



The Relationship Of Teacher Teaching Strategies And Class Environment With Student Learning Motivation

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Abstract

This research aims to determine: (1) the relationship between teachers' teaching strategies with the learning motivation of junior high school students in East City District; (2) relationship environment class with motivation Study student Junior High School District-wide City East; (3) the relationship between the teacher's teaching strategies and the classroom environment with the learning motivation of junior high school students throughout the sub-district East City. That approach used in this research is quantitative with a correlational design. The data collection technique uses a questionnaire. The data analysis technique uses validity, reliability, normality, linearity and hypothesis testing both partially and simultaneously. The results of the research show that: (1) There is a positive and significant relationship between teachers' teaching strategies and students' learning motivation in junior high schools throughout Kota Timur District; (2) There is a positive and significant relationship between the classroom environment and student learning motivation in junior high schools in East City District; (3) There is a positive and significant relationship between teachers' teaching strategies and the classroom environment with students' learning motivation in junior high schools in East City District. Based on findings the so can recommended: (1) Schools should need to improve teacher competency in learning through scientific forum activities that can improve abilities teachers regarding the use of appropriate learning strategies and techniques And effective; (2) Teacher, should choose strategy teach in accordance with characteristics of each student while trying to create a classroom environment safe and comfortable to increase students' learning motivation in participate in learning activities.

Keywords: Strategy Teach, Environment Class, Motivation Study.

1. INTRODUCTION

Teaching and learning activities are an activity or reciprocal interaction that exists between an educator and students in the process of conveying knowledge. Teaching and learning activities themselves are the core of the educational process in schools, so that the quality of education and the quality of the graduates produced are

closely related to the quality of teaching and learning activities provided by an educator. If the quality of the graduates produced is good then it can also be said that the teaching and learning process is also going well and vice versa. Each student has heterogeneous abilities or has different abilities, both in terms of intellectual, emotional, spiritual abilities, interests, learning styles and even socio-cultural aspects which are of course not the same. Therefore, an educator should understand the characteristics of each student, so that he can formulate appropriate and effective learning according to the characteristics of the students. Apart from that, what is no less important in encouraging students to achieve is by providing encouragement or motivation to them.

In connection with the scope of education, learning motivation can be said to be an effort to encourage learning activities and other education-related activities, so that they can run more effectively. Motivation is really needed in learning activities, because by providing motivation to students, Hamalik [1] explains that in general, learning motivation contains the following values: (a) Motivation determines the level of success or failure of learning activities. students, because they learn without motivation, find it difficult to succeed; (b) Motivated teaching, in essence, is teaching that is adapted to the needs, encouragement, motives and interests of students. Such teaching is in accordance with the demands of democracy in education; (c) Motivated teaching requires creativity and imagination in teachers to try seriously to find relevant and harmonious ways to generate and maintain learning motivation in students. Teachers must always try so that students ultimately have good motivation; (d) Success or failure in cultivating and using motivation in teaching is closely related to classroom settings; (e) The principle of motivation is an integral part of the principles of teaching. The use of motivation in teaching not only complements teaching procedures, but is also a factor that determines effective teaching.

One of the efforts that teachers can make to increase students' learning motivation is to use learning strategies that are varied and fun for students. Such as improving students' critical thinking skills, encouraging students' curiosity, providing rewards for students who excel, giving educational punishments for students who violate school rules, building a conducive or happy atmosphere in the classroom, providing concrete explanations with examples. clear, not criticizing or scolding students in learning, and providing assignments and materials according to students' needs.

Based on the results of initial observations at Junior High Schools in Kota Timur District, there are several problems related to student learning motivation, including that student learning motivation tends to be low because sometimes there are some students who do assignments and some who do not and there is a lack of thorough preparation from student. Apart from that, in the current era of technological development, it causes negative impacts such as students mastering games on cellphones more than the learning materials produced, sometimes students play games late at night which ultimately makes them sleepy and disconcentrated or lazy in

receiving learning. . Apart from that, there are some students who only like certain subjects and don't like certain subjects such as Mathematics, which is considered difficult. Apart from that, a less conducive classroom environment and the choice of learning strategies that are not appropriate to the material being taught are also causes of decreased student motivation to learn. Apart from that, a less conducive learning environment also causes a less conducive learning atmosphere which also influences low student motivation. The urgency of learning motivation is really needed in learning activities , because with motivation it can increase students' enthusiasm for learning, conversely if there is a lack of motivation provided by educators in the learning process, it will actually reduce students' enthusiasm for learning . So it can be said that learning motivation is a requirement that must be met in every teaching and learning activity , because students who study without encouragement or motivation from a teacher can be sure that they will experience obstacles in their studies. Therefore, the younger generation, especially those in Gorontalo City, need to increase their motivation to learn so that they can later become successful people and contribute in the form of thoughts or energy in advancing Gorontalo Province.

can raise their enthusiasm and enthusiasm to be more active and involve themselves in every learning activity, so that every aspect and learning indicator that has been previously designed can be achieved by every student.

1.1 The Oretical Basis

1.1.1 Student's Motivation To Study

Motivation is a psychological condition that is produced in the form of a stimulus that arises within an individual consciously in carrying out an activity with a specific goal [2] (Djafri, 2014). Motivation has an important role in the teaching and learning process for both teachers and students. For teachers, knowing students' learning motivation is very necessary to maintain and increase students' enthusiasm for learning. For students, learning motivation can foster enthusiasm for learning so that students are encouraged to carry out learning actions [3] (Lestari, 2020) .

Motivation can be interpreted as a human mental state and attitude in providing energy, encouraging activities and directing or channeling behavior to achieve needs that provide satisfaction. Apart from that, motivation is the whole/totality of hidden strength within a person which causes that person to direct his energy and energy to achieve something more than others in achieving goals [4] (Suking, 2014).

Arwildayanto, et al [5] further explained that without motivation, the learning process may not be carried out optimally due to a lack of enthusiasm or encouragement from within and outside the student to learn. Motivation also influences how much effort students make to understand the material, the greater the motivation they have, the greater the effort students will make to understand the material. On the other hand, if students lack motivation, students will not make

maximum effort to understand the material provided. Students who have strong motivation will have the desire to carry out learning activities. Students who have high enough intelligence fail due to lack of motivation, because learning outcomes will be optimal if there is the right motivation. Therefore, if students experience failure in learning, this is not solely the student's fault. It is possible that this failure is due to the teacher not being able to provide encouragement and the way of teaching is less interesting.

1.1.2 Teacher Teaching Strategies

Teaching strategies must contain an explanation of the methods/procedures and techniques used during the learning process. In other words, learning strategies have a broader meaning than methods and techniques. This means that learning methods/procedures and techniques are part of the learning strategy. Learning strategies are the methods that will be used by teachers to choose learning activities that will be used throughout the learning process. This selection is made by considering the situation and conditions, learning resources, needs and characteristics of students faced in order to achieve certain learning goals [6].

Teaching strategies are used to obtain success or success in achieving goals. Teaching strategies in general are the types and sequences of actions used and/or entrusted by teachers and students in various learning events. The series of teacher-student activities during a particular actual teaching and learning event is called an instructional procedure. Implementation of this strategy requires a series of methods or what are called teaching methods [7] (Sumantri, 2015).

Students' success in learning is largely determined by the learning strategies implemented by the teacher. Teachers are required to understand the basic components in carrying out learning activities in the classroom. Therefore, teachers are required to understand the philosophy of teaching and learning itself. Teaching is not just about transferring knowledge, but also a number of behaviors that will become students' ownership [8] achieved by students at the end of learning; (b) Content or learning materials in an order that is in accordance with the sequence of learning objectives; (c) Approach in managing learning which involves a sequence of learning activities and a launch system which is an integration of methods, media and tools, as well as allocation of learning time [9] (Sapuadi, 2019). Haudi [10] (2021: 3-4) divides teaching strategies into three, namely: (1) Strategy Teaching is a plan of action/action which also includes the use of methods and utilization of various resources/strengths in learning. This means that in preparing a strategy, the process of preparing the work plan has not yet reached the point of action; (2) The strategy is prepared to achieve the goal This means that the direction of all strategic decisions is to achieve goals, so that the preparation of learning steps, the use of various facilities and learning resources are all directed towards achieving goals. However, beforehand it is necessary to formulate a clear goal whose success can be measured; (3) A learning strategy is a plan implemented by educators to optimize students' potential so

that students are actively involved in learning activities and achieve the expected results.

1.1.3 Classroom Environment

The classroom environment is the atmosphere, atmosphere or climate found in the classroom during the learning process. This atmosphere is the result of interactions between teachers and students, as well as interactions between students. Classroom environments, like human personalities, can have different qualities. For example, warmth and support or stiffness and firmness. This means that each class has a different and unique environment even though it is built in the same structure and architecture [11] (Choi in Harjali, 2019).

effective classroom environment in schools, it certainly has a thematic-integrative nuance. This can be presented through viewing the angles of subjects in elementary schools. Through this display, it is easier for teachers to provide learning material to their students to master concepts both theoretically and practically in certain areas of knowledge. In addition, a good classroom environment can formulate procedural problem solving [12] (Zubaidah, 2015).

The physical environment of the classroom has an important influence on learning outcomes. A physical environment that is favorable and meets minimum requirements supports increasing the intensity of the learning process and has a positive influence on achieving teaching goals. The physical environment referred to is in the opinion of Semiawan et al [13] in order to create an exciting learning atmosphere, it is necessary to pay attention to the arrangement/arrangement of the classroom/study room. The arrangement of study rooms should allow students to sit in groups and make it easier for teachers to move freely to help students learn. The physical environment of the place of study has an important influence on learning outcomes. A classroom physical environment that is favorable and meets minimum requirements supports increasing the intensity of the learning process and has a positive influence on achieving learning [13].

The physical environment of the classroom must be arranged or regulated to support learning activities developed by individual teachers. Changes in learning objectives and changes in learning activities carried out by students require changes in the arrangement of the physical environment of the classroom. This means that teachers should adapt the classroom arrangement to the learning activities carried out. Even though the items in the classroom are in inadequate condition, through effective classroom arrangement, these items become useful. The principles of organizing the classroom environment consist of: freedom of view, easy to reach, flexibility, comfort and beauty. Meanwhile, the principles of structuring the classroom psycho-social environment consist of: teacher characteristics and social relationships between students [14].

Campbell et al., [15] (in Sujarwanto et al, 2022: 87) explain that an effective classroom environment is a climate where the teacher's authority to organize and manage their learning activities is accepted by students, there is mutual respect and good relationships with each other and the atmosphere forms trust. yourself in learning. The primary influence of the classroom environment is the physical appearance and layout of the classroom itself. The move towards a more informal style of teaching in schools has had a real impact on this, especially in primary schools. An increased emphasis on students' active roles through discovery and exploratory learning and group work shows itself in the use of differentiated activity areas within the classroom, the use of desks arranged for group work rather than for individuals sitting in rows, and relatively free access for movement to and from resource area. In addition, the use of student work display walls contributes to a positive atmosphere that shows pride and appreciation in the work produced in learning.

2. METHODS

This research was carried out at junior high schools in East City District, Gorontalo City. The method used in this research is quantitative research with correlational techniques. The variables in this research consist of student learning motivation (Y), teacher teaching strategies (X1) and classroom environment (X2). The population members in this study were 163 grade 3 students at Junior High Schools in Kota Timur District. The sampling technique in this research was random (random sampling), using the formula from Taro Yamane and Slovin, the total research sample was 116 students in junior high schools in East City District, Gorontalo City. The data collection technique used a questionnaire. Data analysis techniques use instrument validity tests, instrument reliability, descriptive analysis, data normality tests, significance tests, data linearity tests, partial correlation tests and simultaneous correlation tests.

3. RESULTS AND DISCUSSION

3.1 Descriptive Analysis

3.1.1 Student Learning Motivation (Y)

Based on the results of obtaining data on student learning motivation variables in 116 samples from 27 valid statements, it was found that the data range was 72, the minimum score was 63, the maximum score was 135, the number of interval classes was 8 and the length of interval classes was 9. The details can be seen in the following frequency distribution table.

Table 1. Frequency Distribution of Student Learning Motivation (Y)

Interval Class	Class Limits	Frequency	Cumulative Frequency	xi	xi.f
63 – 71	62.5-71.5	1	1	67	67

72 – 80	71.5-80.5	2	3	76	152
81 – 89	80.5-89.5	11	14	85	935
90 – 98	89.5-98.5	18	32	94	1692
99 – 107	98.5-107.5	32	64	103	3296
108 – 116	107.5-116.5	28	92	112	3136
117 – 125	116.5-125.5	18	110	121	2178
126 – 135	125.5-135.5	6	116	131	783
Amount		116			12239

Source: Processed data, Ms. Excel 2023

The frequency distribution data can also be presented in the form of the following histogram graph.

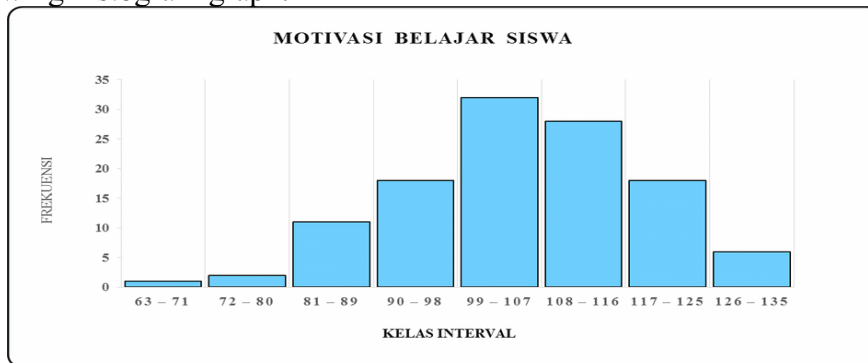


Figure 1. Histogram of Student Learning Motivation (Y)

3.1.2 Teacher Teaching Strategy (X1)

Based on the results of obtaining data on teacher teaching strategy variables on 116 samples from 26 valid statements, it was found that the data range was 55, the minimum score was 72, the maximum score was 127, the number of interval classes was 8 and the length of interval classes was 7. Details can be seen in the following frequency distribution table.

Table 2. Frequency Distribution of Teachers' Teaching Strategies (X1)

Interval Class	Class Limits	Frequency	Cumulative Frequency	xi	xi.f
72 – 78	71.5-78.5	4	4	75	300
79 – 85	78.5-85.5	7	11	82	574

86 – 92	85.5-92.5	11	22	89	979
93 – 99	92.5-99.5	19	41	96	1824
100 – 106	99.5-106.5	24	65	103	2472
107 – 113	106.5-113.5	20	85	110	2200
114 – 120	113.5-120.5	18	103	117	2106
121 – 127	120.5-127.5	13	116	124	1612
Amount		116			12067

Source: Processed data, Ms. Excel 2023

Furthermore, the frequency distribution data can also be presented in the form of the following histogram graph.



Figure 2. Frequency Distribution of Teachers' Teaching Strategies (X1)

3.1.2 Class Environment(X2)

Based on the results of obtaining class environmental variable data on 116 samples from 28 valid statements, it was found that the data range was 40, the minimum score was 100, the maximum score was 140, the number of class intervals was 7 and the length of class intervals was 6. The details can be seen in the following frequency distribution table.

Table 3. Classroom Environment Frequency Distribution (X2)

Interval Class	Class Limits	Frequency	Cumulative Frequency	xi	xi.f
100 – 105	99.5-105.5	8	8	103	820
106 – 111	105.5-111.5	12	20	109	1302
112 – 117	111.5-117.5	18	38	115	2061

118 – 123	117.5-123.5	25	63	121	3013
124 – 129	123.5-129.5	22	85	127	2783
130 – 135	129.5-135.5	18	103	133	2385
136 – 140	135.5-140.5	13	116	138	1794
Amount		116			14158

Source: Processed data, Ms. Excel 2023

Furthermore, the frequency distribution data can also be presented in the form of the following histogram graph.

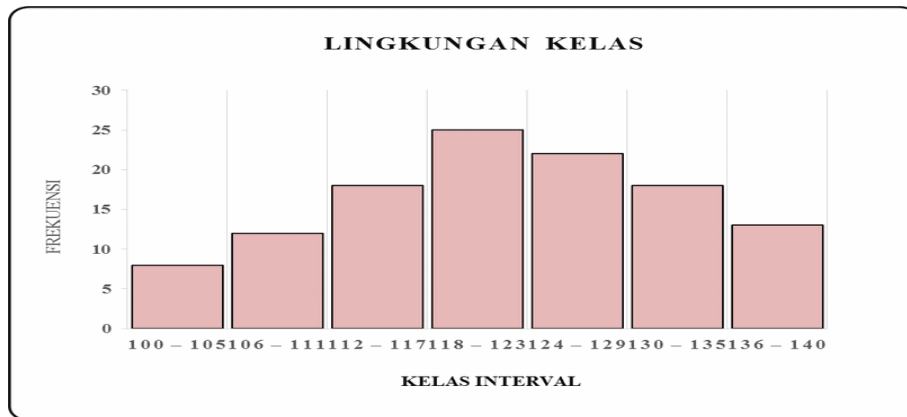


Figure 2. Classroom Environment Frequency Distribution (X2)

3.2 Data Analysis Prerequisite Test

3.2.1 Data Normality Test

The results of the normality test calculation for the variables student learning motivation (Y), teacher teaching strategies (X1) and classroom environment (X2) are described in the table below:

Table 4: Recapitulation of Kolmogorov-Smirnov Normality Test

Variable	KS Value Requirements ($D_{max} < D_{table}$)	Decision
Student Learning Motivation (Y)	$(0.0711 < 0.1263)$	Normally distributed
Teacher Teaching Strategy (X1)	$(0.0710 < 0.1263)$	Normally distributed
Classroom Environment (X2)	$(0.0850 < 0.1263)$	Normally distributed

Source: Processed data, Ms. Excel 2023

Based on the data above, all variables have a Dmax value greater than the Dtable value for $\alpha = 0.05$ and $N = 116$ which is 0.1263, thus the data on student learning motivation variables, teacher teaching strategy variables and classroom environment are normally distributed.

3.2.2 Data Linearity Test

Data linearity testing is basically carried out to find out whether two variables have a significant linear relationship or not. The recapitulation of data linearity testing results is described as follows.

Table 5. Recapitulation of Variable Linearity Tests

Variable	Condition $F_{\text{count}} < F_{\text{table}}$	Decision
Teacher Teaching Strategies with Student Learning Motivation	$0.977 < 1.553$	Linear
Classroom Environment with Student Learning Motivation	$0.721 < 1.576$	Linear

Source: Processed data, Ms. Excel 2023

Based on the calculation of the variable linearity test, the calculated F number is smaller than the F table, so it can be said that there is a linear relationship between the independent variable and the dependent variable.

3.3 Hypothesis testing

Analysis of hypothesis testing both partially and simultaneously, the value of the magnitude of the relationship can be seen in the following table.

Table 6. Recapitulation of Correlation & Determination Efficient Values

Connection	r count	r table	Decision ($r_{\text{count}} > r_{\text{table}}$)
X1 with Y	0.4411	0.182	There is a Positive & Significant Relationship
X2 with Y	0.3964	0.182	There is a Positive & Significant Relationship
X1 and X2 with Y	0.5049	0.182	There is a Positive & Significant Relationship

Source: Processed data, Ms. Excel 2023

From these results it can be seen that partially there is a positive and significant relationship between the teacher teaching strategy variable (X_1) and student learning motivation (Y) and there is a positive and significant relationship between the classroom environment variable (X_2) and student learning motivation (Y). . Likewise, simultaneously there is a joint relationship between the teacher's teaching strategy variables (X_1) and the classroom environment (X_2) with student learning motivation (Y)

Next, these values can be seen in the following diagram of the relationship between variables.

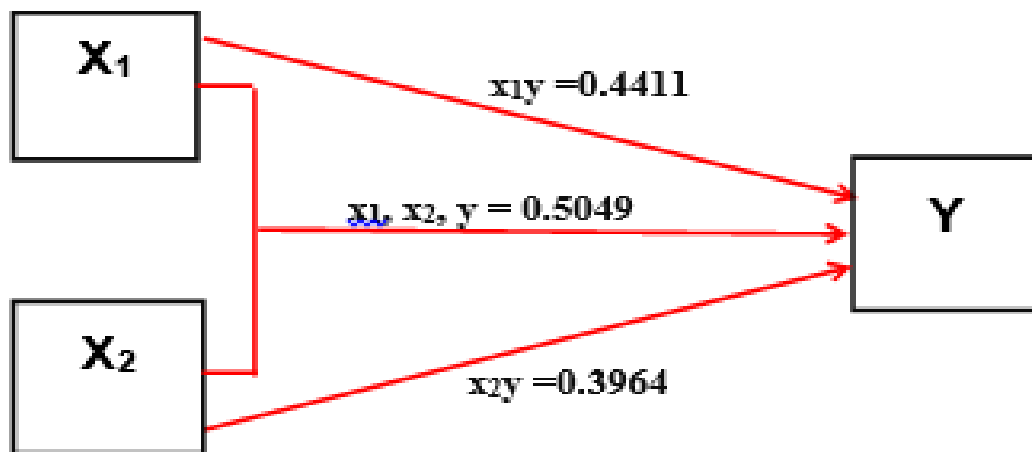


Figure 4. Relationship diagram between variables X_1 , X_2 to Y

3.4 Discussion

3.4.1 The Relationship between Teacher Teaching Strategies and Student Learning Motivation

Teachers' teaching strategies have a positive and significant relationship with students' learning motivation. This can be proven from the results of the calculated r partial correlation test which shows a relationship level of 0.4411. Likewise, if the calculated r value is tested with an r table that the calculated r value is greater than the r table value of $0.4411 > r \text{ table } 0.182$, then it can be concluded that there is a relationship or correlation between the teacher's teaching strategy variable and the student's learning motivation variable. In other words, the more teachers' teaching strategies improve, the more students' learning motivation will increase.

The results of the research above are also in accordance with the findings of Sigala [16] that there is a relationship between how teachers teach and student learning motivation with a correlation coefficient value of 0.308 and a p value = 0.002. This shows that in the learning process a teacher needs to have an effective strategy in managing learning so that students are more interested or motivated in participating in the learning process.

As explained by Sumar et al. [17], that a teacher must have a strategy in facing the 21st century, especially in the era of technological progress, which requires a

teacher to be able to adapt to technological devices so that he can provide an innovative and creative learning process which of course can have an impact on student learning motivation. Alone. Because in the digital era like now, a teacher must have the right learning strategy to provide quality learning to every student, especially in the digital era like now. Likewise, Masaong & Marhawati [18] state that teachers must have teaching skills in carrying out good learning strategy. Teaching skills are one of the urgent things that teachers and prospective teachers must have. Teaching skills are very important because they can help teachers in the teaching and learning process. In the teaching and learning process in class, a teacher must interact with his students to convey the material, the teacher helps students understand the material and like it, while increasing their learning motivation.

Arwildayanto, et al [5] also emphasize that without motivation, the learning process may not be carried out optimally due to a lack of enthusiasm or encouragement from within and outside the student to learn. Motivation also influences how much effort students make to understand the material, the greater the motivation they have, the greater the effort students will make to understand the material. On the other hand, if students lack motivation, students will not make maximum effort to understand the material provided.

From the research results obtained in the field, namely in junior high schools in East Kota District, it can be said that teachers' teaching strategies have a positive impact on students' learning motivation. Because as a motivator, the teacher must have the right teaching strategy in providing learning so that it can arouse the enthusiasm of students to be able to study seriously and focus on each material or explanation given by the teacher so that this can of course have a good impact on students to gain knowledge. optimal knowledge with effective teaching strategies from teachers.

3.4.2 The Relationship between Classroom Environment and Student Learning Motivation

The classroom environment has a positive and significant relationship with student learning motivation. This can be proven from the results of the calculated r partial correlation test which shows a relationship level of 0.3964. Likewise, if the calculated r value is tested with an r table that the calculated r value is greater than the r table value of $0.3964 > r \text{ table } 0.182$, then it can be concluded that there is a relationship or correlation between classroom environment variables and student learning motivation variables. In other words, the more the classroom environment improves, the more students' learning motivation will increase.

The results of the research above are also in accordance with the findings of Julita, et al. [19] that there is a correlation between variable X (classroom environment) and variable Y (learning motivation) of 0.48, and the contribution of the classroom environment to learning motivation is 23.04%. Based on the results of the t -test analysis, it is known that $t(6.25) > t \text{ table } (1.65)$. So it can be said that there is a relationship between the classroom environment and student learning motivation.

In relation to creating a classroom environment that can increase students' learning motivation, as Sumar [17] found, teachers need to pay attention to classroom management, not just learning arrangements, physical facilities and routines, but also preparing classroom conditions and the school environment to create comfort and a pleasant learning atmosphere. effective so that children are more motivated to learn so that learning results are satisfactory.

Kaaba, Masaong and Arwildayanto [18] in their findings also emphasized that teachers must create a conducive classroom environment so that good interaction occurs between teachers and students. Through a safe and conducive classroom environment, this will have an impact on the growth of an atmosphere of closeness between teachers and students and fellow students. If this can be developed, students will naturally have curiosity with encouragement or motivation from within themselves to take part in lessons happily. and there is no fear or compulsion. Roskina [20] also emphasizes that to increase student motivation, teachers have three roles, including: (1) creating a learning environment that stimulates children to learn, (2) providing reinforcement for behavior that shows motives, and (3) creating a classroom environment that can develop students' curiosity and love of learning. From this it can be seen that teachers must create a classroom environment that can support each child to have a high enthusiasm for learning, which can also be one of the factors that can improve student achievement.

From the research results obtained in the field, namely in junior high schools in East Kota District, it can be said that the classroom environment has a positive impact on student learning motivation. Because by creating a classroom environment that is safe and enjoyable for students, it can help increase students' motivation or desire to carry out the learning process without fear and tension in following the learning process because there are teachers who are friendly and also show good role models. so as to create a classroom environment that can optimize student learning outcomes.

3.4.5 The Relationship between Teacher Teaching Strategies and Classroom Environment with Student Learning Motivation

Teachers' teaching strategies and the classroom environment together have a positive and significant relationship with students' learning motivation. This can be proven from the results of the r calculated simultaneous correlation test which shows a relationship level of 0.5049. Likewise, if the calculated r value is tested with an r table that the calculated r value is greater than the r table value of $0.5049 > r_{table} 0.182$, then it can be concluded that there is a strong relationship or correlation between the teacher's teaching strategy variables and the classroom environment and the learning motivation variable. student. In other words, the more teachers' teaching strategies and the classroom environment improve together, the more students' learning motivation will increase.

The results of this research are also in accordance with the findings of Prasetya [21] that in this research the statistical results show that the calculated r correlation value is $r_{y3} = 0.591$. This figure suggests that the relationship between teachers' professional competence in teaching and the school environment is positive. The large

R square value of 0.350 indicates that the teacher professionalism competency variable in teaching strategies and the classroom environment contributes to 35% of learning motivation.

Sumar [17] in his findings also emphasized that setting methods, strategies and equipment in teaching is part of the learning management activities that must be carried out by teachers. To realize classroom management in elementary schools, a physical environment that is favorable and meets the requirements will support increased intensity of student learning and have a positive influence on achieving learning goals. A physical classroom environment that meets the requirements supports increasing the intensity of the student teaching and learning process and also has an influence on teaching objectives.

Lamatenggo [6] in his article also emphasizes that in general learning strategies consist of 5 (five) components that interact with each other with functional characteristics in achieving learning objectives, namely (1) preliminary learning activities, (2) delivery of information, (3) student participation, (4) tests and, (5) follow-up activities. The selection of learning strategies should be determined based on the following criteria: (1) strategic orientation to the learning task, (2) relevant to the learning content/material, (3) the methods and techniques used are focused on the goals to be achieved, and (4) the learning media used used to stimulate students' senses simultaneously.

These various explanations show that to create quality learning, teachers must be able to use the right strategies and also be able to motivate student learning, because this is very important to achieve the learning goals themselves. Because if the strategy used is wrong and cannot encourage children to learn, then the learning objectives will not be met.

In connection with learning motivation apart from teacher strategies, the classroom environment is very important because building a friendly classroom environment for students creates child-oriented learning and provides a sense of security and comfort for them as much as possible. This, as in Silalahi's (2008) research, shows that the classroom environment also influences students' learning motivation. Because the situation, atmosphere or environmental conditions, both at school and in the classroom, are very important for achieving academic and non-academic targets.

From the results of research obtained in the field, namely in junior high schools in East Kota District, it can be said that the teacher's teaching strategy and the classroom environment are a close unit and cannot be separated in increasing learning motivation, because even though the strategies used by teachers to motivate students have good but not supported by a conducive classroom environment then this will be in vain and vice versa. Therefore, teachers as professionals in the field of education should pay attention to the teaching strategies used while creating a comfortable classroom environment to increase student learning motivation.

4. CONCLUSION

From the results of the research and discussion, it can be concluded: (1) there is a positive and significant relationship between teacher teaching strategy variables and student learning motivation. These results show that the more teachers' teaching strategies improve, the more students' learning motivation will increase; (2) there is a positive and significant relationship between classroom environment variables and student learning motivation. These results show that the more the classroom environment improves, the more students' learning motivation will increase; (3) there is a positive and significant relationship between the teacher's teaching strategy variables and the classroom environment together with student learning motivation. These results show that the more teachers' teaching strategies and classroom environment improve, the more students' learning motivation will increase.

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