

## The Influence of Teacher Characteristics on Learning Motivation in Students' Economics Learning at Class XI IPS1 MAN 2

Satriani

Universitas Muhammadiyah Bone

---

### Article Info

#### Article history:

Accepted: 23 January 2024

Published: 27 January 2024

---

#### Keywords:

The influence of characteristics on students' economic learning

---

### Abstract

*This research aims to determine the influence of teacher characteristics on student learning motivation. The type of research used is quantitative research methods. The data processed is the result of data collection through the distribution of questionnaires given to each class. The research results obtained by the author, namely hypothesis testing, show that the value of  $t_{count} > t_{table}$  is  $3.109 > 2.064$ . Therefore, the value that has been obtained can be said to mean that  $H_0$  is rejected and  $H_1$  is accepted with a significance value of  $0.005 < 0.05$ . It is said that there is an influence of teacher characteristics on learning motivation in economics learning for class XI IPS 1 MAN 2 Bone.*

---

### Article Info

#### Article history:

Diterima: 23 Januari 2024

Terbit: 27 Januari 2024

---

### Abstrak

Penelitian ini bertujuan untuk mengetahui pengaruh karakteristik guru terhadap motivasi belajar siswa. Jenis penelitian yang digunakan adalah Metode Penelitian kuantitatif. Data yang diolah merupakan hasil pengumpulan data melalui pembagian angket yang di berikan kepada setiap siswa kelas XI IPS 1. Metode pengumpulan data yang digunakan dalam penelitian ini adalah Observasi, Angket dan Dokumentasi yang dimana penulis melihat langsung keadaan lapangan. Hasil penelitian yang di dapat penulis yaitu uji hipotesis menunjukkan hasil bahwa nilai  $t_{hitung} > t_{tabel}$  yaitu  $3,109 > 2,064$ . Maka dari itu nilai yang telah diperoleh tersebut dapat dikatakan bahwa  $H_0$  ditolak dan  $H_1$  diterima dengan nilai signifikan  $0,005 < 0,05$ . Hal ini dikatakan terdapat pengaruh karakteristik guru terhadap motivasi belajar pada pembelajaran ekonomi kelas XI IPS 1 MAN 2 Bone.

*This is an open access article under the [Lisensi Creative Commons Atribusi-BerbagiSerupa 4.0 Internasional](#)*



---

### Corresponding Author:

Satriani,

Universitas Muhammadiyah Bone

Email: [asatriani010@gmail.com](mailto:asatriani010@gmail.com)

---

## 1. INTRODUCTION

The educational process plays an important role in improving the quality of human resources. Education in Indonesia, whether formal, informal or non-formal, is important for every individual because it cannot be separated from human life. The first education is in the family environment. When they grow up and have families, they also educate their children. As for education outside of parents, such as teachers and lecturers at schools and universities. Education helps students develop in a more positive direction, creating intelligent individuals through self-development, the development of all opportunities, skills and personal qualities. According to Swandi (2021:52-53) explains that the field of education is a learning environment and environmental development so that students can develop positively and purposefully the potential of religious spirituality, self-discipline, character, intelligence, noble character, as well as self-recognized abilities and society. This effort is conscious and deliberate to create a process.

Achieving progress in life cannot be separated from a teacher. Without a teacher, the Indonesian nation would be a small nation. A teacher tries his best to educate the nation's life, so that Indonesian children can achieve their desires. Teaching is a noble job, teachers are believed to be unsung heroes. A teacher not only conveys the theories used in classroom learning but they also teach how to behave and act in society through the teacher's personality.

Each teacher certainly has a unique personality, which they consciously put into practice. The teacher's personality also influences his success in his duties as a teacher. A teacher's personality also influences the success of his work as a teacher. Students automatically observe their teacher's behavior, so that the quality of a teacher's personality will have an impact on the student's future. A teacher's personality also increases student learning motivation. (Hartati Desri, 2022:3). A pleasant teacher character will influence student learning motivation. Motivation is a feeling of joy that exists within a person who has a high tendency towards something in order to achieve what they have planned (Hartati Desri, 2022:4).

However, considering that there are still teachers who lack good characteristics and it is known that teacher characteristics are one of the most important factors for school success. Teacher characteristics can be seen from inside and outside learning. From the students' perspective, the teacher's characteristics are that he is able to know each student, can position himself in different situations, and does not exclude his students and also provides a good role model. Meanwhile, from the teacher's perspective, the characteristics of a teacher are an ideal teacher. Seven in Tampubolon, (2021:3127) Motivation is a personal or internal feeling. Emotions arise from unlimited needs and desires. Therefore, meeting many other motivational needs is an ongoing process. Motivation is a general term that describes a person's positive attitude towards certain aspects of their environment. Motivation has the function of giving energy and directing. Other terms for certain aspects or conditions of motivation: need, desire, interest. Motivation to learn is an absolute prerequisite for learning and has an important role in providing passion for learning. Wina Sanjaya (2010) in Amna Enda (2017:175) said that motivational learning is a very important dynamic aspect. Most of the time, students' lack of achievement is not caused by a lack of ability but because they have no motivation to learn, so they don't try to direct all their abilities

The title of the article must be in the shortest possible words that are accurate. For most students, motivation does not only foster enthusiasm for learning or carrying out learning activities that are driven by the characteristics of the teacher himself. However, a teacher must be able to create a varied learning atmosphere and experience, so that students will be enthusiastic about learning.

The results of research on teacher characteristics on learning motivation carried out by (Swandi Ahmad, 2021) show that there is an influence of teacher character on learning motivation. Similar research has also been conducted by (Hartati Desri, 2022) that there is an influence... of the teacher's personal character on the development of students' motivation... to teach Islamic subjects (case study of SMKN 1 Pajang).

It is known that the characteristics of a teacher or educator have the power to act as great motivation for students to succeed in learning. The role of the teacher is closely related to the formation of a quality student's personality, ideals and vision and mission. Of course, a quality teacher is also needed.

Based on the phenomenon found by researchers at MAN 2 Bone, namely the lack of self-awareness of a teacher who commits violations at school, whether intentionally or not, which can be followed by students and affect students' learning motivation. Therefore, I am interested in research with the title "The influence of teacher characteristics on student learning motivation in economics learning for class XI IPS 1 MAN 2 Bone".

## 2. RESEARCH METHOD

Based on goals. This research is applied research, with ex post facto methods, and a level of associative explanation and quantitative analysis. According to Heldiansyah Indera, (2015:40), applied research is a type of research that aims to provide practical solutions to certain problems. Research results do not need to be new discoveries, but are new applications of existing research.

The design used in this research is ex post facto, which is research carried out to examine events that have occurred and then backwards to find out the factors that caused these events to occur.

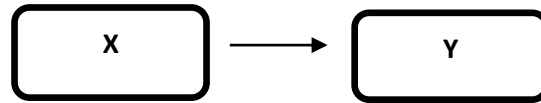


Figure 3.2 research design

Information:

X: Teacher Characteristics

Y: Motivation to learn

This research will be carried out at MAN 2 BONE which is located on Jalan Yos Sudarso, Tanete Riattang District, Bone Regency. This research will be carried out in May 2023 academic year and will be carried out from May 23 to June 23 2023 academic year.

The population in this study were all class XI IPS students consisting of three classes, namely XI IPS1, IPS2 and IPS 3, with a total of 74 students.

Table 3.1 Research Population

No	Class	Man	Woman	Amount
1.	XI IPS 1	12	14	26
2.	XI IPS 2	12	12	24
3.	XI IPS 3	12	12	24
Amount		36	38	74

Source: MAN 2 Bone Academic Year 2023/2024

The sampling technique in this research is simple random sampling which is carried out by taking random samples from the population. Random sampling was carried out because it was considered that the three classes of XI were homogeneous. Based on the statement made by the Principal of MAN 2 Bone, who stated that the division of class Therefore, the population can be considered homogeneous and simple random sampling techniques can be used as the condition for being able to use this technique is that members of the population are considered homogeneous (Sugiyono: 2012: 82). By using a simple random sampling technique. For more details, see the following table:

Table 3.2 Research Sample

No	Class	Man	Woman	Amount
1.	XI IPS 1	12	14	26
Amount		12	14	26

Source: MAN 2 Bone Academic Year 2023/2024

The research instrument uses a closed type questionnaire, namely the answer choices are available

on the questionnaire sheet. Answer question items by giving a score level for each answer, namely:

- A. The answer strongly agree has a weight of 5
- B. An affirmative answer has a weight of 4
- C. The answer is quite agree, has a weight of 3
- D. Answers that disagree have a weight of 2
- E. Answers that strongly disagree have a weight of 1

Collecting data in research requires certain techniques or methods so that the data obtained is in accordance with the research objectives. The data collection techniques used in this research are explained as follows:

A. Primary data

Primary data is in the form of student answers regarding teacher characteristics and student motivation in learning economics obtained through distributing questionnaires.

B. Data secondary

Data obtained through documentation studies in the MAN 2 BONE class. In the form of a general description of the research location

The validity test is used to show how accurate or how far the measuring instruments used in a study are. Thus, a valid instrument is an instrument that is truly appropriate for measuring what it wants to measure. Validity testing uses the product moment correlation formula proposed by Pearson. The scores are processed in such a way using product moment correlation with the help of the Microsoft Excel program. After getting the calculated  $r$  value, it is then compared with the table  $r$  value with a significance level of 5%. Valid criteria are achieved if the calculated  $r >$  table  $r$ .

The formula for product moment correlation is:

$$r_{xy} = \frac{N\sum XY - (\sum X)(\sum Y)}{\sqrt{\{N\sum X^2 - (\sum X)^2\} \{N\sum Y^2 - (\sum Y)^2\}}}$$

Information:

$r_{xy}$  = product moment correlation value

$X$  = the score obtained by each subject for each item

$Y$  = total score obtained by each subject for all items

$N$  = number of subjects

Reliability testing is useful to determine whether the instruments, in this case learning outcomes tests and student response questionnaires, can be used more than once, at least by the same respondent, to produce consistent data. In other words, instrument reliability characterizes the level of consistency. Reliability testing in this research uses Cronbach's alpha statistics. The level of reliability of the instrument is determined based on the Cronbach's alpha value with the following criteria.

**Table 3.3: Effectiveness Criteria**

Alpha	Reliability Level
0.81 - 1.00	Very Reliable
0.61 - 0.80	Reliable
0.41 - 0.60	Quite Reliable
0.21 - 0.40	Somewhat Reliable
0.00 - 0.22	Less Reliable

Simple linear regression analysis is used to test the hypothesis, namely to determine the influence of the independent variable on the dependent variable, namely the influence of teacher characteristics on learning motivation. The simple regression equation model is as follows:

$$Y = a + Bx$$

Y = Learning Motivation

X = Teacher Characteristics

a = Intercept

B = Regression direction coefficient

### 3. RESEARCH RESULTS AND DISCUSSION

#### 3.1. Research result

The respondents selected in this research were 26 students in class XI IPS 1. To present the data, the researcher provides a general description of the respondents who have been given a questionnaire and then answered by each respondent according to the situation and conditions experienced.

The following is a table that will show the percentage of respondents who have met the requirements for research:

Table 4.1 Questionnaire Taking Rate

Information	Amount
Number of questionnaires distributed	26
Number of questionnaires responded to	26
The number of questionnaires is incomplete	0
Number of questionnaires used	26

The table above shows that all the selected respondents, namely 26 students, have fulfilled the data collection requirements and have fulfilled the criteria in this research.

Table 4.2 Gender of Respondents

Gender	Amount	Percentage
Man	12	40%
Woman	14	60%
Total	26	100%

In the table above, it can be seen that the majority of respondents who filled out the research questionnaire were male, 40% and 60 are female% from a total percentage of 100%.

In the teacher characteristics questionnaire, it can be seen that in the first statement, it appears that 3 students strongly agree, 7 students agree, 9 students quite agree, 5 students disagree, and 2 students strongly disagree. The second question showed that 14 students strongly agreed, 11 students agreed, and 1 student quite agreed. The third statement shows that 5 students strongly agree, 11 students agree, 5 students quite agree, and 5 students disagree. The fourth statement, there were 12 students who strongly agreed, 7 students agreed, 6 students quite agreed, and 1 student disagreed. The fifth statement, there were 3 students who said they strongly agreed, 6 students agreed, 3 students quite agreed, 9 students disagreed, and 5 students strongly disagreed. Sixth statement, 12 students strongly agreed, 11 students agreed, 1 student quite agreed, 1 student

disagreed, 1 student strongly disagreed. Seventh statement, 17 students strongly agree, 7 students agree, 1 student quite agrees, and 1 student strongly disagrees. The eighth statement, there were 14 students strongly agree, 9 students agreed, 2 students quite agreed, and 1 student disagreed. The ninth statement, there were 6 students who stated that they strongly agreed, 6 students agreed, 3 students quite agreed, and 1 student disagreed. The tenth statement, 8 students stated that they strongly agreed, 13 students agreed, 5 students somewhat agreed, and 1 student disagreed.

In the learning motivation table above, it can be seen that in the first statement, you can see that there are 3 students who strongly agree, 5 students who agree, 5 students who quite agree, 12 students who disagree, and 1 student who strongly disagrees. The second statement shows that there are 15 students who strongly agree, 10 who agree, and 1 student who quite agrees. The third statement shows that 2 students strongly agree, 12 students agree, 8 students quite agree, and 2 students disagree. The fourth statement, there were 18 students who strongly agreed, 5 students agreed, 2 students quite agreed, and 1 student disagreed. The fifth statement shows that 11 students strongly agree, 7 students agree, 3 students quite agree, 2 students disagree, and 3 students strongly disagree. The sixth statement, there were 8 students who strongly agreed, 15 students strongly agreed, 2 students quite agreed and 1 student strongly disagreed. The seventh statement shows that 18 students strongly agree, 3 students agree, and 5 quite agree. The eighth statement, there were 2 students who strongly agreed, 12 agreed, 11 somewhat agreed, and 1 student stated they disagreed. The ninth statement, there were 8 students who said they strongly agreed, 13 students agreed, 4 quite agreed, and 1 person disagreed. The tenth statement shows that there are 8 students who strongly agree, 13 students who agree, and 5 who quite agree.

Simple linear regression analysis is used to test the hypothesis, namely to determine the influence of the independent variable on the dependent variable, namely the influence of teacher characteristics on learning motivation. The results are presented in the table below:

Coefficients <sup>a</sup>						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	17,975	7,004		2,566	.017
	X	,545	,175	,536	3,109	,005
a. Dependent Variable: Y						

Table (coefficients) in column B, the constant value (a) is 17.975, while the teacher characteristic value (b) is 0.545, so a regression equation is found which can be written:

**The formula  $y=a+Bx$**

$$Y= 17.975+0.545$$

From The above equation can be explained:

- 1) A constant value of 17.957 indicates that if the teacher's characteristics are zero then learning motivation is 0.545.
- 2) The value of teacher characteristics is 0.545, so an increase shows that teacher characteristics of 1 unit will result in motivation Learning motivation is 0.545.

The significance test above from table 4.11 can be explained as follows:

Where it is known that the significance value for variable x is  $0.005 < 0.05$  or the results of the t test with a significance level of  $\alpha = 0.05$  tcount= 17957 and ttable= 2.064. So it can be said that the t test shows that the value of  $t > t_{table}$ , then the hypothesis  $H_0$  is rejected and  $H_1$  is accepted, meaning that variable X has a significant effect on variable Y.

It can be concluded that from the t-test results in the table above, teacher characteristics influence learning motivation. To determine the ttable, the first thing that must be done is to determine the degree of freedom (df) value using the formula ( $df = nk$ ) where  $n = 26$  with a value of 2.056 and  $k = 2$ , so  $df = 26 - 2 = 24$  then the ttable is dk 24 is used with a sig level of 0.05 which means 2.064. So the value of tcount  $> t_{table}$  is  $3.109 > 2.064$ . From the values that have been tested and obtained using SPSS 2023, it can be said that  $H_0$  is rejected and  $H_1$  is accepted with a value of  $0.005 < 0.05$ . It can be said that teacher characteristics have an influence in increasing students' learning motivation in the economics subject class XI IPS 1 MAN 2 Bone.

### 3.2. Discussion

Based on this research, the aim is to determine the influence of teacher characteristics on learning motivation in economics learning for class XI IPS 1 MAN 2 Bone students. This research is applied research, using ex post facto methods, with associative levels and quantitative analysis. This research uses two variables, namely, first the dependent variable or dependent variable is teacher characteristics which consists of 10 statement questions with a total of 104 who say they strongly agree, 88 who agree, 36 who quite agree, 24 who disagree and 9 who say they strongly disagree.

The two independent variables or independent variables are learning motivation with a total of 10 statements with 93 who strongly agree, 85 who agree, 46 who quite agree, 17 who disagree and 5 who strongly disagree.

From the validity test with a total of 10 questions regarding statements on the dependent variable or teacher characteristics, there were 6 questions that were declared valid, while of the 10 questions regarding statements on the independent variable or learning motivation, there were 9 questions that were declared valid. Reliability testing that used 10 statements on the dependent variable contained 8 questions which is quite reliable and 2 questions are reliable, while for the independent variable 10 questions are all reliable statements. Hypothesis testing was carried out to determine the effect of the independent variable on the dependent, where teacher characteristics influence learning motivation with the total value of tcount  $> t_{table}$ , namely  $3.109 > 2.064$ . So it can be said

## 4. CONCLUSION

From the validity test with a total of 10 questions regarding statements on the dependent variable or teacher characteristics, there were 6 questions that were declared valid, while of the 10 questions regarding statements on the independent variable or learning motivation, there were 9 questions that were declared valid. Reliability testing that used 10 statements on the dependent variable contained

8 questions which is quite reliable and 2 questions are reliable, while for the independent variable 10 questions are all reliable statements.

Hypothesis testing was carried out to determine the effect of the independent variable on the dependent, where teacher characteristics influence learning motivation with the total value of  $t_{count} > t_{table}$ , namely  $3.109 > 2.064$ . So it can be said that  $H_0$  is rejected and  $H_1$  is accepted with a significant value of  $0.005 < 0.05$ , so it can be concluded that there is an influence of teacher characteristics on learning motivation

## 5. BIBLIOGRAPHY

- Ag, Umi Masitah. 2020 guru profesional penerbit Lakeisha.
- Andriani Rike. 2019. Motivasi Belajar Sebagai Determinan hasil belajar siswa. Jurnal pendidikan manajemen perkantoran 4.1:80-86.
- Arifin. (2012). Penelitian Pendidikan Metode Dan Paradigma Baru. PT. rRemaja Rosdakarya.
- Carolina Yuvita Dela. 2023. "Augmented Reality Sebagai Media Pembelajaran Interatif 3D Untuk Meningkatkan Motivasi Belajar Siswa Digital Native." Jurnal Karya Ilmiah Guru 8.1:10-16.
- Doyan, Aris. 2018. "Pengaruh pendekatan multi representasi terhadap hasil belajar fisika ditinjau dari motivasi belajar peserta didik." Jurnal penelitian pendidikan IPA 4.1
- Desri Hartati, 2022. Pengaruh karakter personal guru terhadap peningkatan motivasi belajar mata pelajaran agama islam (Studi kasus SMKN 1 Pajangan). Diss. Universitas Alma Ata Yogyakarta.
- Emda, Amna. 2018. Kedudukan motivasi belajar siswa dalam pembelajaran. Lantanida journal 5.2:172-182.
- Erindha, Amilya Nurul. 2021. Memahami karakteristik guru profesional. Pedir : Jurnal Of Elementary Education 1.2.85-93.
- Harahap, Fitriana, N. 2021. Analisis Artikel Metode Motivasi dan Fungsi Motivasi Belajar siswa. Indonesia journal of intellectual publication, 1.3.198-203.
- Indera Herdiansyah. (2015). Pengembangan Sistem Informasi Penjualan Alat Kesehatan Berbasis Web Pada PT. Alfin Fanca Prima. Jurnal Positif, 40.
- Monika & Adman, (2017). Peran Efikasi Diri Dan Motivasi Belajar Dalam Meningkatkan Hasil Belajar Siswa Sekolah Menengah Kejuruan. Jurnal Pendidikan Manajemen Perkantoran, 1(1).
- Muchlis. 2019 karakteristik guru teladan dalam tinjauan al-quran surah Al-Kahf ayat 65. Tajdid: Jurnal Pemikiran Keislaman Dan Kemanusiaan 3.1.561-575.
- Puspitasari, (2013). Hubungan Antara Presepsi Terhadap Iklim Kelas Dengan Motivasi Belajar Siswa SMP Negeri 1 Bancak. EMPATHY Jurnal Fakultas Psikologi, 1(1).
- Sanjaya Wina. 2010. Kurikulum dan pembelajaran, Teori dan praktek pengembangan kurikulum KTSP. Jakarta: Kencana.
- Saifulloh dan Mostofah. 2017. Tafsiran surat Ar-Rahman Ayat 1-4: karakteristik guru qolamuna: jurnal Studi islam 3.1.79-100.
- Seven, (2020). Motivation in language learning and teaching. African Education Research Journal, 8(2)
- Siregar, S. (2013). Metode Penelitian Kuantitatif. Fajar Interpretama Mandiri, 75
- Sulfeni, Wahyu Bagja. 2019. "hubungan motivasi belajar dengan hasil belajar IPS Di SMP Kabupaten Bogor.
- Sugiyono, S. (2012). Metode Penelitian Kuantitatif dan R&D. Alfabert, 82.
- Sugiyono, S. (2014). Metode Penelitian Kuantitatif dan R&D. CvAlbeta, 61
- Swandi, Ahmad. 2021 "Pengaruh Karakteristik Guru Terhadap Motivasi Dan Pola Belajar Siswa." Klasikal: Journal Of Education, Language Teaching And Science 3.1.52-62.



- Tampubolon. 2021 “Pengaruh Pembelajaran Daring Dan Motivasi Belajar Terhadap Hasil Belajar Siswa Di Sekolah Dasar.” Jurnal Basicedu 5.5.315-3133.
- Turrahmania. 2018. Karakteristik guru professional berdasarkan persepsi siswi kelas XI di Madrasah Aliyah Negeri Kotawaringin Timur.
- UI’fa Hermaeny, M.pd. (2021) Pengantar Statistika 1, Kota Bandung-Jawa Barat, Media Sains Indonesia.
- Winarni, (2016). Motivasi Belajar Ditinjau Dari Dukungan Sosial Orangtua Pada Siswa SMA. Jurnal Psikologi, 2(1)