



THE INFLUENCE OF TEACHERS' TEACHING SKILLS THROUGH ACHIEVEMENT MOTIVATION ON THE LEARNING ACHIEVEMENT OF YPIS MAJU BINJAI STUDENTS

Muhammad Indra Gunawan¹, Mesra B^{2*}

Universitas Pembangunan Panca Budi

Email: mesrab@dosen.pancabudi.ac.id*

ABSTRACT

The purpose of this research was to analyze and investigate the role of achievement motivation in mediating the relationship between teaching skills of teachers and students' learning achievement at YPIS Maju Binjai. In the context of achievement motivation. The type of research in this study was quantitative associative. The research was conducted at YPIS Maju Binjai. The population in this study consisted of 80 teachers. The sampling technique used was saturated sampling, where the entire population was taken as the sample. The data collection technique used is through distributing questionnaires. The data analysis in this study was carried out using Smart PLS 3.0 with path analysis model. The results of this research indicate that: 1) teaching skills of teachers have a direct and significant influence on achievement motivation, which is evidenced by the T-statistic value of $239.555 > 1.96$ and P-Value of $0.000 < 0.05$. 2) Teaching Skills of Teachers have a significant effect on Students' Learning Achievement with a T-Statistic value obtained of $2.200 > 1.96$ and P-Value of $0.031 < 0.05$. 3) Achievement Motivation has a direct and significant influence on Students' Learning Achievement with a T-Statistic value of $4.642 > 1.96$ and P-Value of $0.000 < 0.05$. 4) Achievement motivation is able to mediate the teaching skills of teachers in influencing students' learning achievement at YPIS Maju Binjai with a T-Statistic value of $4.384 > 1.96$ and P-Value of $0.000 < 0.05$, which means that indirectly teaching skills of teachers influence students' learning achievement mediated by achievement motivation.

Keywords: teacher's teaching skills, achievement motivation, students' learning achievement

INTRODUCTION

Education is the hope for the progress of a nation. Quality education can produce quality and productive human resources, so that they are able to compete competitively in the era of globalization. Every educational effort must be in accordance with the functions and objectives of national education as stated in the National Education System Law Number 20 of 2003 Chapter II Article 3 which states that National Education functions to develop abilities and form a dignified character of national civilization in order to educate the life of the nation, aiming to develop the potential of students to become human beings who believe and are devoted to God Almighty, have noble character, are healthy, knowledgeable, capable, independent, and become democratic and

responsible citizens.

Learning achievement is the learning result that is achieved after going through the process of teaching and learning activities. Learning achievement can be shown through the value given by a teacher from the number of fields of study that have been studied by students. Of course, every learning activity always hopes to produce maximum learning. Considering that the presence of teachers in the teaching and learning process is very important, the quality of teachers should be considered. The sluggishness of education in Indonesia itself cannot be separated from inconsistent Government policies in advancing education itself. In this case there is a lack of respect for the teaching profession. There are many factors behind the low appreciation of the teaching profession by the



government, including very low salaries and small allowances.

According to (Maesaroh, 2013) explains that learning achievement is the result of learning activities or the result of effort, practice and experience carried out by someone, where this achievement will not be separated from the influence of factors outside the learner's self. Meanwhile, learning achievement according to Winkel in (Pratiwi, 2017) is proof of the success that a person has achieved.

According to (Rosyid, Moh Zaiful, Mustajab & Aminol, 2019) interpret learning achievement expressed in the form of symbols, numbers, letters, or sentences that can reflect the results achieved by each student in a certain period and it can be stated that learning achievement is the result of a learning activity accompanied by changes achieved by students. The term achievement in the Popular Scientific Dictionary is defined as the result that has been achieved.

Further (Sudjana, Nana, 2009) argues that learning achievement is the ability possessed by students after they receive learning experiences. Learning achievement is the result of the learning process in the form of knowledge and skills that can be measured by tests. Tests carried out in measuring learning achievement must be in accordance with learning achievement indicators.

In this research, to measure learning achievement, researchers refer to indicators as stated by (Sudjana, Nana, 2009) that is:

1. Verbal information concerns how to express opinions and be able to process all information so that knowledge can develop.
2. Intellectual skills relate to daring to express opinions, being independent and liking challenges.
3. Cognitive skills relate to understanding,

being diligent, paying attention and always asking and answering.

4. Motor skills relate to how to think and how to complete tasks and improve results.
5. Attitudes relating to enthusiasm and effort as well as prioritizing tasks and helping friends.

Learning achievement is very closely related to the teacher's ability to teach. Teaching skills are the foundation or basis for teachers in carrying out teaching and learning activities. The teacher's role is to foster students' motivation so that they are willing to carry out a series of activities in the teaching and learning process. Therefore, teachers must be creative in managing learning. Creativity here is defined as the skill to create a new product or modify an existing teaching method. Good teaching skills will foster students' enthusiasm for learning to be more conducive so that students become more active and motivated to learn. In relation to teacher efforts to increase student learning motivation, teachers are expected to be able to act as teaching organizers, become student learning facilitators (Arsana, 2020).

According to (Djaali. H, 2013) states that achievement motivation is a physiological and psychological condition (the need for achievement) that exists within students which encourages them to carry out certain activities in order to achieve a certain goal (achievement as high as possible).

Students who have achievement motivation can be seen from the following indicators, namely: 1) perseverance in facing tasks, 2) having the fighting power to overcome obstacles, 3) interest in learning (Sadirman, 2006). The benchmark that can be used as an indicator of a student's success in learning activities can be seen from the learning achievement of the student concerned. This is in accordance with the



theory regarding the importance of achievement motivation put forward by (Linda, 2004) that achievement motivation is very important in everyday life because achievement motivation will encourage a person to overcome challenges or obstacles and solve problems, compete in a healthy manner and will affect one's achievements.

In this research, to measure the level of student achievement motivation, the author refers to the indicators formulated (Djaali. H, 2013) as follows: (1) Like situations or tasks that require personal responsibility; (2) Choose realistic goals; (3) Looking for situations that determine whether the results of the work are good or not; (4) Enjoy working alone; (5) Compete to outperform others.

The phenomenon that occurs at Maju Binjai Vocational School is that some teachers in teaching still tend to use conventional methods and teacher-centered lectures so that students seem bored and unenthusiastic in learning. The importance of a teacher mastering skills in teaching, fields of study or subjects used, abilities or skills possessed by a teacher if applied correctly will have an impact on the output produced in the form of results or student achievements taught by the teacher (Wicaksono et al., 2021).

In Law Number 14 of 2015 concerning Teachers and Lecturers CHAPTER IV article 10 paragraph 1 which reads "Teacher competencies referred to in Article 8 include pedagogical competence, personal competence, social competence, and professional competence obtained through professional education". In this article, one of the teacher's competencies is professional competence related to the basic abilities that must be possessed by the teacher. According to Cooper who was quoted (Djman Satori, 2007) states that there are four components in

professional competence, one of which is having skills in teaching techniques. Teachers must be able to master skills in teaching techniques.

According to (Mulyasa, 2015). Teacher teaching skills are quite complex professional competencies, as an interaction of various group competencies in a complete and comprehensive manner. Mastery of these teaching skills must be intact and integrated, so that systematic training is needed to create creative, professional, and fun learning.

Poerwadarminta and Wahyudi further in (Safitri & Sontani, 2016) explained that the skill of teaching teachers is an activity to guide students, to create an environment in relation to students and teaching materials that support and enable the process to arise.

According to Rasto in (Safitri & Sontani, 2016) put forward indicators of teaching skills, including: 1) clarity of teaching; 2) variations within the class; 3) task orientation; 4) the involvement of all students in learning; 5) varied student success. Meanwhile, according to Moedjiono & Hasibun in research (Sitorus & Sojanah, 2018) consists of 8 indicators, including: 1) skills to open then close learning; 2) explaining skills; 3) skills to ask students; 4) skills in providing motivation; 5) skills to process small group discussions; 6) individual/individual teaching skills; 7) class management skills; and 8) skills to provide learning variations.

So are you (Usman, Uzer, 2011) explaining the indicators of teacher teaching skills, including: (1) skills to ask questions, (2) skills to provide reinforcement, (3) skills to carry out variations (4) skills to explain, (5) skills to open and close lessons, (6) skills to guide small group discussions, (7) class management skills, (8) small group and



individual teaching skills.

In this research, to measure teachers' skills in teaching, the author refers to the indicators formulated by Rasto in (Safitri & Sontani, 2016) namely: 1) clarity of teaching; 2) variations within the class; 3) task orientation; 4) the involvement of all students in learning; 5) varied student success.

Based on the explanation of the background to the problem above, it can be stated that teacher skills in teaching are very important in increasing student achievement and student motivation in learning. This is in accordance with the results of research conducted by (Arsana, 2020) which states that teachers' teaching skills have a more dominant influence in fostering student learning motivation. This can be explained that the more creative and innovative the teacher is in teaching the more students are interested or motivated in learning. Further research was also conducted by (Fauzan, 2016) which states that there is a positive and significant

influence between the influence of teachers' teaching skills on student learning motivation at Madrasah Aliyah Ma'arif Lasepang, Lamalaka Village, Bantaeng District, Bantaeng Regency. Likewise with research conducted by (Sefrian Sari & Taman, 2013) which states that there is a positive and significant influence of Achievement Motivation on Financial Accounting Learning Achievement at SMK Negeri 1 Pengasih.

The aim of this research is to analyze and investigate the role of achievement motivation in mediating the relationship between teacher teaching skills and student learning achievement at SMK Maju Binjai. In the context of achievement motivation, the higher the level of achievement motivation, the higher the student's learning achievement. Good teacher teaching skills are a key factor in achieving learning goals. The concept of this research is as depicted in the following conceptual framework image:

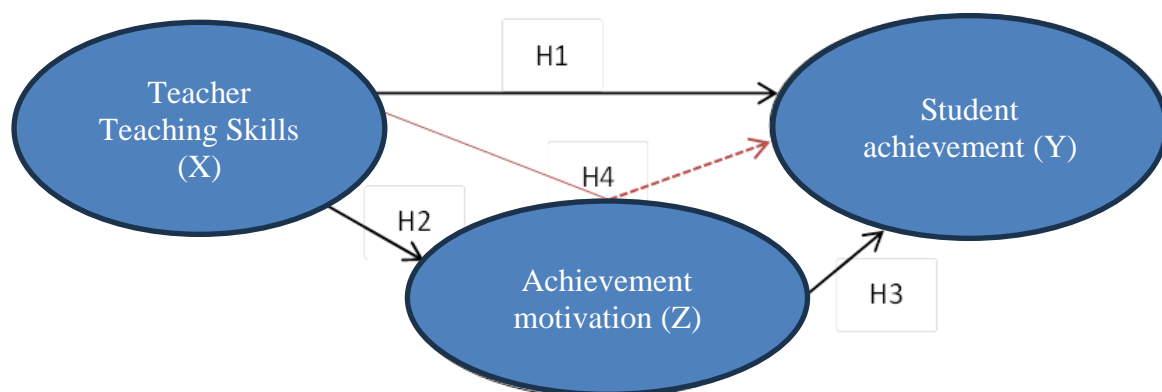


Figure 1. Research Conceptual Framework

METHODS

This type of research is casual associative quantitative research. According to (Sugiyono, 2018) that quantitative research is used to examine populations or samples, sampling techniques are generally carried out randomly, data collection uses research instruments, quantitative or statistical data

analysis with the aim of testing predetermined hypotheses. This research was carried out at YPIS Maju Binjai which is located at Jl. Tengku Amir Hamzah No.638, Jati Karya, North Binjai District, Binjai City, North Sumatra 20746. This research was carried out from May 2023 to July 2023.

According to (Sugiyono, 2018)



population is a generalization area consisting of objects/subjects that have certain qualities and characteristics determined by the researcher to be studied and then conclusions drawn. The population in this study were all teachers teaching at the YPIS Maju Binjai Foundation totaling 81 teachers with the details as follows:

Table 1 Number of Teachers

Units	Amount
YPIS Advanced Middle School	20
YPIS Advanced High School	25
YPIS Advanced Vocational School	35
Total	80

The sampling technique used is the saturated sample technique, which involves all respondents to become the sample, meaning that the sample to be used is 80 teachers.

The data to be used from this research is data from questionnaires distributed to respondents consisting of all employees in all divisions. The data analysis technique used in this study is a quantitative data analysis method using Structural Equation Modeling (SEM) based on Partial Least Square (PLS) using SmartPLS 3.0 software.

While the feasibility test that will be used in this study is the outer model test in order to obtain an outer loading value that meets the validity and reliability requirements. Structural model testing (Inner model) which includes the coefficient of determination test (R^2) to measure how far the model's ability to explain variations in the dependent variable. The value of the

coefficient of determination is in the range of zero (0) and one (1) R^2 (Kuncooro, Munajad, 2013).

Goodness fit test to determine the extent to which the observed data conforms to the theoretical distribution assumed by the model or hypothesis (Ghozali & Latan, 2015) and hypothesis testing (T-Statistic Test) which consists of the path coefficients test to test the direct influence of each independent variable individually on the dependent variable as well as the indirect influence of the intervening variables in influencing the independent variable on the dependent variable.

This test is used to determine the direction of the relationship between variables (positive/negative). If the value is 0 to 1, then the direction of the relationship between variables is positive. Meanwhile, if the value is 0 to -1, then the direction of the relationship between variables is declared negative. The hypothesis is said to be accepted if the t statistic value is greater than the t table. According to (Ghozali & Latan, 2015) criteria value t table 1.96 with a significance level of 5%

RESULTS AND DISCUSSION

Outer Model Analysis

Testing the outer model in this research uses algorithm analysis SmartPLS software version 3.0, in order to obtain an outer loading value that meets the validity and reliability requirements.

1) Convergent Validity Test Results

Convergent validity of the measurement model with reflexive indicators can be seen from the correlation between the score of the item/indicator and the score of the construct. An indicator that has an individual correlation value greater than 0.7 is considered valid but in the research development stage the indicator values



are 0.5 and 0.6 still acceptable. Based on the results for outer loading, it shows that the indicator has a loading below 0.60 and is not significant.

Below are presented the results of the outer loading values in the following table:

Table 1. Outer Loading

Indicator	Outer Loading	Information
Teacher Teaching Skills (X)		
KGM1	0.928	Valid
KGM2	0.909	Valid
KGM3	0.786	Valid
KGM4	0.896	Valid
KGM5	0.875	Valid
Achievement Motivation (Z)		
MBP1	0.852	Valid
MBP2	0.780	Valid
MBP3	0.840	Valid
MBP4	0.869	Valid
MBP5	0.897	Valid
Student Learning Achievement (Y)		
PBL1	0.941	Valid
PBL2	0.861	Valid
PBL3	0.870	Valid
PBL4	0.770	Valid
PBL5	0.836	Valid

Source: Smart PLS 3.0

Based on table 1, it can be seen that all indicators have a loading factor value of > 0.60 . According to (Ghozali & Latan, 2015) states that an indicator is declared valid if it has a loading factor value > 0.60 . Thus, it can be stated that all

indicators in this research are declared valid and further research can be carried out. The following is displayed in the form of a structural model as shown in the following figure:

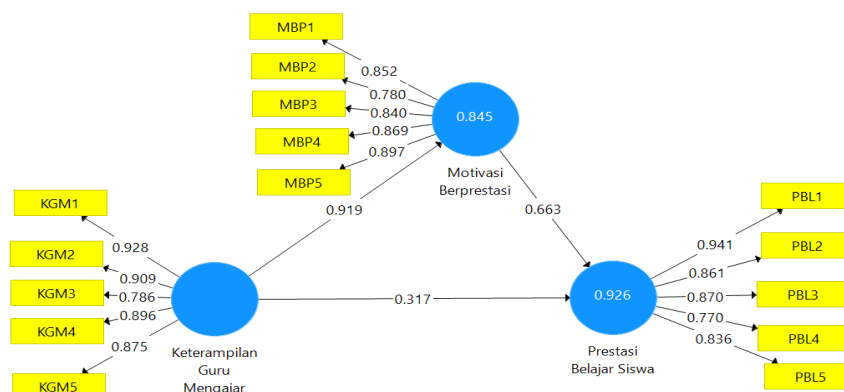


Figure 1. Results of Outer Model Testing



2) Discriminate Validity Test Results

The next test is to test discriminant validity. This test aims to determine whether a reflective indicator is a good measurement for the construct

based on the principle that the indicator has a high correlation with the construct. The following are the results of cross loading results from discriminant validity testing as follows:

Table 2. Discriminant Validity

Indicators/ Variables	Teacher Teaching Skills (X)	Achievement Motivation (Z)	Student Learning Achievement (Y)
KGM1	0.928	0.827	0.842
KGM2	0.909	0.829	0.751
KGM3	0.786	0.772	0.772
KGM4	0.896	0.855	0.928
KGM5	0.875	0.750	0.765
MBP1	0.805	0.852	0.889
MBP2	0.556	0.780	0.770
MBP3	0.828	0.840	0.850
MBP4	0.839	0.869	0.742
MBP5	0.836	0.897	0.790
PBL1	0.878	0.858	0.941
PBL2	0.936	0.854	0.861
PBL3	0.765	0.784	0.870
PBL4	0.556	0.780	0.770
PBL5	0.795	0.811	0.836

Source: Smart PLS 3.0

Based on table 2, it can be seen that the cross loading value for each indicator and variable is greater than other variables and indicators, the cross loading of the teacher teaching skills variable shows that the cross loading variable is greater than the cross loading of other latent variables, the cross loading of the achievement motivation variable shows that the value The cross loading is greater than other latent variables, the cross loading of student learning achievement also shows a greater value of the cross loading indicator than the cross loading of the late variable. Based on this data, it can be discriminantly stated

that the cross-loading results are considered valid.

3) Composite reliability test results

The next test determines the reliable value with the composite reliability of the indicator block that measures the construct. A construct value is said to be reliable if the composite reliability value is above 0.60. Apart from looking at the composite reliability value, the reliable value can be seen in the variable construct value with Cronbach's alpha from the indicator block that measures the construct. A construct is declared reliable if the Cronbach's alpha value is above 0.7. The following is a table of loading values for the research variable construct resulting from running the Smart PLS program in table 3



below:

Table 3. Construct Reliability and Validity

Indicator	Cronbach's Alpha	Composite Reliability	Average Variance Extracted (AVE)
Teacher Teaching Skills (X)	0.926	0.945	0.774
Achievement Motivation (Z)	0.902	0.928	0.720
Student Learning Achievement (Y)	0.909	0.933	0.735

Source: Smart PLS 3.0

Based on Table 3 above, it can be classified that the AVE value for each tested variable has a value > 0.5 . This indicates that all variables in this study meet the criteria of discriminant validity. To determine the reliability in this study used the value of composite reliability. The value accepted for the level of reliability is > 0.7 . Based on these criteria, it can be seen that all variables in this study have a value of > 0.70 so that it can be stated that all the variables tested meet construct reliability.

Evaluation of the Structural Model (Inner Model)

Evaluation of the structural model (inner model) is carried out to ensure that the structural model built is robust and accurate. The analysis

stages carried out in the structural model evaluation are seen from several indicators, namely:

1) Coefficient of Determination Test Results (R²)

The coefficient of determination test (R²) is used to see whether the influence of certain independent latent variables on the dependent latent variable has a substantive influence. (Ghozali & Latan, 2015). Based on data processing that has been carried out using the SmartPLS 3.0 program, the R Square value is obtained as in the following table:

Table 4. R Square Results

Variable	R Square	Adjusted R Square
Achievement Motivation (Z)	0.845	0.843
Student Learning Achievement (Y)	0.926	0.924

Source: Smart PLS 3.0

Based on table 3, it is known that the R square value of the Employee Work Effectiveness variable is 0.845 or 84.50%, which means that the influence of teachers' teaching skills on achievement motivation is 84.50% and the remaining 15.50% is influenced by other variables that have not been studied. Meanwhile, the R Square value for the student learning achievement variable is 0.926 or 92.60%, which means that the

influence of teacher teaching skills on student learning achievement is 7.80% and the remaining 7.40% is influenced by other variables that have not been studied.

2) Goodness of Fit Test Results

Evaluation of model fit in this research was carried out using two test models, including standardized root mean square residual (SRMR)



and normal fit index (NFI). The model will be considered to have good fit if the standardized root mean square residual (SRMR) value is below 1.00(Hair, JF, et. al, 2017). Another suitability index is the normed fit index (NFI) with the calculation of the Chi2 value. The Chi-square

value is then compared with the benchmark given in the context of Goodness of Fit. Based on the data processing that has been done using the SmartPLS 3.0 program, the Fit Model values are obtained as follows:

Table 5. Model Fit

	Saturated Model	Estimated Model
SRMR	0.145	0.145
d_ ULS	2,538	2,538
d_ G	n/a	n/a
Chi-Square	infinite	infinite
NFIs	n/a	n/a

Based on table 6, it can be seen that the SRMR value is $0.145 < 1.00$, so it can be stated that the model in this research has sufficient goodness of fit and is suitable for use to test the research hypothesis.

Hypothesis Testing Results

After doing the inner model analysis, the next thing is to evaluate the relationship between

latent constructs in order to answer the hypothesis in this study. Hypothesis testing in this research was carried out by looking at T-Statistics and P-Values. The hypothesis is declared accepted if the T-Statistics value is > 1.96 and P-Values < 0.05 (Ghozali & Latan, 2015). The following are the results of Path Coefficients of direct influence between variables as in the following table:

Table 6. Path Coefficients (Direct Influence)

Variable	Original Sample (O)	Sample Mean (M)	Standard Deviation (STDEV)	T Statistics (O/STDEV)	P Values	Results
Teacher Teaching Skills -> Achievement Motivation	0.919	0.919	0.023	39,555	0,000	Accepted
Teacher Teaching Skills -> Student Learning Achievement	0.317	0.327	0.144	2,200	0.031	Accepted
Achievement Motivation -> Student Learning Achievement	0.663	0.654	0.143	4,642	0,000	Accepted

Based on table 6 data, it can be stated that

teaching teacher skills have a significant direct



influence on achievement motivation, as evidenced by the T-statistic value of $239.555 > 1.96$ with a P-Value of $0.000 < 0.05$. This means that if the teacher's teaching skills increase, student achievement motivation will also increase and vice versa if it decreases, achievement motivation will also decrease. These results answer the first hypothesis in this study, namely that teaching teacher skills have a significant effect on the achievement motivation of YPIS Maju Binjai students.

Furthermore, regarding the influence of Teacher Teaching Skills on Student Learning Achievement, data was obtained that the T-Statistics value was $2,200 > 1.96$ with a P-Value value of $0.031 < 0.05$ so it can be stated that Teaching Teacher Skills have a significant effect on YPIS Maju Binjai Student Learning

Achievement as stated in the statement second hypothesis. This can be interpreted as if the teacher's teaching skills are improved, student learning achievement will increase.

To answer the third hypothesis, whether there is an influence of Achievement Motivation on Student Learning Achievement, the data obtained is that the T-Statistics value is $4,642 > 1.96$ with a P-Value value of $0.000 < 0.05$, which means there is a direct and significant influence of Achievement Motivation on YPIS Student Learning Achievement. Maju Binjai which can also be interpreted as meaning that if Achievement Motivation increases then Student Learning Achievement will also increase. To see the indirect influence between variables and answer the fourth hypothesis, see the following table:

Table 7. Indirect Effect (Indirect Influence)

Variable	Original Sample (O)	Sample Mean (M)	Standard Deviation (STDEV)	T Statistics (O/STDEV)	P Values	Results
Teacher Teaching Skills - > Achievement Motivation -> Student Learning Achievement	0.609	0.603	0.139	4,384	0,000	Accepted

Based on table 7, it can be explained that the T-Statistics value is $4.384 > 1.96$ with a P-Value value of $0.000 < 0.05$, which means that Achievement motivation skills mediate the teacher's teaching skills in influencing the learning achievement of YPIS Maju Binjai students or it can be concluded that indirectly the teacher's teaching skills influence student learning achievement which is mediated by achievement motivation. These findings are supported by research results from (Arsana, 2020) which states that teachers' teaching skills have a positive and significant effect on students' learning motivation in social studies subjects at State Junior High School (SMP) 2 Gorontalo City with a partial determination value of 39.2%. The meaning of the

positive coefficient shows that the teacher's teaching skills have a good impact in increasing students' learning motivation in social studies subjects at State Junior High School (SMP) 2 Gorontalo City. Besides that, it is also supported by the results of Daria's research (Patulak, 2019) which states that achievement motivation has a positive and significant effect of 0.305 on student learning achievement in economics subjects at Immanuel Smart Rantepao Vocational School, North Toraja Regency. This is based on the results of the t test which has been carried out, showing that the calculated t value for the achievement motivation variable is greater than t table value. Apart from that, it can also be seen from the significance value where the sig value. t



the achievement motivation variable is smaller than the significance level $\alpha=0.05$.

CONCLUSION

From the results of the analysis of research data and the discussion described above, it can be concluded that teaching teacher skills have a significant direct effect on achievement motivation, teaching teacher skills also have a significant effect on student learning achievement and achievement motivation has an effect on student learning achievement of YPIS Maju Binjai. This result is supported by the T-Statistic value of all variables greater than 1.96 with a P-Value of $0.000 < 0.05$, which means that there is a direct and significant effect between each exogenous variable on endogenous variables and intervening variables on endogenous variables.

In the indirect influence test, data was also obtained that the T-Statistics value was greater than 1.96 with a P-Value value of $0.000 < 0.05$, so it can be concluded that Achievement motivation skills are able to mediate the teacher's teaching skills in influencing the learning achievement of YPIS Maju Binjai students or can It was concluded that teachers' teaching skills indirectly influence student learning achievement which is mediated by achievement motivation. From the results of these findings it can be stated that if the teacher's teaching skills are improved, achievement motivation will increase and automatically student learning achievement will also increase.

REFERENCES

- Arsana, I. K. S. (2020). Pengaruh Keterampilan Mengajar Guru dan Fasilitas Belajar Terhadap Motivasi Belajar siswa. *Sosial Horizon: Jurnal Pendidikan Sosial*, 6(2), 269–282. <https://doi.org/10.31571/sosial.v6i2.12>
- Djaali. H. (2013). *Psikologi Pendidikan*. Bumi Aksara.
- Djman Satori. (2007). *Profesi Keguruan*. Universitas Terbuka.
- Fauzan, A. (2016). *Pengaruh Keterampilan Mengajar Guru Terhadap Motivasi Belajar Siswa di Madrasah Aliyah Ma'arif Lasepang Kelurahan Lamalaka Kecamatan Bantaeng Kabupaten Bantaeng*. Universitas Muhammadiyah Makasar. file:///C:/Users/hp/Downloads/25263-Full_Text.pdf
- Ghozali & Latan. (2015). *Konsep, Teknik, Aplikasi Menggunakan Smart PLS 3.0 Untuk Penelitian Empiris*. BP Undip.
- SamarangHarnanto. 2017. *Akuntansi Biaya: Sistem Biaya Historis*. BPFE.
- Hair, J.F., et. al. (2017). *A Primer on Partial Least Squares Structural Equation Modeling (PLS-SEM)*. SAGE Publications.
- Kuncooro, Munajad. (2013). *Metode Riset Untuk Bisnis dan Ekonomi*. Edisi 4. Erlangga.
- Linda. (2004). *Motivasi Berprestasi, Gaya Menjual dan Hasil Kerja*. Gema Insani.
- Maesaroh, S. (2013). *Peran Metode Pembelajaran Terhadap Minat dan Prestasi Belajar Pendidikan Agama Islam*. *Jurnal Kependidikan*, 1(1), 150–168. <https://doi.org/10.24090/jk.v1i1.536>
- Mulyasa. (2015). *Menjadi Guru Profesional Menciptakan Pembelajaran Kreatif Dan Menyenangkan*. PT. Remaja Rosdakarya.
- Patulak, D. (2019). *Pengaruh Motivasi Berprestasi terhadap Prestasi Belajar Siswa pada Mata Pelajaran Ekonomi di SMK Imanuel Smart Rantepao*



- Kabupaten Toraja Utara. Jurnal Ekonomika.
file:///C:/Users/hp/Downloads/219-Article%20Text-719-1-10-20191001.pdf
- Pratiwi, N. K. (2017). Pengaruh Tingkat Pendidikan, Perhatian Orang Tua, dan Minat Belajar Siswa Terhadap Prestasi Belajar Bahasa Indonesia Siswa SMK Kesehatan di Kota Tangerang. *Pujangga*, 1(2), 31. <https://doi.org/10.47313/pujangga.v1i2.320>
- Rosyid, Moh Zaiful, Mustajab & Aminol. (2019). Prestasi Belajar. CV Literasi Nusantara Abadi.
- Sadirman. (2006). Interaksi dan Motivasi Belajar Mengajar. Bina Aksara.
- Safitri, E., & Sontani, U. T. (2016). Keterampilan Mengajar guru dan Motivasi Belajar siswa Sebagai Determinan Terhadap Hasil Belajar. *Jurnal Pendidikan Manajemen Perkantoran*, 1(1), 144. <https://doi.org/10.17509/jpm.v1i1.3258>
- Sefrian Sari, A. N., & Taman, A. (2013). Pengaruh Motivasi Berprestasi dan Persepsi Siswa Tentang Metode Mengajar Guru Terhadap Prestasi Belajar Siswa SMK Negeri 1 Pengasih. *Jurnal Pendidikan Akuntansi Indonesia*, 11(1). <https://doi.org/10.21831/jpai.v11i1.1683>
- Sitorus, W. I., & Sojanah, J. (2018). Meningkatkan Motivasi Belajar Siswa Melalui Keterampilan Mengajar Guru. *Jurnal Pendidikan Manajemen Perkantoran*, 3(2), 93. <https://doi.org/10.17509/jpm.v3i2.11769>
- Sudjana, Nana. (2009). Penilaian Hasil Proses Belajar Mengajar. PT. Remaja Rosdakarya.
- Sugiyono. (2018). Metode Penelitian Kombinasi (Mixed Methods). CV. Alfabeta.
- Usman, Uzer. (2011). Menjadi guru Profesional. Rosda Karya.
- Wicaksono, B. I., Partono, P., & Sholah, A. (2021). Pengaruh Keterampilan Mengajar Terhadap Prestasi Siswa SMK di Kabupaten Malang. *Jurnal Teknik Otomotif: Kajian Keilmuan dan Pengajaran*, 5(1), 1. <https://doi.org/10.17977/um074v5i12021p1-6>