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THE EFFECT OF TEACHER'S MOTIVATION ON STUDENT LEARNING ACTIVITIES IN ISLAMIC EDUCATION LESSONS

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Abstract

The purpose of this study was to measure the effect of teacher motivation on student learning activities in PAI subjects at SMPN 39 Surabaya. In this study, the authors conduct quantitative research which is a knowledge discovery process that uses data in the form of numbers as a tool to find information about what we want to know. Based on the research problem formulation and the existing data analysis process, the following conclusions can be drawn: All teachers at SMPN 39 Surabaya have a high enough effort to motivate their students, including in the fairly high category. This can be seen from the creativity, activity, and absorption of student learning outcomes which are quite high. The relationship of motivation given by the teacher to student learning activities at SMPN 39 Surabaya is very influential with a fairly good interpretation, this is evident from the results of Statistical Analysis Table 22 which shows that the calculated Chi SChi-Square = 28.36 is greater than the Chi-Square table obtained Fo > Ft 5% (5.99) means the significance (Ho is rejected) and in the interpretation table the Contingency Coefficient value is 0.664 so it is in the range of numbers between 0.600 to 0.800 with a fairly high (good) interpretation which indicates a fairly good relationship between the motivation given by the teacher and student learning activities at SMPN 39 Surabaya in the 2021/2022 academic year.

Key Word: Effect, Motivation, Learning Activities

Abstrak

Tujuan artikel ini mengukur pengaruh motivasi guru terhadap aktivitas belajar siswa pada mata pelajaran PAI di SMPN 39 Surabaya. Dalam penelitian ini penulis melakukan penelitian kuantitatif yang merupakan proses penemuan pengetahuan yang menggunakan data berupa angka-angka sebagai alat untuk mencari informasi tentang apa yang ingin kita ketahui. Berdasarkan rumusan masalah penelitian dan proses analisis data yang ada, maka dapat diperoleh kesimpulan sebagai berikut: Bahwa semua guru di SMPN 39 Surabaya memiliki upaya yang cukup tinggi memotivasi siswanya, termasuk dalam kategori cukup tinggi. Hal ini terlihat dari kreativitas, aktivitas dan daya serap nilai hasil belajar siswa cukup tinggi. Hubungan motivasi yang diberikan guru terhadap aktivitas belajar siswa di SMPN 39 Surabaya sangat berpengaruh dengan interpretasi yang cukup baik, hal ini terbukti dari hasil Analisis Statistik Tabel 22 yang menunjukkan bahwa nilai Chi Square hitung = 28,36 lebih besar dari pada tabel nilai Chi Square diperoleh Fo > Ft 5% (5,99) berarti signifikansi (Ho ditolak) dan pada tabel interpretasi nilai Contingency Coefficient adalah 0,664 sehingga berada pada rentang angka antara 0,600 sampai dengan 0,800 dengan a interpretasi cukup tinggi (baik) yang menunjukkan adanya hubungan yang cukup baik antara motivasi yang diberikan guru dengan aktivitas belajar siswa di SMPN 39 Surabaya tahun pelajaran 2021/2022.

Kata Kunci: *Pengaruh, Motivasi, Aktivitas Belajar*

INTRODUCTION

In essence, Islamic religious education is a process that takes place continuously and continuously. Based on this, the duties and functions carried out by Islamic religious education are complete human education and last a lifetime.[1] Humans are creatures whose development is influenced by their environment.[2] Judging from the development of human potential, it has rhythms and stages according to the task of human development. In educational psychology theory, the learning process carried out in an effort to develop old be in accordance with the stages of Devyn has a strategic role in determining the development and self-realization of individuals, especially for the development of the nation and state. The progress of a culture depends on the way that culture recognizes values and uses human resources. This is closely related to the quality of education provided to members of the community, one of which is to students.[3]

In an effort to increase to learning activities and efforts to encourage learning progress, in addition to using various methods that are closely related to the teaching and learning process, it is also necessary to have teacher motivation for students to achieve the expected goals[4]. Learning in a broad sense can be interpreted as a psychophysical activity leading to complete personal development. Then in a narrow sense, learning is intended as an effort to master the material of science which is part of the activity towards the formation of a complete personality.[5]

Pedagogic competence is the ability of a teacher in managing the learning process related to students, including understanding insight or foundation education, understanding of students, curriculum development or syllabus, learning design, implementation of effective learning ededucation dialogical, use of learning technology, evaluation of results learning, and the development of students to actualize various its potential.[6] Pedagogic competence is needed by teachers in planning, implementing learning, evaluating learning outcomes, as well as developing students and actualizing their competencies. Pedagogic competence is also often interpreted as the ability to manage to learn.[7] A teacher in the teaching and learning process must be able to provide motivation and be able to use it properly and appropriately to generate interest, good morals and effecttive learning, otherwise without motivation, there will

[1] Asrori Rusman, *Filsafat Pendidikan Islam: Pedekatan Filsafat Islam Klasik* (Malang: Pustaka Learning Center, 2020), 7.

[2] Asrori Munawir, *Anomali Prilaku Remaja: Dealektika Fitra Manusia Dan Pendidikan Islam* (Batu: Literasi Nusantara, 2020), 16.

[3] Asrori, *Inovasi Belajar & Pembelajaran PAI: Teori Aplikatif* (Surabaya: UMSurabaya Press, 2019), ix.

[4] Badrus Badrus and Zaenal Arifin, 'The Effect of The Blended Learning Model on The Improvement of Student Learning Outcomes', *Nazhruna: Jurnal Pendidikan Islam* 4, no. 1 (1 March 2021): 108–16, https://doi.org/10.31538/nzh.v4i1.836; Umin Kango, Ari Kartiko, and Bahruddin Zamawi, 'The Effect of Service Quality, Facilities and Promotion on The Interest of New Students', *Nidhomul Haq : Jurnal Manajemen Pendidikan Islam* 6, no. 2 (23 July 2021): 323–30, https://doi.org/10.31538/ndh.v6i2.1447.

[5] Asrori, *Inovasi Belajar & Pembelajaran PAI: Teori Aplikatif*, 1.

[6] Syaiful Sagala, *Kemampuan Professional Guru Dan Tenaga Kependidikan* (Bandung: Alfabeta, 2009), 25.

[7] Asrori & Rusman, *Classroom Acion Research: Pengembangan Kompetensi Guru* (Banyumas: Pena Persada, 2020), 43.

be tension, boredom and inefficient learning.[8] Besides that, the teacher has an important role in the implementation of education, "Because the teacher is a Spiritual Father or Spiritual Father for a student, he is the one who feeds the soul with knowledge, moral education and justifies it.[9] The process of teaching and learning activities for students must be active to gain knowledge, not only the teacher or the teacher but the teacher is only required to provide motivation or encouragement so that students are active and active in learning.[10]

From the description above, it can be concluded that the motivation given by the teacher is related to student learning activities. Because the activeness of students in the teaching and learning process is something that teachers need to pay attention that they can obtain optimal results. Student learning activities in addition to depending on the motivation of the teacher also depend on self-motivation, the higher and stronger the motivation that is in him, the more determined and persistent the effort to achieve results.[11] The urgency of the results of this study can contribute to PAI teachers in particular and for education to improve, improve the teaching and learning process and, as reference material and research development related to teacher motivation in the learning process. Based on the problems and urgency of the research above, the authors are encouraged to conduct further research on The Effect of Teacher Motivation on Student Learning Activities in Islamic Religious Education Subjects at SMPN 39 Surabaya

METHOD

In this study, the author uses quantitative research. According to Margono, quantitative research is a process of finding knowledge that uses data in the form of numbers as a tool to find information about what we want to know.[12] By looking at the topic in the title of this study, the author uses correlation pattern research according to Suharsimi, research with a correlation pattern is research whose purpose is to find out whether there is a relationship between variables based on the correlation coefficient.[13]

This study connects two variables, namely as follows: The independent variable (x) is the variable that is thought to have an effect on the presence of the dependent variable. The independent variable in this study is the provision of teacher motivation at SMPN 39

[8] Wahab, Heri Khairiansyah, and Misridah, 'Local Wisdom-Based Character Values in Millennial Madurese Community: A Study of Molothen Traditions', *Jurnal Pendidikan Islam* 9, no. 1 (29 June 2020): 57–78, https://doi.org/10.14421/jpi.2020.91.57-77; Warti'ah Warti'ah, 'The Implementation of Madrasa Culture in Building Students' Character', *Nazhruna: Jurnal Pendidikan Islam* 3, no. 2 (27 July 2020): 247–59, https://doi.org/10.31538/nzh.v3i2.583.

[9] M. Ahiyah Al-Abrasyi, *Dasar-Dasar Pokok Pendidikan Islam* (Jakarta: Bulan Bintang, 1993), 136.

[10] Azizah Azizah and Siti Fajeriah, 'The Effect of Offline Learning Model Assisted in Practicum Discovery Learning on Learning Outcomes', *Nazhruna: Jurnal Pendidikan Islam* 4, no. 3 (2 November 2021): 663–71, https://doi.org/10.31538/nzh.v4i3.1667; Abdul Azis, Reem Abou-Samra, and Andika Aprilianto, 'Online Assessment of Islamic Religious Education Learning', *Tafkir: Interdisciplinary Journal of Islamic Education* 3, no. 1 (29 January 2022): 60–76, https://doi.org/10.31538/tijie.v3i1.114.

[11] Muhammad Anas Ma'arif, Muhammad Mujtaba Mitra Zuana, and Akhmad Sirojuddin, 'Improving Islamic Self-Motivation for Professional Development (Study in Islamic Boarding Schools)', in *Supporting Modern Teaching in Islamic Schools* (Routledge, 2022); Ninik Indawati et al., 'Improving The Religious Character of Educators Through Exemplary of Principles', *AL-TANZIM: Jurnal Manajemen Pendidikan Islam* 6, no. 3 (1 June 2022): 789–801, https://doi.org/10.33650/al-tanzim.v6i3.3691.

[12] Margono, *Metodologi Penelitian Pendidikan* (Jakarta: Rineka Cipta, 2010), 106.

[13] Suharsimi Arikunto, *Prosedur Penelitian: Suatu Pendekatan Praktik*, VII (Jakarta: Rineka Cipta, 2011), 239.

Surabaya. The dependent variable (y) is the variable that is expected to arise as a result of the independent variable. The dependent variable in this study is student learning activities at SMPN 39 Surabaya.

The data analysis uses Chi-Square because it examines the relationship between two nominal variables and measures the strength of the relationship between one variable and another nominal variable (C = Coefficient of contingency).

In the analysis used in processing the data in general the author uses the percentage formula, namely:[14]

$$P = \frac{f}{N} X\,100\%$$

t = *frequency being searched percentage*
N = *Number of cases*
P = *Percentage number*

Meanwhile, to find out whether there is a relationship, the author uses the Chi-Square formula, and then tested again with the contingency coefficient formula.

$$X^2 = \sum \frac{(fo - fh)^2}{fh}$$

X^2 = *Chi-Square*
fo = *the frequency obtained from observations in the sample*
fh = *the expected frequency in the sample*

The contingent coefficient formula is:

$$KK = \sqrt{\frac{X^2}{X^2 + N}}$$

KK = *contingent coefficient*
X^2 = *Chi-square*
N = *number of respondents*

Furthermore, the results of the Contingency Coefficient score were consulted with the interpretation table. The interpretation table of correlation according to conservation measures is:

	Interpretation	
Between	0,800 to 1,000	Tall
Between	0,600 to 0,800	Enough
Between	0,400 to 0,600	Slightly low
Between	0,200 to 0,400	Very low
		Uncorrelated

[14] Anas Sudiono, *Pengantar Statistik Pendidikan* (Jakarta: Rajawali Press, 1991), 40.

RESULT AND DISCUSSION

FINDINGS

As already explained the data collection method used in this research is the questionnaire method and the object of the research is the teachers and some of the second-grade students totaling 360 people, and the questionnaires distributed to these students are 36 questionnaires (10% of 360 students). 5 questionnaires were given to PAI teachers, both PNS and, non-PNS. To facilitate the presentation of data, among the problems that will be discussed in this study are: 1) Giving teacher assignments, 2) Giving grades, 3) Giving encouragement to compete, 4) Attention from teachers to students, 5) Giving tests, 6) Giving gifts, 7) Giving punishment, 8) Giving teacher reprimands, 9) Teachers' efforts in motivating student learning, 10) Student activities.

Giving Teacher Assignments.

To reveal this data, a questionnaire method was used with items No: 1,2,3 and 4 with the highest score of 3 to 4 giving assignments and the lowest score of 1 to 2. For more details, it can be seen in the following table:

Table 1: Teacher Assignment

No. Items	Category	Score	N	F	%
1,2	Give homework	3 – 4		11	92
3,4	Not giving assignments	1 – 2		14	8
	Results		12	12	100

From the table above, it can be seen that 92% (4 teachers) stated that they gave assignments, while 8% (1teachers) stated that they did not give assignments. While the questionnaire distributed to students can be seen in the following table using (No. Items 1 and 2) with the result:

Table 2: Teacher's Tasks and Student Learning Activities

No. Item	Category	Score	N	F	%
1,2	Give homework	3 – 4		33	92
	Not giving assignments	1 – 2		3	8
	Results		36	36	100

From the table above, it can be seen that 92% (33 students) stated that they were given assignments by the teacher while 8% (3 students) stated that they were not given assignments.

Giving Grades

To reveal this data using a questionnaire method with No. Items 5 and 6, for more details, can be seen in the following table:

Table 3: Regarding Rating/Numbers

No. Items	Category	Score	N	F	%

5	Giving numbers/values	3 – 4		11	92
6	Not giving numbers/values			1	8
	Results		12	12	100

From the table above, it can be seen that 92% (4 teachers) stated that they gave value to the students' work, while 8% (1 teacher) stated that they did not give a score/value. Meanwhile, based on the questionnaire distributed to students, can be seen in the following table:

Table 4: About Giving Grades/Teacher Scores with Student Learning Activities Doing Assignments

No. Items	**Category**	**Score**	**N**	**F**	**%**
3, 4	Given a number/value	3 – 4		31	86
	Not given a number/value	1 – 2		5	14
	Results		36	36	100

From the table above, it can be seen that 31 students (86%) stated that they were given a grade by the teacher, while 5 students (14%) stated that they were not given a grade by the teacher. After looking at the table above, the writer can conclude that the majority of Islamic Education teachers at SMPN 39 Surabaya give value to the results of student work.

Giving Encouragement to Compete

To reveal this data used a questionnaire method with (No. Items 7 and 8) For more details, see the following table:

Table 5: Gives a Competitive Boost

No. Items	**Category**	**Score**	**N**	**F**	**%**
3, 4	Gives a competitive boost	3 – 4	12	10	83
	Not encouraging	1 – 2		2	16
	Results		12	12	100

From the table above, it can be seen that 83% (3 teachers) stated that they gave encouragement to compete to their students, while 16% (2 teachers) stated that they did not provide encouragement to compete. Meanwhile, according to the questionnaire distributed to students, it can be seen in the following table:

Table 6: Competitive Encouragement by Improving Student Achievement

No. Items	**Category**	**Score**	**N**	**F**	**%**
5, 6	Give a competitive boost	3 – 4		33	92
	Not encouraging	1 – 2		3	8
	Results		36	36	100

From the table above, it can be seen that 92 (33 students) stated that they were given encouragement to compete, while 8% (3 students) stated that they were not given encouragement to compete by the teacher.

Attention From Teachers to Students

To reveal this data, item No. 9 and 10 are as follows:

Table 7: Teacher's Attention to Students

No. Items	Category	**Score**	**N**	**F**	**%**
9, 10	Give attention	3 – 4		12	100
	Paying less attention	1 – 2		0	0
	Results		12	12	100

From the table above, it can be seen that all PAI teachers (100%) stated that they paid attention to students. Meanwhile, based on the questionnaire distributed to students, items No: 7, 8, 9 and 10 were used with the following results:

Table 8: Concerning Islamic Education Teachers' Attention to Students' Interest in Learning

No. Items	Category	**Score**	**N**	**F**	**%**
7, 8	Paying attention	3 – 4		31	86
9, 10	Not giving assignments	1 – 2		5	14
	Results		36	36	100

From the table above, it can be seen that 86% (31 students) stated that they were given attention by the PAI teacher. While 14% (5 students) stated that they were not given enough attention.

1) Giving Tests

To reveal this data, item No. 11 and 12, with the highest score 3–4 being frequent and the lowest score 1–2 being less, namely:

Table 9 Giving Tests by PAI Teachers

No. Items	Category	**Score**	**N**	**F**	**%**
11	Give frequent feedback	3 – 4		11	91
12	Not giving feedback	1 – 2		1	8
	Results		12	12	100

From the table above, it can be seen that 91% (4 teachers) stated that they often gave tests, while 8% (1 teacher) stated that they did not give tests. This can be seen in the results of the questionnaire distributed to students, with item No. 11 and 12. The table of the results of the questionnaire on students is as follows:

Table 10: Teacher Tests on Increasing Student Learning Activities

No. Items	Category	**Score**	**N**	**F**	**%**
11	Tested	3 – 4		31	86
12	Not given a test	1 – 2		5	14
	Results		36	36	100

From the table above, it can be seen that 31 students (86%) stated that they were given a test by the teacher, while 5 students (14%) stated that they were not given a test.

2) Giving Gifts

To reveal this data items No: 13, 14, 15 and 16 were used with the following results:

Table 11: About PAI Teacher Gifts

No. Items	Category	**Score**	**N**	**F**	**%**
13, 14	Giving gifts	3 – 4		10	83
15, 16	Not giving gifts	1 – 2		2	17
	Results		12	12	100

From the table above, it can be seen that 83% (3 teachers) stated that they gave gifts while 17% (2 teachers) stated that they did not give gifts. Meanwhile, according to the questionnaire distributed to students, items No: 13 and 14 were used with the following results:

Table 12: Teacher Prizes with Student Achievement Results

No. Items	Category	**Score**	**N**	**F**	**%**
13	Gifted	3 – 4		34	94
14	Less rewarded	1 – 2		2	6
	Results		36	36	100

3) Giving Punishment

To reveal this data, item No: 17, 18, was used with the following results:

Table 13: Regarding Teacher Punishment

No. Items	Category	**Score**	**N**	**F**	**%**
17	Giving punishment	3 – 4		12	100
18	Less punishment	1 – 2		0	0
	Results		12	12	100

From the table above, it can be seen that all teachers (100%) stated that they gave punishment to students who were lazy / did not do the teacher's work. Meanwhile, based on the questionnaire distributed to students, it can be seen in the following table:

Table 14: Teacher's Punishment with Student Awareness

No. Items	Category	**Score**	**N**	**F**	**%**
15	Sentenced	3 – 4		35	97
16	Less punishment	1 – 2		1	3
	Results		36	36	100

From the table above, it can be seen that 97% (35 students) stated that they were punished, while 1% (3 students) stated that they were not punished by the PAI teacher.

4) Giving Teacher Reprimands

To reveal the data used items No: 20 and 21 with the following results:

Table 15 Giving Teacher Reprimand

No. Items	Category	**Score**	**N**	**F**	**%**
20	Give a warning	3 – 4		11	92
21	Not giving warning	1 – 2		14	8
	Results		12	12	100

From the table above, it can be seen that 92% (4 PAI teachers) stated that they gave warnings, while 8% (1 PAI teachers) stated that they did not give warnings to students. Meanwhile, based on the questionnaire distributed to students, items No: 17 and 18 were used with the following results:

Table 16 Teacher's Reprimand to Students

No. Items	Category	**Score**	**N**	**F**	**%**
17	Was given a warning	3 – 4		34	94
18	Not given a warning	1 – 2		2	6
	Results		36	36	100

From the table above, it can be seen that 94% (34 students) stated that they were given a warning by the teacher. From the description above, it can be concluded that the PAI teachers at SMPN 39 Surabaya mostly give warnings/advice to students whose achievements are quite high.

5) Teachers' Efforts in Motivating Student Learning

Among the efforts that must be taken by teachers in motivating student learning are: 1) recognizing students, 2) improving relationships with students, 3) teaching clearly and interestingly, 4) providing study guidance. For more details can be seen in the following table:

Table 17 Teacher Efforts That Must Be Taken In Motivating Student Learning

No. Items	Category	**N**	**F**	**%**
22	Get to know students		12	100
	Improve relationship with students		12	100
	Teach clearly and interesting		8	67
	Provide study guidance		10	83

Based on the table above, it can be seen that 5 PAI teacher respondents, (100%) stated, the first effort to motivate student learning was to recognize students, while the second step was to improve relationships with students, from 5 teacher respondents 100% stated that they took steps these two. The third step is to teach clearly and interestingly from 5 teacher respondents who stated. The fourth step is to provide tutoring, out of 5 teachers who stated that they did, namely 3 teachers (83%). From the results of the questionnaire above, it can be concluded that the efforts of PAI teachers in motivating easy student learning are quite good

6) Student Activities

The student activity referred to here is the state or activity of the student after receiving motivation from the teacher. Among the student activities are: 1) doing the teacher's task, 2) improving learning achievement, 3) being active/active in learning, 4) realizing mistakes, 5) paying attention to the teacher's warning or advice. For more details can be seen in the following table:

Table 18: Student Learning Activities

No. Items	Activities	Tall	Low	Results
2, 4	Carry out a task	24 / 67%	12 / 33 %	36 / 100 %
6, 14	Improve performance	30 / 83 %	9 / 25 %	36 / 100 %
8, 10	Learn	28 / 78 %	8 / 22 %	36 / 100 %
12	Interest to learn	29 / 81 %	7 / 19 %	36 / 100 %
16	Active / active learning	33 / 92 %	3 / 8,3 %	36 / 100 %
18	Realizing mistakes	35 / 97 %	1 / 2,8 %	36 /100 %

From the table above, it can be seen about student activities, namely: Doing assignments, in the high category 24 students (67%), while the low category 12 students (33%). There are 30 students in the high category (83%), while in the low category, there are 9 students (25%). There are 28 students in the high category of interest in learning (78%), while in the low category there are 8 students (22%). There are 29 students in the high category (81%), while in the low category there are 7 students (19%). Recognizing mistakes in the high category there were 33 students (82%), while those in the low category were 3 students (8.3%). Paying attention to the teacher's warning in the high category there are 35 students (97%), while the low category is 1 student (2.8). From the description above, it can be concluded that student learning activities at SMPN 39 Surabaya are considered quite good.

DISCUSSION

The data that has been presented will then be analyzed in the form of two variables with predetermined techniques. See the relationship between one variable or another, the researchers analyzed using the Chi-Square test and tested again with the Contingency Coefficient.

The variables that are associated are:1) The task of the teacher with student learning activities. 2) The number/value of the teacher with student activities doing assignments. 3) Encouragement to compete with increasing student achievement. 4) The PAI teacher's attention to students with student learning interests. 5) PAI teacher tests with student learning activities. 6) PAI teacher prizes by increasing student achievement. 7) Punish the teacher with student awareness. 8) Reprimand the PAI teacher with the students' attention.

After knowing the results of the Contingency Coefficient then consulted with the correlation interpretation table.

The null hypotheses (Ho) that will be tested are as follows:1) The task of the PAI teacher has no relationship with student learning activities to do assignments. 2) The provision of numbers/grades for PAI teachers has no relationship with student learning activities to do assignments. 3) The urge to compete has no relationship with increasing student achievement. 4) PAI teacher's attention to students has no relationship with students'

interest in learning. 5) There is no relationship between teacher activity and student learning activities. 6) PAI teacher punishment has no relationship with increasing student achievement. 7) PAI teacher prizes have no relationship with increasing student achievement. 8) PAI teacher's reprimand has nothing to do with students paying attention.

Whether or not there is a relationship between the teacher's task and student learning activities.

To find out the relationship between the teacher's assignments and the results of student learning calculations, it can be seen from the results of the Chi Quadratic calculation and the formula for the hypothesis, namely the higher the student's learning activities.

Table 19: The Relationship Between Teacher's Tasks and Student's Learning Activities

Study activities	Tall	Low	Results
Assigned	18	2	20
Less assigned	2	14	16
Results	20	16	36

Meanwhile, to know the results of the calculation of the coefficients can be seen in the following table:

Table 20: Table for Calculating Prices X^2

No.	fo	fh	fo - fh	$(fo - fh)^2$	$\frac{(fo - fh)^2}{Fh}$
1	18	11,11	6,89	47,46	4,27
2	2	8,89	-6,89	47,46	5.34
3	2	8,89	-6,89	47,46	5,34
4	14	7,11	6,89	47,46	6,67
Results	36	36	0		21,62

In db 2, it is known that the 95% X^2t k value is 5.99 while the $X^2 = 21.62 > 5.99$ means that it is significant (Ho is rejected), so it can be concluded that the 5% significance level has a relationship between teacher assignments and the activeness of students given assignments.

Furthermore, to determine the level of the relationship, it can be seen in the following Contingency Coefficient test:

$$\text{Contingency Coefficien} = \frac{X^2}{X^2 + N} = \frac{21,62}{21,62 + 36} = \frac{21,62}{57,62}$$

$$\text{Contingency Coefficien} = \sqrt{0,375}$$

$$\text{Contingency Coefficien} = 0,612$$

From the Contingency Coefficient relationship, it can be seen that the Contingency Coefficient value is 0.612, this value when consulted on the interpretation table is included in

the rather high category, so it can be concluded that there is a fairly high relationship between teacher assignments and student learning activities.

1) **There is or is not a relationship between giving grades / teacher grades with student activities doing assignments.**

To find out whether there is a relationship between giving numbers or teacher grades to students' learning activities on assignments, it can be seen in the table of Chi Square calculations, with the hypothesis formula being that the higher the number of teacher scores/scores, the higher the student's activity in doing assignments.

Table 21: The Relationship Between Giving Numbers/Values With Student Activities Doing Assignments

Carry out a task	Tall	Low	Results
Given a number / value	19	1	20
Not given a number / value	1	15	16
Results	20	16	36

Meanwhile, to find out the results of the chi squared calculation can be seen in the following table:

Table 22: Calculating the Price of X^2

No.	fo	fh	fo - fh	$(fo - fh)^2$	$\frac{(fo - fh)^2}{Fh}$
1	19	11,11	7,89	62,25	5,60
2	1	8,89	-7,89	62,25	7,00
3	1	8,89	-7,89	62,25	7,00
4	15	7,11	7,89	62,25	8,76
Results	36	36	0		28,36

In db 2 it can be seen that at the price of X^2t k = 95%, namely: 5.99 while the price of X^2 = 28.36 > 5.99 means significant (Ho is rejected), so it can be concluded that the significance level of 5% there is a relationship between giving a score with student activities to do assignments.

Furthermore, to determine the level of the relationship, it will be tested with the Contingency Coefficient formula, namely:

$$\text{Contingency Coefficient} = \frac{X^2}{X^2 + N} = \frac{28,36}{28,3 + 36} = \frac{28,36}{64,36}$$

$$\text{Contingency Coefficient} = \sqrt{0,441}$$

$$\text{Contingency Coefficient} = 0,664$$

From the results of the Contingency Coefficient test, it can be seen that the Contingency Coefficient value = 0.664, which when consulted with the interpretation table is included in the sufficient category, so it can be concluded that the giving of teachers' scores/scores with students' activities on assignments has a strong enough relationship.

2) There is or is not a relationship between encouragement to compete with increased learning achievement.

To find out whether or not there is a relationship between the drive to compete with the increase in student achievement, it can be seen in the table of the results of the Chi Square calculation with the formula for the hypothesis, namely the higher the drive to compete, the higher the student's effort to improve their learning achievement.

Table 23: The Relationship between Encouragement to Compete and Improved Student Achievement

Improving Learning Achievement	Tall	Low	Results
Give a competitive boost	21	2	23
Lack of encouragement to compete	2	11	13
Results	23	13	36

Furthermore, to find out the results of the Chi Square calculation can be seen in the following table:

Table 24: Calculating the Price of X^2

No.	fo	fh	fo - fh	$(fo - fh)^2$	$\frac{(fo - fh)^2}{Fh}$
1	21	14,69	6,31	39,82	2,71
2	2	8,31	-6,31	39,82	4,79
3	2	8,31	-6,31	39,82	4,79
4	11	4,69	6,31	39,82	8,49
Results	36	36	0		20,78

In db 2 it can be seen that at the price of X^2t k = 95%, namely: 5.99 while the price of X^2 = 20.78 > 5.99 means significant (Ho is rejected), so it can be concluded that the significance level of 5% there is a relationship between giving encouragement to compete with the improvement of student achievement..

Furthermore, to determine the level of the relationship can be seen in the following Contingency Coefficient test:

$$\text{Contingency Coefficient} = \frac{X^2}{X^2 + N} = \frac{20,78}{20,78 + 36} = \frac{28,78}{56,78}$$

$$\text{Contingency Coefficient} = \sqrt{0,366}$$

Contingency Coefficient = 0,605

From the results of the Contingency Coefficient test, it can be seen that the Contingency Coefficient value = 0.605, this value when consulted with the interpretation table is included in the fairly high category, so it can be concluded that the provision of competitive encouragement with increasing student achievement has a fairly high relationship.

3) There is or is not a relationship between the teacher's attention and student interest in learning.

To find out whether or not there is a relationship between teacher attention and student interest in learning, it can be seen in the results of the Chi Square calculation as follows:

With the hypothetical formula, the higher the teacher's attention to students, the higher the student's interest in learning.

Table 25: The Relationship Between Teacher Attention And Student Interest

Interest to learn	Tall	Low	Results
Given Attention	20	2	22
Lack of attention	2	12	14
Results	22	14	36

Furthermore, to find out the results of the Chi Square calculation can be seen in the following table:

Table 26: Work Table for Calculating the Price of X^2

No.	fo	fh	fo - fh	$(fo - fh)^2$	$\frac{(fo - fh)^2}{fh}$
1	20	13,44	6,56	43,03	3,20
2	2	8,56	-6,56	43,03	5,07
3	2	8,56	-6,56	43,03	5,07
4	12	5,44	6,56	43,03	7,91
Results	36	36	0		21,25

In db 2 it can be seen that at the price of X^2t k = 95%, namely: 5.99 while the price of X^2 = 21.25 > 5.99 means significant (Ho is rejected), so it can be concluded that the significance level of 5% there is a relationship between teacher attention with increasing student achievement.

Furthermore, to determine the level of the relationship can be seen in the following Contingency Coefficient test:

$$\text{Contingency Coefficient} = \sqrt{\frac{X^2}{X^2 + N}} = \sqrt{\frac{21,25}{21,25 + 36}} = \sqrt{\frac{21,25}{57,25}}$$

$$\text{Contingency Coefficient} = \sqrt{0,371}$$

Contingency Coefficient = 0,609

From the results of the Contingency Coefficient test, it can be seen that the Contingency Coefficient value = 0.609, this value when consulted with the interpretation table is included in the fairly high category, so it can be concluded that the provision of competitive encouragement with increasing student achievement has a fairly high relationship.

4) Whether or not there is a relationship between teacher tests and student learning activities.

To find out whether or not there is a relationship between teacher tests and student learning activity, it can be seen in the results of the Chi Square calculation and the hypothesis formula is that the more often the teacher gives tests, the higher the student's learning activity.

Table 27: Relationship Between Teacher Tests and Student Learning Activities

Learning activity	Tall	Low	Results
Frequently given a test	22	2	24
Not given a test	2	10	12
Results	24	12	36

Furthermore, to find out the results of the Chi Square calculation can be seen in the following table:

Table 28: Work Table for Calculating the Price of X^2

No.	fo	fh	fo – fh	$(fo - fh)^2$	$\frac{(fo - fh)^2}{fh}$
1	22	16,00	6,00	36,00	2,25
2	2	8,00	-6,00	36,00	4,50
3	2	8,00	-6,00	36,00	4,50
4	10	4,00	6,00	36,00	9,00
Results	36	36	0		20,25

In db 2 it can be seen that at the price of X^2t k = 95%, namely: 5.99 while the price of X^2 = 20.25 > 5.99 means significant (Ho is rejected), so it can be concluded that the significance level of 5% there is a relationship between the frequency of teachers giving repetition of student learning activities.

Furthermore, to determine the level of the relationship can be seen in the following Contingency Coefficient test:

$$\text{Contingency Coefficient} = \sqrt{\frac{X^2}{X^2 + N}} = \sqrt{\frac{20,25}{20,25 + 36}} = \sqrt{\frac{20,25}{56,25}}$$

$$\text{Contingency Coefficient} = \sqrt{0,36}$$

Contingency Coefficient = 0,600

From the results of the Contingency Coefficient test, it was consulted with the interpretation table which was included in the low category. So it can be concluded that between teacher tests and student learning activities have a fairly good relationship.

5) Whether or not there is a relationship between teacher gifts and increased student achievement

To find out whether or not there is a relationship between teacher gifts and an increase in student achievement, it can be seen in the results of the Chi Square calculation and the hypothesis formula is that the higher the teacher's gift, the higher the increase in student achievement.

Table 29: The Relationship Between Prizes and Improved Student Achievement

Improved learning achievement	Tall	Low	Results
Gifted	17	2	19
Less rewarded	2	15	17
Results	19	17	36

Furthermore, to find out the results of the Chi Square calculation can be seen in the following table:

Table 30: Work Table for Calculating the Price of X^2

No.	fo	fh	fo - fh	$(fo - fh)^2$	$\frac{(fo - fh)^2}{fh}$
1	17	10,03	6,97	48,58	4,84
2	2	8,97	-6,97	48,58	5,42
3	2	8,97	-6,97	48,58	5,42
4	15	8,03	6,97	48,56	6,05
Results	36	36	36		21,73

In db 2, it can be seen that at the price of X^2t k = 95%, namely: 5.99, while the price of X^2 = 21.73 > 5.99 means that it is not significant (Ho is accepted), so it can be concluded that the significance level of 5% there is a relationship between giving gifts by increasing student achievement.

Furthermore, to determine the level of the relationship can be seen in the following Contingency Coefficient test:

$$\text{Contingency Coefficient} = \sqrt{\frac{X^2}{X^2 + N}} = \sqrt{\frac{21,73}{21,73 + 36}} = \sqrt{\frac{21,73}{57,73}}$$

Contingency Coefficient = 0,376

Contingency Coefficient = 0,613

From the description above, it can be seen that the Contingency Coefficient price = 0.257, which when consulted with the interpretation table is included in the fairly good category (correlated), meaning that there is a relationship between teacher gifts and increased student achievement.

6) There is no relationship between teacher punishment and student awareness.

To find out whether or not there is a relationship between teacher punishment and student awareness, the following Chi Square calculation can be found with the hypothetical formula, namely the higher the punishment given by the teacher, the higher the student's awareness.

Table 31: The Relationship Between Teacher Punishment and Increased Student Awareness

Realizing mistakes	**Tall**	**Low**	**Results**
Sentenced	18	2	20
Less punishment	2	14	16
Results	20	16	36

Furthermore, to find out the results of the Chi Square calculation can be seen in the following table:

Table 31 Work Table for Calculating the Price of X^2

No.	**fo**	**fh**	**fo – fh**	**$(fo - fh)^2$**	**$\frac{(fo - fh)^2}{fh}$**
1	18	11,11	6,89	47,46	4,27
2	2	8,89	6,89	47,46	5,34
3	2	8,89	6,89	47,46	5,34
4	14	7,11	6,89	47,46	6,67
Results	36	36	0		21,62

In db 2 it can be seen that at the price of X^2t k = 95%, namely: 5.99, while the price of X^2 = 21.62 > 5.99 means significant (Ho is rejected), so it can be concluded that the significance level of 5% there is a relationship between punishment teacher with students to realize their mistakes.

Furthermore, to determine the level of the relationship can be seen in the following Contingency Coefficient test:

$$\text{Contingency Coefficient} = \sqrt{\frac{X^2}{X^2 + N}} = \sqrt{\frac{21,62}{21,62 + 36}} = \sqrt{\frac{21,62}{57,62}}$$

$$\text{Contingency Coefficient} = \sqrt{0,375}$$

Contingency Coefficient = 0,612

From the results of the Contingency Coefficient when consulted with the interpretation table, it is included in the low category. So it can be concluded that there is a low relationship between teacher punishment and student awareness.

7) There is no relationship between teacher reprimands for students to pay attention.

To find out whether or not there is a relationship between the teacher's warning to the students to pay attention, it can be seen in the results of the Chi Square calculation with the hypothetical formula, namely the higher the teacher's warning, the higher the student's attention to the warning:

Table 32 The Relationship Between Teacher Reprimand With Student Attention

Pay attention to the warning	Tall	Low	Results
Was given a warning	19	1	20
Not given a warning	1	15	16
Results	20	16	36

Furthermore, to find out the results of the Chi Square calculation can be seen in the following table:

Table 33: Work Table for Calculating X^2

No.	fo	fh	fo - fh	$(fo - fh)^2$	$\frac{(fo - fh)^2}{fh}$
1	19	11,11	7,89	62,25	5,60
2	1	8,89	7,89	62,25	7,00
3	1	8,89	7,89	62,25	7,00
4	15	7,11	7,89	62,25	8,76
Results	36	36	0		28,36

In db 2 it can be seen that at the price of X^2t k = 95%, namely: 5.99, while the price of X^2 = 28.36 > 5.99 means significant (Ho is rejected), so it can be concluded that the significance level of 5% there is a relationship between warning teacher with student attention.

Furthermore, to determine the level of the relationship can be seen in the following Contingency Coefficient test:

$$\text{Contingency Coefficient} = \frac{X^2}{X^2 + N} = \sqrt{\frac{28,36}{28,36 + 36}} = \sqrt{\frac{28,36}{64,36}}$$

$$\text{Contingency Coefficient} = \sqrt{0,441}$$

$$\text{Contingency Coefficient} = 0,664$$

From the results of the Contingency Coefficient, it can be seen that the Contingency Coefficient = 0.664, this value when consulted with the interpretation table is included in the fairly high category. So it can be concluded that there is a fairly high (good) relationship between the teacher's reprimand and the student's attention.

From the results of the data analysis above, it can be seen that: 1) There is a good relationship between the teacher's duties and student learning activities. 2) There is a fairly strong relationship between giving grades or numbers with student activities doing assignments. 3) There is a fairly high relationship between the drive to compete with an increase in student achievement. 4) There is a good relationship between the teacher's attention and the students' interest. 5) There is a high correlation between tests and student learning activities. 6) There is a relationship between teacher gifts and student learning improvements. 7) There is a fairly high relationship between teacher punishment and student awareness. 8) There is a fairly high relationship between teacher reprimand and student attention. For more details, it can be seen in the following table:

Table 34: Variables-Variables from Existing Hypotheses/No Relationships

No	**Variable**	**Contingency Coefficient**	**X^2**	**Critique Price** X^2_t k 95 %
1	2	3	4	5
1.	Teacher assignments with student learning activities	0,612	21,62	5,99
2.	Numbers/values with activities doing assignments	0,664	28,36	5,99
3.	The drive to compete with the improvement of student achievement	0,605	20,78	5,99
4.	The teacher's attention with student learning interest	0,609	21,25	5,99
5.	Teacher's test with student learning activities	0,600	20,25	5,99
6.	Teacher prizes for improving student achievement	0,613	21,73	5,99
7.	Teacher punishment with student awareness	0,612	21,62	5,99
8.	Teacher reprimand with student attention	0,644	28,36	5,99

CONCLUSION

Based on the formulation of the research problem and the existing data analysis process, the following conclusions can be obtained: Whereas all teachers at SMPN 39 Surabaya have a high enough effort in motivating their students, even most of them are included in the fairly high category. It is evident from the creativity, activity and absorption of the value of student learning outcomes which are quite high (high-quality achievement students). The relationship of motivation given by the teacher to student learning activities at

SMPN 39 Surabaya is very influential with a fairly good interpretation this is evident from the results of Statistical Analysis Table 22. Which shows that the calculated Chi Square value = 28.36 is greater than the table Chi Square value, it is obtained that fo > ft 5% (5.99) means the significance (Ho is rejected) and in the interpretation table the Contingency Coefficient value is 0.664 so it is in the range numbers between 0.600 to 0.800 with a fairly high interpretation (good) which indicates a fairly good relationship between the motivation given by the teacher and student learning activities at SMPN 39 Surabaya in the 2021/2022 academic year.

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