



The Influence of Teacher Readiness and Motivation on Student Learning Achievement at SMPN 5 Rangsang

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Abstract: This study aims to determine the influence of teacher readiness and motivation on student achievement at SMPN 5 Rangsang. The study uses a quantitative approach with a survey method. The population in this study consists of all eighth-grade students at SMPN 5 Rangsang, with a sample of 19 students selected through a saturated sampling technique. Data were collected using questionnaires on teacher readiness and motivation. The data analysis technique used is multiple linear regression. The results show that teacher readiness has a significant effect on student achievement. Additionally, teacher motivation also has a significant impact on student achievement. Together, teacher readiness and motivation significantly contribute to improving student achievement. Therefore, efforts to enhance teacher readiness and motivation are necessary to improve student achievement at SMPN 5 Rangsang.

Keywords: Teacher Readiness; Teacher Motivation; Student Achievement.

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1. INTRODUCTION

Education at the junior high school level is a critical period in the development of adolescent character (Mendes, 2023). Teachers with positive character can have a significant influence in shaping students' attitudes, values, and behavior (Surahman & Mukminan, 2017). This can lead to improvements in students' academic achievements. Students' academic achievements refer to the level of attainment or results achieved by students in understanding, mastering, and applying the lessons taught at school (Tugiyanto & Trisiana, 2023). These achievements encompass various aspects, such as the ability to understand concepts, mastery of skills, and the ability to apply that knowledge in relevant contexts. Students' academic achievements can be measured through various indicators, including test scores, project assessments, or performance evaluations in practical activities or projects (Rofiq & Nadliroh, 2021).

Students' academic achievements also include non-academic aspects such as social skills, critical thinking ability, and attitudes toward continuous learning (Rahmanda & Zulkarnaen, 2024).

Overall, students' academic achievements reflect the extent to which students have successfully absorbed and mastered the material taught at school. Students' academic achievements can also be influenced by various factors, both internal and external (Minarti et al., 2023), as well as the intelligence and cognitive abilities of the students. Meanwhile, external factors include support and guidance from teachers. Students' academic achievements are not just about the final results measured in terms of grades but also about the learning process that students undergo to achieve understanding and mastery of the subject matter (Santosa, 2019).

Several issues related to students' academic achievements include a lack of learning motivation, insufficient support from the environment, and inadequate classroom comfort and learning facilities, which can hinder the learning process. Another issue is the lack of readiness and motivation from teachers. Teachers who are unprepared and unmotivated can influence the classroom atmosphere, which ultimately impacts students' academic achievements. Therefore, addressing issues related to students' academic achievements is essential in evaluating the effectiveness of the education system in providing meaningful learning experiences and support for each student. This can also be supported by the teacher's positive character. Positive teacher characteristics include readiness and motivation in carrying out teaching activities. Teacher readiness refers to the ability and competence that an educator possesses to carry out their tasks effectively and efficiently in an educational context (Firnando, 2023). Teacher readiness includes various aspects, from in-depth academic knowledge in their field, strong pedagogical skills, to the ability to adapt to technological advancements and new teaching methods (Halalutu, 2023). Teachers who are professionally prepared not only master the material they teach but also understand the needs and characteristics of individual students, and possess good communication and classroom management skills (Musaddad & Hasanah, 2022).

Teacher readiness also involves non-academic aspects such as emotional and social readiness. A teacher who is emotionally prepared has strong mental resilience to face the various challenges and pressures that may arise in the educational environment (Shofiyyah et al., 2023). They are also capable of building good relationships with students, parents, and colleagues, creating a conducive learning environment (Fadhilah & Mukhlis, 2021). Teacher readiness also includes a commitment to continuous learning and self-development, either through formal training or self-directed learning, to remain relevant and effective in educating the younger generation (Areta & Purwatiningsih, 2023). Thus, teacher readiness is not just about possessing specific knowledge and skills, but also about attitude, commitment, and the ability to adapt to continuous changes in the

world of education.

Teacher readiness and motivation are interrelated in the context of effective education. Teacher readiness includes various aspects such as knowledge, skills, and attitudes needed to carry out educational tasks well (Mustaqim, 2015). Teacher motivation is the internal drive that encourages an educator to be actively involved and dedicated in carrying out their tasks (Indarti et al., 2023). Teachers who feel professionally prepared tend to have high motivation to continuously improve their teaching quality because they believe they have the ability and knowledge to make a positive impact on students (Sholeh & Efendi, 2023). On the other hand, teachers who feel unprepared or lack confidence in their abilities may experience low motivation, which can affect the quality of teaching and interactions with students (Uno & Nina Lamatenggo, 2022).

Teacher motivation can be defined as the tendency or internal drive that encourages an educator to take specific actions in the context of teaching and learning (Parapat et al., 2024). Teacher motivation involves various factors, including satisfaction in working with students, the desire to help students reach their full potential, and a sense of responsibility toward the profession and society (Syaparuddin et al., 2020). Teacher motivation can also come from a sense of personal achievement when seeing positive progress in students, as well as the drive to continue learning and developing as an educator (Sholeh, 2023). Overall, teacher motivation plays a key role in determining the quality of education delivered to students, as motivated teachers tend to be more dedicated and enthusiastic in carrying out their educational tasks.

Sulfemi and Yuliani (2019) in their research stated that teachers' pedagogical competence, including the concept of teaching readiness, has a positive influence on students' academic achievements at SMP Muhammadiyah Pamijahan. This emphasizes the importance of teacher readiness in carrying out educational tasks effectively, which can directly impact students' learning outcomes. Furthermore, research conducted by Nurhidayah (2020) indicated that there is a simultaneous influence of teacher work motivation and teacher performance on students' academic achievements by 0.357 or 25.7%. This shows that teacher motivation and performance play an important role in creating a conducive learning environment and positively impacting students' academic achievements.

Both factors, namely teachers' pedagogical competence and teacher work motivation, play significant roles in achieving optimal learning achievements for students. Therefore, the researcher feels the need to conduct a study titled "The Influence of Teacher Readiness and Motivation on Students' Academic Achievements at SMPN 5 Rangsang". This research will focus on how teacher

readiness and motivation affect students' academic achievements and identify other factors that may influence teacher readiness and motivation in the school environment.

Issues occurring in the field are not only related to students but also to teachers. Some teachers at SMPN 5 Rangsang may face challenges regarding teaching readiness, such as a lack of adequate professional training or limited resources to support learning. In addition, teacher motivation can also be affected by external factors such as an unsupportive work environment, a lack of rewards or incentives, and excessive workloads. These issues can affect the quality of teaching and, ultimately, students' academic achievements. To address these issues, this study will evaluate various interventions and strategies to improve teacher readiness and motivation. These include professional training and development programs, the provision of adequate resources and facilities, and policies on rewards and incentives that can enhance teachers' enthusiasm and dedication. By understanding the correlation between teacher readiness and motivation and students' academic achievements, this study is expected to provide useful recommendations for improving the quality of education at SMPN 5 Rangsang.

2. METHOD

Learning achievement refers to the students' success in acquiring knowledge, skills, and understanding as expected from the curriculum or educational program they follow. This term encompasses various aspects of learning, including academic achievements in specific subjects, cognitive and psychomotor progress, as well as the development of attitudes and moral values (Dewi, 2022).

Learning achievement is not limited to test results or academic assessments alone, but also includes the learning process experienced by the students. This includes their level of understanding, the application of concepts in real-life situations, problem-solving skills, and critical thinking abilities developed by students during the learning process (Anderson, 2021). The population of this study consists of all teachers at SMPN 5 Rangsang. The sample of the study includes all teachers at SMPN 5 Rangsang, selected using the saturation sampling technique, where the number of students is 19 students (Tariq, 2023).

3. RESULTS AND DISCUSSION

The results of the data analysis in this study indicate that a normality test was conducted to determine whether the data used in this study follows a normal distribution. The normality test is an important step because one of the basic assumptions in linear regression analysis is that the

residual data must be normally distributed. Based on the results of the normality test using the Kolmogorov-Smirnov test, the data on teacher readiness ($p = 0.200$), teacher motivation ($p = 0.150$), and the distribution of student learning achievements ($p = 0.180$) all showed p-values greater than 0.05, meaning that the data is normally distributed. This result indicates that the data meets the normality assumption and can be used for further analysis.

Additionally, the linearity test aims to ensure that the relationship between the independent variables (teacher readiness and motivation) and the dependent variable (student learning achievements) is linear. The results of the linearity test conducted through ANOVA analysis showed no significant deviation from linearity between teaching readiness and student learning achievements (significance = 0.650), as well as between teacher motivation and student learning achievements (significance = 0.740). This means that both relationships can be considered linear and conform to the assumptions of linear regression. Thus, the relationship between teacher readiness and motivation with student learning achievements can be further analyzed using linear regression. A multiple linear regression test was conducted to examine the effect of teacher readiness and motivation on student learning achievements. The regression analysis found that teacher readiness ($b_1 = 0.161$) has a significant effect on student learning achievements with a p-value of 0.045, while teacher motivation ($b_2 = 0.610$) also showed a significant effect with a p-value of 0.000. Therefore, both teacher readiness and motivation contribute significantly to student learning achievements. The coefficient of determination (R^2) of 0.167 indicates that about 16.7% of the variation in student learning achievements can be explained by teacher readiness and motivation, which, although not very high, shows the contribution of these two variables to student learning outcomes.

Based on these findings, it can be concluded that teacher readiness has a significant effect on student learning achievements. Teacher readiness includes aspects of academic knowledge, pedagogical skills, and emotional and social readiness. Teachers who are ready in all of these aspects are better able to create an effective learning environment, which in turn improves student learning achievements. These findings are consistent with the research conducted by Rauf and Anwar (2020), which shows that teacher readiness plays an important role in improving the quality of education and student learning outcomes. Teacher motivation was also found to significantly influence student learning achievements, as discovered by Mahmud and Hartono (2019), who state that intrinsic motivation can increase teacher dedication and teaching quality.

Furthermore, the combination of teacher readiness and motivation has a greater impact on student learning achievements, as also found by Gunawan and Suryani (2021) in their research, which highlights the importance of both factors in supporting learning outcomes.

Schools, especially SMPN 5 Rangsang, need to pay attention to efforts to improve teacher readiness and motivation as a strategy to enhance student learning achievements. Professional training programs for teachers that include improving academic and pedagogical skills, as well as emotional and social support, should be carefully designed. This aligns with the findings expressed by Rahman and Alamsyah (2022), who suggest that continuous professional development for teachers will improve teaching quality. Additionally, a supportive school environment and recognition of teacher achievements can also increase their motivation, which can potentially have a positive impact on student learning achievements (Yusuf, 2021). Thus, improving teacher readiness and motivation at SMPN 5 Rangsang can lead to a significant impact on student learning achievements. Motivated and prepared teachers will be better able to provide quality teaching, create a positive learning environment, and inspire students to reach their full potential.

4. CONCLUSION

Based on the research findings and discussions presented, several important conclusions can be drawn regarding the influence of teacher readiness and motivation on student learning achievements at SMPN 5 Rangsang. Teacher readiness has a significant effect on student learning achievements, with a regression coefficient of 0.161 ($p = 0.045$). This indicates that improving teacher readiness in academic knowledge, pedagogical skills, and emotional and social readiness positively contributes to enhancing student learning achievements. Teacher motivation has also been shown to significantly affect student learning achievements, with a regression coefficient of 0.61 ($p = 0.000$). This suggests that teachers with high motivation in teaching are more likely to encourage students to achieve better learning outcomes. The combination of teacher readiness and motivation has a greater impact on student learning achievements, with a coefficient of determination (R^2) of 0.167. Although this value is not very high, it indicates that 16.7% of the variation in student learning achievements can be explained by teacher readiness and motivation together.

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