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## Teacher Strategy SMPN 2 Pacet Mojokerto To Improve Student Learning Motivation

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| Articles Information  | Abstract   |
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| <p><b>Keywords:</b><br/>Learning Motivation;<br/>Teacher Effort;<br/>Learning Outcomes.</p> | <p>Tujuan penelitian ini untuk mengetahui Pengelolaan dana, pertanggungjawaban, dan manfaat dankesis di SMA Prawira Marta Kartasura. Dankesis digunakan untuk segala kegiatan siswa baik untuk mengikuti kegiatan perlombaan di luar sekolah atau pun kegiatan yang dibuat oleh siswa sendiri. Untuk mendukung kesejahteraan siswa, perlu adanya kegiatan-kegiatan yang membuat siswa bahagia selama di bangku sekolah. Perencanaan dana kesiswaan dirancang oleh kepala sekolah dan waka sekolah tersebut. Jenis penelitian ini menggunakan kualitatif dengan mengambil data riil sekolah tersebut. Data diperoleh dari hasil wawancara dan observasi di sekolah tersebut.</p>                |
| <p>Submitted:<br/>17-01-2023<br/>accepted:<br/>26-01-2023<br/>Published:<br/>26-02-2023</p> | <p><b>Abstract</b><br/>The purpose of this study was to find out the management of funds, accountability, and the benefits of Dankesis at Prawira Marta Kartasura High School. Dankesis is used for all student activities both for participating in competitions outside of school or for activities made by the students themselves. To support student welfare, it is necessary to have activities that make students happy while at school. The student fund planning is designed by the school principal and deputy of the school. This type of research uses qualitative by taking real data from the school. The data were obtained from interviews and observations at the school.</p> |

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## INTRODUCTION

Factors causing the non-optimal acquisition of learning outcomes are the less-than-optimal learning motivation provided by the teacher. Learning success in achieving learning achievement comes from within, teacher competence, and the environment (Dimiyati dan Mudjiono in Rahmawati, 2016). Achievement of maximum learning outcomes one of which comes from the role of learning motivation. Learning motivation is an ability that comes from outside and within students which can trigger teaching and learning activities that are used to achieve learning goals (Mahanani, 2022).

Based on the Ministry of Education and Culture's 2021 teacher competency test (UKG) data, Mojokerto Regency, junior high school level regarding pedagogic competence obtained an average result of 63.07 based on a minimum standard score of 65. This condition illustrates that the basic competence of teachers is still relatively low. The teacher can be said to be successful if the teacher has expertise in increasing enthusiasm and motivation to learn in improving the quality of learning. Learning motivation can be given if the teacher understands the basic competencies that are part of the learning process. The pre-research resulted in the learning motivation given by the teacher still not being implemented optimally as evidenced by **the lack of students' understanding of the material** at school and low learning outcomes.

Efforts to increase learning motivation in schools by teachers are giving grades, praise and punishment, individual or group learning competitions, and ego-involvement, namely raising awareness about the importance of assignments and accepting them as challenges so that motivation is built in the form of hard work (Sadirman in Suprihatin, 2015). Learning motivation can be built through closeness between students and teachers. The approach by the teacher is a process aimed at students to create efficient and effective learning (Yulianto, 2018). Students have unique characters and diverse personalities, this is what influences the differences in teacher approaches to motivating students. Parents' contribution is needed to determine how to motivate students learning because parents are the first place to become teachers in students' lives. The school can also contribute by providing opportunities for teachers to develop themselves related to learning activities. Schools and teachers must also collaborate in utilizing environmental elements to foster enthusiasm for learning.

Research by Aminah resulted in teachers' efforts to motivate students' learning using a system of rewards and punishments. In addition, students were warned to want to learn (Aminah, 2020). Other research by Arianti resulted that teachers must have a high level of creativity in growing students' learning motivation optimally (Arianti, 2019). Meanwhile, research by Zafar shows that learning motivation is influenced by teacher interpersonal communication (Sidik & Sobandi, 2018). Another research on learning motivation conducted by Zaharah stated that learning motivation can increase with the presence of electronic module media (Zaharah & Susilowati, 2020).

This research wants to show the teacher's efforts to increase learning motivation, the driving and inhibiting factors of learning motivation, and the results of teacher learning motivation on students. This research was also conducted due to the school's geographical location, which caused SMPN 2 Pacet to be located in a remote area and not reach the ceiling every year. The purpose of this research is to show that the teacher's important role is to increase learning motivation. Therefore, it is hoped that it can bring up knowledge about the relationship between teacher competence and learning motivation to improve learning outcomes.

## METHOD

The focus of the research is to explore data in depth about students' learning motivation. The research location is at Pacet 2 Public Middle School, Mojokerto with the reason that Pacet 2 Public School as a public school is lacking in providing students' learning motivation which has an impact on low learning outcomes. The research subjects involved teachers based on teaching experience at SMPN 2 Pacet, school principals, and students as supporting informants. This research design uses descriptive qualitative, namely to present data in more depth based on the formulation of the problem (Wijaya, 2021). Data collection was carried out through interview stages based on interview guidelines based on 6 indicators. The indicators consist of the desire for success, encouragement and learning needs, expectations, learning rewards, and interesting activities in learning (Hamzah in Mahanani, 2022). Observations were made to complete data about learning needs, motivations, and goals. Documentation is done to complement research data through archives, learning tools, policies, and the results of previous research.

Data analysis was carried out through the data reduction stage by sorting and selecting data from observations, interviews, and documentation, then focusing the data based on the formulation of the problem. The next step is presenting the data in the form of narrative text. The third step is drawing conclusions and verification which is done by concluding the results of the research data. (Miles dan Huberman in Sirajuddin, Saleh, S. Pd., 2016). Data triangulation was carried out using several techniques, the first was the source triangulation technique, namely data collection, namely observation, interviews, and documentation. The second is the method triangulation technique, namely checking field data by comparing primary and secondary data. The third is the theoretical triangulation technique, in which the researcher compares research data with theory.

## RESULT AND DISCUSSION

### Teacher's Efforts to Motivate Learning

The results of research at SMPN 2 Pacet Mojokerto with a focus on research subjects on teachers at SMPN 2 Pacet Mojokerto found several teacher efforts to motivate learning, based on the following table 1.

**Table 1.** Teacher's Efforts to Motivate Learning

| No  | Effort                 | Description  |
|-----|------------------------|--|
| 1.  | Stimulus               | The teacher provides stimulation or stimulus so that students pay attention to the learning material.  |
| 2.  | Apperception           | The teacher relates the material to previous learning.   |
| 3.  | Class Situation        | The teacher fosters a lively atmosphere in the classroom so that it doesn't look monotonous, and creates an inspiring, healthy, clean, and comfortable classroom environment with the support of students. |
| 4.  | Mood                   | The teacher revives a good mood in students and teachers.  |
| 5.  | Study Emphasis         | The teacher gives emphasis being motivated, saying that if you want to be successful, you have to achieve it by learning.  |
| 6.  | Competition            | The teacher gives a challenging competition so that it makes students curious but does not cause jealousy toward their peers.  |
| 7.  | Student Character      | The teacher pays attention to and assesses the character of students so that the teacher can motivate to learn according to the students themselves.   |
| 8.  | Approach               | The teacher approaches students on a personal level, which allows them to be open about their difficulties with the learning material.   |
| 9.  | Learning Agreement     | The teacher and students enter into a learning agreement, namely the imposition of sanctions for those who do not comply with the agreement.   |
| 10. | Self-awareness         | The teacher fosters self-awareness in students and requires cooperation from the family.   |
| 11. | Teacher Personality    | The teacher appears to be in the class by placing himself as a friend, but there is still a boundary between the teacher and students.   |
| 12. | Pre-Test and Post-Test | The teacher administers a pre-test and a post-test to assess the student's learning progress.  |

Based on Table 1, namely, the exposure of the results of interview data with teachers regarding the teacher's efforts to increase learning motivation, Efforts by the teacher to increase learning motivation, specifically the first teacher providing a stimulus about the material to be discussed in class, giving a stimulus will form new behaviors that appear in students (Urwatul Wutsqa et al., 2021). Stimulus is a positive stimulus given by the teacher, making it easier to provide material in class. The second effort is to provide apperception, namely, the teacher repeats the material that has been studied before. Apperception is the activity of connecting old and new material, which is used as a measuring tool for students to master old material so that they can understand new material easily. The third effort is in the form of the teacher enlivening the classroom atmosphere, where the learning atmosphere is fun because of the condition and position of the classroom, which is formed so that students are happy in a conditioned condition (Diklat, 1991).

The next effort is for the teacher to create a good mood to arouse enthusiasm, learning concentration so that it is achieved as much as possible, and being able to absorb every bit of material being studied. Therefore, mood affects the learning process because concentration is needed in learning process activities (Juleha et al., 2014). The teacher also emphasizes learning by raising students' awareness and encouraging an active approach to learning. This can be achieved by emphasizing the understanding that learning is beneficial for him (Manizar,

2015). The teacher's effort to increase learning motivation is by holding competitions because competition in learning functions to motivate learning (Hidayat, 2018).

Another teacher's effort is to look at the character possessed by students. The environment plays an important role in preparing identity and behavior patterns; therefore, education is greatly influenced by the environment (Hakim, 2015). Character is the ability and behavior that emerges in students during interactions with their social environment, determining the model of action for realizing desires and achieving goals. After the teacher sees the students' self-characteristics, an approach is taken that is interpreted as a perspective on learning, which refers to what is happening and carries out a process to adjust, inspire, strengthen, and determine the appropriate method (Festiawan, 2020). Another effort is that the teacher and students agree in class. Class management will not work without awareness of following the rules (Indrianti et al., 2018). Conducive, directed and organized classes are the hope with the enactment of class agreements.

Teachers also need to foster self-awareness in students in terms of discipline so that they can support the learning process. Self-awareness belongs to the affective domain, but in reality, it belongs to the cognitive and psychomotor domains. The cognitive domain is the ability of individuals to understand the context of themselves and their environment. The psychomotor domain refers to actions that are expressions of self-awareness (Fluerentin, 2012). The teacher's personality is also part of increasing efforts to motivate student learning. Government Regulation Number 19 of 2005 concerning National Education Standards states that teacher personality competencies include (1) noble character; (2) a model for students and society; (3) evaluation of performance results; and (4) continuous self-development (Famahato Lase, 2016). Tests and grades are part of motivating students because tests are useful for measuring and evaluating learning outcomes, and test results can provide an overview of the quality of learning and student habits. Pre- and post-test activities are used by teachers to evaluate learning activities and can increase motivation, interest, and willingness to learn so that satisfactory learning results can be achieved (Effendy, 2016).

Observational data states that the teacher has made the efforts described during the interview. However, the student's response to the teacher seemed to pay less attention and was indifferent, as evidenced when the teacher gave the motivation to learn and the subject matter the students were busy chatting with their friends or playing alone. That is what causes students to be unable to maximize their ability to receive learning motivation from the teacher, resulting in significantly lower learning outcomes.

### Teachers' Pushing and Inhibiting Factors in Providing Learning Motivation

Of course, in motivating to learn, teachers and students experience encouragement and obstacles that are felt during the teaching and learning process. The results of the study also found that there were driving and inhibiting factors felt by teachers and students.

**Table 2.** Driving Factors And Inhibiting Motivation To Learn

| No | Driving Factors        | Inhibiting Factors                   |
|----|------------------------|--------------------------------------|
| 1. | Stimulus               | Student Character                    |
| 2. | Apperception           | Low Memory                           |
| 3. | Class Situation        | Low Cognitive                        |
| 4. | Mood                   | Mood Swings                          |
| 5. | Approach by Teacher    | Less Innovative Teachers             |
| 6. | Pre-Test and Post-Test | The Influence of Economic Background |
| 7. |                        | School Facilities and Students       |

Based on Table 2, the driving factors for teachers in motivating to learn to include the existence of stimuli and attitudes related to learning that will be discussed in class and that have been discussed in previous meetings. This is included in the category of driving factors because the teacher has made every effort to create motivation and learning in the classroom. Another motivator is the presence of a comfortable classroom environment that promotes a positive mood and supports the process of learning activities in class. In addition, the teacher approaches students in learning activities so that they can carry out personal motivation to learn to maximize learning outcomes. Another driving factor is the existence of pre-and post-test activities to measure the success of the daily learning activities carried out by the teacher.

There are also inhibiting factors that are felt by teachers and students, namely differences in character between one and another so this causes teachers to need to provide diverse and appropriate learning motivation. Students also have a relatively low cognitive level, as evidenced by the absence of a good response when the teacher provides a stimulus; this factor is influenced by students' excessive use of gadgets. Students have difficulty understanding the language used by the teacher during learning activities. In addition, students' memory is very low, so teachers often repeat the same material in a week, which can have an impact on the progress of students or the education system at school.

During the process of teaching and learning activities, students have mood swings and feel quickly bored with activities in class because the teacher is less innovative in the process of teaching and learning activities. In this case, the teacher also does not make changes to create more innovative learning activities because the teacher's creativity competence is also relatively low. Another inhibiting factor in giving students learning motivation is the influence of their economic background, which causes students to often come late to school. After all, first, they have to help their parents work to find grass for animal feed because the majority of the surrounding population are farmers and raise livestock.

Another factor is a lack of adequate facilities for schools and students, specifically schools that are less adequate in accessing signals, limiting teachers' access to or provision of creative learning innovations. From the point of view of students using cell phones with their families, when the teacher conducts learning that is accessed via cell phone, students will experience problems. Social and economic status influence students'

attitudes toward education and the economic ability of families to provide learning facilities. (Syaifulah in Suyono, 2016).

The results of the learning motivation received by students do not seem to make a significant change because there is no change in their values and attitudes. In addition, values and attitudes that are part of learning activities are often ignored by both teachers and students. Teachers' lessons on values and attitudes are often guided by indicators of student presence in class. The results of observations in the field stated that the teacher had made full efforts to motivate to learn for students, but this had no impact whatsoever on them. Students also think that grades are not so important because, according to them, the teacher and school will change their grades for the better, resulting in a loss of responsibility as a student. Students also think that grades are not so important for their future, because the goal of students after graduating from school is to work, and they think school is just a formality to get a diploma used in applying for a job, not an obligation to study.

### **The Relationship between Learning Motivation and Blumer's Symbolic Interactionism Theory**

According to Blumer, the term "symbolic interaction" refers to the uniqueness of interaction in society. Interaction occurs through the use of symbols, interpretations, or attempts to understand the meaning of other people's actions. This theory explains that people's actions are based on the meaning of something they encounter in a process that Blumer calls "self-expression" (Wanulu, 2016). Blumer expanded on Mead's idea by positing the existence of five fundamental concepts in symbolic interaction. First, there is self-concept, which is the perception of people who are aware of themselves as objects of their thoughts and interact with themselves. Second is the concept of action because the action is formed by the results of the construction. Third, the concept of objects consists of physical and abstract objects. Fourth, the concept of social interaction means that there is interaction when people are involved in an activity. Fifth, the concept of "joint action" means that there is a process of negotiation between individuals to find meaning in interactions.

This study shows that there is symbolic interactionism that occurs between teachers and students where the teacher seeks to increase students' learning motivation through symbols carried out by the teacher in providing learning motivation as an effort to increase learning outcomes. In this study, self-concept states that teachers and students can position their roles in learning activities at school through and without interaction by conversing with themselves. The concept of action is when the teacher considers himself a teacher by finding self-construction based on his obligation to motivate to learn for students. The object concept in this study is aimed at teachers carrying out learning activities using innovative learning media so that the object is physical, while in abstract form, the teacher's efforts to motivate through stimulus and perception are carried out by the teacher while in class. The concept of social interaction is when the teacher and students, while in class, are involved and engaged in an activity so that interaction occurs. The concept of joint action occurs when teachers and students engage in social interactions that allow teachers and students to form a self-concept. In this concept, the teacher must show himself as a teacher should, and students must show their attitudes as students.

## CONCLUSION

SMPN 2 Pacet Mojokerto is a public school that is geographically located far from the city center, so interest in this school is often low and every year this school does not meet the ceiling set by the government. Under these conditions, it was found that there was also a lack of motivation to learn students so the impact on learning outcomes was not optimal. This research was conducted to show the existence of teacher efforts in motivating students to learn, to see whether there are driving and inhibiting factors for students, and to see what the results are after giving them the motivation to learn. The study's findings indicate that the teacher made every effort to provide students with the best education possible. These efforts are the existence of a stimulus, perception, creating a comfortable classroom atmosphere and mood, learning emphasis, learning competition, looking at students' self-characteristics, learning approaches, learning agreements, self-awareness, teacher personality, and efforts to improve cognition through pre-test and post-test tests. The driving factors come from within the teacher and school in facilitating the teacher to motivate learning, and the inhibiting factors come from within the students, namely those who lack motivation and self-awareness about the importance of education, which is influenced by the economic background of students. The results of learning motivation show that no significant changes have occurred. Therefore, this study shows the results that the teacher has made efforts to increase learning motivation, but basically, students cannot accept the motivation that has been given by the teacher due to the inhibiting factors that have been described.

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