

# The Influence of Teachers' Teaching Skill and Learning Motivation Toward Learning Activities

<sup>1</sup>Nuraisyiah, <sup>2</sup>Nurdiana, <sup>3</sup>Muhammad Imam Ma'ruf

<sup>1</sup>Accounting Education Study Program, <sup>2</sup>Economics Education Study Program, <sup>3</sup>Development Economics Study Program, Faculty of Economics, Universitas Negeri Makassar, Makassar, Indonesia

**Abstract:** The purpose of this study was to determine the effect of students' perceptions of teachers' teaching skills and student learning motivation towards accounting learning activities of students of class XI IIS Senior High School 11 Makassar. This study used questionnaires and documentation as data collection techniques, and data analysis methods in this study were the Classical Assumption test, Multiple Linear Regression Analysis, t-test, and F-test. The results of this study indicate that students' perceptions of teacher teaching skills and students' motivation to learn partially and simultaneously have a significant effect on learning activities.

**Keywords:** Teachers' Teaching Skills; Learning Motivation; Learning Activities

## I. INTRODUCTION

During this time, the assessment of the teaching skills of teachers, including accounting subject teachers, is carried out by the principal or supervisor through class supervision or a class visit program. Class supervision programs usually scheduled time and place of monitoring. Therefore, before carrying out surveillance, the teacher has prepared and tried to show their best performance in the learning process. Thus the results of control often not following everyday reality.

The necessary skills of teaching are standard skills that must be possessed by every individual who works as a teacher (Asril, 2013). Teachers apply their teaching skills and make efforts to be able to grow and provide motivation so that their students do learning activities well (Sardiman, 2016). Learning requires motivation; motivation is a force that can encourage someone to do an event including education (Uno, 2015).

The assessment of teachers' teaching skills is not only done by the school principal or supervisor. Students can also assess the teacher who teaches them because students are elements that are directly related to the teacher.

Knowing students' perceptions about the teaching skills possessed by their teacher can be one of the parameters in assessing teachers' teaching skills which so far have only been done by principals and supervisors. Slameto (2013) explains perception is "a process that involves the entry of messages or information into the human brain, through human perception continuously making contact with their environment. This relationship is done through the senses, namely the sense of sight, listen, touch, taste, and smell".

Positive student perceptions of teachers' teaching skills will create conducive teaching and learning interactions to provide an optimal learning activity. Vice versa, negative attitudes of students on teacher teaching skills can hinder the success of the learning process in the classroom. Thus, if a teacher has excellent teaching skills, the learning activities of students are suitable.

Motivation is the overall driving force within students that gives rise to learning activities that ensure the continuity of learning activities and provide direction so that the desired goals can be achieved (Sardiman, 2016). Motivation is what will encourage students to do learning activities. Therefore, if students learn with high motivation, they will study earnestly to achieve the results to be obtained. Teachers make efforts to be able to grow and provide motivation so that their students do learning activities well. It indicates that motivation is influential in fostering student learning activities.

According to Nasution (2011), learning activities are "a series of physical or mental or spiritual activities that are interrelated to create optimal learning." In line with the opinion of Djamarah (2010) that "learning while doing more activities brings results for students because the impression obtained by students is more durable stored in the minds of students." According to Tolla (2005) that "external and internal factors determine the level of learning activity. External factors regarding the characteristics of teacher stimulation in teaching students in this case regarding how the teacher applies the pursuit of skills. Internal factors related to student interests and attention, abilities, and student motivation to learn".

Based on observations at SMA Negeri 11 Makassar, it is found that student learning activities are still relatively low, this can be seen when the learning process takes place there are still many students who have not participated actively, especially when allowed to ask questions, have opinions, and respond. Most students choose silence and passivity, for reasons of fear of being wrong, even though sometimes there is still material that is not yet understood, and in the end, the material absorbed becomes imperfect.

Based on the background stated, the formulation of the problem in this research is how the influence of students' perceptions of teachers' teaching skills and student motivation to learn partially and simultaneously on accounting learning activities of students of class XI IIS SMAN 11 Makassar.

## II. METHOD

This research is a survey research using a quantitative descriptive approach which is research that provides a clear and systematic description of the data in the field to explain how much influence between the independent variables on the dependent variable in class XI IIS students. This research was conducted at SMAN 11 Makassar.

The population in this study were students of class XI IIS SMAN 11 Makassar, totaling 118 people divided into three classes. The sample in this study was selected by using the proportionate stratified random sampling technique so that the example of class XI IIS students was chosen as many as 54 people.

Data collection techniques in this study were documentation and questionnaires. To measure students' perceptions of teachers' teaching skills, learning motivation variables, and answer learning activities in a questionnaire were determined with a Likert scale.

The data analysis technique used in this study is the instrument test conducted is the validity of the data consisting of validity and reliability tests. As for the data analysis technique using the classic assumption test and statistical analysis of the data consisting of multiple linear regression, t-test, and F-test.

Based on the validity test shows all the question items of each variable studied in this study are valid indicated through the sig value (2-tailed)  $< 0.05$ . While from the reliability testing of research instruments, showing Cronbach's alpha  $> 0.05$ , it can be concluded that the tool used in this study had a consistent or reliable level of respondent's answer.

### III. RESULTS AND DISCUSSION

#### Classic Assumption Test

Table 1. Result of Classic Assumption Test

Test(s)	Criteria	Result(s)	Conclusion
Normality	test the P-plot graph by looking at the distribution of data (points) on the diagonal axis, which are points approaching or meeting on the diagonal lines	points approach or close to the diagonal line	Normally distributed
Multicollinearity	<i>tolerance value</i> $> 0,10$ or <i>VIF</i> $< 10$	(0.998 $> 0.10$ ) (1.002 $< 10$ )	No multicollinearity
Autocorrelation	Durbin-Watson test $dU < d < 4-dU$	1.466 $< 1.956 < 2,534$	No autocorrelation
Heteroscedasticity	the points spread above and below the number 0 on the Y-axis	the points cover above and below the number 0 on the Y-axis	No heteroscedasticity

Source: computed by authors

#### F-test

The F test was conducted to determine the effect of students' perceptions on teacher teaching skills and learning motivation on learning activities together or simultaneously. Data processing was performed using SPSS v.24.00 for windows.

Table 2. Result of F-test

ANOVA <sup>a</sup>						
	Model	Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	199,724	2	99,862	12,980	,000 <sup>b</sup>
	Residual	392,368	51	7,693		
	Total	592,093	53			

Source: computed by authors

Based on the results of the F test with a significant level,  $\alpha = 0.05$  indicates that Sig. 0.000  $< 0.05$ . It means that the hypothesis is accepted or, in other words, students' perceptions of teacher teaching skills and learning motivation simultaneously have a positive and significant effect on student learning activities in class XI IIS on accounting subjects at SMA Negeri 11 Makassar.

#### T-test

T-test was conducted to determine whether each independent variable influences the dependent variable.

Table 3. Result of t-test

Coefficients <sup>a</sup>						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	11.054	8.877		1.245	.219
	Students' preception on teachers' teaching skills	.241	.099	.276	2.422	.019
	Learning motivation	.420	.092	.523	4.582	.000

Source: computed by authors

Based on the results of the t-test obtained showed that the variables of students' perception of teachers' teaching skills and learning motivation variables with Sig. smaller than 0.05. It means that students' perceptions of teachers' teaching skills and learning motivation partially have a positive and significant effect on the learning activities of class XI IIS students in accounting subjects at SMA Negeri 11 Makassar.

#### **Determination Coefficient Test**

The coefficient of determination test is used to measure the proportion or percentage of contribution of the independent variables studied for variations in the rise and fall of the dependent variable. The following are the results of the coefficient of determination test using SPSS v.24.00 for windows.

Table 4. The Results of Analysis of the Coefficient Determination Test of Students' Perceptions of Teachers' Teaching Skills towards Student Learning Activities

<b>Model Summary</b>				
<b>Model</b>	<b>R</b>	<b>R Square</b>	<b>Adjusted R Square</b>	<b>Std. Error of the Estimate</b>
1	.542 <sup>a</sup>	.065	.047	3.26361

Source: computed by authors

Table 5. Coefficient of Determination of Learning Motivation on Student Learning Activities

<b>Model Summary</b>				
<b>Model</b>	<b>R</b>	<b>R Square</b>	<b>Adjusted R Square</b>	<b>Std. Error of the Estimate</b>
1	.511 <sup>a</sup>	.261	.247	2.90055

Source: computed by authors

Based on the results of data analysis shows that the influence of students' perceptions of teacher teaching skills on student learning activities is 0.065 or 6.5%, while the remaining 93.5% is explained by other variables not mentioned in this study. While the effect of learning motivation on student learning activities 0.261 or 26.1%. It means that the influence of the contribution of student learning motivation to student learning activities is 26.1% and other factors influence the remaining 73.9%.

## **IV. DISCUSSION**

### **The Effects of Students' Perceptions on Teacher Teaching Skills (X1) and Learning Motivation Simultaneously toward Learning Activities (Y)**

Based on the results of research that has been done, it is obtained that the students' perceptions of teachers' teaching skills (X1) and learning motivation simultaneously have a significant effect on the accounting learning activities of students of class XI IIS in SMA Negeri 11 Makassar with a substantial value of 0,000 <0.05. The results of this study are in line with Karomah's research (2015) which states that teacher teaching skills and learning motivation have a significant effect on learning participation.

It means that teacher teaching skills and learning motivation play an important role in increasing learning activities. If the teacher's teaching skills and motivation to learn are high, then student learning activities will improve so that desired goals can also be achieved. It is consistent with the opinion of Tolla (2005: 81) which states external and internal factors determine the level of learning activity. External factors relate to how teachers apply their teaching skills and internal factors concerning students' interest and motivation to learn.

### **The Influence of Students' Perceptions of Teachers' Teaching Skills (X1) Partially toward Learning Activities (Y)**

Based on the results of the research that has been done, it is obtained the conclusion that a significant value of 0.019 <0.05, the hypothesis is accepted, meaning students' perceptions of teacher teaching skills partially have a positive and significant effect on accounting learning activities of students of class XI IIS in SMA Negeri 11 Makassar. It is in line with Karomah's research (2015) which states that teacher teaching skills partially have a positive and significant effect on student learning participation.

If the teachers' teaching skills increase, the learning activities obtained will also get better. It is also under the opinion of Wina (2014: 143) which states that what affects students' learning activities is the ability of the teacher to implement a learning plan that includes applying basic teaching skills and developing various learning models.

### **The Effect of Learning Motivation (X2) Partially toward Learning Activities (Y)**

Based on the results of research that has been done, the results obtained by Sig. 0,000 <0.05, then the hypothesis is accepted, meaning that learning motivation is a partially positive and significant effect on the accounting learning activities of students of class XI IIS in SMA Negeri 11 Makassar. It is in line with Karomah's research (2015) which states that learning motivation is a partially positive and significant effect on student learning participation.

If learning motivation increases, the learning activities obtained will also get better. It is by the opinion of Djamarah (2011: 153) which states that someone does a learning activity because someone is pushing it. Motivation as the basis for driving the drive to learn.

## Dominant Variables Affect Learning Activities (Y)

Based on data analysis, the result shows that the influence of students' perceptions of teachers' teaching skills is 0.065 or 6.5%, and the impact of learning motivation is 0.261 or 26.1%. Thus students' motivation to learn more dominantly affects the accounting learning activities of students of class XII IIS SMA Negeri 11 Makassar compared to students' perceptions of teachers' teaching skills.

## V. CONCLUSION

The results of the study showed that students' perceptions of teachers' teaching skills and students' learning motivation partially and simultaneously had a significant effect on learning activities. And learning motivation variables dominantly influence the accounting learning activities of students of class XI IIS in Senior High School 11 Makassar.

## REFERENCES

- [1] Abimanyu, S. 2008. *Pengajaran Mikro Panduan Untuk Dosen Mahasiswa*. Makassar: Badan Penerbit Universitas Negeri Makassar.
- [2] Akdon dan Ridwan. 2009. *Belajar dan Pembelajaran*. Jakarta: Rineka Cipta.
- [3] Asril, Z. 2013. *Micro Teaching (disertai dengan pedoman pengalaman lapangan)*. Jakarta: Rajawali Pers.
- [4] Darmawang, dkk. 2008. *Strategi Pembelajaran Kejuruan*. Makassar: Badan Penerbit Universitas Negeri Makassar.
- [5] Djamarah, Sy.B. 2010. *Guru dan Anak Didik dalam Interaksi Edukatif*. Jakarta: PT Rineka Cipta.
- [6] Fathurrohman, M. 2015. *Model-model Pembelajaran Inovatif*. Jogjakarta: Ar-Ruzz Media.
- [7] Ghozali, I. 2011. *Aplikasi Analisis Multivariate dengan Program SPSS*. Semarang : Badan Penerbit Universitas Diponegoro
- [8] Hamalik, O. 2016. *Proses Belajar Mengajar*. Jakarta: PT Bumi Aksara.
- [9] Hamalik, O. 2014. *Kurikulum dan Pembelajaran*. Jakarta: PT Bumi Aksara.
- [10] Idris dan Marno. 2017. *Strategi, Metode, Dan Teknik Mengajar (Menciptakan Keterampilan Mengajar Secara Efektif Dan Edukatif)*. Jogjakarta: Ar-Ruzz Media.
- [11] Karomah, A.N. 2015. *Pengaruh Keterampilan Mengajar Guru, Lingkungan Sekolah dan Motivasi Belajar terhadap Partisipasi Belajar Akuntansi Siswa Kelas X Akuntansi SMK Negeri 1 Batang*. Skripsi. Fakultas Ekonomi Universitas Negeri Semarang.
- [12] Kesuma, M.A.I. 2015. *Implementasi Model pembelajaran Kooperatif Teknik Jigsaw untuk Meningkatkan Motivasi Belajar Akuntansi Siswa Kelas XI IIS 1 Madrasah Aliyah Negeri Pakem Sleman Tahun Ajaran 2014/2015*. Skripsi. Fakultas Ekonomi Universitas Negeri Yogyakarta.
- [13] Khodijah, Ny. (2014). *Psikologi Pendidikan*. Jakarta: Rajawali Pers.
- [14] Mudyahardjo, R. 2014. *Pengantar Pendidikan Sebuah Studi Awal tentang Dasar-dasar Pendidikan pada Umumnya dan Pendidikan di Indonesia*. Jakarta: Rajawali Pers.
- [15] Narimawati, U. 2008. *Teknik-teknik Analisis Multivariate untuk Riset Ekonomi*. Yogyakarta: Graha Ilmu.
- [16] Nasution, S. 2011. *Berbagai Pendekatan dalam Proses Belajar Mengajar*. Jakarta: PT Bumi Aksara.
- [17] Pratiwi R. D dan Sami'an. 2018. *Keaktifan Belajar Siswa Ditinjau dari Persepsi Siswa Tentang Keterampilan Mengajar Guru dan Pemanfaatan Media Internet pada Siswa Kelas X Akuntansi SMK N 6 Surakarta Tahun Ajaran 2017/2018*. Skripsi thesis, Universitas Muhammadiyah Surakarta.
- [18] Rosi, A. 2013. *Pengaruh Motivasi terhadap Aktivitas Belajar Siswa pada Mata Pelajaran Ekonomi di Kelas XI Sekolah Menengah Atas Muhammadiyah 1 Pekanbaru*. Skripsi. Universitas Islam Negeri Sultan Syarif Kasim Riau.
- [19] Rusman. 2013. *Model-Model Pembelajaran (Mengembangkan Profesionalisme Guru)*. Jakarta: Rajawali Pers.
- [20] Sapuri, R. 2009. *Psikologi Islam*, Jakarta: PT Raja Grafindo.
- [21] Sardiman A.M. 2016. *Interaksi dan Motivasi Belajar Mengajar*. Jakarta: RajaGrafindo Persada.
- [22] Siregar, S. 2015. *Metode Penelitian Kuantitatif dengan Perhitungan Manual dan SPSS*. Jakarta: Kencana.
- [23] Slameto. 2013. *Belajar dan Faktor-faktor yang Mempengaruhinya*. Jakarta: PT Rineka Cipta.
- [24] Sudjana, N. 2010. *Cara Belajar Siswa Aktif dalam Proses Belajar Mengajar*. Bandung: Sinar Baru Algensindo.
- [25] Sudjana, N. 2014. *Penilaian Hasil Proses Belajar Mengajar*. Bandung: PT Remaja Rosdakarya.
- [26] Sugiyono. 2016. *Metode Penelitian Pendidikan (Pendekatan Kuantitatif, Kualitatif, dan R&D)*. Bandung: Alfabeta.
- [27] Sukmadinata, N.Sy. 2015. *Metode Penelitian Pendidikan*. Bandung: Remaja Rosdakarya Offset.
- [28] Sukirman, D. 2011. *Perencanaan Pembelajaran*. Bandung: UPI PRESS.
- [29] Tolla, A. 2005. *Strategi Belajar Mengajar Bahasa dan Sastra Indonesia*. Makassar: Badan Penerbit Universitas Negeri Makassar.
- [30] Undang-Undang Republik Indonesia nomor 20 tahun 2003 tentang Sistem Pendidikan Nasional.
- [31] Uno, B. H. 2015. *Teori Motivasi dan Pengukurannya*. Jakarta: Bumi Aksara.
- [32] Uno, B. H. 2016. *Orientasi Baru dalam Psikologi Pembelajaran*. Jakarta: PT Bumi Aksara.
- [33] Wahab, R. 2015. *Psikologi Belajar*. Jakarta: Raja Grafindo Persada.
- [34] Walgito, B. 2010. *Pengantar Psikologi Umum*. Yogyakarta: Penerbit ANDI.
- [35] Wina, S. 2014. *Strategi pembelajaran berorientasi standar proses pendidikan*. Jakarta: Kencana.