The Influence of Teaching Style and Teacher Work Motivation on the Learning Outcomes of Junior High School Students in Beringin Island Sub-District

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ABSTRACT
The study is motivated by a phenomenon that occurs in the teachers at Junior High School in Beringin Island Sub-District. The purpose of this study was to determine the effect of teaching style and teacher work motivation on student learning outcomes. This study uses quantitative methods with a population of 977 teachers and students for the study sample of 115 respondents. Data collection using questionnaires and documentation of student learning outcomes, then tested using SPSS version 2.5. Hypothesis testing at the 5% significance level uses the t-test. The result H1 is accepted, this shows that there is an effect of 17.2%. For H2 to be accepted, this indicates that there is an effect of 18.4 % %. To test the effect simultaneously, the F test is used, the result is H3 is acceptable, with a large effect of 40.6%. The implication of this research is to be used as input for educators, to implement good teaching styles and build good teacher work motivation in schools.

Keywords: Teaching Style, Motivation, Learning Outcomes

1. INTRODUCTION

Taking education is an obligatory right for all Indonesian people as the basis for advancing a nation [1]. With the development of the education system every year, there are also methods in the field of education that can be felt by students and teachers. Each year the teaching staff is expected to be able to provide learning to students in accordance with the applicable curriculum. The development of the education system is based on increasingly advanced technological developments. With the development of technology, an important role in achieving student success is fully held by the teaching staff. Along with the development of advances in science and technology, it must be utilized as well as possible in the learning and teaching process.

Each student has different abilities and characters in order to accept the delivery of material given by the teacher [2]. So, the teacher must pay attention to observing the character of their students so that they can adjust to the teaching style being carried out. Based on the research conducted by Al Khumaero & Arief (2017) that the teaching style factor based on several

indicators such as voice and emphasis have an influence in achieving student learning goals. Teaching style is an approach or technique used by a teacher in conveying the material content of their teaching [3].

Apart from the teacher's teaching style factor, teacher motivation at work also plays a role in the learning process. This is because motivation is the impetus or driving force that causes behavior towards a certain goal [4]. So, it can be concluded that work motivation is an impetus in a person to do or do a task or activity as well as possible in order to achieve high achievement.

Based on the description above, it is concluded that the factors of teaching style and giving motivation to students have an impact on the student achievement process. Therefore, in this research, a study will be conducted on the effect of teaching style methods and teacher motivation on student achievement in Junior High School in Pulau Beringin District.

2. THEORETICAL FRAMEWORK

2.1. Definition of Teacher

Teachers are parents of students at school. Teachers have a duty to educate and provide instruction to students. The learning process at school is played by teachers and students. In this case the teacher and students play a role in the learning and teaching process, where the learning process is the core of the overall educational process which aims to change children's behavior [5].

In general, the teacher performance appraisal can be grouped into six main parts, namely: (1) planning lessons; (2) implementing learning; (3) evaluating or assessing the results of learning, (4) guiding extracurricular activities; (5) guiding novice teachers; and (6) self-development. Based on the opinion of Mathis and Jackson (2001) that the factors that affect individual performance at work, namely: (1) ability; (2) motivation; (3) support received; (4) the existence of the work they do; and (5) their relationship with the organization

A professional teacher must have competency standards that can measure the success of teachers in teaching. Law Number 14 of 2005 concerning Teachers and Lecturers, article 10 paragraph 1, explains that teacher competence includes pedagogical competence, personality competence, social competence and professional competence obtained through professional education.

2.2. Definition of Teaching Style

The teaching style possessed by a teacher can differ according to the needs in the field. The creativity of a teacher is also a factor in supporting the variety of teaching styles used. The type of variation used in teaching styles can increase students' desire to learn and reduce boredom and boredom in class.

2.3. Motivation

According to Hasibuan motivation is the provision of driving forces that create a person's work enthusiasm, so that they are willing to work together, work effectively and are integrated with all their efforts to achieve satisfaction [6]. Teachers who have high work motivation will always work hard to overcome all kinds of problems faced in the hope of achieving better results. Teacher work motivation indicator namely (1) need for achievement; (2) opportunities to be developed; (3) pride in one's own work; (4) the need for recognition; and (5) salary received [7].

The success of the student's teaching and learning process can be influenced by the motivation given. Teachers as educators need to encourage students to learn in achieving goals (1) growing and changing interest in learning; (2) increase enthusiasm for learning; (3) increasing students' attention in learning; and (4) provide optimal conditions for the learning process.

2.4. The Nature of Learning and Learning

The main characteristic of learning is the initiation, facilitation and improvement of the student learning process. This shows that the deliberate element of those outside the individual who carry out the learning process, in this case the educator individually or collectively in a system, is the main feature of the learning concept. Keep in mind that not all learning happens on purpose.

2.5. Learning outcomes

Learning outcomes can be interpreted as the maximum results achieved by a student after experiencing the teaching and learning process in learning certain subject matter. Learning outcomes are not absolutely in the form of values, but can be in the form of changes, reasoning, discipline, skills and so on that lead to positive changes [8]. Learning outcomes include three domains, namely:

2.5.1 Cognitive Domain

Is a realm that includes mental activity (brain). Any effort that includes brain activity is included in the cognitive domain. According to Bloom, there are six levels of the cognitive process, namely: knowledge (memory), understanding, application, analysis, synthetic, and evaluation (assessment).

2.5.2 Affective Domain

The taxonomy for the affective area was originally issued by David R. Krathwohl and colleagues in a book entitled "taxonomy of educational objective: affective domain". The affective domain is a domain in which a person's attitude can predictably change if a person has high-level cognitive mastery. The type of affective learning outcomes will appear in students in a variety of behaviors.

2.5.3 Psychomotor Domain

The psychomotor learning outcomes were stated by Simpson. These learning outcomes appear in the form of skills (skills) and the ability to act individually. There are six skill levels, namely: reflex movements

(skills in unconscious movements), skills in conscious movements, perceptual abilities, including distinguishing visuals, distinguishing auditive, motoric and others, abilities in the physical field, such as strength, harmony and consistency, skill movements, from simple skills to complex skills, abilities relating to nondiscursive communication, such as expressive and interpretive movements.

Related to the influence of motivation on employee performance carried out at telecommunications companies in Jakarta that the motivation given has a strong impact on employee performance. Motivation given to employees is self-actualization, self-esteem, social ownership, security and physiological needs. This is shown by looking at the results of the calculation of the correlation coefficient using the SPSS calculation program showing the results of 0.961 with a very strong value category [9].

3. METHODS

This research method, quantitative can also be interpreted as a research method based on the philosophy of positivism, used to research on certain populations or samples, data collection using research instruments, quantitative / statistical data analysis, with the aim of testing predetermined hypotheses.

3.1. Population

The research population show in the Table 1.

Table 1. Research population

No	School name	Population Teacher	Population Students
1.	Beringin Island Junior High School 1	45	315
2.	Beringin Island 2 Junior High School	37	281
3.	Beringin Island 3 Junior High School	34	156
4.	GB One Roof Junior High School	18	81
	Total	134	833

3.2. Sample

The research sample show in the Table 2.

Table 2. Research sample

No	School name	Sample Teacher	Sample Students
1.	Beringin Island Junior High School 1	10	25
2.	Beringin Island 2 Junior High School	10	20
3.	Beringin Island 3 Junior High School	10	15
4.	GB One Roof Junior High School	10	15
	total	40	75

3.3. Data analysis techniques

The result stage of data processing will be interpreted in the form of analysis to build a conclusion in response to the research objectives. In this study, analysis was carried out on descriptive analysis and analysis of the research hypothesis.

3.4. Hypothesis

The research hypotheses are: (1) Accepted if there is an effect of teacher teaching style on student learning outcomes of Junior High School - Junior High School in Pulau Beringin Sub -District; (2) Accepted if there is an effect of teacher work motivation on student learning outcomes of Junior High School - Junior High School in Beringin Island Sub-District; and (3) Accepted if there is an influence of teaching style and teacher work motivation on student learning outcomes of Junior High School - Junior High School in the Sub-District of Pulau Beringin collectively.

4. RESULTS AND DISCUSSION

4.1. Research result

4.1.1. Description of teaching style data

The teaching style variable in the research at SMPN Pulau Beringin Sub-District was measured using a questionnaire with a Likert scale consisting of 23 question items. In this research instrument, the validity and reliability were tested first. The scores for the teaching style variable ranged from 23 to 115 (Table 1, Figure 1).

Table 3. Description of teaching style data

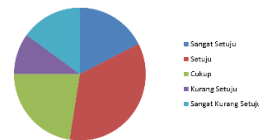| No.	Interval class	Frequency	Percentage	Category
1.	105-112	7	17.5%	Strongly agree
2.	97-104	14	35%	agree
3.	89-96	9	22.5%	Enough
4.	81-88	4	10%	Don't agree
5.	73-80	6	15%	Very disagree

Figure 1. Description of teaching style data

4.1.2. Description of teacher work motivation data

The variable of teacher work motivation in research at SMP N in Pulau Beringin district was measured using a questionnaire with a Likert scale consisting of

36 question items. In this research instrument, the validity and reliability were tested first. The teaching style variable score scores ranged from 36 to 180 (Table 4, Figure 2.

Table 4. Description of teacher work motivation data

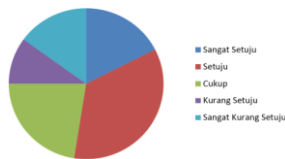| No.	Interval class	Frequency	Percentage	Category
1.	167-176	5	12.5%	Strongly agree
2.	154-166	12	30%	agree
3.	141-153	13	32.5%	Enough
4.	128-140	6	15%	Don't agree
5.	115-127	6	15%	Very disagree

Figure 2. Description of teacher work motivation data

4.1.3. Description of learning outcome data

The learning outcome variables in the research at SMPN in the Sub-District of Pulau Beringin were measured using the documentation of the value of the report card leger consisting of 4 existing SMPN schools in the area of Beringin Island. The total sample of students in this study were 75 people (Table 5, Figure 3).

Table 5. Description of learning outcome data

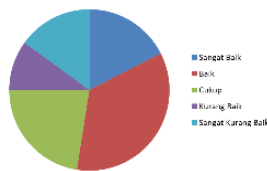| No.	Interval class	Frequency	Percentage	Category
1.	86-89	3	4%	Very good
2.	81-85	44	58.66%	Good
3.	76-80	18	24%	Enough
4.	71-75	5	6.67%	Less
5.	66-70	5	6.67%	Very less

Figure 3. Description of learning outcome data

4.1.4. Normality test of teaching style variables with student learning outcomes variables

So it can be explained that the results of the One-Sample Kolmogorov-Smimov Test on the normality test above show that the results of Asymp. Sig (2-failed) 0.200 > 0.05. Therefore, it can be concluded that the data on the teaching style variables and learning outcomes are normally distributed.

4.1.5. Normality test of teacher work motivation variables with student learning outcomes variables

So it can be explained that the results of the One-Sample Kolmogorov-Smirnov Test on the normality test above show that the results of Asymp. Sig (2-failed) 0.200 > 0.05. Therefore, it can be concluded that the data on teacher work motivation variables and learning outcomes are stated to be normally distributed.

4.1.6. Linearity test of teaching style variables with student learning outcomes variables

So it can be explained that the results of Deviation from Linearity are 0.299 > 0.05, therefore it can be concluded that the teaching style variable has a linear relationship with the learning outcome variable. With these results it can also be concluded that the application of teaching styles can provide better learning outcomes.

4.1.7. Linearity test of teacher work motivation variables with student learning outcomes variables

So it can be explained that the Deviation from Linearity results are 0.067 > r 0.05, therefore it can be concluded that the teacher work motivation variable has a linear relationship with the learning outcome variable. teaching styles can provide better learning outcomes.

4.1.8. Hypothesis testing 1 (H1)

Hypothesis 1 will be accepted if there is an effect of social media on the learning outcomes of Junior High School students in Pulau Beringin Sub-District, provided that the significance value is < 0.05, and tcount > t table (Table 6).

Table 6. Hypothesis 1

Coefficients^a					
Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	63.091	5.737		10.997	.000
GayaMengajar_X	.168	.060	.415	2.810	.008

a. Dependent Variable: HasilBelajar_Y

It is known that the significance value for the teaching style variable (X) is 0.008 < 0.05 and tcount 2.810 > ttable 2.02439, thus it can be concluded that H01 is accepted,

4.1.9. Hypothesis testing 2 (H2)

Hypothesis 2 will be accepted if there is an influence of social media on the learning outcomes of Junior High School students in Pulau Beringin Sub-District, provided that the significance value is <0.05, and tcount > t table (Table 7).

Table 7. Hypothesis 2

	Coefficients^a				
	Unstandardized Coefficients		Standardized Coefficients		
Model	B	Std. Error	Beta	t	Sig.
1 (Constant)	59.061	6.889		8.573	.000
MotivasiKerja_X1	.134	.046	.428	2.923	.006
a. Dependent Variable: HasilBelajar_Y					

It is known that the significance value for the teacher work motivation variable (X1) is 0.006 <0.05 and tcount 2.923 > ttable 2.02439, thus it can be concluded that H02 is accepted.

4.1.10. Hypothesis testing 3 (H3)

Hypothesis 3 will be accepted if there is an influence of social media on the learning outcomes of Junior High School students in Pulau Beringin Sub-District, provided that the significance value is <0.05, and Fcount > t table (Table 8).

Table 8. Hypothesis 3

	ANOVA^a				
Model	Sum of Squares	df	Mean Square	F	Sig.
1 Regression	142.183	2	71.092	4.171	.023^b
Residual	630.626	37	17.044		
Total	772.809	39			
a. Dependent Variable: SKOR_HB					
b. Predictors: (Constant), SKOR_MK, SKOR_GM					

It is known that the significance value is 0.23 in the sense that the value is 0.023 < 0.05 and Fcount 4.171 > Ftable 3.25, so the conclusion is that there is an effect of variable X and variable X1 together on variable Y or H03 is accepted.

4.2. Discussion

4.2.1 The influence of teaching style variables on learning outcomes

The results of this study are consistent with the research conducted by Al Khumaero & Arief (2017) in his research entitled the effect of teacher teaching style, learning discipline and peers on learning achievement. The results of his research showed that the significance reached a value of 0.002 < 0.05, which means that there is an effect of teaching style on student achievement. This also shows that the better the teaching style of the teacher, the better the learning achievement obtained by students.

4.2.2. The influence of work motivation variables on learning outcomes

This research is in line with this research conducted by other researchers. In his research entitled the effect of teacher work motivation on the performance of vocational school accounting teachers in Madiun, it shows the results for Rsquares of 80.6%, this indicates that the variables used have an influence on the learning outcomes process while the remaining percentage is influenced by other variables not used in the study [10].

4.2.3. The influence of teaching style variables and work motivation on learning outcomes

This research is in line with the research conducted by [11] regarding the effect of teacher teaching style on science learning achievement at MI Ma'arif NU Sanguwatang, Karangjambu District, Purbalingga Regency that there is an influence of teaching style with a coefficient of determination or Rsquare of 0.760 in the sense that this is influenced by 76% by teaching style.

5. CONCLUSION

From this research, the conclusions are: (1) The influence of teaching style on student learning outcomes at Pulau Beringin Junior High School, (2) There is an effect of teacher work motivation on student learning outcomes at Pulau Beringin Junior High School, and (3) The simultaneous influence of style teaching and teacher work motivation on student learning outcomes at Junior High School students in Pulau Beringin Sub-District. For teachers to enrich their knowledge about how to teach attractive styles and have high motivation in the learning and teaching process.

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