



## The Influence of the Teacher's Role on the Learning Motivation of Class XI Students Majoring in Office Administration at SMK Negeri 3 North Luwu

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### ABSTRACT

The task of teachers as educators is not only to deliver material or learning in the classroom but must be able to motivate students. To foster high student learning motivation, the role of teachers and students is needed, because only a teacher and the students themselves can foster student learning motivation while in the classroom. This study discusses the influence of the role of teachers on the learning motivation of grade XI students majoring in office administration at SMK Negeri 3 North Luwu. This type of quantitative research established a sample of 32 out of a population of 35 students. Data were collected using observation, questionnaire, and documentation techniques. Data is processed and analyzed using the SPSS 24 application consisting of descriptive analysis, normality test, linearity test, product-moment correlation, t-test, determination coefficient test, and simple linear regression analysis. The results showed that the indicators used on each of these variables showed where the role of teachers and student learning motivation was in a good category. Based on the correlation test, there is a moderate relationship between the two variables. Based on a simple linear regression analysis, it was concluded that there was a significant influence between the role of teachers on the learning motivation of grade XI students majoring in office administration at SMK Negeri 3 North Luwu.

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## INTRODUCTION

Education is one of the most important things to prepare for future success in the era of globalization is education. Education in school is one of many different ways to get an education. Education provides knowledge about the attitudes and progress of science, which can ultimately benefit society. The teacher plays an important role in the learning process. The reciprocal relationship between teachers and students is enhanced through various actions carried out by teachers and students. There needs to be professional ability in the teacher when carrying out his tugas. By improving the quality of teachers in the teaching and learning process, improving the quality of education can be achieved. (Arhas et al., 2022; Dharma et al., 2020; Suprianto et al., 2018)



Education plays an important role in people's lives. Often, the advancement of education is associated with the well-being of society. Creating innovation in learning is one way to improve the quality of education". Education is a conscious effort to improve the ability of human resources through teaching. Learning motivation is an internal component that determines the success of the teaching-learning process. All students have different motivations for learning; Some students have high learning motivation, whereas others have low learning motivation. The drive to achieve good results, which is usually shown in the form of learning behaviors or efforts to achieve learning goals, is known as learning motivation. (Arhas & Septian, 2023; Dervish et al, 2023; Saleh, et al., 2023)

One of the very important components of the learning process is motivation, which makes students eager to learn. Underachieving students are often not because of their lack of ability, but because they lack the motivation to learn, which keeps them from putting in full effort. Students who have high motivation can do learning activities earnestly and vigorously, while students who have less motivation will be lazy. To get motivation to learn, students must always think about the future full of challenges that students must face to achieve student goals, and always be optimistic that students can achieve student goals by learning. (Nasrullah et al., 2018; Putra & Khaidarsyah, 2020; Saleh et al., 2020)

Student learning outcomes improve along with their motivation to learn, and vice versa. Motivation has an important role in the teaching and learning process for both teachers and students to maintain and increase the spirit of learning and encourage students to carry out learning activities with enthusiasm because it is influenced by motivation. This is because motivation becomes the basis for students to achieve the best learning outcomes, which will be used as a basis for determining expected competencies. (Juharti et al., 2019; Kartini, 2022; Reski et al., 2018)

One of the responsibilities of teachers is not only to deliver material or lessons in class but also to be able to inspire their students. The equal role of teachers and students is very important to foster student learning motivation. Education is the process of managing the cooperation of a group of people in an organization to achieve educational goals effectively and efficiently". For this reason, teachers should encourage students to always learn in a variety of situations. In the end, if a teacher masters and can apply skills that are relevant to the situation and condition of students, they can act as motivators in the teaching and learning process. Thus, students can absorb what has been taught by the teacher which greatly impacts the growth and development of their potential.

## **METHODS**

This study used a quantitative approach. The purpose of using this approach is to get answers from existing hypotheses through statistical tests. The purpose of this study is to determine whether or not there is an influence of the role of teachers on the learning motivation of grade XI students majoring in office administration at SMK Negeri 3 North Luwu, based on the formulation of the problem to be studied.

The study was conducted in July of the 2023/2024 academic year. The address of SMK Negeri 3 Luwu Utara is on Jl. Trans Sulawesi, Kec. Sukamaju, North Luwu Regency, South Sulawesi. Class XI students of Office Administration of SMK Negeri 3 North Luwu are the subjects of this study. The study involved 35 students, and out of the total population, 32 samples were taken using Isaac and Michael's formula with an error rate of 5%.

In this study, three data collection techniques were used: observation; questionnaire; and documentation. Data analysis includes descriptive analysis, classical assumption test, product moment correlation test, hypothesis test, and simple linear regression analysis.

## RESULTS AND DISCUSSION

### Research Results

Descriptive statistical analysis is used to describe the role of teachers and student learning motivation measured using very good, good, quite good, less good, and not good categories. The following is presented a descriptive statistical analysis of each research variable. This study presents data obtained from research questionnaire scores given to 32 research samples. In this study, four indicators were used to measure the role of teachers: evaluation, motivation, mediator and facilitator, and demonstration. To find out the distribution analysis as follows:

**Table 1.**  
 Descriptive Analysis of Teacher Role Indicators (X)

Indicators	n	N	Achievement (%)	Category
Teachers as evaluators	364	480	75,8	Good
Teachers as motivators	1201	1280	79,8	Good
Teachers as mediators and facilitators	729	960	75,94	Good
Teacher as demonstrator	605	800	75,63	Good
<b>Sum</b>	<b>2719</b>	<b>3520</b>	<b>76,8</b>	<b>Good</b>

**Table 1** shows that the teacher role variable is in a good category with a percentage rate of 76.8%. In this study, five indicators were used to measure student learning motivation, namely: the desire and desire to succeed, the drive and need to learn, the future hopes and aspirations, the existence of learning rewards, and the existence of a conducive learning environment. The results of data processing of the entire question item or statement of this research obtained from descriptive statistical data variable Y student learning motivation as follows:

**Table 2.**  
 Descriptive analysis per indicator of student learning motivation (Y)

Indicators	n	N	Achievement (%)	Category
There is a desire and desire to succeed	903	1120	80,6	Good
There is encouragement and a need in learning	517	640	80,8	Good
The existence of hopes and aspirations for the future	486	640	75,9	Good
Learning awards	507	640	79,22	Good
The existence of a conducive learning environment	320	320	81,25	Good
<b>Sum</b>	<b>2733</b>	<b>3360</b>	<b>79,56</b>	<b>Good</b>

**Table 2** shows that the variable of student learning motivation is in the good category with a percentage rate of 79.56%.

### Normality Test

The normality test is carried out to determine the normality of data on teacher role variables (X) and learning motivation variables (Y), then it can use the Kolmogorov-Smirnov Test of Normality using the help of SPSS 24. The value of Asymp.Sig (2-tailed) is compared to the specified Alpha value of 5%. Residual data are considered normal if the significance is more than 0.05, and abnormal if the significance is less than 0.05.

**Table 3.**  
Normality Test

N		32
Normal Parameters,b	Mean	0,0000000
	Std. Deviation	5,98605462
Most Extreme Differences	Absolute	0,124
	Positive	0,069
	Negative	-0,124
Test Statistics		0,124
Asymp. Sig. (2-tailed)		0,200c,d

The results of the analysis showed that the variables of teacher role and student learning motivation had normality testing results with a significance value of more than 0.05. Therefore, it can be concluded that the residual values are normally distributed. Concerning the significance value, if the value (Sig 2-tailed) > 0.05 then the data is based on normal. The results of the analysis showed a significance value of 0.200 > 0.05, because it has met the assumption of normality, the regression model is feasible to use in this study.

### Linearity Test

The linearity test is to find out whether the independent variable and the dependent variable have significance or are not linear. To determine the linearity of the data, a significance level test of 0.05 was used with the help of Statistical Product & Service Solution 24 (SPSS). In the linearity test, a linearity significance value of more than 0.05 is considered linear, and a linearity significance value of less than 0.05 is considered non-linear.

**Table 4.**  
Linearity Test

			Sum of Squares	Df	Mean Square	F	Sig.
Learning Motivation	Between	(Combined)	732,583	21	34,885	0,699	0,766
* Role of teacher	Groups	Linearity	229,964	1	229,964	4,609	0,057
		Deviation from Linearity	502,619	20	25,131	0,504	0,908
	Within Groups		498,917	10	49,892		
<b>Total</b>			<b>1231,500</b>	<b>31</b>			

There is a significantly linear relationship between teacher role and student learning motivation, as shown in **Table 4**, with a significance value of 0.908 greater than 0.05.

### Product Moment Correlation Test

The product-moment correlation test is a statistical analysis test used to determine the degree of significant relationship between teacher role variables and student learning motivation. The correlation test is also one of the tests that must be met before performing a linear regression analysis. The results of the correlation test analysis are presented in the following table:

**Table 5.**  
Product Moment Correlation Test

		The Role of the Teacher	Learning Motivation
The Role of the Teacher	Pearson Correlation	1	0,583**
	Sig. (2-tailed)		0,000
	N	32	32
Learning Motivation	Pearson Correlation	0,583**	1
	Sig. (2-tailed)	0,000	
	N	32	32

Based on the results of the product correlation analysis, the moment of the two variables is declared correlated. There is a significant correlation between teacher role and student learning motivation, as indicated by its significance value, which is 0.000 less (<) than 0.05. From the table, a Pearson correlation of 0.583 is obtained in a medium position with an interval of 0.40-0.599, so it can be said that the variable of the teacher's role has a moderate relationship with student learning motivation.

### Test t

The role of the teacher on the dependent variable of student learning motivation partially and other independent variables is measured by the t-test. Test method t. If the calculated t value is greater than the table t value, then the hypothesis is accepted because the influence of the independent variable on the dependent variable is positive and significant. A table value of 1.693 is found assuming ( $\alpha$ ) = 0.05 and n = 32

**Table 6.**  
Test the hypothesis

Type		Unstandardized Coefficients		Standardized Coefficients Beta	t	Sig.
		B	Std. Error			
1	(Constant)	40,353	11,075		3,644	0,001
	The Role of the Teacher	0,509	0,130	0,583	3,926	0,000

Based on the results of the T-Test analysis through the SPSS 24 program, it is known that the role of the teacher (X) calculated a value of  $3.926 > 1.695$  with a significance level of  $0.000 < 0.05$ . So  $H_0$  is rejected and  $H_1$  is accepted with the conclusion that the teacher role variable (X) has a positive and significant effect on student learning motivation (Y). Based on the results of the T-Test analysis through the SPSS 24 program, it is known that the role of the teacher (X) calculated a value of  $3.926 > 1.695$  with a significance level of  $0.000 < 0.05$ . So  $H_0$  is rejected and  $H_1$  is accepted with the conclusion that the teacher role variable (X) has a positive and significant effect on student learning motivation (Y).

The coefficient of determination ( $R^2$ ) is a measure of how far the model can explain different dependent variables. The value of the coefficient of determination ranges between zero and one, as shown in the following table:

**Table 7.**  
Coefficient of Determination

Type	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	0,583a	0,339	0,317	6,085

Table 7 shows a large correlation value (R) of 0.583 and the percentage of influence of the coefficient of determination (R square) of the independent variable (free) on the dependent variable (bound) of 0.339, or 33.9 percent. This shows that with the coefficient of determination obtained, the variable role of the teacher has an influence of 33.9 percent on student learning motivation, while other variables not explained in this study affect 66.1 percent.

### Simple Linear Regression Analysis

After testing the instrument and meeting the normality test and correlation test, linear regression analysis can be performed. Simple linear regression analysis aims to determine the direction of the relationship between the independent variable and the dependent variable whether the independent variable is positively or negatively related and to predict the value of the dependent variable if the value of the independent variable increases or decreases. Here are the results of a simple linear regression analysis.

**Table 8.**  
Simple Linear Regression

Type		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	40,353	11,075		3,644	,001
	The Role of the Teacher	,509	,130	,583	3,926	,000

Class XI students majoring in office administration at SMK Negeri 3 North Luwu have a strong motivation to learn. The results of a simple linear regression analysis showed that both variables had a significant influence. This research hypothesis is acceptable because the decision-making criteria support the previous research hypothesis.

## Discussion

### The Role of the Teacher

The role of teachers is very important in efforts to improve educational standards. Therefore, as implementers of learning, teachers must have the ability to organize the learning process in the best way, by the framework of educational development. Teachers have a very strategic role and responsibility in the development of education, therefore teachers must be developed as valuable employees. Teachers should be treated as valuable professionals because they have a very strategic purpose and role in the development of education. (Niswaty et al., 2017)

The results of research by SMK Negeri 3 Luwu Utara, showed that the position of the teacher was in a good category with a percentage rate of 76.8 percent.). These indicators include the following: teachers as assessors in the good category with a score of 75.8 points; teachers as motivators in the good category with a score of 79.8 points; teachers as facilitators and mediators in the good category with a score of 75.94 points; and teachers as demonstrators in the good category with a score of 75.63 points. Despite being in the good category, there are still some teachers who do not perform their roles well. The role of the teacher can be carried out properly if the teacher carries out the role of the teacher. The role of the teacher is very important because when implementing the role of the teacher, the teacher can use the teacher's approach to teaching very effectively.

## Student Learning Motivation

One component that significantly affects the success of a student is motivation. If someone has the willingness to learn, the desired learning results will be achieved. Motivation can help them achieve the desired results. As is known, not every student has the same learning motivation; some have a strong learning style that comes from within and does not let go of things outside themselves.

Based on the results of research conducted at SMK Negeri 3 North Luwu, it was concluded that student learning motivation was in a good category with a percentage threshold of around 79.56 percent. The learning motivation experienced by students in class is a result of changes in the learning process, therefore students need to be given learning motivation; This needs to be improved so that student motivation increases. (Sirait et al., 2019)

## The Influence of the Teacher's Role on Student Learning Motivation

In the results of this study, the variable role of the teacher affects student learning motivation. Based on the t-test table above, the t-count is  $3.926 > 1.695$  with a significance level of  $0.000 < 0.05$ . So  $H_0$  is rejected and  $H_1$  is accepted with the conclusion that the teacher's role variable (X) has a positive and significant effect on student learning motivation (Y). In addition, based on the value of the coefficient of determination, the role of the teacher has an influence of 33.9 percent on student learning motivation.

In the context of student body life, teachers have wisdom, not only in academics but also in extracurricular activities, therefore the impact will be very large. The teacher's behavior towards students is significant and profound". Students will see firsthand how the teacher acts as a motivator in the learning process, and this will have an impact on students' learning desires. If students are motivated to learn and have an interest in the learning process, then the learning environment will be optimal.

## CONCLUSION

The role of teachers at SMK Negeri 3 Luwu Utara is included in the good category with a percentage rate of 76.8 percent. The indicators of the role of teachers are teachers as evaluators in the good category with a percentage rate of 75.8 percent, teachers as motivators in the good category with a percentage rate of 79.8 percent, teachers as mediators and facilitators in the good category with a percentage rate of 75.94 and teachers as demonstrators in the good category with a percentage rate of 75.63 percent. Despite being in good character, there are still some teachers who do not perform their roles well. The learning motivation of students at SMK Negeri 3 North Luwu is included in the good category with a percentage rate of 79.56. The indicators of learning motivation are the desire and desire to succeed in the good category with a percentage rate of 80.6 percent, the encouragement, and success in learning in the good category with a percentage rate of 80.8 percent, the existence of hopes and aspirations for the future in the good category with a percentage rate of 75.9 percent, the existence of learning awards in the good category with a percentage rate of 79.22 percent, and the existence of a conducive learning environment in the good category with a percentage rate of 81.25 percent. Even though they are in the good category, there are still some students who lack learning motivation. Based on the results of data analysis, a coefficient of determination of 0.339 was obtained which showed that the contribution of the teacher's role of 33.9 percent was able to influence student learning motivation.

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