



THE INFLUENCE OF TEACHERS' TEACHING STRATEGIES AND STUDENTS' LEARNING ENVIRONMENT ON CIVIC LEARNING MOTIVATION

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ABSTRACT

This article examines the effect of teacher-teaching strategies and student learning environments on Civic learning motivation. This study used a correlational design with a quantitative approach. Data was collected using a questionnaire and then analyzed using SPSS 26 For Windows with multiple linear regression analysis techniques. The results showed that the significance value was $0.000 < 0.05$ with the F_{count} value greater than F_{table} , namely $27.534 > 3.07$. These findings show that the hypothesis is accepted, meaning that the teacher's teaching strategy and environment positively and significantly affect the motivation to learn Civic. This amount is 31.6%. Thus, teachers must optimize teaching strategies and a conducive learning environment to foster motivation to learn Civic. This research can become the basis for further research to improve Civic learning outcomes in schools.

Keywords: Teaching Strategies, Learning Environment, Learning Motivation

INTRODUCTION

Education is an essential factor in developing the quality of human resources, so it needs to be focused on producing quality people who can compete in the global era and have noble character. Education can be obtained from formal and non-formal institutions such as schools, families, and communities. Schools are interrelated and mutually supportive dimensions in which teaching and learning activities are carried out to improve students' potential development (Minsih et al., 2019). Learning can be done through the teaching and learning process under certain conditions. This process occurs because of an interaction between teachers and students in the learning environment. If students demonstrate the ability to understand and master the material, it can be said that the learning process is successful (Mulyanti et al., 2021).

Learning success implies completeness in learning and achievements achieved by students during learning. A person's motivation also determines success in learning. Motivation is an encouragement that arises from within the student or outside so that someone wants to change behavior that is better than before (Uno, 2012). Emda (2018) stated that motivation is a series of efforts to create special situations so that individuals are willing to do something. External factors can trigger motivation, but this motivation grows within the individual. According to Masni (2015), motivation can be a driving force within students to move, ensure continuity, and provide direction to learning activities so that it is hoped that goals can be achieved. It can be concluded that motivation is the desire from within the student himself to do everything he wants, including learning activities.

Masni (2015) explains that the types of motivation can be seen from two points of view: intrinsic motivation. This condition originates from within the student himself, which can encourage him to carry out learning actions. Students who have intrinsic motivation will show high learning activity. This type of student feels satisfied if they can solve learning problems by doing their schoolwork well. Next, extrinsic motivation is a form of motivation that arises due to external influences on the individual. This type of motivation occurs as a result of coercion from other people. People who have extrinsic motivation need attention and direction from teachers. Giving praise and gifts is a factor in increasing extrinsic motivation to carry out learning activities.

Based on Mulyana (2022), there are forms of learning motivation. First, motivation is a symbol of the value of the activity results. Students study only to achieve good grades. Second, in the form of a gift, which is given to have enthusiasm so that you can be motivated to study. Third, competition is used as motivation to encourage students to learn. Fourth, knowing the results and learning outcomes are improving means there is motivation to continue learning in the hope that the results can continue to improve. Fifth, give praise; successful students need to be given praise so that these students are always motivated. Sixth, give tests; students will study harder if they know there will be a test. Giving tests to students is part of the means of motivation.

Motivation also has a function in learning success. Sanjaya (2010) divides the function of learning motivation into two forms. First, learning motivation helps encourage students to be active. Second, learning motivation also functions as a guide. Motivation to learn plays an important role in providing enthusiasm for learning (Andriani & Rasto, 2019). With motivation, students study persistently and concentrate better (Yusuf et al., 2019). Therefore, motivation should be instilled in students from an early age. According to Sardiman (2009), students with high motivation to learn will be better at receiving lessons, and the attitudes generated by students will be more positive in learning. Rahmayanti (2016) claims that by having a high motivational spirit, you can overcome the possibility of better success in the next task by planning more persistent efforts. Meanwhile, students who lack enthusiasm because they are unable, can only think that they will get failure after failure in the next assignment.

Learning is a complex process involving several aspects of increasing knowledge and the ability to remember and produce by applying knowledge, deducing meaning, interpreting and connecting with reality, and changing as an individual (Sulfemi & Qodir, 2017). Moslem et al. (2019) state that two factors influence student learning motivation. The first factor is student aspirations, environmental conditions, and dynamic elements in learning. The second factor comes from the students' conditions and the teacher's efforts to manage the class. Each factor that exists within students will influence learning motivation to varying degrees.

Civic is a subject that must be studied from elementary school to university level based on Law Number 20 of 2003 concerning the National Education System. However, students only consider the material memorized and the teacher's explanation using the lecture method. As an educator, teachers need to have teaching strategies in the classroom that are useful for increasing learning motivation, especially in Civic subjects. Apart from teaching strategies, teachers also need creativity, which can take the form of creativity in classroom management and learning media (Oktiani, 2017).

According to Nurcahyani (2021), using visualization to grow academic concepts that are initially boring into attracting attention with visual and practical learning experiences can help students understand the material being studied. Cooperative encourages students to work together by forming groups and encourages students to develop self-confidence. Question-based instruction might help students to think critically and make students more independent. The use of technology in the classroom is a way that can be taken to involve students. Because digital media is close to students in the 21st century, everything can strengthen the achievement of learning motivation.

In line with research conducted by Pujilestari & Susila (2020), visual learning media can attract students' attention. Visual media can make it easier for teachers to provide natural learning material and display concrete images of the material. Additionally, visual media can also focus students' motivation in learning, and students can easily understand the subject matter and stimulate student activity in learning. Visual media provides a clear picture of material by displaying text, images, and animated movements

that attract students' attention. So that visual media can arouse students' desire to learn. Other research conducted by Faradita (2017) shows a significant influence of the cooperative learning model on student learning motivation. The increase in learning motivation occurred due to implementing the cooperative learning model, where the class atmosphere became more exciting and active so that students were motivated to get good grades by studying actively.

Another research from Cahaya (2020) shows that applying variations in teacher teaching styles significantly influences student learning motivation. Teachers can vary teaching styles when meeting face-to-face to create student learning motivation. Other research results also support the opinion that active learning strategies, such as cooperative learning (Hidayati et al., 2014; Rahmawati et al., 2022), game-based learning (Supriyono et al., 2018), and comic (Fadillah, 2018) are becoming a trend, which strengthens motivation to learn.

The form of encouragement for learning motivation can also be influenced by the conditions of the student's learning environment. In this case, students need a good environment, that is, free from negative impacts. The learning environment allows teachers and students to carry out teaching and learning activities to improve students' academic abilities and provide varied teaching hours for teachers (Utami et al., 2017). The student learning environment is a classroom, at school, and home. In line with research conducted by Disty et al. (2018), there is an influence between the learning environment at school and learning motivation. According to Pamassangan et al. (2013), environmental factors influencing student learning motivation are learning facilities, interactions between students and teachers, and all school residents, including staff and school principals.

Based on the background above, the research was conducted to find out whether there is an influence of teacher teaching strategies on Civic learning motivation, whether there is an influence of the student learning environment on Civic learning motivation, and whether there is a joint influence between teacher teaching strategies and student learning environment on motivation.

METHOD

This research used a correlational research design with a quantitative approach. The study employed at Senior Vocational School or SMK Muhammadiyah 01 Boyolali involved 176 students from grades 10 and 116 students from grades 11 as respondents. The respondents filled out a closed questionnaire. Data was analyzed using multiple linear regression analysis with SPSS 26 for Windows. A classical assumption test consisted of a normality, multicollinearity, and heteroscedasticity test. Multiple linear regression analysis and hypothesis testing were carried out as a prerequisite. The data analysis showed that the significance value was $0.000 < 0.05$, with the f_{count} value greater than f_{table} , namely $27.534 > 3.07$, so the hypothesis was accepted.

RESULTS

Descriptive statistical tests are used to analyze data by describing the data collected without intending to conclude. The results of descriptive statistical tests carried out from respondents' answers include the variables of teacher teaching strategies (X_1), student learning environment (X_2), and learning motivation (Y). It can be seen in the test results as depicted in Table 1.

Table 1.
Descriptive Statistics

	N	Minimu m	Maximu m	Mean	Std. Deviation
Teacher's learning strategy (X_1)	116	11	24	17,65	3,037
Environmental learning (X_2)	116	14	28	21,33	2,919
Learning motivation (Y)	116	18	36	27,40	4,139
Valid N (listwise)	116				

Source: Output SPSS 26 for Windows

Based on the results from Table 1 above, the independent variable teacher teaching strategy (X_1) shows that the minimum value is 11, the maximum value is 24, and the average is 17.65, with a standard deviation of 3.037. The independent variable student learning environment (X_2) shows that the minimum value is 14, the maximum value is 28, and the average is 21.33, with a standard deviation of 2.919. The learning motivation variable (Y) shows that the minimum value is 18, the maximum value is 36, and the average is 27.40, with a standard deviation of 4.139.

The normality test in this study uses Kolmogorov-Smirnov to determine whether the data is normally distributed. Normality testing aims to determine whether the data in the study meets the assumptions of a normal distribution. This research can be said to have a normal distribution if the Asymp.Sig(2-Tailed) value is more significant than alpha ($\alpha.0.05$). Based on Table 2, the results of the normality test are depicted.

Table 2. One-Sample Kolmogorov-Smirnov Test

		Unstandardize d Residual	Unstandardize d Residual
N		116	116
Normal Parameters ^{a,b}	Mean	,0000000	,0000000
	Std. Deviation	3,77905473	3,49694294
Most Extreme Differences	Absolute	,065	,062
	Positive	,065	,062
	Negative	-,041	-,061
Test Statistic		,065	,062
Asymp. Sig. (2-tailed)		,200 ^{c,d}	,200 ^{c,d}

Sumber: Ooutput SPSS 26 for Windows

Based on Table 2 above, the results of the Kolmogorov-Smirnov normality test show a significance value of $0.20 > 0.05$. This means that it can be concluded that the residual values are normally distributed.

The multicollinearity test determines whether there is a high correlation between variables in the regression model. The regression model is considered free from multicollinearity if the value is 0.001 (tolerance > 0.01). The following is Table 3 of the results of the multicollinearity test.

Table 3. Multicollinearity Test Results

Model		Coefficients ^a			t	Sig.	Collinearity Statistics	
		Unstandardized Coefficients	Std. Error	Standardized Coefficients			Tolerance	VIF
B				Beta				
1	(Constant)	8,646	2,548		3,393	,001		
	Teacher's learning strategy (X1)	,306	,116	,224	2,644	,009	,827	1,209
	Learning motivation (Y)	,626	,120	,442	5,209	,000	,827	1,209

Source: Output SPSS 26 for Windows

Based on the results of Table 3 above, the tolerance value for the teacher teaching strategy variable is $0.827 > 0.10$, and the student learning environment variable is $0.827 > 0.10$. Meanwhile, the VIF value of the teacher-teaching strategy variable is $1.209 < 10$. The student learning environment variable is $1.209 < 10$. So, it can be concluded that based on the tolerance and VIF values, the regression model in this study is free from symptoms of multicollinearity.

The heteroscedasticity test determines whether variance inequality exists in a regression model. Testing in this research was carried out using the Glejser test. The following is Table 4, the results of the heteroscedasticity test.

Table 4. Heteroscedasticity Test Results

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error			
1	(Constant)	3,256	1,635		1,991	,049
	Teacher's learning strategy (X1)	-,017	,074	-,024	-,229	,819
	Learning motivation (Y)	,006	,077	,007	,072	,943

Sumber: Hasil olah data SPSS 26 for Windows

Based on the results of the heteroscedasticity test in Table 4 above, it can be seen that the significance value of the teacher teaching strategy variable is $0.819 > 0.005$, and the student learning environment variable is $0.943 > 0.05$. So, it can be concluded that the variables in this study do not experience symptoms of heteroscedasticity.

Hypothesis testing in this research uses multiple linear regression analysis. Multiple linear regression analysis determines whether or not two or more independent variables (X) influence the dependent variable (Y). The following is Table 5 of the multiple linear regression test results.

Table 5. Multiple Linear Regression Test Results

Model		Unstandardized Coefficients		Standardized Coefficients
		B	Std. Error	Beta
1	(Constant)	8,646	2,548	
	Teacher's learning strategy (X1)	,306	,116	,224
	Learning motivation (Y)	,626	,120	,442

Source: Output SPSS 26 for Windows

Based on the multiple linear regression analysis results in Table 5 above, the regression equation $y = 8.646 + 0.306 + 0.626$ is obtained. Thus, the constant value (Y) shows a value of 8.646. The regression coefficient of the teacher's teaching strategy (X_1) based on multiple linear calculations obtained a coefficient value 0.306. This means that every time there is an improvement in the teacher's teaching strategy, interest in learning motivation (Y) will increase. The student learning environment regression coefficient (X_2) from multiple linear calculations obtained a coefficient value of 0.626. This means that every time there is an improvement in the student's learning environment (X_2), learning motivation (Y) will increase.

The T-test is used to see whether the independent (free) variable affects the dependent (dependent) variable. H_0 is rejected, and H_a is accepted if the variable significance value is smaller than 0.005 and tCount is greater than ttable. This means that the independent variable influences the dependent variable. The following are Table 6 t-test results.

Table 6. T-Test Results

Variable	t _{Count}	t _{table}	Sig	Adjusted R Square	Result
Teacher's learning strategy (X1)	2,644	1,981	0,009	0,159	Ha accepted
Learning motivation (Y)	5,209	1,982	0,000	0,280	Ha accepted

Source: Output SPSS 26 for Windows

Based on the t-test results in Table 6 above, which shows the significance value for the teacher teaching strategy variable (X₁) of $0.009 < 0.05$ with t_{count} greater than t_{table} of $2.644 > 1.981$, Ha is accepted for H₁. This means that there is an influence of the teacher's teaching strategy on learning motivation. This influence is 0.159 or 15.9%. The t-test shows that the significance value of the learning environment variable (X₂) is $0.000 < 0.05$, with t_{count} being greater than t_{table} , $5.209 > 1.981$, so Ha is accepted for H₂. This means that there is an influence of the student's learning environment on learning motivation. This influence is 0.280 or 28%.

The f-test determines whether the independent variable affects the dependent variable. If the significant value is smaller than 0.005 or f_{count} is greater than f_{table} , H₀ is rejected, and Ha is accepted. This means that the independent variables significantly affect the dependent variable and vice versa.

Table 7. F-Test Results

Variabel	Nilai F _{hitung}	Nilai F _{tabel}	Sig. (0,05)	Adjusted R Square	Keterangan
Strategi mengajar guru (X1) Lingkungan belajar siswa (X2)	27,534	3,07	0,000	0,316	Ha diterima

Source: Output SPSS 26 for Windows

Based on Table 7 above, the results of the f-test show that the significance value is $0.000 < 0.05$, with the F_{count} value being more significant than F_{table} , namely $27.534 > 3.07$, so Ha is accepted. This means the teacher's teaching strategy and the student's learning environment simultaneously influence Civic learning motivation.

DISCUSSION

The Influence of Teacher Teaching Strategies on Learning Motivation

The multiple linear regression analysis results show an influence between teachers' teaching strategies and Civic learning motivation. This is in line with research conducted by Arsana (2019). The research results show that teachers' teaching skills positively and significantly affect students' learning motivation. Teachers' teaching skills have a positive effect in increasing students' enthusiasm for learning. Therefore, teachers need to improve their skills and abilities through various efforts, formal and unofficial education. Pasaribu et al. (2020) state that a teacher's basic teaching skill creates a conducive learning situation.

Research conducted by Adirestuty (2017) concluded that teacher creativity influences learning motivation. Teacher creativity is useful for attracting attention and encouraging student learning motivation, especially at school. Other research conducted by Sitorus & Sojanah (2018) showed that teachers' teaching skills positively influence students' learning motivation. Through improving teachers' teaching skills, student learning motivation can be increased. Of course, this research has proven in research conducted by researchers that teachers' teaching strategies can increase students' learning motivation. Teachers with good teaching strategies will motivate students to learn, especially in Civic subjects.

The Influence of Student Learning Environment on Learning Motivation

The influence that occurs in the student learning environment on Civic learning motivation, the regression coefficient obtained is 0.626. This means that every time there is an improvement in the student's learning environment, interest in Civic learning motivation will increase. This result aligns with research conducted by Yuliani (2017), showing a positive and significant influence of the learning environment on student motivation. Things that must be considered to create an optimal learning environment are the role of parents, educators, and peers who demonstrate study habits, provide comprehensive learning equipment, and a comfortable study place with a peaceful atmosphere.

According to Fadhilaturrahmi (2018), the learning environment is where the teaching and learning process takes place, which has external influences on the continuity of these activities. One of the student learning environments is the school environment. The learning environment at school is a condition that supports changes in students' behavior in carrying out learning activities (Yusdasari et al., 2020). Research conducted by Rahmadani & Syuraini (2021) shows a significant relationship between the atmosphere of the learning environment and learning motivation. A positive learning environment can trigger and inspire students to participate in the learning process. A positive learning environment can raise enthusiasm and become an attraction to learning.

On the other hand, if the learning environment is not conducive, it can reduce motivation and cause laziness in studying. A good learning environment will attract students' motivation in Civic learning. In line with research conducted by (Amini et al., 2022), caring for the school environment, such as through *adiwiyata* activities or green school program, can positively impact students by increasing learning motivation.

The influence of teacher teaching strategies and student learning environment on Civic learning motivation

Based on the results, it can be stated that simultaneously, the teacher's teaching strategy and the student learning environment affect learning motivation. The result aligns with research conducted by Raisyifa & Sutarni (2016), which states that teachers' teaching performance greatly influences learning motivation. One of the motivational factors for student learning is the teacher's teaching performance of the subject teacher. Teachers who have good teaching performance will make students enjoy following their lessons. A teacher's teaching performance can arise from the creativity of an educator so that students will be more enthusiastic about learning and avoid boredom. A creative teacher is an educator who can develop new concepts and new ways of teaching, guiding, and directing (Oktiani, 2017).

A teacher's creativity can indirectly foster student learning motivation (Rahmat & Jannatin, 2018). The teaching styles that should be applied in the teaching and learning process must be diverse, creative, and readily accepted by students. Apart from that, the learning environment also influences learning motivation. This is reinforced by research conducted by Azma (2019), which states that the better the student's learning environment, the better their motivation for learning. The learning environment supports creating conducive learning actions so students can focus on learning. Creating a conducive class will prevent students from feeling bored and psychologically exhausted, and creating a conducive class will provide resilience in learning motivation (Jumrawarsi & Suhaili, 2021). In this way, learning can take place well, and support from the surrounding environment influences increasing students' learning motivation. The proof of this third research question provides information that the influence of teachers' teaching strategies and students' learning environment together has a significant influence on PPKn learning motivation.

CONCLUSION

The development of science and technology in the current era of globalization is the main point in increasing student learning motivation. The positive impact of advances in science and technology makes it easier for students and teachers to obtain all information that supports the learning process. Information filtering needs to be done to avoid excessive negative impacts. This research examines how teachers' teaching strategies and students' learning environment influence Civic learning motivation. The results of data

analysis show that teachers' teaching strategies and students' learning environment have a positive and significant effect on Civic learning motivation. Apart from that, there is a joint influence between teachers' teaching strategies and students' learning environment on Civic learning motivation. This means that if teachers' teaching strategies and students' learning environment are improved together, it will significantly increase Civic learning motivation. The benefit of this research is that it is hoped that teachers can choose appropriate learning strategies while improving a conducive learning climate to optimize students' learning motivation. Future research could consider the findings using different research designs and broader populations.

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