

## **The Effect of Teacher's Competence, Student's Interests, and Student's Motivation on Student's Learning Outcomes**

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**Abstract:** The results of the Final School Assessment revealed that pupils in class VII of State Middle Schools in the Sungaiselan District had poor learning outcomes in social studies. According to current understanding, both internal and external influences can have an impact on learning outcomes. The goal of this study is to ascertain the effects of internal and external variables on the learning outcomes of class VII students in social studies courses. Internal variables include learning motivation and interest. The learning results of class VII pupils in the Sungaiselan sub-district in social studies are the focus of this study. The use of questionnaires and documentation studies is the research methodology. The Slovin formula was used to establish the sample size in this study, which included 100 students. Proportional random sampling was utilized as the sampling technique. Multiple regression analysis is the method of data analysis that is employed. According to the study's findings, (i) teacher competence positively affects class VII students' learning outcomes in social studies subjects in the Sungaiselan District, and (ii) interest in learning positively affects class VII students' learning outcomes in the social studies subject in the Sungaiselan District. Additionally, class VII students' learning results in social studies in the Sungaiselan District are positively impacted by their enthusiasm to learn. Additionally, based on all computations, it was determined that H<sub>0</sub> was rejected and H<sub>a</sub> was accepted, indicating that the variables Teacher Competence (X<sub>1</sub>), Learning Interest (X<sub>2</sub>), and Learning Motivation (X<sub>3</sub>) had an impact on the Learning Outcome variable (Y) when assessed concurrently or simultaneously.

**Keywords:** Learning Interest, Learning Motivation, Learning Results, Teacher's Competence

### **A. Introduction**

National education aims to shape a dignified nation's character and civilization, fostering students' potential to become responsible, healthy, knowledgeable,

creative, and independent citizens. Effective implementation of education is crucial for optimal student development, based on their talents, abilities, and interests.

The learning outcomes attained by pupils serve as one of the indicators of how well national education goals are being accomplished. Learning outcomes, as defined (Sudjana, 2008), are the skills that students possess following their learning experience. As a benchmark or criterion that refers to the established learning objectives, learning evaluations must be conducted both during and after the learning process is put into place to assess the progress made by students. This allows it to be determined how much of an impact the learning model has on students' success in learning.

Studying student learning outcomes is interesting because there are still many schools that struggle with low student learning outcomes at the moment. When it comes to theoretical depth in disciplinary issues for data analysis in learning, (Erikson & Erikson, 2019) learning outcomes as a ceiling for students' objectives is one thing. Effective learning efforts are required to acquire the best learning outcomes since learning outcomes cannot be attained instantaneously. The results of a student's learning efforts will depend on how well they are executed.

Changes in cognitive, emotional, and psychomotor activity are indicators of successful learning outcomes. The learning process can be attained since it is influenced by a variety of factors, including internal and external factors of pupils, claims (Slameto, 2010). High learning outcomes are significantly impacted by several things. One of them is that of a teacher, who needs to maximize his competence development to support his pupils in achieving high learning processes and outcomes. Teachers can be one of the determining elements for students' performance because they hold education and teaching in schools, which gives them a highly essential position.

According to findings from prior studies, high levels of teacher motivation are associated with several educational factors, such as positive educational reform, effective teaching methods, improved teacher wellbeing, and high levels of student motivation, all of which will have a positive impact on students' learning outcomes (Irnidayanti et al., 2020). (Musfah, 2011) further stated that a teacher's competency will affect students' learning outcomes and outcomes as well, and vice versa, if the teacher's competence is inadequate. As a result, it is believed that teacher competence has a big impact on how well students learn and perform. For the learning process to function well to the potential and needs of the students, a teacher is required to emphasize the potential, topic, context, actors, and methodology in each learning process contained in the learning process design (Parmigiani et al., 2022). As stated by (Khan & Ahmed, 2021), government policies are also helpful in facilitating teachers' competency development. However, the government and

educational institutions must develop long-term strategies to combat a strong education system with a future-focused approach.

In addition to instructor proficiency, student enthusiasm to learn has a significant impact on how well students learn. Having the motivation and will to succeed will yield the best outcomes. To inspire students to achieve the appropriate target results or standards, encouragement to succeed is required. The motivation that students require to succeed by the demands made of them is known as success motivation, and it is provided by this encouragement. According to Amirkhanovaa et al. (Prameswari et al., 2020), one of the factors that significantly affects student achievement is self-motivation. In agreement with Amirkhanovaa et al., (Bakar, 2014) claimed that learning is what gives pupils their productive competence. The degree of students' motivation for learning has a big impact. In addition, Steers, Mowday, and Shapiro define motivation as "factors or events that energize, channel, and sustain human behavior over time" (Vrieling-Teunter et al., 2021)

To enhance student learning outcomes, interest in learning is another internal component that might have an impact on the learning process and results. Students who show a strong interest in their studies tend to pay greater attention to the subjects they are interested in learning about. Student enthusiasm and engagement in the learning process are significantly influenced by their level of interest in the subject matter. Several elements, such as instructor aptitude and student engagement, have a significant impact on achieving successful learning results (Suhana, 2014).

The teacher can set a minimum standard for student success that will help with assessment and be taken into account when determining whether or not students are successful in carrying out learning activities within a specific time frame to gauge the student's progress in successfully implementing their learning. By establishing a minimal standard for student performance, it will be simpler for teachers to evaluate the learning outcomes of their students by determining whether the student's score is below or above the standard.

According to (Syah, 2010), there are two alternative measurement norms for figuring out the degree of student success in the learning process, notably by utilizing a scale norm of 0-10 or 0-100. This makes it easy to figure out the minimal threshold for student success. Because of this, using a number scale will make it simpler for teachers to evaluate the learning results of their pupils. Specifically, they will be able to identify whether the grades children receive are above or below the Minimum Completeness Criteria (KKM) established in each subject at school.

One of the sub-districts in Central Bangka Regency is Sungaiselan District, which features several Junior High Schools (SMP) with government/state status.

According to the information below, there are six state schools, including SMP Negeri 1 Sungaiselan, SMP Negeri 2 Sungaiselan, SMP Negeri 3 One Roof Sungaiselan, SMP 5 One Roof Sungaiselan, and Sugaiselan Middle School 6. These schools are all located in the Sungaiselan sub-district. There are 6 social studies teachers and 442 pupils overall among the six Junior High Schools (SMP) in the Sungaiselan sub-district.

**Tabel 1.1 School data along with the number of teachers and students of class VII SMP in Sungaiselan sub-district**

No	Subdistrict	School name	Category	Number of Social Sciences Subject Teachers	Number of Class VII Students
1.		Sungaiselan 1 Public Middle School	Negeri	2	180
2.		Sungaiselan State Middle School 2	Negeri	2	75
3.		SMP Negeri 3 One Roof Sungaiselan	Negeri	1	11
4.	Sungaiselan	SMP Negeri 5 One Roof Sungaiselan	Negeri	1	18
5.		Sungaiselan State Middle School 6	Negeri	1	85
6.		One Roof State Middle School 7 Sungaiselan	Negeri	1	73
Total				6	442

Source: District Education Department. Central Bangka

The following is a recapitulation of the Even Semester Final Assessment (PAS) scores for the 2021-2022 academic year which will allow for the potential for low student learning outcomes as reflected in the table of non-optimal PAS score results below:

**Table 1.2. Percentage of Recapitulation of Final Semester Assessment Scores (PAS) for Even Semester Class VII Social Sciences Subjects in Odd Semester in Middle Schools in Sungaiselan District 2021-2022 Academic Year**

No	School name	KKM	The number of students	Students who are above the KKM	%	Students who are under KKM	%
1.	Sungaiselan 1 Public Middle School	75	180	102 people	57%	78 people	43%
2.	Sungaiselan State Middle School 2	75	75	40 people	53%	35 people	47%
3.	SMP Negeri 3 One Roof	75	11	8 People	72%	3 People	28%

4.	Sungaiselan SMP Negeri 5 One Roof Sungaiselan	65	18	8People	44%	10 People	56%
5.	Sungaiselan State Middle School 6	75	85	38People	45%	47 people	55%
6.	One Roof State Middle School 7 Sungaiselan	76	73	35 people	48%	38 people	52%

Source: SMPN Curriculum Field in Sungaiselan District (data processed)

In 6 state junior high schools (SMP) in the Sungaiselan sub-district, including SMP Negeri 1 Sungaiselan, class VII pupils are still receiving Final Semester Assessment (PAS) scores in social studies topics that fall below the minimum completeness requirement (KKM), according to Table 2. 43% of students still need to pass the KKM, followed by 47% at SMP Negeri 2 Sungaiselan, 28% at SMP Negeri 3 Satu Roof Sungaiselan, 56% at SMP Negeri 5 One Roof Sungaiselan, 55% at SMP Negeri 6 Sungaiselan, and 52% at SMP Negeri 7 One Roof Sungaiselan, where 52% of students still fail to meet the KKM. Based on the data in Table 2, it can be concluded that the learning outcomes of students in grade 7 social studies in junior high schools in the Sungaiselan sub-district are still not optimal.

In addition, it was learned from interviews with several class VII SMPN students in the Sungaiselan sub-district that they did not fully have the desire to take social studies lessons because the content was challenging to understand, while other students claimed that the things, they learned made social studies boring. not a solid. According to many summaries of the findings from these interviews, it leads to low motivation and interest in learning social studies subjects.

Based on a few of the symptoms mentioned above, it's probable that grade 7 pupils in the Sungaiselan District could have poor learning results in social studies classes. These signs can appear when students lack comprehension of the material, show little interest in studying, or lack ambition to learn. "Factors that influence the learning process and outcomes are classified into two categories, namely internal factors and external factors," according to (Slameto, 2010). Physical variables (health issues, physical flaws), psychological elements (intelligence, attention, interests, abilities, goals, maturity, preparation), and fatigue factors are examples of internal factors or factors that originate from within. In contrast, external factors, or factors originating from outside, include family factors (level of education of parents, relationships among family members, availability of educational facilities, economic conditions), school/campus factors (including teacher competence, school environment, and community factors), and factors that are present in the community. The author was motivated to do research on "The Influence of Teacher Competence, Student Interest, and Student Motivation on Student Learning

Outcomes in Social Sciences Subjects in Middle Schools in Sungaiselan District” as a result.

## **B. Methods**

The State Junior High School (SMP) in the Sungaiselan sub-district of Central Bangka Regency is where this research will be conducted, to be more explicit. Explanatory survey research is the method used to conduct this study, according to Sugiyono (2013). The survey method aims to collect data from specific, naturally occurring (not artificial) locations, but researchers also treat data collection by using tools like surveys, tests, structured interviews, and other techniques. The population in this study were all students in class VII of junior high schools in Sungaiselan District. This research has a population of 442 students. So using an allowance percentage of 10% the calculation results can be rounded up to obtain conformity.

The following are the data collection methods employed in this study: 1) Questionnaire including statements from the independent variables, including learner motivation, learner interest, and instructor competency; 2) Documentation study, which aims to collect information directly from the research site. Information collected in this study includes photographs of students completing questionnaires and PAS scores for social studies subjects.

## **C. Results and Discussion**

Based on all the results of previous calculations, it is proven that Teacher Competence, Learning Interest, and Learning Motivation have a significant influence on Student Learning Outcomes, which will be explained below:

### **The Influence of Teacher Competency on Student Learning Outcomes**

This debate further supports the research’s central question, which is whether teacher competence affects class VII students’ learning outcomes in social science classes in the Sungaiselan District. The results of calculating an average score of 3.75 on the teacher competency variable, which is included in the high category based on Sugiyono’s average score interpretation scale, demonstrate that teacher competency is in the high category based on the data processing that has been done.

This is supported by theories from experts, about teacher competency, (Slameto, 2010) divide learning outcome elements into two categories: factors that originate internally (internal factors) and factors that originate externally (external factors). Internal aspects include both physiological and psychological elements. Physiological issues include things like being ill, physically disabled, or not developing as expected. Psychological elements include things like intelligence,

motivation, perception, attitude, talent, independence, and others. The curriculum, a teacher's level of expertise, the facilities available for learning, the school environment, the home environment, and the learning environment are examples of external variables. One of the factors based on theories that affect learning outcomes is teacher competence.

Aside from that, it was discovered that teacher competency in general has a favorable impact on student motivation and learning outcomes based on the findings of prior research (Fathurahman, 2017). According to (Zamroni, 2001). The effectiveness of the teaching process and the teacher's ability to carry out the teaching activities well and accurately are crucial factors in the learning process.

This study employed statistical tests, and after gathering and analyzing the data, the findings demonstrated that the data had a normal, homogenous, and linear distribution. As a result, the study proceeded by using parametric statistics to test the hypothesis. The purpose of this hypothesis test is to determine whether the independent variable, Teacher Competency, has a beneficial impact on the dependent variable, namely the learning outcomes of class VII students at SMPN in Sungaiselan District. The outcomes were calculated using the SPSS 26.0 application tool. According to the t-test table above, teacher competency variables have an impact on learning outcome variables.

The correlation value is 0.430, which is in the range of 0.400–0.599 and falls into the moderate/fair category, according to the findings of the correlation calculation, which are shown in the Standardized Coefficients column in Table 4.45. This suggests that Teacher Competency (X1) has a large impact on Learning Outcomes (Y). Based on the aforementioned research findings and supported by existing theories, it can be said that teacher competence is one of the elements that significantly affect student learning outcomes, where learning outcomes result from abilities produced by stimulation coming from the environment and cognitive processes carried out by learners. The stimulus will also have a good impact on learning outcomes if it is implemented properly and effectively; on the other hand, if it is implemented properly but incorrectly, the impact on learning outcomes will be subpar. Therefore, it is crucial that every instructor continually works to enhance the skills necessary to aid and facilitate students in achieving better learning outcomes.

### **The influence of learning interest on learning outcomes**

This discussion aims to prove the problem formulation in this research, namely whether there is an influence of Interest in Learning on the Learning Outcomes of Class VII Students in Social Sciences Subjects in Sungaiselan District.

The results of calculating an average score of 3.63 on the interest in learning variable, which is in the high category based on the average score interpretation scale by Sugiyono, demonstrate that interest in learning is in the high category based on the data processing that has been done. This is further supported by the idea from Muliani & Arusman (2022) who assert that students' enthusiasm for learning plays a significant role because it is one of the drivers of student engagement. The pupils will have activity that originates from within themselves if they are very motivated to learn. So, interest in learning affects both the process and the results of learning. One interpretation of interest in learning is that it serves as a motivator for student learning outcomes. As one of the many internal mental variables that motivate a person to learn, interest in learning is what causes this (Moh Ghoizi Eriyanto et al., 2021). An additional study (Habibah & Trisnawati, 2022) revealed that improving learning results for students might also increase their enthusiasm for learning. In addition, a subsequent study by (Yuliansih et al., 2021) discovered a significant relationship—that is, an interdependent relationship—between the learning outcomes at MAN 1 Banyuasin and students' learning interests.

This study employed statistical tests, and after gathering and analyzing the data, the findings demonstrated that the data had a normal, homogenous, and linear distribution. As a result, the study proceeded by using parametric statistics to test the hypothesis. The purpose of the hypothesis test is to determine whether, as an independent variable, the Learning Interest variable positively affects the dependent variable, which is the learning outcomes of class VII students at SMPN in the Sungaiselan District. The outcomes of data processing for the Learning Interest variable are listed below. The above t-test table shows the impact of a variable. According to the findings of the correlation calculation found in Table 4.45's Standardized Coefficients column, the correlation value of 0.264 falls between 0.200 and 0.399, putting it in the low category. This suggests that Learning Interest ( $X_2$ ) has an impact on Learning Outcomes (Y).

It can be argued that Interest in Learning is one of the factors that significantly influences student learning outcomes based on the research findings above and supported by existing theories. Students who are active and enthusiastic about learning and who do so from within themselves have a significant impact on the learning process and outcomes. In contrast, students who lack these qualities will have less interest in learning, which will hurt less-than-ideal learning processes and outcomes.

### **The influence of learning motivation on learning outcomes**

This debate tries to demonstrate the research's stated challenge, which is whether or not interest in learning affects class VII students' learning outcomes in social science classes in the Sungaiselan District.

The results of calculating an average score of 3.71 on the interest in learning variable, which is in the high category based on the average score interpretation scale by Sugiyono, demonstrate that Interest in Learning is in the high category based on the data processing that has been done. Furthermore, it is supported by the hypothesis that, with learning motivation, learning objectives can be met and positive learning outcomes can be obtained (Puspitasari, 2022). Students' drive to learn will impact how hard they work to learn to get better learning outcomes (Palupi et al., 2014). The best learning outcomes come from having the motivation to learn. The consequences of the pupils' learning will be better the more appropriate the incentive is. As a result, motivation always dictates how hard pupils work to learn (Bakar, 2014). This was further supported by earlier studies on learning interest, the findings of which demonstrated that learning motivation has a favorable and significant impact on student learning outcomes (Andriani & Rasto, 2019).

This study also employed statistical tests, and after gathering and analyzing the data, the findings demonstrated that the data had a normal, homogenous, and linear distribution. As a result, the study proceeded by using parametric statistics to test the hypothesis. The purpose of this hypothesis test is to determine whether or not the Learning Motivation variable, which serves as an independent variable, has a beneficial impact on the dependent variable, which is the learning outcomes of class VII pupils at SMPN Sungaiselan District. The correlation value of 0.293 is in the range of 0.200-0.399, which indicates that it is in the low group, according to the t-test table above, which shows the influence of the variable obtained in the Standardized Coefficients column in Table 4.45. This indicates that the results of this research have a low influence on learning motivation ( $X_3$ ) on learning outcomes ( $Y$ ).

It is clear that learning motivation affects learning outcomes based on the study findings discussed above and supported by current theories. High levels of learning motivation enable students to achieve good learning results, while low levels of motivation result in poor learning outcomes.

### **The Influence of Teacher Competence, Learning Interest, and Learning Motivation on Student Learning Outcomes**

This discussion aims to prove the problem formulation in this research, namely whether there is an influence of Teacher Competency, Learning Interest, and Learning Motivation on the Learning Outcomes of Class VII Students in Social Sciences Subjects in Sungaiselan District.

This study also employed statistical tests, and after gathering and analyzing the data, the findings demonstrated that the data had a normal, homogenous, and linear distribution. As a result, the study proceeded by using parametric statistics to test

the hypothesis. The purpose of this hypothesis test is to determine whether or not the independent variables Teacher Competence, Learning Interest, and Learning Motivation have a positive impact on the dependent variable, which is the learning outcomes of class VII students at SMPN in the Sungaiselan District. The estimated F value is bigger than the F table value ( $38,292 > 2.70$ ), with a significance value of  $0.000 < 0.05$ , according to the above table.  $H_0$  is therefore disproved. It is well established that, when examined concurrently or in combination, variables  $X_1$  to  $X_3$  have an impact on variable Y.

Next, the multiple regression equation is  $24 + 0.092x_1 + 0.047x_2 + 0.063x_3 + e$ , which addresses the hypothesis that teacher competence, learning interest, and motivation affect learning outcomes. If there is an increase or decrease in one variable, it will be followed by an increase or decrease in another variable, so that Teacher Competence, Interest in Learning, and Motivation for Learning all show a positive sign (+), indicating that the relationship between the independent variable and the dependent variable goes in one direction. The Learning Outcomes will increase in value as it does, and vice versa.

Additionally, it is 0.738 based on the findings of the correlation coefficient test. This score, which falls under the category of strong, indicates that the variable  $X_1$  has an impact. This shows that the Teacher Competence ( $X_1$ ), Learning Interest ( $X_2$ ), and Learning Motivation ( $X_3$ ) factors have a significant impact on Learning Outcomes (Y). The overall research results above show the influence of Teacher Competence, Learning Interest, and Learning Motivation on Student Learning Results which the author explained in the previous chapter. There is an influence between interest and learning motivation on the mathematics learning outcomes of class VII students at SMP Negeri 4 Sigi (Silfitriah & Mailili, 2020). Student motivation and learning results are positively impacted by overall instructor ability (Fathurahman, 2017). Student learning outcomes are influenced by teacher pedagogical proficiency and student learning motivation, both in part and simultaneously (Novianti & Supardi, 2018).

When reinforced by elements that have internal and external influences, student learning outcomes look positive. One of the external elements that significantly aids students in enhancing their academic results is teacher competency. Students' internal drive and interest play a significant part in enhancing the best learning outcomes. As a result, learning outcomes will be high when the teacher is competent, students are interested in learning, and students are motivated to study. Conversely, if the teacher's competency is low, students' interest in learning and motivation will likewise be low.

## **D. Conclusion**

Based on the results of research and data processing, researchers can conclude regarding the influence of teacher competence, learning interest, and learning motivation of class VII students in social studies subjects in State Middle Schools in Sungaiselan District. The following is a presentation of the conclusions that the researchers made:

1. In the Sungaiselan District, teacher competence has a favorable impact on students' learning outcomes in social science courses, as shown by the computed  $t$  value of  $5.714 > t$  table  $1.98498$ , where  $H_0$  is disproved and the Hypothesis is supported. This suggests that the quality of instruction will increase with a teacher's ability. outcomes for student learning. Conversely, a teacher's ability to educate will affect the learning outcomes of his students if he or she is not competent in that area.
2. In the Sungaiselan District, class VII students' learning outcomes in social studies subjects have a positive relationship with their interest in learning. This relationship is shown by the calculated  $t$  value, which is  $3.585 > t$  table  $1.98498$ , where  $H_0$  is rejected and the hypothesis is accepted. The stronger a student's interest in learning, the better their learning outcomes will be. The student's learning results are in learning, particularly in social studies topics, but the learning outcomes will be low if a student does not show enough interest in the class.
3. The calculated  $t$  value is  $3.855 > t$  table  $1.98498$ , where  $H_0$  is rejected and the hypothesis is accepted, indicating that there is a positive influence of learning motivation on the learning outcomes of class VII students in social studies subjects in the Sungaiselan District. The better a student's learning motivation, the better their learning outcomes will be. The student's learning outcomes are in learning, particularly in social studies topics, but they will be low if a student lacks sufficient drive to study in a class.
4. Where the estimated  $F$  value is more than the  $F$  table value ( $38,292 > 2.70$ ), with a significance value of  $0.000 < 0.05$ , there is a positive influence of Teacher Competence, Interest in Learning, and Learning Motivation. Accordingly, all computations show that  $H_0$  is rejected and  $H_a$  is accepted, indicating that the Teacher Competency ( $X_1$ ), Learning Interest ( $X_2$ ), and Learning Motivation ( $X_3$ ) variables have an impact on the Learning Outcome ( $Y$ ) variable when examined concurrently or simultaneously.

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