population, namely 33 students.

For the technique of obtaining data in this study, researchers used 2 methods, namely: Questionnaires and documentation. While the variables in this study are the teacher's teaching method (X_1) and learning motivation (X_2) as independent variables. And learning outcomes (Y) as the dependent variable. The technical analysis of this research data with the classical assumption test consisting of normality test, linearity test and multicollinearity test.

Results and Discussion

This research With the teaching method of teachers in MA Mambaus sholihin greatly influences the learning outcomes of social studies subjects. This is evidenced by the results of research findings calculated using the SPSS program with a value of 0.764 is the regression coefficient for the teaching method variable, which means that each increase in the teaching method

variable by one unit of meaning will increase the value of the learning outcomes variable by 0.764.

Based on the results of calculations greater than the calculation of the table with a significant level of less than 5%, it can be seen that each value in the regression model has a significant influence of the teacher's teaching method on the learning outcomes variable. The Effect of Learning Motivation on Social Studies Learning Outcomes of MA Mambaus Sholihin Suci Manyar Gresik Students.

The effect of learning motivation in MA Mambaus sholihin is very influential on the learning outcomes of social studies subjects. This is evidenced by the results of research findings calculated using the SPSS program with a value of 0.732 is the regression coefficient for the learning motivation variable, which means that any increase in the learning motivation variable by one unit will increase the value of the learning outcomes variable by 0.732. Based on the calculation results greater than the table calculation with a significant level of less than 5%, it can be seen that each value in the regression model has a significant effect of teacher teaching methods from the motivation variable on learning outcomes.

The influence of the teacher's teaching method and learning motivation on the learning outcomes of social studies subjects of MA Mambaus Sholihin Suci Manyar Gresik students.

Based on calculations through SPSS, it is known that 29.236 is the constant value of the regression variable, which means that if the teaching method and learning motivation do not exist, the value of learning outcomes will be 29.236 or in other words that learning outcomes will be 29.236 if there is no teaching method and learning motivation 0.764 is the regression coefficient for the teacher's teaching method variable, which means that every increase in the teaching method variable by one unit will increase the value of the learning outcome variable by 0.764 by assuming that the value of learning motivation does not change / constant 0.732 is the regression coefficient for

the learning motivation variable, which means that every increase in the learning motivation variable by one unit, it will increase the value of the learning outcome variable by 0.732 by assuming that the value of the teaching method does not change or is constant.

Based on the comparison of the results of R_{count} and R_{Table} with a significant level of less than 5%, it means that there is a significant influence of the teacher's teaching method variable on learning outcomes and there is also a significant influence between the learning motivation variable on learning outcomes. Thus, the regression model above can be used to determine student learning outcomes at school by measuring the level of influence of teacher teaching methods and learning motivation.

Conclusion

the results of research and discussion, the conclusions in this study are as follows: 1. There is a significant influence and has a positive correlation direction between the influence of teaching methods and student learning outcomes. 2 There is a significant influence and has a positive correlation direction between student learning motivation and learning outcomes. 3. Together there is a significant influence and has a positive correlation direction between the influence of the teacher's teaching method and learning motivation with learning outcomes.

Based on the results of the study, suggestions are made that schools can add good teaching methods or methods, and motivate students to utilize teacher teaching methods as a good and professional learning tool. And should always pay attention to students, guidance and motivation of students, especially MA Mambaus Sholihin students. And improve its quality and creativity to make the teaching and learning atmosphere better and more effective and must be clever to attract students' attention. As a student, you should optimize your attention to what is conveyed by the teacher, so that the learning outcomes will be better.

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