

THE INFLUENCE OF TEACHER TEACHING SKILLS ON STUDENT LEARNING OUTCOMES WITH ACHIEVEMENT MOTIVATION AS A MEDIATING VARIABLE

(Survey of XI Social Studies Class Students of several State High Schools in Purwakarta Regency)

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INTRODUCTION

the majority of students in class XI social studies at several public high schools failed to meet the KKM in economics

No	School	KKM	Range	Total of Students	<KKM (% Students)	>KKM (% Students)
1	SMAN 1 Bungursari	70	40	141	100%	0%
2	SMAN 1 Darangdan	75	80,89	135	1%	99%
3	SMAN 1 Wanayasa	69	42,66	170	95%	5%
Jumlah		71	13.33	446	68%	32%

METHOD



Sample

several public high schools in Purwakarta Regency, with a purposive sample of 94 students



Research Method

Survey Eksplanatori



Instrument

Questionnaires



Data Analysis

PROCESS by Andrew F. Hayyes

RESULT & DISCUSSION

Learning outcome

Learning Outcome Range	Percentage of Students
<KKM	68%
>KKM	32%
Total	100%

Teacher Teaching Skill

Category	Range	Frequency
High	$X \geq 218$	20
Middle	$162 \leq X < 218$	59
Low	$X < 162$	15
Total		94

Achievement Motivation

Category	Range	Frequency
High	$X \geq 73$	15
Middle	$43 \leq X < 73$	68
Low	$X < 43$	11
Total		94

RESULT & DISCUSSION

Effect	Statistic	BootLLCI	BootULC	Result
Total	0,1171***	-	-	Significant
Direct	0,1011***	-	-	Significant
Indirect	0,0160***	0,0023	0,1340	Significant

- The total effect of X on Y explains the estimation and testing results of the regression coefficient c (total effect) of teacher teaching skills on learning outcomes. The test results indicate that the total effect of teacher teaching skills on learning outcomes is significant ($c = 0.1171, t = 4.9857, p < 0.001$).
- The direct effect of X on Y explains the estimation and testing results of the regression coefficient c' (direct effect) of teacher teaching skills on learning outcomes. The test results indicate that the direct effect of teaching skills on learning outcomes is significant ($c' = 0.1011, t = 4.1102, p < 0.001$).
- The coefficient of the mediation effect or indirect effect using the bootstrapping approach is shown in the output for the indirect effect of X on Y. Table 4.11 indicates the indirect effect of teacher teaching skills on learning outcomes = $(a)(b) = (0.1633)(0.0978) = 0.0160$. The bootstrapping test results provide an estimation (95%CI [0.0023, 0.1340]), meaning that the bootstrapping test at a 95% confidence interval provides an indirect effect coefficient estimation ranging from 0.0023 (BootLLCI) to 0.1340 (BootULCI). The results do not include zero, indicating that the mediation effect is significant. At the 0.05 significance level, achievement motivation partially mediates the effect of teacher teaching skills on learning outcomes.

CONCLUSION

Based on the analysis of the data and discussion of the research findings, it can be concluded that the learning outcomes of Grade XI social science students in public high schools across Purwakarta Regency still show that most students have not met the minimum passing criteria. Both teacher teaching skills and achievement motivation were generally perceived as being at a moderate level. Teacher teaching skills were found to have a positive impact on student learning outcomes, meaning that as the quality of teaching skills improves, student learning outcomes also increase. Additionally, achievement motivation serves as a partial mediator in this relationship, indicating that teacher teaching skills can influence learning outcomes both directly and indirectly through the involvement of student motivation to achieve better results.

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THANK YOU