

The Impact of Teachers' Guidance on Students' Learning Motivation

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Abstract

The study aims to find out the positive impact of teachers' guidance on students' learning motivation at SMPN-1 Sipoholon North Tapanuli district, North Sumatera Indonesia in academic year of 2018/2019. The method used in this study was descriptive quantitative and inferential method. Population is all the eighth grade students of the school in amount of 168 which was then taken as sample of the study 25% or similar with 42 students, by random sampling technique. Instrumentation of the study was questionnaire within 30 items. Before distributing the questionnaire, validity and reliability should be measured, the result of the test proved that the items of questionnaire was valid and reliable. Significant impact was measured and the formula used was : $F = S^2_{reg} / S^2_{(res)}$ and the result was $F_{count} > F_{tab.} = 14.87 > 4.08$. it implies that there was a significant influence between teachers' guidance and students learning motivation.

Keywords: variable X impacts variable Y, teachers' guidance, students' learning motivation

Introduction

The purpose of this study was to prove whether there is a significant impact or not between teachers' guidance towards students learning motivation at SMPN-1 Sipoholon, North Tapanuli district, North Sumatera Indonesia, in academic year of 2018/2019. The study was rooting from the problem that there were many students who possessed low motivation to learn various subject matters at schools from various teachers with their own characters. Learning process is the main segment of educational process, and to succeed it depends on the teachers' role at the school. Learning process engaging both students and teachers' sides. The barometer as to measure the successful achievement of both are on the goals they had been settled before, prior to learning process.

There are some studies related to motivation conducted by the researchers, such as, leadership, communication, & motivation (Azni, Mukhaiyar, Rusdinal, 2011), then the effect of writing ability & motivation though cooperative and collaborative learning (Sariasih, 2019) however, these research did not relate with guidance. As a matter of fact, there were many students who are still low motivation to learn that makes them lazy to learn, careless, and even get low achievement of learning (low score) in some subject matters. In such a case, it is a compulsory task for the stakeholders of school to know what factors that cause them to be failed are. Since the teachers are the main role-model at school, they should know problematic resources for their students. One of them is teachers' guidance upon the students, though it seems that guidance is a simple word easy to say and imagine, but this word is one of the healing actions for those who are with low motivation to do anything. It is reasonable to say that teachers' guidance is a powerful treatment in the schools.

It was assumed that teachers' guidance impacting students learning motivation at SMPN-1 Sipoholon north Tapanuli district, North Sumatera Indonesia. Since there were many students who were still stay in low learning motivation, the writer derived the problem of conducted study entitled: "The Impact of Teachers' guidance on Students Learning Motivation".

Results and Discussion

Theoretical

Learning motivation is one of the factors that is able to improve students learning achievement, since students learning achievement can be improved if they have strong learning motivation. It was found that the higher learning motivation, the better learning achievement is, whereas, learning motivation is the product of teachers' guidance. Henceforth, the teachers should be able to elicit students' motivation for the purpose of

obtaining good learning achievement and learning goals, see Iskandar (2009:180). Furthermore, learning motivation is an inner motor of the learners to learn in gaining experiences and knowledge. Then, Hamalik (2001:158) motivation is a changing of energy of one's inner side which characterizes by presenting feeling and reaction to obtain the goals. Even, Slameto (2003:170) argues that motivation is things that orchestrate the process which settle the quality level of activities, intensity, consistency, concerning human behavior that are correlated with students' interest concept, self concept, behavior, and so forth. In fact, learning motivation concisely is a part of psychic factor which is similar to non-intellectual factor.

Characteristic of students who possess learning motivation : persevering, hardworking, strong interest, easy-boring on the repeated task, able to have consistency, trusting self-ability, able to overcome learning problems, and this is in the same tone with Sardiman (2009:83). Moreover, students who are motivated to learn usually : having willingness to succeed, having interest and needs, hope, and obsession of their future bright life, supported learning environment, see Ono (2012:23). Therefore, motivation functioning as behavior controller to stimulate interest. Such a statement is happening for the learners around the world, when there is a motivation, there will be an interest comes by, either at school or at home, as well.

There are some factors which influence motivation : students' obsession and aspiration, students' existence and condition, environment, dynamic segment of learning, and teachers strategy, see Dimiyati & Mudjiono (1994:97). Whereas, according to Uno (2010:23) factors that influence students' learning motivation are: intrinsic factors for instance; intention or motif, needs of learning, hope and obsession. And, extrinsic factors are : rewards, supported learning environment, and delighted learning activities. Both intrinsic and extrinsic factors play a main role in students' personality that the teachers ought to know as to have didactic and pedagogy of learning for the sake of obtaining learning goals successfully.

There are some efforts to elicit students learning motivation that aims to stimulate students' interest of learning at school, as found at SMPN-1 Sipoholon such as : giving guidance, preparing learning facility, giving enhancement, using various methods. All these efforts are certainly resourcing from the educators who intentionally aims to succeed the learning goals both personally and nationally. The writer found that there were many learners who have low motivation to learn, in fact, after conducting the research, the reason was that they lacked of guidance from the teachers at the school. The students needed learning guidance individually or in group for the purpose of overcoming learning problems by various circumstances either for individual or grouped learners. According to Sagala (2009:2009) learning guidance is teachers' effort to lead, advice, and guide the learners so that they are able to solve and tackle their own troublesome, both individually and group. Prayitno and Amti (2009:279) suggest that learning guidance at school is needed and important to help the learners encountering the learning problems, and even to guide and motivate them learning successfully, out of problematic condition. The main purpose of learning guidance from the teachers are helping the learners developing in various aspects such as : personality, social life, attitude and behavior, and responsibility.

According to Sagala (2009) there are 5 purposes of teachers' learning guidance : 1) to help the students knowing their own potency, ability, interest, self characters that related to learning condition, 2) to help the students to detect their own potency regarding their scaffolding education, 3) selecting the proper university which is matched for them, 4) to help them knowing their weaknesses and strength for the purpose of succeeding their education for the upper level, 5) to help them for adapting themselves to the school condition so that they are able to use their potency, ability, interest and behavior for successful learning achievement.

Method

The study belongs to descriptive quantitative method with 168 population from all the eighth grade level of the school, and then using random sampling technique then were chosen 42 sample, it was similar with 25 % from the population. Instrumentation of the study was questionnaire within 30 items with 4 options as rating scale. Before distributing the questionnaire, validity and reliability should be measured, the result of the test proved that the items of questionnaire was valid and reliable. The instrument then used for data gathering.

To measure the validity of the instrument the formula used was Pearson product moment, see Arikunto (2002) as the following:

$$r_{xy} = \frac{N \cdot \sum xy - (\sum x)(\sum y)}{\sqrt{(N \cdot \sum x^2 - (\sum x)^2)(N \cdot \sum y^2 - (\sum y)^2)}}$$

And reliability was tested by using the following formula:

$$r_{11} = \left(\frac{k}{k-1} \right) \left(1 - \frac{\sum \sigma_b^2}{\sigma_t^2} \right)$$

The result of the formula namely r_{11} then consulted to the index correlation completed by its interpretation.

Furthermore, data analysis done as the following:

1. Having predicting model and the logistic regression model is:

$$g(x) = \alpha_j + \beta_1 X$$

2. Testing significance; by partial and total test using Likelihood ratio.

$$G = -2 \log \left[\frac{\text{likelihood without independent variable}}{\text{likelihood with independent variable}} \right]$$

$$= 2 \log[\text{likelihood with independent variable}] - 2 \log[\text{likelihood without independent variable}]$$

Test criterion :

$$H_0 \text{ is rejected if } G > \chi^2_{\alpha, p}$$

Partial test is used to measure the impact every β_i individually. The result of partial test can prove whether independent variable is in the model or not by using Wald test as statistical test :

$$W_r = \left(\frac{\hat{\beta}_r}{SE(\hat{\beta}_r)} \right)^2$$

Fit model test

Fit model test is done by converting statistical table of *goodness of fit*, with the hypothesis as below:

H_0 : Fit model and H_a : unfit model

Before having coefficient interpretation, firstly the model should be tested, by using Pearson method:

$$\chi^2 = \sum_{i=1}^n \frac{(o_i - e_i)^2}{e_i}$$

The hypotheses of this study aimed to be tested were:

H_0 : $\beta_1 = 0$ (There is no any impact of teachers' guidance to students' learning motivation at the eighth graders of SMPN-1 Sipoholon North Tapanuli North Sumatera Indonesia in academic year of 2018/2019).

H_a : $\beta_1 \neq 0$ (There is an impact of teachers' guidance to students' learning motivation at the eighth graders of SMPN-1 Sipoholon North Tapanuli North Sumatera Indonesia in academic year of 2018/2019).

It was found that Logistical prediction model which was used to predict the use of the model for the study by the value of α and β , using spss 17 and minitab 14 :

$$g(x) = -6.99543 + 1.90705X$$

To measure the significance of parameter for the purpose of finding the impact of independent variable upon the dependent variable then partial test and total / holistic test were used, in this case teachers' guidance was as independent variable and students' learning motivation as dependent variable.

The result of holistic/total test was $G > X^2$ ($4.849 > 4.841$). Interpretation: since the amount of G exceeds X^2 , it means that independent variable (teachers; guidance) is positively impact dependent variable (students learning motivation) at the significant level of 95 %. From the data analysis can be generalized that the bigger the value of the teachers' guidance, the more motivated the students to learn at SMPN-1 Sipoholon.

The result of partial test was as the following:

$$W_r = \left(\frac{\hat{\beta}_r}{SE(\hat{\beta}_r)} \right)^2$$

By this formula, it was found that the value of constant variable coefficient were:

- Teachers' guidance (independent variable) = -6.99543
- Students' learning motivation = 1.90705

Interpretation: the amount of teachers' guidance upon the learners' motivation to learn at the significant level of 95 % shows that independent variable strongly impacted dependent variable which means that the bigger the value of the teachers' guidance, the more motivated the students to learn at SMPN-1 Sipoholon.

Practicality test of the model was done using SPSS 17 as the following, and the result was:

Table 1. The result test of the model

METHOD	Score of X^2	Score of P	$X^2_{(0,05;1)}$
Pearson	2.73846	0.254	3.841
Deviance	2.90015	0.235	
Hosmer Lemeshow	2.35439	0.125	

It can be seen that score $X^2_{obt} > X^2_{(0,05;1)}$, it means that H_a was accepted, $X^2_{-obt} = 2,73846$ by using Deviance the result was; $X^2 = 2.90015$, then using Hoswer Lemeshow the result was; $X^2_{obt} = 2.35439$. finally, the score of $X^2_{-obt} > X^2(0,05;1)$. From the result it was interpreted that the model is practical to use.

From the side of coefficient interpretation (odds ratio) that logistic regression model with its odds-ratio showing that: $e^{1.90705} = 6.37$. it means that each of the change in teachers' guidance variable impacted 6.37 times, against students learning motivation. Based on the significance test for each : a) universal test, $p = 0,028 < 0,05$. The interpretation for the result is H_0 was rejected and automatically H_a was accepted.

b) Partial test, $p = 0,0047 < 0,05$, it means that H_0 was rejected and automatically H_a was accepted. The interpretation for the result proving that by rejecting H_0 , it defines that there was a significant impact of teachers' guidance upon students learning motivation at the eight graders of SMPN-1 Sipoholon, in academic year of 2018/2019.

From all the statistical tests that used to measure the impact of the teachers' guidance upon the students learning motivation, the result of the tests proved that there was a positive significant impact of the teachers' guidance as independent variable towards students learning motivation as dependent variable.

Data display showed that the significant impact has strong achievement of learning for the learners, of which their score in learning achievement proved the improvement from pretest result to posttest result. The pretest result figuring out the students ability before conducting the research (the teachers rarely giving them guidance), and the posttest result figuring out the students ability after the new treatment from the teachers (giving scheduled guidance) to the learners. It was clearly found that the more hearted guidance from the teachers, the betters their learning achievement at school. The data that was gathered for this condition was done by distributing the questionnaire to the teachers, and the collected data was analyzed using the formula as stated in data analysis segment.

The teachers effort in such a worth guidance to the learners is very valuable to help the learners to upgrade their motivation to learn which hopefully lasting good achievement of learning they earn at school. The good achievement is certainly can be actualized in their daily life living in the society. This is the reason for the school stakeholders to always revise and improve the system of learning at the school for the purpose of the learners motivation improvement. Further more, as the learners motivation is improved, it is certainly improve the quality and accountability of the school in the society around and being a mind-catching for the people to enroll their children learning in the school.

Conclusion

To measure the significance of parameter for the purpose of finding the impact of independent variable upon the dependent variable then partial test and total / holistic test were used, in this case teachers' guidance was as independent variable and students' learning motivation as dependent variable.

The result of holistic/total test was $G > X^2$ ($4.849 > 4.841$). Interpretation: since the amount of G exceeds X^2 , it means that independent variable (teachers; guidance) is positively impact dependent variable (students learning motivation) at the significant level of 95 %. From the data analysis can be generalized that the bigger the value of the teachers' guidance, the more motivated the students to learn at SMPN-1 Sipoholon.

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