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The Influence Of Teacher Teaching Styles and Leaning Motivation on The Learning Achievement

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ARTICLE INFO	ABSTRACT
	This study aims to assess the impact of teacher teaching style and learning motivation on the learning achievement of students at SDN Kutisari I/268 Surabaya. With a population of 590 students, a sample of 97 sixth-grade students was selected for this quantitative research. The study employs multiple linear regression to analyze how the independent variables (teacher teaching style and learning motivation) affect the dependent variable (learning achievement). The findings reveal a noteworthy influence of both teacher teaching style and learning motivation on student learning achievement. Teacher teaching styles exhibit a robust positive effect on academic performance, indicating the pivotal role of educators' approaches and strategies in facilitating student comprehension of learning materials. Teachers who employ innovative methods and actively motivate students contribute to a conducive learning environment, leading to improved learning outcomes. Moreover, student learning motivation significantly influences academic achievement, underscoring the importance of intrinsic and extrinsic motivation in encouraging students to engage actively in the learning process and attain high academic success.

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1. INTRODUCTION

Education and teaching is a process that is not only routine or mechanical, but is also based on clear and measurable goals (Hamdayama, 2022). Goals in education can be interpreted as the expected results of students' learning experiences. This goal reflects a systematic view of the abilities and knowledge desired so that students can achieve certain standards. The formulation of these objectives becomes the basis for curriculum design, teaching methods, and evaluation of learning outcomes (Yulianti et al., 2018; Saraswati et al., 2014). By detailing objectives, educators can create an appropriate curriculum, choose effective teaching methods, and evaluate learning outcomes in a more focused manner. For example, if the goal of mathematics education at the elementary school level is to develop understanding of mathematical concepts and logical thinking skills, the curriculum can be structured with an emphasis on learning concepts, application in real situations, and providing questions that encourage students to think critically. Active and problem-based teaching methods can be applied to achieve this goal (Mardikaningsih, 2014). Evaluation of learning outcomes will be more focused on the ability to understand concepts and application in daily life (Furió et al., 2013; Gunawan et al., 2016). By specifying objectives, education becomes more focused and meaningful to produce graduates who have in-depth understanding and relevant skills according to the needs of society and the world of work.

In the learning process, objectives provide direction and focus that can help students understand the importance of the material being studied. Educational goals also include aspects of character and skill development, not just academic knowledge. Apart from that, objectives are also a tool for measuring learning success (Masnawati et al., 2023). When students study at school, teachers set goals to guide them to achieve better understanding. After the learning process, an evaluation is carried out with reference to the objectives that have been previously set. Thus, objectives become objective and measurable assessment standards, helping to evaluate the extent of progress students have achieved in the learning process (Hutomo et al., 2012; Hidayat & Asyafah, 2019). It provides clear guidance for assessing achievement and the need for adjustments or improvements in the learning process. So, goals are not just directions, but also useful benchmarks in evaluating student learning achievement (Darmanto et al., 2004).

Learning achievement as an indicator of the results of the learning process, provides an overview of the extent to which students have succeeded in achieving the goals they have set. High achievement reflects students' understanding and mastery of subject matter, as well as their ability to apply this knowledge in various contexts (Muchtar, 2010). When students can get satisfactory grades, this indicates

that the teaching objectives have been achieved effectively. However, it is important to remember that learning achievement does not only include cognitive aspects, but also involves affective and psychomotor aspects. Therefore, good learning achievement is not only limited to achieving grades, but also involves the development of students' character, social skills and practical abilities (Maryani & Syamsudin, 2009). High learning achievement also reflects that students have succeeded in internalizing the information and concepts taught, not just memorizing without understanding. Students who have good learning achievements tend to have deeper knowledge, are able to think critically, and can apply these concepts in everyday life (Wahyudi et al., 2018). Apart from that, good learning achievements can also be additional motivation for students to continue learning and developing themselves (Raharja et al., 2019). Success in achieving learning achievements provides positive encouragement and self-confidence to students, which in turn can motivate them to pursue higher achievements in the future (Harahap et al., 2023). Thus, high learning achievement is a strong reflection of the success or failure of a teaching process. This not only meets educators' expectations, but also shows that educational goals have been realized well, providing a positive impact on the development of students' knowledge, skills and character (Nurmala et al., 2014).

One of the factors that influences student learning achievement is the teacher's teaching style (Al Khumaero & Arief, 2017). Teaching style refers to a teacher's performance in imparting knowledge, guiding, changing or developing students' abilities, behavior and personality in achieving the goals of the learning process (Mardikaningsih & Hariani, 2016; Wati et al., 2017). Thus, the teacher's teaching style is an important factor in determining the success of the student's learning process. The teacher's appearance when teaching is very important because the teacher is like an artist or model who is appearing in front, every appearance, behavior, voice or way of walking is very much noticed by students, so teachers must be able to maintain their appearance in front of their students, so that students feel comfortable seeing them, so that a Teachers should use an interesting teaching style for their students so that students do not get bored while learning (Masnawati & Hariani, 2023). The teaching and learning process is basically a child's behavior while he is learning. Teaching style also shows one of the fastest and best ways for each individual to absorb information from outside themselves (Asuke et al., 2023). The success of teaching and learning in terms of teachers can be seen from the determination of teachers who are professional and have an attractive teaching style so that they can create a learning atmosphere that is exciting, fun and enjoyable

which in turn makes it easy for students to understand the lessons given by the teacher (Putra et al., 2017; Syaparuddin et al., 2020).

Student learning achievement is influenced by various factors involving personal, social and environmental aspects (Mardikaningsih, 2014). One of the factors that influences student achievement is motivation (Hamdu & Agustina, 2011). With motivation, students will study harder, be tenacious, persistent and have full concentration in the learning process (Febrita & Ulfa, 2019). Encouraging motivation in learning is one of the things that needs to be raised in learning efforts at school. A person's recognition of their learning achievements is important, because by knowing the results that have been achieved, students will make more efforts to improve their learning achievements. Therefore, the quality of student learning achievement needs to be continuously strengthened. With the aim that students have strong learning motivation, so that their learning achievements can be optimal (Sobandi, 2017). The learning motivation that students have in every learning activity plays a very important role in improving student learning achievement in certain subjects. Students who have a high level of learning motivation tend to achieve higher learning outcomes. A high level of motivation is directly related to the intensity of effort and effort that students put into the learning process. The higher the student's motivation, the greater the tendency to be committed and focused in facing the learning material. With dedication and a high enthusiasm for learning, students will actively involve themselves in the learning process, seek deeper understanding, and overcome learning obstacles with determination.

Education is a very important factor in forming an individual's character and abilities. The learning process in elementary schools (SD) has a crucial role in forming the basic knowledge and skills of students. In this context, two factors that can influence student learning achievement are the teacher's teaching style and student learning motivation. This research aims to explore more deeply how the two factors of teacher teaching style and learning motivation correlate and influence each other in the learning context at SDN Kutisari I/268 Surabaya.

2. METHODS

This research is quantitative in nature, with the main objective being to measure the extent of the influence of teachers' teaching styles and learning motivation on student learning achievement at SDN Kutisari I/268 Surabaya. The population of this research were students at SDN Kutisari I/268 Surabaya, totaling 590 students with a sample of 97 class VI. All sixth grade students will be respondents in this research. This means that all sixth grade students will be

respondents in this research. This research examines two independent variables, namely teacher teaching style and learning motivation, as well as one dependent variable, namely student learning achievement. Quantitative methods allow researchers to collect data statistically to determine the extent of influence of the two independent variables on the dependent variable (Mardikaningsih & Darmawan, 2013). The following is an explanation of operational definitions and research indicators:

1. The teacher's teaching style (X.1) will be measured using a questionnaire designed to assess the approaches, methods and strategies used by teachers in the learning process. According to Rahmat and Jannatin (2018), teaching style is a characteristic of habits, preferences that are important in relation to students, even teaching style is more than a habit and a special way of behavior or conversation of the teacher (Rahmat & Jannatin, 2018). According to Subarno (2019), teaching style indicators include: teacher's appearance or attitude, classroom management, use of methods and learning media.

2. Student learning motivation (X.2) is an internal drive that encourages someone to learn and achieve academic goals. According to Akmal et al. (2015), indicators of this variable are interest in the subject matter, self-confidence, active participation, appreciation for learning outcomes, and a sense of responsibility for the learning process.

3. The definition of learning achievement (Y) is a result of assessment activities expressed in numbers or symbols, all of which are about the progress of student learning outcomes during a certain period (Harahap et al., 2021). According to Usun (2004), learning achievement can be measured based on indicators of learning concern, learning style, learning dimensions, belief systems.

In this research, data collection was carried out by distributing questionnaires to class VI students at SDN Kutisari I/268 Surabaya. The questionnaire was designed to explore students' views regarding the teacher's teaching style, learning motivation, and their learning achievement. After the data is collected, analysis will be carried out using statistical methods, especially multiple linear regression analysis. The main objective of this analysis is to identify and understand the extent to which teachers' teaching styles and learning motivation influence student learning achievement. Through multiple linear regression analysis, it is hoped that a more in-depth and measurable picture of the relationship between research variables will be obtained. This means that this research can reveal the extent to which changes in teachers' teaching styles and learning motivation can predict changes in student learning achievement. This

approach is expected to provide more comprehensive insight, help develop more effective learning strategies at SDN Kutisari I/268 Surabaya, and contribute to a more concrete understanding of key factors that influence student learning achievement.

3. FINDINGS AND DISCUSSION

The distribution of the questionnaire at SDN Kutisari I/268 Surabaya successfully achieved the target by collecting responses from 97 class VI students. Students involved in data collection through questionnaires help describe their views on the research subject. By involving students as the main target, it is hoped that the data collected reflects relevant views. These results can be a basis for further analysis regarding certain aspects being researched, making a positive contribution to the understanding of the topic in the educational environment of SDN Kutisari I/268 Surabaya.

At the validity testing stage, all statements in the questionnaire related to the variables of teaching style, learning motivation and learning achievement received positive acceptance. This is proven through the assessment of the corrected total item correlation values, which consistently exceed the threshold of 0.3. The success of obtaining a significant correlation value for each item indicates that the measurement instrument used in this research can be considered valid. This means that the questions in the questionnaire accurately reflect the aspects you want to measure, namely teaching style, learning motivation and learning achievement.

Reliability has been tested for the three research variables, and the results show a Cronbach value that exceeds the limit of 0.6, which proves the reliability of all research variables. For the teaching style variable, Cronbach's alpha value reached 0.799, indicating a good level of reliability. The learning motivation variable also shows a high level of reliability, with a Cronbach's alpha value of 0.879. Meanwhile, the learning achievement variable also has a high Cronbach's alpha value, namely 0.866. These results provide confidence that the questionnaire used to measure teaching style, learning motivation, and learning achievement has a high level of reliability.

Table 1. ANOVA[a]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	494.060	2	247.030	84.101	.000[b]
	Residual	276.105	94	2.937		
	Total	770.165	96			

The F test serves as a collective assessment, examining the combined impact of independent variables on the dependent variable. The obtained F-test outcome reveals a value of 84.101, accompanied by a significance level of 0.000. Given that this probability is less than 0.05, it can be inferred that the regression equation holds substantial significance. This analysis indicates that together, the variables of teaching style and learning motivation have a significant influence on student learning achievement at SDN Kutisari I/268 Surabaya. The results of this analysis imply that variations in student learning achievement can be explained substantially by a combination of teaching style and learning motivation. The very low probability value (0.000) confirms that the relationship between these variables did not occur by chance. Therefore, it can be concluded that teaching style and learning motivation together contribute positively and significantly to the level of student learning achievement.

Table 2. Coefficients[a]

Model		B	Std. Error	Beta	t	Sig.
		Unstandardized Coefficients		Standardized Coefficients		
1	(Constant)	5.526	2.443		2.262	.026
	X1	.446	.094	.538	4.747	.000
	X2	.296	.114	.295	2.601	.011

The results of this research produce a regression model with the equation Y = 5.526 + 0.446X1 + 0.296X2. From this model, it can be concluded that if all variables, namely teaching style and learning motivation have a value of zero, then the predicted learning achievement score will be around 5.526. This means that the basic value of learning achievement is estimated without considering the influence of teaching style and learning motivation. The regression coefficients of 0.446 for teaching style and 0.296 for learning motivation indicate how much change in learning achievement can be attributed to a one-unit change in each independent variable.

Based on Table 2, it can be seen that the teaching style variable obtained a significant value of 0.000, while the learning motivation variable at SDN Kutisari I/268 Surabaya also showed a significant value of 0.011. By achieving significance at a probability level of less than 0.05, it can be explained that teaching style and learning motivation play a partial role in the realization of learning achievement at SDN Kutisari I/268 Surabaya. By achieving significance at a probability level of less than 0.05, it can be explained that teaching style and learning motivation play a partial role in shaping learning achievement at SDN Kutisari I/268 Surabaya. This indicates that each variable has a significant contribution to achieving student

learning outcomes. An effective teaching style and high learning motivation can have a positive impact on students' academic performance.

Table 3. Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.801ᵃ	.641	.634	1.714

The subsequent step in the analysis examines the coefficient of determination. In this study, the R value reached 0.801, and the corresponding R Square value was documented as 0.641. These outcomes suggest that approximately 64.1% of the variability in learning achievement is attributable to factors like teaching style and learning motivation at SDN Kutisari I/268 Surabaya. Conversely, the remaining 35.9% of the variance in learning achievement is associated with other factors not considered in this research. This means that most of the variation in learning achievement can be understood and explained by the influence of teaching style and learning motivation. However, around 35.9% of the other variability cannot be explained by these two variables and may be influenced by other factors not included in this study. These factors may involve additional variables not considered or external factors such as family environment, student health conditions, or other social factors.

The teacher's teaching style has a positive and significant role in student learning achievement at SDN Kutisari I/268 Surabaya. The results of this study are in line with studies conducted by Yuanngga (2016); Al Khumaeroh and Arif (2017); Aulia and Susanti (2022) also emphasized that teachers' teaching styles can make a positive contribution to students' academic achievement. An effective teaching style can create a fun and interactive learning atmosphere, trigger students' curiosity, and help them overcome learning obstacles (Rikawati & Sitinjak, 2020). An effective teaching style plays a key role in establishing a positive and productive learning environment (Yanti & Darmawan, 2016. A fun and interactive teaching approach creates a classroom atmosphere that supports students' academic and emotional growth. When students feel involved and enjoy learning, they tend to more motivated to actively participate in the educational process. A teaching style that triggers students' curiosity becomes a driving force for further exploration, discovery, and understanding of the subject matter. Teachers who use teaching methods that challenge and stimulate students' curiosity can inspire enthusiasm for learning (Purwanti et al. al., 2014). Apart from that, an effective teaching style is also able to help students overcome learning obstacles. Through a differentiated and responsive approach to individual student needs, teachers can facilitate each student's understanding of the material. Learning techniques that take into account different learning styles- different, providing additional support for students who

need it, and allowing space for questions and discussion, can create an inclusive environment that encourages all students to thrive. Thus, the results of this study provide empirical support for the view that the role of teachers as learning facilitators has a real impact on student learning achievement at SDN Kutisari I/268 Surabaya. Through these findings, it is hoped that education and teachers at SDN Kutisari I/268 Surabaya can consider the importance of developing competence in classroom management and selecting learning methods that suit student characteristics. In line with the results of this research, training and mentoring can be pursued for teachers to continue to improve the quality of their teaching styles, so that they can continue to make a positive contribution to student learning achievement in the future.

This research produced significant findings regarding the influence of learning motivation on students' learning achievement at SDN Kutisari I/268 Surabaya. These results indicate similarities in research results also stated by Hamdu and Agustina (2011); Baeten et al. (2013); Tokan and Imakulata (2019) stated that students who have high motivation tend to achieve better academic results. These findings provide a deeper understanding of how students' learning motivation can have a positive impact on their academic achievement. The factors that influence learning motivation are multifaceted, including the desire to achieve personal goals, interest in the subject matter, and perceptions of the relevance of learning to everyday life. A strong desire to achieve the goals emphasized by students themselves can be a powerful source of motivation. Apart from that, students' interest in the subject matter also has a big impact on their motivation to learn. Teachers who are able to integrate interesting and relevant elements in learning can strengthen student motivation. The importance of understanding the role of learning motivation in achieving achievement has become a highlight in the field of education. In response to this, learning approaches that emphasize respect for student motivation are gaining increasing attention. Referring to Wibowo's (2020) view, educators need to understand and respond to various factors that motivate students. Creating a motivating learning environment can involve using challenging teaching methods, providing challenges appropriate to students' ability levels, and emphasizing the relevance of lesson material to real life (Darmawan et al., 2022). Support and guidance for students' psychological aspects can also be a supporting factor to increase their learning motivation (Hidayah, 2012). Thus, the results of these findings not only contribute to understanding the dynamics of student learning motivation at SDN Kutisari I/268 Surabaya. The alignment between these findings and previous research can strengthen belief in the important role of learning motivation in achieving student learning achievement.

4. CONCLUSION

The conclusion should answer the objectives of the research and research discoveries. This research indicates the positive and significant influence of teachers' teaching styles and learning motivation on student learning achievement at SDN Kutisari I/268 Surabaya. An effective teaching style, including the use of innovative and adaptive learning methods, is able to create a stimulative learning environment. High learning motivation is associated with increased student involvement in the learning process, which in turn influences their learning achievement positively. Suggestions that researchers can give in this research are as follows:

1. Teachers can receive regular training to improve skills in designing teaching that is diverse and responsive to student learning styles.
2. It is necessary to implement programs that encourage and increase student learning motivation, such as extracurricular activities, instilling positive values, and recognizing student achievements.
3. Further research can be carried out to investigate more deeply the dynamics of the interaction between teachers' teaching styles and learning motivation and their impact on student learning achievement.

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