THE AFFECT OF TEACHERS TEACHING SKILLS AND LEARNING FACILITIES ON STUDENTS LEARNING MOTIVATION

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Article Info	Abstract
	This study aims to determine the effect of teacher teaching skills and learning facilities on student motivation at SMK Negeri 51 Jakarta. This research was conducted for 9 months starting from January 2022 to September 2022. The method used in this study is a survey method. The respondent selection technique used purposive sampling so that a sample of 150 respondents was obtained from students of SMK Negeri 51 Jakarta from all skill competencies. Data was collected through distributing questionnaires using a Likert scale. Based on the results of the research conducted, it was found that Teacher's Teaching Skills had a positive and significant effect on Learning Motivation. Learning Facilities have a positive and significant effect on Learning Motivation. In accordance with the research hypothesis.

Abstrak

Penelitian ini bertujuan untuk mengetahui Pengaruh Keterampilan Mengajar Guru dan Fasilitas Belajar Terhadap Motivasi Belajar Siswa SMK Negeri 51 Jakarta. Penelitian ini dilakukan selama 9 bulan terhitung mulai dari bulan Januari 2022 sampai dengan September 2022. Metode yang digunakan dalam penelitian ini adalah metode survei. Teknik pemilihan responden menggunakan *Purposive Sampling* sehingga diperoleh sampel berjumlah 150 responden siswa/i SMK Negeri 51 Jakarta dari seluruh kompetensi keahlian. Pengumpulan data dilakukan melalui penyebaran kuesioner dengan menggunakan skala likert. Berdasarkan hasil penelitian yang dilakukan, ditemukan bahwa Keterampilan Mengajar Guru berpengaruh positif dan signifikan terhadap Motivasi Belajar. Fasilitas Belajar berpengaruh positif dan signifikan terhadap Motivasi Belajar. Sesuai dengan hipotesis penelitian.

INTRODUCTION

Education is something that has a role as a foundation in human life. Therefore education in a country is said to be one of the most important things to be maintained and improved. This is in accordance with the main purpose of education, namely as a medium in developing potential and educating humans so that they are ready to face the life to come. Quality and superior human resources can be created through education. In a broad scope, education can be regarded as a process of acquiring knowledge, skills and habits that will be used as a legacy from one generation to the next. In a narrow context, education can be understood as a school. School is a place where students carry out the learning process with the aim of gaining knowledge and understanding something that will make a critical and creative human being.

Vocational High School (SMK) is one of the secondary educational institutions organized to prepare mid-level prospective workers and develop professionalism in entering the world of work and producing quality results. The purpose of the Vocational High School (SMK) education system in particular is "Preparing students to be able to work, either independently or to fill existing jobs in the business and industrial world as a middle-level workforce, in accordance with the fields and programs of expertise they are interested in." equip students to be able to choose a career, be tenacious and persistent in competence and be able to develop a professional attitude in the field of expertise they are interested in and equip students with Science and Technology (IPTEK) so they are able to develop themselves through a higher level of education".

The educational process in schools is operationalized in a form of learning called the Teaching and Learning Process (PBM). A person is considered to have learned something if he can show a change in himself. Changes that occur are changes in certain situations along with the contents of memories that make learning always a change in behavior or appearance, with a series of activities for example by reading, listening, observing, imitating and so on. To achieve optimal learning goals in the teaching and learning process, it is highly expected there is high learning motivation from students (Emda, 2018).

For Vocational High School (SMK) students, learning motivation plays a very important role because they are required to understand the subject matter and be able to implement it in practice. This cannot be done by students if they do not have motivation and do not carry out learning activities properly. Based on the results of observations and pre-research conducted at SMK Negeri 51 Jakarta on class XI OTKP, BDP, AKL, FILM, PSTV, and MM students who will be the subject of this study, student motivation is still low. In conducting learning there are several factors that influence student motivation in learning including, peer environment, parental support, school environment, learning facilities, and teacher teaching skills.

Based on the results of pre-research in the form of observations on Teaching Skills Practices (PKM) and distribution of questionnaires, it was found that the factors influencing motivation were the peer environment 8%, parental support 11%, school environment 26%, learning facilities 27%, and teacher teaching skills 28 %. This shows that learning motivation is influenced by these factors. From the results of pre-research on motivation to learn, even in difficult conditions students still try to do their assignments until they are finished because students feel that it is an obligation within them. From the observations and pre-research that has been done, it is found that student learning motivation still needs to be improved and attention is related to student activity in learning.

Factors that influence learning motivation is the peer environment. Peers are an environment where an interaction occurs and is quite regular with people who are similar in age and status, which has a positive or negative influence. In this case peers are able to provide motivation as well as a constructive atmosphere when in class. Based on the results of pre-research students feel more comfortable when studying and asking their peers about

things they don't understand because by studying together students can better understand learning and can help each other. Therefore, if the peer environment has an interest in learning, it will make students become diligent in learning and will have an impact on better learning motivation.

The second factor is parental support. Parents can motivate their children by appreciating their children's achievements, providing adequate learning facilities, and being willing to participate in their children's learning. Based on the results of pre-research conducted by researchers, parental support is still relatively low, this is due to the lack of time spent by parents helping children while studying and the lack of attention and support given by parents to children to increase motivation in learning. So that the lack of parental support can result in students having low learning motivation.

Another factor that influences student learning motivation is the school environment. The school environment such as teachers, administrative staff, and classmates can influence student motivation. In this school environment students interact with fellow students, teachers and other school members. Based on pre-research results, the effect of the school environment on student learning motivation is 27%. In this case a clean, healthy, and comfortable school environment keeps students focused on learning. This can have an impact on student learning motivation. If the environment is not clean and comfortable, students will have low motivation.

In addition to the school environment, the learning process is also supported by the availability of learning facilities, because the existence of learning facilities is needed to increase student learning motivation. The existence of adequate learning facilities allows the learning process to run smoothly, so that educational goals can be achieved as desired. Based on the data obtained at SMK Negeri 51 Jakarta regarding the learning facilities used in the teaching and learning process, this is very useful because the learning facilities provided by the school meet the standards of government regulations. Below is data on the availability of learning facilities at SMK Negeri 51 Jakarta.

It can be seen that the learning facilities at school are well available, the facilities are in the form of classrooms, laboratories or practice rooms, libraries, UKS rooms and other equipment that can support the learning process. But this has not been able to encourage student activity to be more enthusiastic in following the lesson. Learning facilities that can meet the needs of students in learning will certainly encourage student learning motivation. Not only learning facilities at school can increase student learning motivation, but learning facilities at home also have a very important role for the implementation of the learning process and support the achievement of educational goals. The availability of adequate learning facilities at home can help and provide comfort for learning and make it easier for them to repeat learning material that has been given at school. Meanwhile, learning facilities that are lacking and inadequate will hinder the learning process and students are less motivated in learning..

Based on the results of pre-research and observations made by researchers regarding learning facilities in the classroom, they are sufficient, but the availability of facilities such as LCD or projectors, fans, WiFi, computers and there are several facilities that are damaged but has not been justified. Therefore, the uneven distribution of facilities in each class makes learning less effective. However, in reality learning facilities at home can only be owned by students according to the economic conditions of their parents. Students whose parents' economic conditions are low will certainly not be able to fulfill the complete learning facilities at home so that there will be problems in the learning process at home. So that complete learning facilities will increase student learning motivation and make it easier for students to complete assignments or reduce student learning difficulties.

Another factor that influences student learning motivation is the teacher's teaching skills. The teacher's teaching skills have a great influence on student learning motivation, regardless of whether or not a learning goal is achieved. Based on the results of pre-research teacher teaching skills have a relatively high influence on student motivation. It can be seen from the results of the pre-research that the teacher needs to give initial questions (Pre-test) and final questions (Post-test) to students before and after the material has been delivered so that they can find out the progress of students in understanding the material presented, besides that the teacher also needs to relate the material that has been studied with the material that will be studied in order to make it easier for students to understand the material given before. As well as the teacher must make learning media interesting so that students more easily understand the subject matter being taught, the reason is that it can motivate students to be more enthusiastic about learning, so that learning goals can be achieved.

Based on the background of the problem above, the purpose of this research is to find out whether teachers' teaching skills affect students' learning motivation, to find out whether learning facilities affect students' learning motivation, and to find out whether teachers' teaching skills and learning facilities affect students' learning motivation.

SUPPORTING THEORY

1. Learning Motivation

Learning motivation is one of the factors that also determines effectiveness in learning. A student will study well if there are supporting factors, namely learning motivation. Motivation itself is an encouragement from within a person that can trigger a sense of enthusiasm and is able to change individual behavior to lead to better things. Motivation can be divided into intrinsic motivation and extrinsic motivation. Intrinsic motivation is motivation that comes from within the individual without any external stimulation, while extrinsic motivation is motivation that comes from outside such as giving praise, giving value to giving gifts and other external factors that have motivational thrust (Siregar & Nara, 2015: 50).

According to Nababan (2020) learning motivation is a psychological condition that encourages a person to learn. Another opinion regarding learning motivation was also expressed by Sulistyowati in (Amaliah, 2020) who said that learning motivation is an internal and external drive that encourages a person to act to achieve goals so that it is hoped that there will be a change in behavior. According to Jauhari et al (2018) motivation is a conscious effort to influence a person's behavior, so that he is moved to act to do something to achieve a certain goal or result. Then according to Nasrah (2020) explains that motivation is the encouragement that exists within a person to change behavior in a better direction to achieve a goal.

In addition, learning motivation according to Tokan in (Trisnawati, 2021) explains that learning motivation is one of the factors for the realization of good learning outcomes, because it makes students tend to achieve maximum learning results. Learning motivation can be measured using indicators consisting of the desire and desire to succeed, the encouragement and need for learning, the hopes and aspirations for the future, the appreciation in learning, the existence of interesting activities in learning, the existence of a conducive learning environment (Santoso et al., 2020), (Nasrah, 2020), (Jannah & Sontani, 2018), (Sidik & Sobandi, 2018), and (Trisnawati, 2021).

So it can be concluded that motivation to learn is an intrinsic and extrinsic drive possessed by a person (student) to change behavior in a better direction and to act to do something so as to achieve certain goals or results.

2. Teacher Teaching Skills

Skills can be interpreted as a person's expertise in doing a job in a particular field. For teachers, the skill in question is that the teacher can carry out his teaching duties. A teacher must pay attention to students individually because each student has fundamental differences. Therefore in the learning process a teacher needs to have good teaching skills.

According to Sitorus & Sojanah (2018) said that teacher teaching skills are skills that must be mastered by teachers in managing the learning process. Then according to Nugrahadi & Tina (2018) basic teaching skills (teaching skills), are a general characteristic of a person related to knowledge and skills that are realized through action. Furthermore, Jaya & Kendari (2017) teaching or learning skills are quite complex pedagogic competencies because they comprehensively interpret different teacher skills as a whole. according to (Rejeki & Rozi, 2021) teacher skills in teaching are ways of teaching teachers with various learning models, mastery of the material being taught, good class management, and teacher and student interactions that run smoothly during the learning process.

Then Anton Sitepu (2020) says that teaching skills are a special ability that must be possessed by teachers in order to be able to carry out teaching tasks effectively, efficiently and professionally, thus teaching skills relate to several basic and inherent abilities that must be owned and actualized by every teacher in carrying out their duties. Teacher teaching skills can be measured using indicators consisting of questioning skills, reinforcement skills, variety skills, explanation skills, opening and closing skills, small group discussion guiding skills, class management skills, and small group and individual teaching skills (Sundari & Muliyawati, 2017), (Nugrahadi & Tina, 2018), (Sitorus & Sojanah, 2018), Dysha Firmannisa (2020) and Alwiyah & Imaniyati (2018).

So it can be concluded that teacher teaching skills are fundamental and inherent skills or abilities that must be owned by a teacher to facilitate student learning directly or indirectly in carrying out learning activities effectively and efficiently.

3. Learning Facilities

Adequate facilities are needed so that the teaching and learning process runs smoothly, regularly, effectively and efficiently so that later students can learn optimally and also obtain high learning motivation. Basically learning facilities are tools used in the process of teaching and learning activities (KBM).

According to Arikunto in (Damanik, 2019) argues that learning facilities are anything that can facilitate and expedite the implementation of teaching and learning activities. Then, according to Yanuar & Harti (2020) Innovation is a process of doing new things that companies have never done before. Innovation is also a transformation or change of creative ideas into a useful application. Furthermore, according to Rahayu (2018) learning facilities are everything that is needed in the teaching and learning process, both movable and immovable, in order to achieve educational goals that can run smoothly, regularly, effectively and efficiently. In addition, according to Vadani in (Axell et al., 2020) said that learning facilities can be interpreted as anything that facilitates and expedites the implementation of teaching and learning activities.

Then according to Dewi Veronica (2021) said that learning facilities are supporting facilities in teaching and learning activities, with the available facilities it is hoped that they can provide assistance to students in carrying out learning activities. Learning facilities can be measured using indicators which include media or learning aids, learning equipment and study rooms. (Anuar & Kasiono, 2018), (Yulianta Tarigan, 2019), Wahyuni 2020), (Mentari Putri Pratiwi, 2018) and (Yanti et al., 2021).

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So it can be concluded that learning facilities are anything that is used or needed in the teaching and learning process both movable and immovable to facilitate and expedite learning activities so that they are effective and efficient in order to achieve learning goals.

METHOD

In this study we are using a research design with quantitative methods. Where this research was conducted using data in the form of numbers as a tool to analyze information about what you want to know. This study aims to examine the effect of the independent variable, namely the teacher's teaching skills (X1), and learning facilities (X2) on the dependent variable, namely student learning motivation.

The population in this study were all students of SMK Negeri 51 Jakarta from all competency skills, namely OTKP, BDP, AKL, FILM, PSTV, and MM with a total of 808 students. The affordable population in this study were students of class XI at SMK Negeri 51 Jakarta from all competency skills, totaling 240 students.

This sampling technique uses purposive sampling. According to Sugiyono (2018: 133) Purposive sampling is a sampling technique under certain considerations. Where the sample is selected from among the population according to what the researcher wants, so that the sample can represent the characteristics of the desired population. The criteria used in this study are class XI students for the 2021/2022 academic year from all competency skills. The sample used in this study was 150 students of SMK Negeri 51 Jakarta.

In this study the research method used by researchers is a quantitative research method with survey data collection techniques. The survey method is a method to obtain information or data. The survey method in this study used a questionnaire or questionnaire and observation. This method was chosen by researchers because it is more efficient in collecting the desired data and information. The data collection method was carried out by giving statements to respondents using a questionnaire technique with a Likert scale which provided five alternative answers. Data processing in this study used the SPSS (Statistical Package for Social Science) program version 25.0. In this study the analysis used was the requirements analysis test (normality test and linearity test), the classical assumption test (multicollinearity and heteroscedasticity), the multiple regression equation and the hypothesis test (simultaneous test (F test), partial test (t test), R2 test (Coefficient of determination)).

RESULTS AND DISCUSSION

1. Validity and Reliability Test Results

There are 18 items in the variable statement of learning motivation with a value of r count greater than r table 0.361 so that it can be stated that 3 drop statements and 15 statements are valid. Cronbach's Alpha learning motivation variable is 0.798 > 0.6 so that it can be declared reliable. The teacher teaching skills variable has 24 statement items with an r count value greater than r table 0.361 so it is said that 3 drop statements and 21 valid statements. Cronbach's Alpha teacher teaching skills variable is 0.898 > 0.6 so it can be declared reliable. There are 9 statement items in the learning facility variable with an r count value greater than r table 0.361 so that it can be stated that 1 drop statement and 8 valid statements. The Cronbach's Alpha value of the entrepreneurial motivation variable is 0.723 > 0.6 so it can be declared reliable.

2. Normality Test Results

The normality test is a test used to determine whether the data obtained is normally distributed or not. The normality test was carried out using the Kolmogrov-Smirnov test with a significance level and Normal Probability Plot analysis. The decision-making

criterion is that the data is declared normal if the significance is > 0.05, otherwise if the significance value is <0.05 then it is rejected or the data distribution is not normal.

Table 1.1

Kolmogorof Smirnov Normality Test Results

One-Sample Kolmogorov-Smirnov Test

		Unstandardized Residual
N		150
Normal Parameters[a,b]	Mean	.0000000
	Std. Deviation	5.85030389
Most Extreme Differences	Absolute	.032
	Positive	.032
	Negative	-.026
Test Statistic		.032
Asymp. Sig. (2-tailed)		.200[c,d]

a. Test distribution is Normal.

b. Calculated from data.

c. Lilliefors Significance Correction.

d. This is a lower bound of the true significance.

Source: Data processed by Researchers (2022)

Based on table 1.1 the calculation of the Kolmogorov-Smirnov normality test above, shows that the significance value of teacher teaching skills, learning facilities and learning motivation is 0.200. This means that the significance value is 0.200 > 0.05 so it can be stated that the data of the three variables are normally distributed

Calculation of the normality test can also be seen through the Normality Probability Plot. From the picture, the points spread around the diagonal line and follow the direction of the diagonal line. It can be concluded that the data is normally distributed, and the regression model meets the assumptions of normality so that further analysis tests can be carried out. The following is the output in the form of a normality test plot using SPSS 25.0:
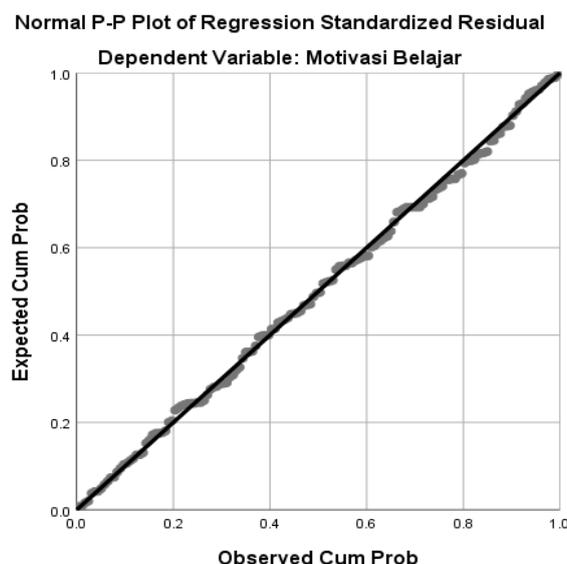
Figure 1.1 Probability Plot Normality Test
Source: Data processed by Researchers (2022)

3. Linearity Test Results

Linearity test was conducted to determine whether the variables X and Y have a linear relationship or not significantly. The linearity test can be seen from the output of the Test of Linearity at a significance level of 0.05. The variable is said to have a linear relationship if the significance is < 0.00. The following is the result of calculating the linearity test using SPSS 25.0:

Table 1.2
Linearity Test Results X1, Y

ANOVA Table

			Sum of Squares	df	Mean Square	F	Sig.
Learning Motivation * Teaching Skills Teacher	Between Groups	(Combined)	8843.100	43	205.653	6.604	.000
		Linearity	6845.791	1	6845.791	219.842	.000
		Deviation from Linearity	1997.309	42	47.555	1.527	.043
	Within Groups		3300.794	106	31.140		
	Total		12143.893	149			

Source: Data processed by Researchers (2022)

Based on table 1.2 above, it is known that the linearity value is 0.000 < 0.05 and the Deviation from Linearity value is 0.043 > 0.05. Thus it can be concluded that the variables of teacher's teaching skills and learning motivation have a linear relationship. Furthermore, the results of the linearity test for the variables of learning facilities and learning motivation can be seen from the output table below:.

Table 1.3
Linearity Test Results X2, Y

ANOVA Table

			Sum of Squares	df	Mean Square	F	Sig.
Learning Motivation * Learning Facilities	Between Groups	(Combined)	6416.190	22	291.645	6.467	.000
		Linearity	5381.070	1	5381.070	119.314	.000
		Deviation from Linearity	1035.121	21	49.291	1.093	.364
	Within Groups		5727.703	127	45.100		
	Total		12143.893	149			

Source: Data processed by Researchers (2022)

Based on table 1.3 above, it is known that the linearity value is 0.000 < 0.05, the Deviation from Linearity value is 0.364 > 0.05. Thus it can be concluded that the variables of learning facilities and learning motivation have a linear relationship. So it can be concluded that between the independent variable (X) and the dependent variable (Y) in this study has a linear relationship and fulfills the linear requirements test.

4. Multicollinearity Test Results

Multicollinearity test is used to determine whether or not there is a relationship between each independent variable. The multicollinearity test can be seen in the tolerance

value and VIF (Varience Inflatori Factor) in the coefficient table. If the tolerance value is > 0.01 and the VIF value is < 10, then the independent variable does not have a multicollinearity problem.

Table 1.4
Multikolinearitas Test Results

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics	
		B	Std. Error	Beta			Tolerance	VIF
1	(Constant)	14.574	3.134		4.651	.000		
	Teaching Skills Teacher	.417	.060	.591	6.924	.000	.391	2.554
	Learning Facilities	.343	.143	.204	2.392	.018	.391	2.554

a. Dependent Variable: Learning Motivation

Source: Data processed by Researchers (2022)

Based on the output of table 1.4 coefficients above, it can be seen that the Tolerance value of teachers' teaching skills and learning facilities is 0.391 > 0.1 and the VIF value is 2.554 < 10. So it can be concluded that the independent variable does not have a multicollinearity problem. So that the regression model has fulfilled the classic multicollinearity assumption test.

5. **Heteroscedasticity Test Results**

The heteroscedasticity test was carried out to determine whether there is an inequality of variance from the residuals in the regression model. A good regression model does not show symptoms of heteroscedasticity. Heteroscedasticity testing was carried out using Spearman's rho test and Scatterplot. The decision-making criteria for the Spearman's rho test are seen from the significance value at the Correlation output, if the significance value is > 0.05 then there are no symptoms of heteroscedasticity.

Table 1.5
Heteroscedasticity Test Results

Correlations

			Keterampilan Mengajar Guru	Fasilitas Belajar	Unstandardized Residual
Spearman's rho	Teaching Skills Teacher	Correlation Coefficient	1.000	.720**	.078
		Sig. (2-tailed)	.	.000	.345
		N	150	150	150
	Learning Facilities	Correlation Coefficient	.720**	1.000	.074
		Sig. (2-tailed)	.000	.	.368
		N	150	150	150
	Unstandardized Residual	Correlation Coefficient	.078	.074	1.000

|		Sig. (2-tailed)	.345	.368	.
		N	150	150	150

**. Correlation is significant at the 0.01 level (2-tailed).

Source: Data processed by Researchers (2022)

Based on the output of table 1.5 correlations above, it can be seen that the significance value of the teacher's teaching skills (X1) is 0.345 > 0.05, the significance value of learning facilities (X2) is 0.368 > 0.05. So it can be concluded that the regression model in this study did not show symptoms of heteroscedasticity.

In addition, the researcher also conducted a heteroscedasticity test by conducting a scatterplot test. Heteroscedasticity symptoms can be seen if the distribution of dots on the graph forms a certain pattern. Conversely, if the dots spread out and do not form a certain pattern, there is no heteroscedasticity. Based on the scatterplot output image, it can be seen that the dots spread above and below the number 0 on the Y axis and do not form a specific pattern. So it can be said that there are no symptoms of heteroscedasticity in this regression model. So that the regression model has fulfilled the classic assumption test of heteroscedasticity.
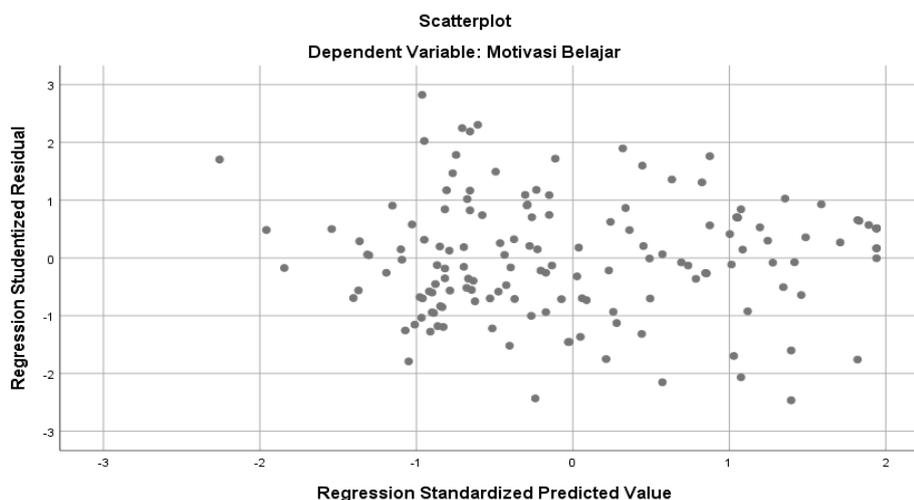
Figure 1.2 Scatterplot Heteroscedasticity Test
Source: Data processed by Researchers (2022)

6. Multiple Linear Regression Test Results

Multiple linear regression analysis is used to determine the effect of the independent variables on the dependent variable. This analysis is carried out to determine the value of the dependent variable if the value of the independent variable is increased or decreased. Following are the results of multiple regression test calculations using SPSS 25.0:

Table 1.6
Multiple Linear Regression Test Results

Coefficients[a]

Model		Unstandardized Coefficients B	Unstandardized Coefficients Std. Error	Standardized Coefficients Beta	t	Sig.	Collinearity Statistics Tolerance	Collinearity Statistics VIF
1	(Constant)	14.574	3.134		4.651	.000		

Teaching Skills Teacher	.417	.060	.591	6.924	.000	.391	2.554
Learning Facilities	.343	.143	.204	2.392	.018	.391	2.554

a. Dependent Variable: Learning Motivation

Source: Data processed by Researchers (2022)

Based on table 1.6 above, a multiple regression equation is obtained, namely Ẏ = 14,574+ 0.417+ 0.343. Based on this, it can be concluded that the coefficients X1 and X2 are positive, which means that there is a difference between the teacher's teaching skills and learning facilities which indicates that the more the teacher's teaching skills and learning facilities increase, the more learning motivation in students will increase.

7. **F test results**

The F test aims to determine the effect of all independent variables simultaneously or simultaneously on the dependent variable. The decision criteria is made by looking at the Fcount value in the ANOVA table and the sig value < 0.05 means it is significant or different. If Fcount > Ftable, it can be said that the dependent variable has a simultaneous influence.

Table 1.7
F Test Results
ANOVAa

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	7044.211	2	3522.106	101.526	.000b
	Residual	5099.682	147	34.692		
	Total	12143.893	149			

a. Dependent Variable: Learning Motivation

b. Predictors: (Constant), Learning Facilities, Teaching Skills Teacher

Source: Data processed by Researchers (2022)

Based on table 1.7 above, an Fcount value of 101,526 was obtained which concluded that there was a relationship between teacher teaching skills (X1) and learning facilities (X2) and learning motivation (Y). This is based on the value of Fcount > Ftable, namely 101,526 > 3.06.

8. **Test Results t**

The t test (t-test) aims to determine the partial significance of the independent variable to the dependent variable. The decision criteria is done by looking at the tcount on the output coefficients and the sig value <0.05 means that it has a significant correlation or relationship. If the significance value of tcount is more than 0.05, it can be stated that the independent variables individually have a significant effect on the dependent variable.

Table 1.8
Test Results t

Coefficientsa

Model		Unstandardized Coefficients		Standardized Coefficients			Collinearity Statistics	
		B	Std. Error	Beta	t	Sig.	Tolerance	VIF
1	(Constant)	14.574	3.134		4.651	.000		
	Teaching Skills Teacher	.417	.060	.591	6.924	.000	.391	2.554
	Learning Facilities	.343	.143	.204	2.392	.018	.391	2.554

Source: Data processed by Researchers (2022)

Based on table 1.8 above, the teacher's teaching skills variable has 6.924 > 1.97623, meaning that there is an influence of the teacher's teaching skills variable (X1) on learning motivation (Y) or the hypothesis is accepted. The learning facility variable has 2.392 > 1.97623, meaning that there is an influence of the teacher's teaching skills variable (X1) on learning motivation (Y) or the hypothesis is accepted.

9. Determination Coefficient Test Results

The coefficient of determination (R^2) can be used to measure how much the model's ability to explain variations in the independent variable explains the dependent variable. The coefficient value of the variable of determination is between 0 and 1

Table 1.9
Test Results for the Coefficient of Determination X1, X2, Y

Model Summary[b]

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.762[a]	.580	.574	5.890

a. Predictors: (Constant), Learning Facilities, Teaching Skills Teacher

b. Dependent Variable: Learning Motivation

Source: Data processed by Researchers (2022)

Based on table 1.9 above, it can be seen that the R square (R2) is equal to 0.580. It can be concluded that the teacher's teaching skills (X1) and learning facilities (X2) to explain simultaneously are 58% while 42% are influenced by other factors not examined by researchers.

DISCUSSION

Based on the calculations that have been tested by the researcher, the results of the calculations proposed in this study are acceptable. Following are the results of the discussion of each hypothesis.

1. H1: Teacher Teaching Skills on Student Learning Motivation

The results of the calculations in this study show that the teaching skills of teachers positively and significantly affect the learning motivation of students at SMK Negeri 51 Jakarta. Based on the results of multiple regression calculations, $\dot{Y} = 14,574 + 0.417X1 + 0.343 X2$ is obtained. The constant value is 14,574, this means that if the teacher's teaching skills and learning facilities are worth 1, then learning motivation is worth 14,574.

The coefficient value of the teacher's teaching skills (X1) is 0.417, which means that if the teacher's teaching skills (X1) increase by 1 then learning motivation (Y) will increase by 0.417. The coefficient of the teacher's teaching skills (X1) is positive, meaning that there is a positive influence between the teacher's teaching skills (X1) and learning motivation (Y). This shows that the higher the teacher's teaching skills, the higher the student's learning motivation

From these results, it is in line with research conducted by (Mustiko & Trisnawati, 2021) which states that teachers' teaching skills have a significant effect on learning motivation. (Handayani et al., 2021) teacher teaching skills have a positive effect on learning motivation. This shows that the higher the student's perception of the teacher's

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teaching skills, the higher the student's learning motivation.

Based on the results of the research that has been done and referring back to the opinions of experts and previous research, it can be proven that even though the research was carried out in different circumstances and research objects, the teacher's teaching skills still have an effect on learning motivation.

2. H2: Learning Facilities Against Learning Motivation

The results of the calculations in this study show that learning facilities positively and significantly affect the learning motivation of students at SMK Negeri 51 Jakarta. Based on the results of multiple regression calculations, $\dot{Y} = 14{,}574 + 0.417X1 + 0.343 X2$ is obtained. The constant value is 14,574, this means that if the teacher's teaching skills and learning facilities are worth 1, then learning motivation is worth 14,574.

The coefficient value of X2 is 0.343, which means that if learning facilities (X2) experience an increase of 1 then learning motivation (Y) will increase by 0.343. The coefficient X2 is positive, meaning that there is a positive influence between learning facilities (X2) and learning motivation (Y). This shows that the higher the learning facilities, the higher the student's learning motivation.

According to Setiadi & Setiyani (2018) states that there is a positive influence of learning facilities on student learning motivation. Then according to Amanah et al (2018) which shows that learning facilities have a positive and significant effect on student learning motivation. Learning facilities that aim to facilitate the learning process, with adequate learning facilities, the learning process will be more effective and can increase student learning motivation.

Based on the results of the research that has been done and referring to the opinions of experts and previous research, it can be proven that even though the research was carried out in different circumstances and research objects, learning facilities still influenced learning motivation.

3. H3: Teacher Teaching Skills and Learning Facilities on Learning Motivation

Based on the F test, the value of Ftable is 3.06 while Fcount has a value of 101,526 where the value of Fcount is greater than Ftable, then H0 is rejected Ha is accepted. From this explanation it can be concluded that there are teacher teaching skills (X1) and learning facilities (X2) that simultaneously influence learning motivation (Y). This is in line with research conducted by Astuti (2018) which states that the teaching skills of teachers and learning facilities have a positive and significant effect on student learning motivation. This is in line with what was revealed by (Handayani et al., 2021) which said that the teaching skills of teachers and learning facilities affect student motivation.

Then from the calculation of the t test, the tcount of the teacher's teaching skills is 6.924 which is greater than the ttable which is 1.97623 which means H0 is rejected. So, it can be concluded that the teaching skills of teachers have a positive and significant influence on student learning motivation. Meanwhile, the tcount of learning facilities is 2.392, which is greater than the ttable, which is 1.97623, which means H0 is rejected. So, it can be concluded that learning facilities have a positive and significant influence on student learning motivation.

Furthermore, for the calculation of the coefficient of determination or R2, it has a value of 0.580, which means that the teacher's teaching skills (X1) and learning facilities (X2) to explain learning motivation (Y) simultaneously are 58%, while 42% are influenced by other factors not examined by researchers.

CONCLUSIONS AND SUGGESTION

A. CONCLUSIONS

Based on the research that has been carried out, empirical conclusions can be drawn based on statistical data processing, descriptions, and discussions that have been described in previous chapters. So the researchers concluded that there is a positive and significant influence between the teacher's teaching skills (X1) on learning motivation (Y) of tcount 6.924 which is greater than the ttable value of 1.97623, there is a positive and significant influence between learning facilities (X2) on learning motivation (Y) of tcount 2.392 greater than the ttable value of 1.97623 and there is a positive and significant influence simultaneously between the teacher's teaching skills (X1) and learning facilities (Y) on learning motivation (Y). This is based on the value of Fcount > Ftable, namely 101,526 > 3.06. This means that if the teacher's teaching skills and learning facilities increase, the motivation to learn will increase. Vice versa, if the teacher's teaching skills and learning facilities are low, student learning motivation will also decrease.

B. SUGGESTION

Based on the conclusions above, the researcher will provide several recommendations for further researchers in the hope that they will become useful references and references later, such as for future researchers, it is hoped that the object of this research can be expanded and not limited to one school, but other schools to produce better results, for future researchers, it is hoped that they will conduct research with a larger sample and pay more attention to other factors that have an influence on learning motivation besides the teacher's teaching skills and learning facilities and for future researchers, it is hoped that they will conduct similar research with more attention to the research instruments to be used.

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