The Influence of Teaching Variations on Student Learning Motivation at State Vocational High School 4 Makassar

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Abstract—**Teachers must have the skills to manage student interactions with learning resources that provide opportunities for the realization of learning processes that are in accordance with the character of students. This study aims to determine the Effect of Teacher Teaching Variations on Learning Motivation in Class XII Students in Office Management Automation Skills Competency at Makassar State Vocational High School 4. This research is a quantitative study with a population of 141 students, and samples in this study were 70 students. Data collection techniques used were questionnaires, interviews, and documentation, while the data analysis techniques used were descriptive statistical analysis and inferential statistical analysis. The results showed that teacher teaching variations were in the good category with a percentage level of 71.33 percent, and for students' motivation in the high category with a percentage of 71.14 percent. This can be proven by the results of product moment correlation analysis of 0.498 which means the level of relations in the medium category. It can be concluded that there is a positive and significant effect of Teacher Teaching Variation on Learning Motivation in Class XII Students in Office Management Governance Competency Skills at State Vocational High School.**

Keywords— Teaching Variations, Learning, Motivation

I. INTRODUCTION

Education is a system of change processes that builds meaning towards maturity, intelligence and self-maturation [1]–[3]. Education is an effort to create fun learning for teachers and students. In the learning process, the activeness of students must always be created by creating a learning atmosphere that can motivate students to ask questions, observe, experiment, and find the right facts and concepts [4]. Learning goals, in which individuals seek to increase their competence[5]. The teacher has an important role in the learning process, because the teacher is a media for transforming knowledge to students. For this reason, teachers are required to have academic abilities, adequate professionalism, strong personality qualities, and to live their profession as teachers. A teacher must also have skills in carrying out the learning process so that the expected goals are more easily realized. Teachers must have the skills to manage student interactions with learning resources that provide opportunities for the realization of learning processes that are in accordance with the character of students. These skills include: managing classes, providing reinforcement, small group learning, group and individual learning, language use. In addition, teachers are also demanded a number of learning skills that require greater teacher domination, such as the skill of opening and closing learning, explaining skills, questioning skills and variations in skills. The importance of teachers creates learning that varies in different ways, illustrating that learning is a dynamic activity. Students will learn meaningfully, when they are actively involved in doing something. Learning activities that vary greatly enable all students to get the opportunity to be challenged and expected to succeed at the level of ability that is appropriate for themselves. The teacher's main purpose is to make variations in learning activities to reduce students' boredom so that their attention is focused on ongoing learning. This can increase students' enthusiasm for learning or commonly known as student learning motivation. When learning environments are based on learning sciences principles they are more likely to be motivating for students.

Motivation is the drive to achieve good results that are manifested in the form of learning behavior or showing efforts to achieve learning goals [5]–[8]. For this reason, so that students are able to receive lessons well, the most important thing that must be improved is the motivation of the students themselves, both internal motivation and external motivation, so that they are more enthusiastic in accepting lessons so that the learning objectives will be more easily realized. One that encourages learning motivation in students is the variety of teaching carried out by the teacher [9]–[12]. The variation of teaching itself acts as a distraction made by the teacher so that students do not feel bored, not monotonous, and provide the possibility of individual learning services.

II. METHOD

This research method is a quantitative method. while the type of research is quantitative correlational. With a population of 141 students which comes from the Department of Automation and Office Management, while those chosen to be research samples were 50 percent or 70 students. Data collection techniques used were questionnaire

techniques, interviews, and documentation. The data analysis technique used is descriptive statistical analysis consisting of percentages, averages and standard deviations. In addition to descriptive statistical analysis, inferential statistical analysis techniques are also used which consist of a normality test and a simple linear regression test using the SPSS 24 application.

III. RESULTS AND DISCUSSION

To find out how the influence of teacher teaching variations on students' learning motivation in Makassar 4 Vocational High School was used a questionnaire instrument as a data collection technique for variables X and Y variables. Furthermore, in hypothesis testing a regression test was performed using SPSS 24.

A. *Descriptive statistics analysis*

Descriptive statistical analysis is intended to determine the magnitude of the frequency and percentage of teacher teaching variation on student motivation in Vocational High School 4 Makassar by using frequency distribution tables and percentages.

Teaching variations. The data presented in this study are data obtained using a questionnaire that contains the type of question, where each question represents each indicator, namely variations in teacher teaching styles, variations in the use of media and teaching materials, and variations in patterns of interaction and activities.

Table 1. Description of teaching variations

No	Indicator	n	N	%	Category
1	Teaching style	2368	3150	75.17	Good
2	Use of media and teaching materials	1985	3150	63.02	Fairly Goof
3	Interactions and activities	1389	1750	79.37	Good
	Total	5742	8050	71.33	Good

The teaching style that is the indicator is in the good category with a percentage level of 75.17 percent, this result shows that the teacher's style when teaching takes into account the variety of sounds, the teacher also focuses not only on one student, the teacher looks at the students alternately and the teacher also explains not just stay in his seat. The use of media and teaching materials is in a fairly good category with a percentage level of 63.02 percent, this result shows that when explaining the teacher uses a variety of visual media, variations of audio media, audio visual media, variations that can be touched, manipulated, and moved. The interaction and activity patterns are in the good category with a percentage level of 79.37 percent, this result shows that the teacher's role dominates the learning process, the teacher gives group assignments, and the teacher also conducts individual questions and answers to students. The results of the the description statistical variable teaching variation can be seen in table 2:

Table 2. Statistical description of teaching variations

Variable	N	Min.	Max.	Mean	Std. Deviation
Teaching Variations	70	66.00	109.00	82.03	9.030

Based on the results of the average analysis and standard deviation on the teaching variation variablein table 2 above, it shows that the average value of the analysis results obtained by the respondent's answer score is 82.03 which is in the excellent category with a standard deviation of 9.030. Obtaining the value of the results of the mean and standard deviation analysis in terms of indicators of variations in teacher teaching styles, variations in the use of media & teaching materials, and variations in interactions and activities. Based on the interview with Mr. Zainuddin as chairman of the department in the competence of Office Management Automation expertise at Makassar Vocational High School 4 on January 24, 2019 he said that, There are many variations of teaching used by teachers in teaching, including teaching styles and the use of teaching media, this is because the comparison between theory and practice is 40 percent and 60 percent so teachers are required to vary and maximize the use of learning facilities that have been provided in SMK 4 Makassar. Even though there are 1, 2 teachers whose teaching methods are monotonous due to age.

The variety of styles in teaching is carried out by most teachers to attract students' attention so that they are more focused on the material delivered. The variations in teaching styles carried out by the teacher are variations in sound, how the teacher is able to focus students' attention such as emphasizing material keywords, making silence for a moment, holding contact views, body movements and facial expressions when explaining, and changing positions by moving. Thus students are not easily bored and more enthusiastic in accepting lessons. However, the lack of learning support facilities such as LCD, teachers rarely use listening media (audio), and teaching media that can be touched, manipulated, and moved (motorized) when explaining so that there are some students who when their teacher explains they do not pay attention and prefer to discuss with his peers.

Learning motivation. The data presented in this study are data obtained from the results of research using a questionnaire that contains questions, where each question represents each indicator of the variable Y. For motivation to learn consists of 4 indicators, namely: strong willingness to do, the amount of time provided for learning , willingness to leave other duties, and perseverance in doing assignments. For more details, can be see in table 3:

Table 3. Description of learning motivation

No	Indicator	n	N	%	Category
1	Strong will to do	829	1050	78.95	High
2	The amount of time provided for learning	804	1400	57.43	High enough
3	Willingness to leave other duties	525	700	75.00	High
4	perseverance in doing assignments	830	1050	79.05	High
	Total	2988	4200	71.14	High

The strong will to do which is an indicator of student learning motivation is in the high category with a percentage level of 78.95 percent, this result shows that students work on their own tasks. The amount of time provided for learning is an indicator of student learning motivation in a fairly high category with a percentage rate of 57.43 percent, this result shows that students spend time learning and sometimes students continue to study even on holidays. Kerelaan meninggalkan kewajiban tugas yang lain Willingness in leaving other duties is an indicator of student learning in the high category with a percentage level of 75.00 percent, this result shows that students leave other activities for school work and students are also willing to not rest for completing assignments. Ketekunan dalam mengerjakan tugas Perseverance in doing assignments is an indicator of student learning motivation in the high category with a percentage level of 79.05 percent, this result shows that students work on the practice questions in the module diligently and students are also active in completing homework given. The results of the descriptive statistical analysis of student learning motivation variables can be seen in table 4:

Table 4. Statistical description of learning motivation

Variable	N	Min.	Max.	Mean	Std. Deviation
Learning Motivation	70	28.00	58.00	42.69	6.551

Based on the results of the analysis of the mean and standard deviation on the variables in table 4, it shows that the mean values obtained by respondents' answers are 42.69 with a standard deviation of 6.551 which is in the fairly high category when viewed from the indicators: the strong willingness to do, the amount of time provided for learning, willingness to leave other duties of duty, and perseverance in doing assignments. The results of the data processing were strengthened by an interview with Mr. Mustafa S.St, Par, M.Ed, as Vice Chancellor at Makassar Public Vocational School 4, on 25 January 2019, stating that: The motivation to study is high because the students are dominated by women so that students have a spirit that is better at learning when compared to other majors.

The results showed that the level of learning motivation of students in Makassar 4 Vocational High School was in the good category. This means that students have a good spirit in learning. The good motivation of student learning is very important because it will affect the results or student achievement itself. Therefore, a teacher should be able to further enhance students' enthusiasm in learning by providing creative learning methods so that students are not bored in receiving learning.

B. Inferential statistical analysis

The research hypothesis is "there is an influence of teacher teaching variation on students' motivation at Makassar 4 State Vocational High School". Before conducting correlation and regression analysis, it must be known that the data in this study have statistical requirements that will be used in testing the hypothesis, namely the normality test of the data.

1) Data normally test. Testing requirements in statistical use testing is that data that has been obtained must be normally distributed. Data normality test is intended to determine the normality of research data from teacher teaching variation variables (X) and also learning motivation (Y).The test criteria for the data normality test used are comparing the prices between chi squares count with chi square tables. With the provisions for chi squared count must be smaller or equal to chi square table ($X^2_h \leq X^2_t$), then the data is stated that the data has been normally distributed. The results of the calculation of the data normality test can be seen in table 5:

Table 5. data normality test results with sig. 5%

Variable	X^2_{count}	X^2_{table}	Df	Data
Teaching Variations	20.314	41.337	28	Normal
Learning Motivation	29.543	37.652	25	Normal

Based on the results of the normality test, it is seen that the value of X^2 count both the teaching variation and learning motivation smaller than the X^2 table. Thus, based on the results of testing the normality of the data shows that the data is normally distributed.

2) Product moment correlation analysis. Product moment correlation test is intended to test the relationship between the independent variables and the dependent variable. In this study, there is a positive and significant relationship between variables of teacher teaching variation (X) and student learning motivation (Y) variables. The results of the correlation test can be seen in table 6.

Table 6. Product moment correlation analysis

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	0.498[a]	0.248	0.237	5.721

a. Predictors: (Constant), teaching variations

The results of the Product moment correlation analysis in table 6, the value of R 0.498 which then if interpreted in Sugiyono's opinion are in the interval 0.40 - 0.599 with the level of the relationship being [13]. Next to test the significance of the relationship is whether the relationship found applies to the entire population, it needs to be tested for significance. Based on the results of the product moment correlation test, it is stated that there is a significant relationship between teacher teaching variations on students' motivation to study at Makassar 4 Vocational High School, because r count (0.498) is greater than r table (0.235) have a significant relationship.

3) Regression Analysis. The purpose of this simple linear regression analysis is to test the hypotheses that exist in this study, namely "It is suspected that there is a positive and significant influence on teacher teaching variation on students' motivation in Vocational High School 4 Makassar".

`**Table 7.** Simple linear regression analysis

Variabel	R Square	B	F_{count}	Sig	T_{count}	Sig.
Constant		13.020			2.069	0.00
			22.486	0.00		
Teaching variations	0.248	0.362			4.742	0.00

From table 7, the results of simple linear regression analysis are obtained with a value of α = 13.020 and β = 0.362, so that the regression equation produced is:

With a constant of 13,020, it means that if there is no teacher teaching variation, then the student's motivation is 13,020. The regression coefficient of 0.362 states that every increase in teacher teaching variation will increase student learning motivation by 0.362 as well as vice versa, if the variation in teaching decreases, then student learning motivation decreases by 0.362. So the sign (+) indicates the direction of the direction of the relationship, while the sign (-) shows the direction of the relationship inversely between variables (X) and variables (Y).

From the calculation of the F test through SPSS 24 obtained F_{count} of 22.486 with F_{table} of 3.98l. Thus, because F_{count} is bigger teacher teaching variation on student learning motivation. Thus variations in teacher teaching can also influence student learning motivation. This was in line with the results of an interview on 25 January 2019 with Mr. Mustafa, S.ST, Par, M. Ed, as the deputy head of the school stating that: There is an influence between teacher teaching variation and student learning motivation, because students need motivation to start learning so that with variations in teaching, different motivations arise from students and it cannot be denied that each student wants to get a non-monotone learning situation.

Variation in teaching teachers is one of the skills that must be possessed by teachers in teaching so that when students receive lessons they do not feel saturated. With the variation of teaching, it will make students more motivated in learning so that the concentration of students is more focused on the material delivered by the teacher. Based on the data that has been obtained previously it can be understood that variations in teaching teachers with student learning motivation have a moderate level of relationship, which means that in addition to teacher teaching variations there are several things that trigger the emergence of student learning motivation that is from individual students themselves and also from the surrounding environment. so the teacher is required to be more creative in presenting the subject matter.

IV. CONCLUSION

Snapshot of the level of mastery of entrepreneurship co Teacher teaching variations in Vocational High Schools4 Makassar are in the good category. In terms of aspects of variations in teacher teaching styles, variations in the use of media & teaching materials, and variations in patterns of interaction and activities. Student learning motivation is in the high category. Judging from the strong aspects of willingness to do the subject matter, the amount of time provided for learning, willingness to leave other obligations for schoolwork, perseverance in doing assignments. The results of data analysis showed that there was a positive and significant influence on teacher teaching variation on students' learning motivation in Vocational High School 4 Makassar.

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