

The Relationship between Teacher Motivation and Student Learning Achievement: Positive Influence on Student Academic Achievement

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Abstract

Received: Nov 1, 2025
Revised: December 10, 2025
Accepted: December 23, 2025

This study aims to examine the relationship between teacher motivation and student learning achievement and its positive influence on student academic achievement. Teacher motivation is expected to be a key factor influencing student development and achievement. This study used a quantitative method with a correlational approach involving a sample of students and teachers in several junior high schools. Data were collected through questionnaires that measured the level of teacher motivation and student learning achievement, which were analyzed through test scores and assignments. The results showed a significant and positive relationship between teacher motivation and student learning achievement. High teacher motivation can increase students' enthusiasm for learning, improve concentration, and have a positive impact on their academic achievement. These findings suggest the importance of teachers' role in creating an inspiring learning environment and motivating students to achieve optimal academic achievement. Thus, increasing teacher motivation can be an effective strategy to improve the quality of education in schools.

Teacher Motivation, Learning Achievement, Academic Achievement, Education, Students.

Keywords:

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A. Introduction

Learning is a relatively permanent change in potential behavior as a result of reinforced experience or practice. (*Learn - Indonesian Wikipedia, the free encyclopedia*, n.d.) Learning is an important process for human behavior and includes everything that is thought and done. Learning plays an important role in human development, habits, attitudes, beliefs, goals, personality and even perception. Djarmah stated that learning is a series of physical and mental activities to acquire behavioral actions as a result of individual experiences in interactions with their environment concerning cognitive, affective and psychomotor. (Rozak, n.d., p. 6) Learning is an important thing that humans must do to face changes that occur in the environment that are constantly changing all the time. So by learning a person will be ready to face the rapid development of the times like today. Learning is a human process to achieve various competencies, skills and attitudes. Learning begins from birth until the end of life. As a baby, a baby masters simple skills such as holding a bottle and recognizing the people around him. When entering childhood and adolescence, a number of attitudes, values, and social interaction skills are achieved as competencies. (Mubin, n.d., p. 1) Educational success is never separated from learning and teaching activities which are the core activities of the process of achieving learning achievements. In learning and teaching activities, elements are involved, namely, teachers, students, facilities, and the learning and teaching process itself. Teachers need to understand student development. Student development includes: physical development, socio-emotional development, and leads to intellectual development. Physical development and socio-emotional development have a strong contribution to intellectual development or mental development as well as cognitive development of students. (Umar et al., 2020, p. 15)



So, from several expert opinions related to the definition of learning explained above, it can be concluded that learning is a real activity that is deliberately carried out by someone, in this case a student, repeatedly and inseparable from direct interaction with their environment with the aim of making changes in themselves which will later result in changes in terms of knowledge, attitudes, and thought patterns.

In everyday life, humans will always be side by side with the world of education, where education is a science related to how to think, communicate and solve problems. Especially in this era of globalization, so we are required to be able to keep up with the progress of the times. One way to be able to keep up with the progress of the times is to improve the quality of human resources through education. (Sirait et al., 2022, p. 435) Every individual who goes through the level of education will experience a learning and learning process. The learning process will guide individuals to be able to know what they do not yet know, new experiences through interactions so that the creation of behavioral changes in each individual. As according to Rusman, learning can be interpreted as a process carried out by individuals to obtain new behavioral changes as a whole, as a result of the individual's own experience in interacting with their environment. (Salmiah et al., 2021, p. 107) Education has a dynamic power in human life in the future. Education can develop various potentials optimally. Education is a complex human phenomenon, so education can be viewed from various perspectives in the world of education.

To increase motivation and foster student learning, the teacher's role as a motivator is crucial. For a dynamic teaching and learning process, teachers must be able to motivate students, emphasize their strengths, unlock their potential, and inspire activity and innovation. Teaching is a career that requires skills. Teachers who are merely fluent in a particular field or aspect cannot be considered teachers. Teachers must be able to guide, teach, and direct students to become knowledgeable, capable, and creative individuals, thereby improving student quality. Therefore, teachers must be professional in their work. A teacher can be considered professional if they are able to improve quality, thus requiring teacher strategies in teaching. To become a professional teacher, teachers must be able to master various other knowledge that needs to be fostered and developed through specific education. Thus, teachers are leaders (Wina Wardiana, 2022). Motivation is one of the key factors influencing student achievement. Motivation, from both students and teachers, plays a crucial role in determining the level of academic success and personal development of students. One element that often receives attention is teacher motivation.

Teacher motivation, which is the internal and external drive that influences their enthusiasm and dedication in the teaching process, can have a significant impact on student learning achievement. By stimulating student motivation, students will be more diligent in learning so that it can be expected that student learning achievement will improve. Learning motivation has a big impact, because motivation comes from within oneself. (Prमितasuri et al., 2023, p. 203). It is important to understand how teacher motivation can affect student learning achievement so that appropriate steps can be taken to improve the quality of education. By studying the relationship between teacher motivation and student achievement, we can identify strategies to support and increase teacher motivation, which in turn can have a positive impact on student learning achievement. This is one of the characteristics that the educational process is said to be achieved if students are able to prove that their interest in learning increases in order to achieve the desired goals. (Warohmah, 2022, p. 804) Meanwhile, according

to Makki & Aflahah (Hae, Tantu, & Widiastuti, 2021) said that learning motivation greatly determines the level of achievement of children's learning achievement. Motivation is a change in energy within a person characterized by the emergence of affect (feelings) and reactions to achieve goals (Harahap et al., 2021). According to Zulfiana (2014), energy changes can include changes in physical activity. Because a person has a specific goal for their activity, they have a strong motivation to achieve it with every effort they can make to achieve it. (Hidayatullah, 2021, p. 3)

Teacher motivation influences not only how material is delivered but also how the learning atmosphere is managed and how interpersonal relationships within the classroom are built. Motivated teachers are often more innovative in their teaching methods, more responsive to students' needs, and better able to create a supportive learning environment. Conversely, a lack of motivation in teachers can result in monotonous learning, a lack of attention to student development, and a decline in the quality of teaching. In education and teaching, a teacher's role is not only as an administrator, class manager, mediator, and facilitator but also as a motivator and guide. If teachers can carry out this role optimally, it will help in efforts to achieve student learning achievement. The teacher's role as a motivator is crucial in increasing enthusiasm and development of student learning activities. Teachers must be able to stimulate and provide encouragement and reinforcement, dynamize student potential, foster self-reliance (activity) and creativity so that there will be dynamics in the teaching and learning process. (Mubin, n.d., p. 3)

According to Nana Sudjana, learning achievement/achievement is the abilities possessed by students after receiving their learning experiences. Achievement is an activity that has been done, created either individually or in groups. What is achieved by students after carrying out learning activities is called achievement. Regarding what has been achieved by students after carrying out teaching and learning activities, some call it learning achievement. Learning achievement is what has been achieved by students after carrying out learning activities. This definition illustrates that achievement is the result of student achievement in learning obtained from evaluation, and expressed in the form of scores and values. A student's learning achievement is measured by comparing it with the achievements achieved by classmates or groups. (Mutmainnah & Hartati, 2021, p. 14). The desired results can be achieved if a person's motivation is built and shared with others. "Learning achievement is a change in student behavior that occurs directly as a result of teaching and learning and is in line with educational goals." (Marbun et al., 2022, p. 3498)

This study aims to explore and analyze the influence of teacher motivation on student learning achievement, with the hope of providing valuable insights for the development of more effective educational policies and teaching practices. How important is it for teachers to motivate their students, namely to foster students' interest in learning, in this article, namely teacher motivation on student learning achievement. (Bunyamin & Faujjah, 2014 p. 2). Discipline is related to a person's personality characteristics. Discipline can be defined as a person's behavior that forms a certain pattern that has been established or agreed upon. A person will follow a certain pattern according to the rules or habits that are carried out repeatedly. This can happen, considering that the school plays a role as an institution responsible for the formation of the disciplined character of students. The character of discipline grows and develops in each student with the direction, order, rules, and examples from teachers. Therefore, teachers must be able to carry out their roles well, behave well so

that their students can imitate them, be kind, dress neatly, respect each other, and appreciate each other. Teachers must also set an example by being disciplined in coming to teach on time. Thus, a hypothesis can be formulated (Budiningsih et al., 2022, p. 152)

B. Literature Review

1. Motivation

Motivation can be defined as the drive that arises from within a person to carry out an activity so as to achieve a predetermined goal. A person in working also needs motivation called work motivation. In learning activities, teaching motivation is very necessary. And student learning achievement is very necessary for teaching motivation. Student learning achievement will be optimal if supported by teacher motivation. (Badrus, 2018, p. 2). In learning motivation, there are ideals or aspirations of students, it is hoped that students will get learning motivation so they understand what the goals are in learning, in addition, the good condition of students in learning will cause the students to be enthusiastic in learning and able to complete assignments well. (Bundu, n.d., p. 2)

According to Wahjosumidjo (1994: 174) explains the meaning of motivation as follows: "Motivation is a psychological process that reflects the interaction between attitudes, needs, perceptions and decisions in a person that causes the person to act. And motivation as a psychological process arises due to factors within the person himself which are called intrinsic or external factors or extrinsic. Factors within a person can be in the form of needs, attitudes, experiences, education, ideals that support the future. While extrinsic factors can be caused by various sources such as; leaders, regulations, coworkers. (Sumiyati, 2019, p. 40)

According to Ngalim Purwanto, motivation is a "drive"; a conscious effort to influence a person's behavior that has moved him to do something to achieve a goal. Meanwhile, according to McDonald, motivation is a change in energy that occurs in a person marked by the emergence of feelings and begins with a reaction to the existence of a goal (Haryono, 2019). In psychology, motivation is defined as what is found within a person that can influence their behavior (Joenita). Based on several definitions of motivation that have been mentioned, it can be concluded that motivation is a driving force that causes the emergence of an action to achieve a certain goal. (Ardiansah, 2023, p. 18)

Motivation is a psychological state that drives someone to do something. There are three components to motivation:

a. Need

Needs arise when an individual feels there is an imbalance between what they have and what they expect. According to Maslow, humans have several basic needs that must be met, namely the need to survive and the need for safety.

b. Encouragement

Motivation is a mental strength that is oriented towards fulfilling hopes or achieving goals.

c. Objective

The hope or goal that one wants to achieve from motivation after there is a need and drive. (Edham Al Farizi, 2022, p. 5)

In understanding motivation, there are three key words that must be understood: intensity, direction, and persistence. Intensity emphasizes the

extent of a person's effort in achieving their goals. High intensity will lead to the realization of their goals, unless there is intervention within a larger goal that includes shared goals within an organization. Therefore, in the context of motivation, a dimension of direction is necessary as a guide to achieving the desired goals. Greater effort in achieving these organizational goals needs to be developed within an individual's paradigm. Finally, motivation also has a dimension of persistence, which relates to the duration or time a person spends in maintaining consistency in achieving goals. A highly motivated individual will certainly persist and consistently achieve their set goals. (Puspitasari et al., 2022, p. 545)

In the Quran, Allah also explains the importance of motivation in learning, namely in Surah Al Mujadalah Verse 11 which reads: *“O you who believe, when it is said to you, “Make room in the gatherings,” make room, and Allah will make room for you. When it is said to you, “Stand up,” stand up. Allah will raise those of you who believe and those who have been given knowledge by degrees. And Allah is Aware of what you do.”*

As explained in Surah Al Mujadalah verse 11, that Allah commands Muslims to seek knowledge, both knowledge about this world and about the hereafter. Meanwhile, Allah also calls for making it easy for others to seek knowledge, so that Allah will also make it easy for us to seek knowledge. Allah will raise the status of those who believe and are knowledgeable and Allah is omniscient in everything that His servants do. From here we can see that Allah has given motivation to His people to seek knowledge by raising the status of those who believe and are knowledgeable. (Salmiah et al., 2021 p. 108). Motivation is used as a driving force in the teaching and learning process, motivation is an effort to provide conditions so that students want to, want to do something. If the student does not like it, then he will try to avoid it.

Considering that motivation has a very urgent role in learning, both in planning, implementation, evaluation and achievement. The indicators that are owned in the learning process are: a high desire to learn, enthusiasm in learning, self-confidence, great curiosity, full concentration while learning, results. Motivation has an important role in learning, difficulties are seen as challenges that must be overcome, full of optimism about what is done, tenacity, having patience and high reasoning. If these indicators are fully owned by students, then educators will feel comfortable, happy to provide material, optimal and enthusiastic in carrying out the teaching and learning process in the classroom. Conversely, if the conditions found in the class, students have low motivation with indicators such as: lack of interest in learning, lack of concentration, easily pessimistic when facing learning difficulties, low enthusiasm, doing assignments feels heavy, difficulty in learning, dependence on others, pessimistic when facing learning difficulties. In fact, such students tend to be lazy to go to school, when in class sleeping, coming to school late, assignments in class are not done, tests depend on friends, like to make noise in the class. So a class situation like that is not comfortable, the teacher will have difficulty in providing material so that time will be used up just for teaching or guiding. (Wardiana, n.d., p. 1142)

Likewise, teachers are one of the factors that play a crucial role in achieving success in the teaching and learning process. Teachers must be well-motivated in carrying out their teaching duties. Good motivation can be defined as the emergence of a strong desire and awareness in carrying out teaching duties without the presence of other elements that cause teachers to be forced to carry out their teaching duties, such as fear of leaders, the desire for attention, and so on. If such motivation arises

within a teacher to carry out their duties, then the teaching and learning activities carried out are only a release of responsibility without being supported by a strong moral burden. (Badrus, 2018, p. 3)

In learning, students will experience both internal and external influences. Internal influences arise from within, while external influences arise from outside the student. This aligns with Gestalt's theory. Learning is a developmental process. This means that a child's body and soul naturally develop. Development itself requires both internal and environmental influences. Motivation is the driving force in the teaching and learning process. Motivation is the effort to provide conditions so that students are willing and eager to do something. If the student does not like it, they will try to avoid it. Learning achievement is a process activity to increase knowledge, skills, and attitudes—process skills—and is carried out by fostering positive behavior in the learner. Learning achievement can also be defined as the results obtained in learning, in the form of knowledge and attitudes acquired by students during lessons at school, expressed in numerical form. If learning is a person's effort to achieve the goal of transforming themselves into intelligent, knowledgeable, and knowledgeable, achievement is the result obtained from their activities. (Mutmainnah & Hartati, 2021, p. 11)

The functions of motivation are as follows:

- 1) Encouraging people to act, so as a driving force or motor that releases energy.
- 2) Determine the direction of change, namely towards the goal to be achieved.
- 3) Selecting actions means determining what actions must be carried out in harmony to achieve goals, by setting aside actions that are not useful.

From the opinion above, it can be developed that the function of motivation is:

- a) Encouraging people to act, namely functioning as a driver or motor that provides energy (strength) to someone to carry out tasks.
- b) Determining the direction of action, namely toward a goal or ideal, prevents any deviation from the path that must be taken to achieve the goal. The clearer the goal, the clearer the path to be taken.
- c) Selecting actions, namely determining which actions need to be selected, which are beneficial or useful or which are not useful.
- d) As a driver to achieve optimal achievements through hard work.

The function of motivation is to encourage people to act, determine the direction of actions, achieve goals, and select actions, namely which actions will be carried out. Motivation can also function as a driver of effort and achievement. A person makes an effort because of motivation. The presence of good motivation in learning will show good results. In other words, with diligent effort and primarily based on motivation, a person who learns will be able to produce good achievements. The intensity of a student's motivation will greatly determine the level of achievement of their learning achievement. (Fatmasari, 2014, p. 430)

The aim of teacher motivation is to fulfill students' life needs, especially in terms of learning, such as (1) the need to do something as a learning activity in order to achieve the expected achievements, (2) the need to please other people, and (3) the need to solve problems. (Bunyamin & Faujiah, 2014, p. 6)

2. Learning achievement

Academic achievement is crucial for understanding a child's abilities. Achievement and success motivate students to learn more and continue to pursue their

goals. Before discussing academic achievement further, it's important to first understand the concept of student achievement. (Ala & Ala, 2022, p. 29)

Achievement is the result achieved by students, namely behavior expressed in the form of a score (number). The process is obtained through learning. The Great Dictionary of the Indonesian Language states that achievement is "The result that has been achieved (done, worked on, etc.)". Thus, it can be understood that the meaning of learning achievement is the mastery of knowledge or skills developed in a subject, usually indicated by test scores or grades given by the teacher. Based on the definition above, it can be formulated that learning is the process of changing a person's behavior or personality based on interactions between the individual and their environment that are carried out formally, informally, and non-formally. This learning achievement is an indicator and can be used as a reference for how far the expected knowledge and skills have been previously possessed in order to strive for improvement.

Learning achievement is what students achieve in the teaching and learning process by bringing about changes and shaping a person's behavior. Learning achievement can be seen from daily tests (formative), midterm test scores (subsumative), and semester tests (summative). (Edham Al Farizi, 2022, p. 6) The knowledge and abilities that a person has acquired as a result of various learning experiences are called learning achievement. People who learn will ultimately benefit from the knowledge they gain while doing so. The effectiveness of learning and teaching can be evaluated using benchmarks such as student learning achievement. (Marbun et al., 2022, p. 3498) Student learning achievement in school is often associated with learning problems from these students in understanding the material. This is caused by factors that are less effective in student learning and even students themselves do not feel motivated in participating in class learning, resulting in students lacking or even not understanding the difficult material given by the teacher. This tendency towards less interesting learning is a natural thing experienced by teachers who do not understand the needs of these students, both in terms of characteristics and in terms of developing knowledge. (Bahar, n.d., p. 2)

Learning achievement appears to occur as a change in student behavior that can be observed and measured in the form of changes in knowledge, attitudes, and skills. These changes can be interpreted as an improvement and better development compared to before, for example, from not knowing to knowing and from not understanding to understanding. Learning outcomes must be seen as related to the educator in educating. The teacher's teaching style must attract students' interest, so that the learning process is good, ultimately students easily understand the lessons taught by the teacher. Teaching sincerely and wholeheartedly is the right teaching style, thus motivating and increasing student interest in learning. With a variety of teaching styles, students will be enthusiastic in learning, so that student learning achievement will be satisfactory. Therefore, teachers must always adapt the teaching situation to the student's condition to achieve success in learning economics. Previously, research has been conducted on the teacher's teaching style having a significant effect on student learning achievement. Based on the description above, the purpose of this study is to determine the effect of achievement motivation and teacher teaching style on learning achievement.

Factors that influence student learning achievement or learning achievement can be divided into two types, namely:

1. Factors within the organism are called individual factors. Individual factors

include the following: maturity or growth factors, intelligence or intelligence factors, training and repetition factors, motivational factors, and personal factors.

2. Factors that exist outside the individual are called social factors. Included in these factors are: Family factors or household circumstances. The atmosphere and various family circumstances influence how and to what extent children learn, Teacher factors and their teaching methods, Tools factors used in teaching and learning. Teacher factors and their teaching methods are closely related to the availability of learning tools available at school. Schools have the necessary equipment and supplies for learning plus qualified teachers will accelerate and facilitate children's learning, Environmental factors and available opportunities and Social motivation factors.

So learning achievement is the result achieved by students during the teaching and learning process within a certain period of time, generally learning achievement in schools is in the form of giving grades from teachers to students as an indication of the extent to which students have mastered the subject matter delivered, usually this learning achievement is expressed in numbers, letters, or sentences and is contained in a certain period. (Bundu, n.d., p. 13) The teacher's goal is to provide constructive or more personal motivation to students so that students are able and can produce good values in themselves and in the lesson. A good teacher will never stop giving direction and motivation to students until the students are truly able and understand what our goals are in learning and our goals in the future. The existence of good teacher motivation will greatly influence student learning achievement. Learning achievement is a learning achievement achieved after going through the process of teaching and learning activities. Learning achievement can be shown through the grades given by a teacher (Mubin, n.d., p. 29)

The description above demonstrates that teacher motivation significantly influences student achievement. Therefore, this motivational factor is the most dominant factor in achieving positive results for schools.

C. Method

This study uses a qualitative research approach where qualitative research. A qualitative research approach is a research process and understanding based on methods that investigate social phenomena and human problems. Basri (2014) concluded that the focus of qualitative research is on the process and the meaning of the results. The attention of qualitative research is more focused on human elements, objects, and institutions, as well as the relationships or interactions between these elements, in an effort to understand an event, behavior, or phenomenon. (McCusker & Gunaydin, 2015, p. 1). The data in this study are based on books and journals that are relevant to the author's research. The data analysis technique used in this study is qualitative data analysis where in this study in the form of opinions expressed by experts regarding learning media, these data are used as a basis to strengthen the author's arguments in analyzing influence. (Moto, 2019, p. 25)

The data collection technique in this study uses library research where researchers collect data by reading, studying, and analyzing journals, books, articles from previous researchers that are related to the research object as well as other sources that support the research such as photos, images, and electronic documents that can support the writing process. by searching for data related to the discussion in the research title that the researcher took. In this study, relevant data was collected in

various ways, namely by Library Study, Literature Study, Internet Search. (Habibatullah et al., 2021, p. 3)

D. Results and Discussion

The discussion of the research findings is conducted to provide explanations and illustrations, thus fostering understanding of the research findings. This discussion includes a review of the findings related to the research, thus demonstrating the influence of teacher motivation on student achievement. Several research findings will be presented in light of the research conducted (Hidayatullah, 2021, p. 1455). This study aims to determine the influence of teacher motivation on student achievement.

Based on the research results, it was found that the supporting factors for achieving student learning achievement are the facilities used, both in terms of tools and the environment that can support the implementation of the learning process, as well as the competence of the teacher itself. According to Zuhairini, there are several supporting factors in learning, including the mental attitude of the educator, the educator's ability, media, completeness of the literature, and others. A similar opinion was also conveyed by Wina Sanjaya, that there are several factors that can influence the activities of the learning system process, including teacher factors, student factors, facilities, tools, available media, and the environment. From the two opinions above, it can be explained that educators need to understand and master learning innovations so that they have the mental readiness and skills to implement various approaches and learning models to support success in carrying out teaching and learning activities. With these abilities, educators will be able to manage students with all kinds of differences they have. In addition, facilities and infrastructure are also needed, including media, tools, and adequate learning resources so that educators do not need to expend too much energy in delivering material or learning materials to students in order to achieve learning objectives (Yumriani et al., 2022, p. 127).

The research results show that teachers play a crucial role in supporting student achievement as demonstrators, classroom managers, mediators, facilitators, evaluators, and motivators. Teachers and students are crucial components in education. This is because they are the focal point of teaching and learning activities. Success in teaching and learning activities is largely determined by the teacher and students, as they interact directly. In education, one of the determining factors for success is the teacher. A teacher is responsible for ensuring that the learning process in schools runs according to the predetermined plan. Therefore, teachers are also required to have a high level of commitment, competence, and professionalism to carry out their responsibilities as educators, instructors, and mentors for their students. Teachers can work professionally and must also possess high work motivation, both internal and external. This high work motivation can be a trigger for teachers to carry out their work optimally. (Puspitasari et al., 2022b, p. 546) The role of teachers as educators is to instill attitudes, values, and behaviors through exemplary attitudes and behaviors or those learned in teaching and learning activities. Teachers need to pay attention to whether or not students are motivated to learn. Because if students have learning motivation, it will automatically have a positive impact on behavioral changes in student learning achievement. If student learning motivation is present in learning activities, it will influence changes in student behavior and learning achievement for the better. This means that in children there is no change in energy, their affection is not stimulated to

do something, because they do not have a goal or need to learn. (Giawa et al., 2020, p. 328)

The success of learning is determined by the learning model, learning process and learning outcomes. However, teachers have an important role in designing learning activities creatively and interactively so that students can achieve learning objectives. The role of teachers in learning is not only focused on students' cognitive abilities, but also on the growth of skills and potential possessed by each student and whether their growth and development are in accordance with the phase experienced by the child. This factor is reinforced by Dimiyati's opinion that there are several factors that can influence individual motivation, including: the emergence of desire due to seeing the potential of others, the environment, family, residential environment, ideals, stimulation from teachers in learning and school friends as well as the physical condition and skills of the individual. Teachers have an important function in encouraging student motivation in learning. The following are several forms of motivation that teachers can apply in learning so that students can be interested and active in learning. Teachers are individuals who have the role of educating, teaching, providing guidance, training, opening views and providing responses and evaluating student learning achievements. Teachers provide opportunities for students to explore learning with guidance so that learning objectives can be conveyed (Safitri: 2019). Teachers also have the task of helping students in the development of their skills and knowledge. Therefore, teachers must be able to do this. When a teacher appears uninterested, students are reluctant to participate in the learning process. Consequently, learning objectives cannot be conveyed optimally to students. In other words, the teacher's role is to provide feedback to students through assignments, assessments of learning, interaction with students, and encouragement to further develop their interest in learning. (Pertivi et al., 2023, pp. 670–671)

Learning motivation is not constant, sometimes increasing and sometimes decreasing. Learning motivation should remain stable at a good level, this requires efforts to increase student learning motivation. Efforts to increase student learning motivation include encouraging students to learn; providing realistic expectations; providing incentives; providing direction. (Rahman, 2022, p. 296) Considering that motivation has a very urgent role in learning, both in planning, implementation, evaluation and achievement. The indicators that are owned in the learning process are: a high desire to learn, enthusiasm in learning, self-confidence, great curiosity, full concentration while learning, motivational results have an important role in learning, difficulties are seen as challenges that must be overcome, full of optimism about what is done, tenacity, having patience and high reasoning. If these indicators are fully owned by students, then educators will feel comfortable, happy to provide material, optimal and enthusiastic in carrying out the teaching and learning process in the classroom. (Wina Wardiana, 2022). Highly motivated teachers tend to create a conducive and interactive learning atmosphere. This makes students more interested and motivated to learn. Active learning will improve students' understanding of the material, ultimately contributing to academic achievement, which ultimately contributes to better academic performance.

Teacher motivation will encourage students to act on their desires in learning. This motivation is paramount in the teaching and learning process because it plays a primary function and role in the implementation of teaching and learning activities to achieve learning objectives. Motivation is a strong drive or intention and sincerity to

do a job to the best of one's ability. Teacher motivation is seen as a mental drive that drives and directs human behavior, including helping to foster students' interest in learning. Teacher motivation contains the desire to activate, motivate, channel, and direct students' learning attitudes and behaviors. Motivating students is about creating conditions such that students are willing to do what they can to stimulate their interest in learning. (Warohmah, 2022, p. 842)

According to Sudirman, there are three functions of learning motivation, namely as follows:

- a) Motivating people to act. Acting as a driving force or motor that releases energy. Motivation, in this case, is the driving force behind every activity that will be carried out.
- b) Determining the method of action, namely towards the goal to be achieved. Thus, motivation can provide direction and activities that must be carried out in accordance with the formulation of the goal. (Bundu, n.d., p. 15)

From the results of the author's research, the factors that influence learning achievement are specific internal and external factors. One of the learning achievements influenced by internal factors is achievement motivation. Achievement motivation is closely related to student learning achievement. Achievement motivation is very necessary in students, the better the achievement motivation in students, the better their learning achievement will be, conversely, if the student's motivation is lower, the student's achievement in learning will be lower. Motivation can be said to be the overall driving force within students that ensures continuity and provides direction for learning activities, so that learning objectives can be achieved. It is very clear that motivation functions to encourage humans to act, determine the direction of actions to achieve goals and select actions, namely which actions will be carried out. (Giawa et al., 2020, p. 143)

There are many things that can influence student learning achievement, including the way teachers deliver learning materials in class, teacher skills in teaching and explaining. While student achievement motivation can be seen from how students' attitudes are oriented towards the future, like challenges and are persistent in learning. Providing motivation to a student is difficult to move students to do something or want to do something. In the initial stage, it will cause the learning subject to feel there is a need and want to do a learning activity. (Kholifah, 2010, p. 19) Based on this study, it is known that the variables of achievement motivation and teacher teaching style have a significant effect on student learning achievement. One of the internal factors is achievement motivation, achievement motivation is very much needed in students, because with high achievement motivation, students will be more enthusiastic in achieving their desired goals. While external factors that influence learning achievement are teachers, teachers play a very active role in educating and developing experiences, educators must have the option to adjust their teaching style to the student's condition, so that students in learning can more easily grasp what is explained by the teacher. Teachers must also learn through the use of learning media or through interesting learning techniques, so that students can more effectively understand what is being learned. (Aulia & Susanti, 2022, p. 275)

Motivation is a primary factor in learning, serving to generate, underlie, and drive learning activities. Research shows that most students with strong motivation are diligent, appear brave, and persistent in reading to improve their academic performance and solve problems. Conversely, those with low motivation appear

indifferent, easily discouraged, and disengage from learning, resulting in learning difficulties. Motivation drives individuals, directs actions, and selects learning goals that are deemed most beneficial to their lives. Studying motivation reveals why individuals act. Motivation cannot be directly observed; instead, the manifestation of that motivation in the form of behavior observed in individuals can at least approximate the true motivation of the individual. (Rahman, 2022, p. 300) In terms of motivation, teachers need self-control to maintain motivation. It is understandable that online learning conditions create new challenges in the learning process. However, teachers must remain motivated to provide excellent service and set a good example for their students. Motivation can be increased by involving teachers in online teaching training. This allows teachers to adapt the teaching and learning process while remaining understandable and engaging for students, ultimately improving student achievement. (Budinarsih et al., 2022, p. 158) The teaching and learning process is the core of formal education, with teachers playing a key role. In the learning process, student achievement is largely determined by the teacher's role. Competent teachers are better able to create an effective learning environment and manage the learning process, thus achieving optimal student achievement. (Sugama, 2019)

Motivation in learning is very important because it is one of the driving forces of a person to learn. In learning activities, motivation can be said to be the driving force within a student that drives them to create learning activities, which can serve as a direction and guarantee the continuity of learning activities. Therefore, it can be interpreted that students who are not motivated to learn will not have learning activities in those students. Low levels of learning motivation in students have implications for hindering the achievement of educational goals and can be a threat to national progress. Therefore, the problem of low learning motivation must be addressed appropriately (Tohlaeh & Iman, n.d., p. 9).

In an effort to increase children's learning motivation in learning activities at school, there are several steps that teachers can take, said Sardiman, namely:

- a) Giving grades, in this case, serves as a symbol of the value of learning activities. Many students are focused on achieving good grades, so they only pursue good test scores or report cards. These good grades are a powerful motivator for students. Teachers need to remember that achieving these grades does not yet constitute true and meaningful learning achievement. The goal is to link these grades to affective values, not just cognitive ones.
- b) Rewards can be a powerful motivator when students are interested in the specific field being rewarded. This is not the case if rewards are given for work that students find uninteresting.
- c) Competition, whether individual or group, can be a way to increase learning motivation. Sometimes, when there's competition, students become more motivated to achieve their best.
- d) Ego-involvement: Cultivating students' awareness of the importance of tasks and accepting them as challenges, thus contributing to their hard work, is a crucial form of motivation. Students' hard work can be cognitively involved by seeking ways to increase motivation.
- e) Giving Tests: Students will study harder if they know they'll have tests. However, don't give tests too often, as they can become boring and become routine.

- f) Knowing the Results: Knowing academic achievement can be used as a motivational tool. By knowing their academic achievement, students will be encouraged to study harder. Moreover, if their academic achievement is improving, students will strive to maintain it or even be motivated to improve it.
- g) Praise: When a student successfully completes a task, they should be given praise. Praise is a form of positive reinforcement and provides positive motivation for students. It should also be given at the right time to foster a pleasant atmosphere, increase motivation to learn, and boost self-esteem.
- h) Punishment is a form of negative reinforcement, but if administered appropriately and wisely, it can be a motivational tool. Therefore, teachers must understand the principles of administering punishment. (Suprihatin, 2015, pp. 75-76)

Based on the results of the data research in this study, it can be said that teachers have provided learning motivation to students in the form of praise, grades and so on so that students get good results. Therefore, this shows that there is an influence between the provision of teacher motivation on student learning achievement, although student learning achievement is not only influenced by the provision of teacher motivation but there are still other factors that influence it. And it can be concluded that, Motivation functions as a driver and director for someone to achieve something desired. Motivation in learning has the meaning of awakening and giving direction to the drive that causes individuals to carry out actions in learning. As the function of motivation in the teaching and learning process itself is: (1) generating and changing interest in teaching and learning, (2) increasing enthusiasm for learning, (3) increasing student attention in learning, (3) providing optimal conditions for the learning process. (Hakim & Gejik, n.d., p. 3)

Achievement is the result of an activity undertaken, created either individually or in a group. Achievement will never be achieved unless someone engages in an activity. Achieving success is not easy, but we must face various obstacles and barriers; only tenacity and self-optimism can help us achieve it. Learning, on the other hand, is the effort to adapt to the conditions or situations around us. Adapting includes gaining new skills, understandings, and attitudes.

The definition of learning achievement is an indicator of the quality and quantity of knowledge mastered by students in understanding the subjects at school. So from the definition above, it can be seen that what is meant by entrepreneurial learning achievement is evidence of student success in mastering the entrepreneurship training program through the stages of learning evaluation expressed in grades. (Kholifah, 2010, p. 31). The influence of teachers on student learning achievement is indeed quite large, because teachers are human figures who must be idols for their students. The duties and responsibilities of teachers are closely related to the abilities required to hold the position of teacher, so that he can carry out his duties well. Usman stated that improving teacher performance should be able to produce a teacher quality improvement program based on a process of planning, implementation, and supervision as well as controlling the quality of teacher performance that can produce teacher self-development and school organizational development. (Fatmasari, 2014, p. 483)

Learning achievement and the factors that influence it will provide an overview of how learning achievement is achieved. Learning achievement is the result of

attending lessons at school, so many factors influence its achievement. Learning achievement and the factors that influence it are classified based on internal and external factors. In learning, students will experience both internal and external influences. Internal influences are influences that arise from within the student, while external influences are influences that arise from outside the student. This is in line with Gestalt's theory. Learning is a developmental process. This means that naturally, a child's body and soul experience development. Development itself requires something that comes from both the student themselves and influences from their environment. Learning achievement shows the progress experienced by students in everything they learn at school related to knowledge or skills. Learning achievement is the result of a learning process accompanied by changes achieved by a student and is expressed in the form of symbols, numbers, letters, or sentences as a measure of success achieved based on predetermined standards. (Salmiah et al., 2021, p. 108)

1. Internal factors. These internal factors relate to influences from within the learner themselves. Academic achievement and the factors that influence it include: student intelligence, readiness, motivation, interest, and study habits.
2. External factors. External factors are factors that influence learning achievement and originate from outside the learner. The external factors that influence learning achievement are diverse. External factors include: education costs, learning facilities, parental guidance, teachers, curriculum, and so on (Mutmainnah & Hartati, 2021, p. 12).

According to Drs. H. Abu Ahmadi and Drs. Widodo Supriyono, these factors come from within the student (internal factors) and from outside the student (external factors).

Factors that influence learning achievement can be divided into two groups, namely:

b. Internal factors

Internal factors are factors that arise from within the child themselves. Internal factors are the needs and desires that exist within a person. According to Ngalim Purwanto, these factors include:

- 1) Physiological factors, namely physiological factors, are factors related to physical condition. These factors are divided into two. First, physical condition. A healthy and fit physical condition will positively influence an individual's learning activities. Conversely, a weak or ill physical condition will hinder the achievement of maximum results. Second, the state of physical or physiological function. (Kompasiana.com, 2020)
- 2) Psychological factors include interests, intelligence levels, motivation, and so on. 25 For further clarification, this will be explained as follows:
 - a) Physiological factors Physiological factors include physical condition and sensory conditions. Among the physiological factors that influence student learning achievement are physical condition and sensory organs.
 - b) Psychological Factors Psychological factors include interests, intelligence, motivation, talents, emotions, and mental attitudes. Psychological factors create certain conditions for learning events, thus influencing learning achievement.

c. External factors

External factors are factors that can influence a person's motivation that originate from the external environment, namely the environment where the achievement of the goal is linked. (Alvianie, 2014, p. 51) Factors that greatly influence student learning achievement that originate from outside the child, such as cleanliness of the house, hot air, the environment and so on.

The factors included in external factors include: family factors, school factors, and community factors.

- 1) Family factors: Family environmental factors are the primary factor in the educational environment, influencing student learning. Within the family, students receive education from an early age, including religious education, moral values, and skills. (Iskandar, 2021)
- 2) School Factors: Schools are also a factor influencing education because they are where students pursue knowledge and learn other things. At school, children also begin to interact with people outside their families who come from different backgrounds, have different parenting styles, differing values, and so on.
- 3) Community factors. Where the child or student lives. A good education provided in the family or school can be wasted if the child is in a bad environment, for example, in the midst of socializing with children who like to brawl (Factors Affecting Education in Indonesia, What Are They?, 2022)

There are many other factors that can influence a person's academic achievement. Therefore, it's the responsibility of parents and educators to understand these factors thoroughly so they can guide their children/students individually and effectively. (Kholifah, 2010, p. 59)

The higher the learning motivation and teaching methods of the teachers, the higher the achievement of Basic Banking learning obtained by the students. This is in line with the framework of good learning motivation. Students who have high motivation tend not to give up easily and will strive to improve their achievements. Conversely, students who have low learning motivation tend to give up easily, resulting in lower achievement. As an educator, teachers need to understand what their students want, including understanding students' needs to achieve. Because each student has a different need for achievement, it is important for teachers to understand that some students may have low achievement motivation. Some of them tend to be afraid of failure and are reluctant to take risks in an effort to achieve high learning achievement. Although many students have high motivation to achieve, the desire for success is considered high when it comes from the students' own internal motivation. Students with high achievement motivation will strive hard both individually and in competition with their classmates. Students who attend school bring a varied understanding of themselves as a whole and specifically about their abilities. They form a picture of themselves as individuals and their abilities in dealing with the environment. This is a label or image that students have about themselves, which may not be visible to teachers but has a significant impact on the student's learning process. This image begins to form through interactions with others, including family, peers, and adults, and this affects their learning performance at school. (Suparman & Junaidin, 2023, p. 3951) A good teacher's teaching method will make it easy for students to accept the material being taught. If the teacher's teaching method is applied appropriately, it will be able to improve Basic Banking Learning Achievement. A good teaching method will make students pay more attention to the teacher when explaining the material so

that the material presented can be well absorbed by students and will have a positive impact on students' Basic Banking Learning Achievement. (Santosa, n.d.)

One of a teacher's responsibilities is to inspire and motivate students, encouraging them to learn. To stimulate student motivation, teachers should try various methods. Here are some ways to foster extrinsic motivation and foster intrinsic motivation:

- 1) Competition (Competition) Teachers try to create competition among their students to improve their learning achievements, try to improve on previously achieved results and overcome the achievements of others.
- 2) Pace Making (creating temporary or near-term goals) At the beginning of teaching and learning activities, teachers should convey to students the learning objectives they will achieve. This will encourage students to strive to achieve these learning objectives.
- 3) A clear goal motivates individuals to achieve it. The clearer the goal, the greater its value to the individual and the greater their motivation to perform an action.
- 4) Perfection for Success Success can lead to feelings of satisfaction, joy, and self-confidence, while failure has the opposite effect. Therefore, teachers should provide children with ample opportunities to achieve success through their own efforts, with guidance, of course.
- 5) Great interest Motives will arise if an individual has great interest.
- 6) Conducting assessments or tests. In general, all students want to study with the goal of getting good grades. This is evident in the fact that many students don't study if there's no test. However, if the teacher says there will be an oral exam the day after tomorrow, students will study diligently by memorizing to get good grades. Therefore, numbers or grades are a strong motivator for students. (Bahar, n.d., pp. 4–5)

Learning achievement is Learning achievement can be measured through evaluation, measuring learning achievement is usually done using a test tool, with the test tool known a quantitative estimate of the achievement. Learning achievement tests that are commonly used are formative tests, summative tests, diagnostic tests, final learning tests and so on. Measurement of learning achievement is given a value to provide meaning. (Bunyamin & Faujiah, 2014, p. 15)

Student learning achievement can be influenced by two factors, namely teacher motivation and competence. A teacher who has high motivation and has high teacher competence shows a high work spirit and tends to have better or high performance. High student learning achievement is shown by the attitude of a teacher carrying out tasks well and with a sense of responsibility. Meanwhile, if it is related to the conditions of human life that is developing, then high student learning achievement can be used as an absolute requirement, which is cultivated in life because it will open the views and attitudes towards humans in valuing hard work and sincerity, so that it can eliminate the attitude of working carelessly. (Anggraini et al., 2023) No matter how perfect the method used by the teacher during the teaching and learning process. However, if student learning motivation is lacking or even absent, then students will not want to learn which will result in learning achievement not being achieved. So if student learning motivation is high, it is expected that their learning achievement will also be high, and vice versa. (Bunyamin & Faujiah, 2014, p. 9)

Based on the research results, the author feels the need to analyze why this could happen. The increase in student learning achievement is the main goal of the

learning process, because the success of learning objectives is the goal of education. Syahril Yusuf (2019) who determined the relationship between motivation and learning achievement. There are two types of motivation used in this study, namely intrinsic motivation (health factors, psychological factors, interests, talents, intelligence, and readiness) and extrinsic motivation. The results of the study found that both motivations have a relationship with student learning achievement. The relationship between intrinsic motivation is in the sufficient category, while the relationship between extrinsic motivation is in the strong category. (Rahman, 2022, p. 300) This is due to the existence of various factors that can influence student achievement, influence is not the only factor. Other factors can include teacher motivation, the environment, parental attention, teacher attention, and others. The results of the study can be used by further researchers as reference material to improve the quality of education when linked to learning motivation and classroom management as well as student learning achievement and can conduct further research that is broader and more in-depth. This research is crucial given the crucial role of motivation in student learning. Teachers are expected to foster and enhance their students' motivation. For students to achieve optimal learning achievement, they must possess a high level of motivation, although not all students possess this level of motivation. (Hidayatullah, 2021, p. 1452)

Conclusion

Based on the research results, it can be seen that professional teachers are a determining factor in the quality of the educational process. Teachers have a very important role in student motivation and achievement, such as being a demonstrator, class manager, mediator, facilitator, evaluator, and motivator for students so that students can achieve their learning achievements. Therefore, it is hoped that educators will always pay attention to facilities and competencies so that learning objectives and the ideals of Indonesian education can be achieved. Commenting on the low quality of education today is an indication of the need for the existence of professional teachers. Teachers in the current era of information and communication technology are not just teaching (transfer of knowledge) but must also be learning managers. It can be concluded that motivation is carried out with the aim of being able to provide encouragement or enthusiasm to students so that they can be more active and more serious in learning so they can get better results, which will eventually be able to create good achievements and can make students into quality human resources, achievement motivation and teacher teaching styles influence student achievement in learning. To improve student achievement, schools must work on every aspect of supporting education and developing experiences, encouraging students to further develop their achievement in economics, and teachers must adapt their teaching styles to meet students' needs. The Importance of Learning Motivation in Improving Learning Achievement. The influence of achievement motivation on student achievement. Achievement motivation plays a crucial role in helping students achieve good learning outcomes. Students with strong achievement motivation will have a greater desire to learn, enabling them to achieve their desired goals. Compared to students with low achievement motivation, students with strong achievement motivation will engage in the learning process more diligently, actively, and precisely. Therefore, it can be concluded that achievement motivation influences student learning achievement.

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