

# Investigating The Influence of Learning Facilities and Teaching Styles on Student Learning Motivation at MTS NW Kotaraja, East Lombok, NTB

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## Abstrak

Penelitian ini bertujuan untuk menganalisis pengaruh fasilitas belajar dan gaya mengajar guru terhadap motivasi belajar siswa. Sampel penelitiannya adalah siswa MTs NW Kotaraja Lombok Timur NTB. Data dikumpulkan melalui survei menggunakan kuesioner dengan skala likert. Fasilitas belajar dan gaya mengajar guru diidentifikasi sebagai variabel bebas, sedangkan motivasi belajar siswa dianggap sebagai variabel terikat. Data yang terkumpul dianalisis dengan menggunakan teknik analisis regresi linier berganda, untuk mengukur sejauh mana hubungan antar variabel-variabel tersebut. Hasil penelitian menunjukkan bahwa fasilitas belajar dan gaya mengajar guru berpengaruh signifikan terhadap motivasi belajar siswa secara parsial dan simultan. Fasilitas pembelajaran yang memadai memberikan dukungan fisik dan teknologi yang dapat meningkatkan kenyamanan dan minat belajar siswa. Gaya mengajar guru yang inovatif dan berorientasi pada siswa juga berdampak positif terhadap motivasi belajar siswa.

**Kata Kunci :** Motivasi Belajar; Fasilitas Pembelajaran; Gaya Mengajar; Pendidikan; Siswa



## Abstract

This study aims to analyse the effect of learning facilities and teacher teaching style on student learning motivation. The research sample involved students from MTs NW Kotaraja East Lombok NTB. Data were collected through a survey using a questionnaire with a Likert scale. Learning facilities and teachers' teaching styles were identified as independent variables, while students' learning motivation was considered as the dependent variable. The collected data were analysed using multiple linear regression analysis technique, to measure the extent of the relationship between these variables. The results show that learning facilities and teachers' teaching styles significantly affect students' learning motivation partially and simultaneously. Adequate learning facilities provide physical and technological support that can increase students' comfort and interest in learning. Innovative and student-orientated teacher teaching styles also have a positive impact on students' learning motivation.

**Keywords :** *Learning Motivation; Learning Facilities; Teaching Style; Pendidikan; Students*

## INTRODUCTION

Education and humans are closely related, and difficult to separate because education has a central role in the development of human knowledge. Learning, as a key element of the educational process, involves interactions that take place in two directions between the teacher as a guide and students as recipients of guidance. This relationship creates a two-way dynamic where the teacher not only provides information but also stimulates students' thinking and participation in understanding the material (Aprilianti et al., 2021). Thus, education is not only

about conveying information, but also about collaboration and interaction that enables the comprehensive development of knowledge and skills in humans.

The place to obtain formal education is school, an institution that is the center of educational activities (Tryono, 2019). School is not only a place of learning, but also a second environment for children's development. The role of teachers in schools is very important, not only as transmitters of knowledge but also as figures who replace the role of parents (Cendanu & Bramasta, 2023). They are responsible for the guidance and supervision of students while they are in the school environment. Therefore, the presence of students at school shows that they have the right to receive quality and protected education, in accordance with the school's responsibilities towards them. Thus, the relationship between students, teachers and schools forms an important foundation in providing optimal and safe education (Sanjaya, 2019).

Learning is considered a process that involves communication and exchange of information between two parties. Effective communication can raise students' interest and involvement in learning, as well as help them understand learning objectives and their relevance to everyday life (Darmawan & Ernawati, 2021). These good communication skills enable teachers to explain complex concepts in a way that is easily understood by students (Lembong et al., 2015). With good communication, students can better understand learning objectives and relate them to everyday life. All of this underscores how important interactive relationships between teachers and students are in creating a positive learning environment and supporting the development of students' knowledge and skills.

Learning motivation plays a role in moving students towards achieving learning goals (Fahri & Lubis, 2022). This is a driving force that motivates students to be active, creative and persistent in the learning process. High learning motivation aims to increase students' enthusiasm, make them participate more actively in learning, and form and maintain persistence in pursuing learning activities (Lestari, 2020). High learning motivation is the key in bringing students closer to their learning goals. This motivation encourages students to increase interest in the subject matter, considering that motivation is an important factor that influences the level of success in learning (Heriyati, 2017). When students have strong motivation, they are more likely to demonstrate persistence, enthusiasm, and a willingness to overcome learning challenges. Students who are less motivated tend to find it difficult to achieve success in the learning process (Sabrina et al., 2017). Therefore, it is important for educators to create stimuli that encourage and maintain students' motivation levels. In this way, students can face learning with high enthusiasm, increase interest in lessons, and achieve satisfactory learning results (Marisa, 2019).

To carry out educational activities at school, supporting facilities are very important. Both the central government, regional government, and educational unit organizing organizations must all make efforts so that education can be provided with good quality (Megasari, 2020; Ismaya et al., 2023). Cahyana (2010) states that improving the quality of education must be a continuous focus, and one way to achieve this is through the provision of adequate learning facilities. This learning facility is the main support in the process of teaching and learning activities. If facilities do not keep up with these developments, the process of learning activities can be hampered and result in being left behind compared to other countries. Therefore, schools need to prioritize providing adequate facilities and infrastructure. The more complete the learning facilities at school, the greater the enthusiasm of the students (Puspitasari, 2016). Good facilities create a conducive and supportive environment, help students to focus more, and increase their participation and learning achievement (Mardikaningsih, 2014). Thus, learning facilities are a strategic step to improve the quality of education in a school. For this reason, the existence of learning facilities not only influences the smoothness of the learning process, but can also raise students' learning motivation (Khairunisa, 2019).

The teacher's teaching style plays a role in shaping students' level of learning motivation (Mustikasari et al., 2022). A teacher's teaching style includes the methods, techniques and approaches used in delivering learning material (Sukendro et al., 2021). This is not only related to the delivery of learning content, but also involves interactions and the

teacher's personality traits while in class. Teachers have a role as mediators who transfer knowledge to students regarding their intellectual abilities (Masnawati et al., 2022). Buchari (2018) believes that the success of the student learning process often depends on the teacher's ability to create a motivating learning environment. By being a role model and creating positive interactions, teachers can provide examples of expected behavior patterns in the learning process (Masnawati & Hariani, 2023). A teacher's teaching style that is creative, interactive, and able to adapt learning methods to student needs can increase student learning motivation (Purwanti et al., 2014). Conversely, a mismatch or lack of variation in teaching styles can cause students to lose interest and motivation (Mardikaningsih & Darmawan, 2021).

In the learning process, factors such as learning facilities and the teacher's teaching style play a role in motivating students. Motivation to learn is a key element that helps students develop their potential optimally. Therefore, this research aims to determine the influence of learning facilities and teachers' teaching styles on students' learning motivation at MTs NW Kotaraja East Lombok NTB.

## METHODS

This research will adopt a quantitative approach as the main method to explore and measure the impact of learning facilities and teacher teaching styles on student learning motivation. The choice of this approach was based on the desire to present the relationships between variables in a detailed and measurable manner, allowing additional knowledge about the factors that influence learning motivation.

The population of this research will include all students at MTs NW Kotaraja East Lombok NTB, totaling 630 students. From this population, the research sample will be taken from class IX students, with a total sample size of 129 students. The sampling process will be carried out randomly based on the time of data collection, by distributing questionnaires to all respondents. The variables involved in this research are:

1. Learning facilities (X.1) are learning tools used by teachers in the teaching and learning process and learning tools used by students when receiving the topics taught (Fazariyah & Dewi, 2022). Learning facilities consisting of indicators Yugiswara et al. (2019), namely space, information media, books, learning tools.
2. Teacher Teaching Style (X.2) which will be measured using a questionnaire designed to assess the approaches, methods and strategies used by teachers in the learning process. According to Rahmat and Jannatin (2018), teaching style is a characteristic of habits, preferences that are important in relation to students, even teaching style is more than a habit and a special way of behavior or conversation of the teacher (Rahmat & Jannatin, 2018). According to Subarno (2019), teaching style indicators include: teacher's appearance or attitude, classroom management, use of methods and learning media.
3. Student Learning Motivation (Y) is an internal drive that encourages someone to learn and achieve academic goals (Sarnoto & Romli, 2019). According to Akmal et al. (2015), indicators of this variable are interest in the subject matter, self-confidence, active participation, appreciation for learning outcomes, and a sense of responsibility for the learning process.

Data collection in this research will be carried out through a survey using a questionnaire. The questionnaire is designed to include a number of questions that focus on three main variables, namely learning facilities and teacher teaching style, as well as how these variables influence student learning motivation. Each question will use a Likert scale with a rating range of one to five, where the number one indicates a low level of disagreement, while the number five indicates a high level of agreement.

Data analysis in this research includes the use of advanced statistical methods, especially regression analysis, to assess the extent of the influence of learning facilities and teacher teaching styles on student learning motivation. This regression analysis is to understand how much influence an independent variable has on the dependent variable and how big that influence is. The data analysis process uses statistical tools which include data

quality tests such as validity tests and reliability tests to ensure the integrity and reliability of the data collected.

## RESULT AND DISCUSSION

This research involved distributing questionnaires to students at MTs NW Kotaraja, East Lombok, NTB. The target respondents as research samples were 129 class IX students. The data collected was 111 questionnaires for further processing as research data. The data can be considered to reflect the diversity of students as a whole.

In the validity test stage, testing is carried out on two independent variables, namely learning facilities and teaching style, as well as one dependent variable, namely learning motivation. During the validity testing process, all statements in the questionnaire were accepted with a corrected total item correlation value exceeding the threshold of 0.3. This shows that each question on the questionnaire has an adequate correlation with the variables being measured and a significant correlation with the variables that have been produced after being tested.

Reliability is measured through testing the three research variables, namely learning facilities (X1), teaching style (X2), and learning motivation (Y). The test results show significant Cronbach's reliability values, namely 0.866 for X1, 0.847 for X2, and 0.867 for Y. These values verify the reliability of the three variables involved in the research. With high reliability, it can be relied on that the instruments used to measure learning facilities, teaching styles, and learning motivation provide consistent and reliable results. The results of hypothesis testing obtained through multiple linear regression analysis are documented in Table 1, providing a detailed and systematic picture related to the findings of this research.

**Table 1. Coefficients<sup>a</sup>**

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	10.428	2.289		4.556	.000
1 X1	.620	.111	.525	5.574	.000
X2	.248	.105	.222	2.356	.020

The next step is regression testing, and the results of this research produce a regression model which can be represented as follows:  $Y = 10.428 + 0.620X1 + 0.248X2$ . From this model, it can be concluded that if all variables, namely learning facilities (X1) and teaching style (X2), have a value of zero, then the predicted value of learning motivation (Y) will be around 10.428.

Based on Table 1, there is significance for learning facilities, with a significance value of 0.000. Likewise, the teaching style variable at MTs NW Kotaraja East Lombok NTB also shows a significance value of 0.020. Seeing this high level of significance, it can be explained that learning facilities (X1) and teaching style (X2) have a significant role in realizing learning motivation (Y) of MTs NW Kotaraja East Lombok NTB students. This finding is relevant because the significance value of both is less than the general threshold of 0.05, indicating that the contribution of these two variables to student learning motivation is partially significant.

**Table 2. ANOVA<sup>a</sup>**

Model	Sum of Squares	df	Mean Square	F	Sig.
Regression	648.762	2	324.381	51.922	.000 <sup>b</sup>
Residual	687.220	110	6.247		
Total	1335.982	112			

The F test results show that the calculated F value reaches 51.922, with a significance level of 0.000. Because this probability value is less than 0.05, it can be concluded that the regression equation has significance. This analysis indicates that the learning facility variables (X1) and teaching style (X2) simultaneously have a significant influence on the learning

motivation (Y) of MTs NW Kotaraja East Lombok NTB students. This means that both contribute together in influencing variations in student learning motivation.

**Table 3. Model Summary**

R	R Square	Adjusted R Square	Std. Error of the Estimate
.697 <sup>a</sup>	.486	.476	2.499

The next stage involves analysis using the coefficient of determination. The findings of this research reveal that there is a close relationship between the variables studied, namely learning facilities (X1) and teaching style (X2), on the learning motivation (Y) of MTs NW Kotaraja East Lombok NTB students. The R value obtained was 0.697, while the R Square value was recorded at 0.486. These results indicate that around 48.6% of the variation in learning motivation (Y) can be explained by variables such as learning facilities (X1) and teaching style (X2). The remainder, around 51.4%, was influenced by other factors not included in this study.

The results of the analysis show that learning facilities have a significant influence on the learning motivation of MTs NW Kotaraja East Lombok NTB students. This finding is in line with research conducted by Khairunisa (2019); Aisy (2023); Sianipar et al. (2023) with the statement that learning facilities play an important role in fostering student learning motivation. The existence of adequate learning facilities in schools has a positive impact on the learning process (Setiadi & Setiyani, 2018). Complete and quality learning facilities can make it easier for students to access learning resources, provide comfort, and create a conducive environment (Ferdinan, 2020). Utilizing learning facilities not only meets practical needs, but also contributes to increasing students' attention and triggering their learning motivation (Hawa & Sutirman, 2017). Good learning facilities have a very important role in creating a positive learning experience for students. Comfortable classrooms, equipped with modern equipment and technology, are able to create an environment that motivates students to actively participate in the teaching and learning process. A well-stocked and clean library also provides access to the resources needed to support understanding of course concepts. In addition, adequate sports and recreation facilities help strengthen students' health, maintaining a balance between learning and physical activities. Dedicated teachers and educational staff also play a role in creating a positive learning environment by providing necessary support and guidance. With good facilities, students tend to feel valued and motivated to achieve better achievements, because they feel that their learning environment is designed to support their overall growth and development (Yanti & Darmawa, 2016). This is why good learning facilities are key to establishing a successful learning experience and having a positive impact on student achievement. Thus, attention given to learning facilities in schools can be an effective strategy to increase student learning motivation and overall improve the quality of learning in the institution.

The results of the statistical analysis show that the teacher's teaching style variable has a strong influence on the learning motivation of MTs NW Kotaraja East Lombok NTB students, a finding that is in line with research conducted by Sigala (2016); Mustikasari et al. (2022); Gajah and Simanjutak (2023). This indicates that the teacher's teaching style is a factor that students really pay attention to in learning. The effectiveness of a teacher's teaching style is an important indicator that can positively influence student learning motivation (Rahmiati & Aziz, 2023). Variations in using teaching styles are considered an effective strategy for overcoming boredom and reducing students' boredom during learning activities (Saraswati et al., 2014; Tanjung & Namora, 2022). A teacher's teaching style that is interesting and not boring has a significant positive impact on student involvement in the learning process. When a teacher is able to deliver material using creative methods and relates it to everyday life, students tend to be more enthusiastic and interested in being actively involved in learning (Mardikaningsih, 2014). The use of various techniques, such as educational games, group discussions, or practical demonstrations, can make learning more dynamic and relevant for students. An interactive teaching style also provides space for students to contribute, ask



questions, and share their thoughts, creating an inclusive classroom environment. When students feel engaged and valued, their motivation to learn increases, and they are more likely to engage in exploration of lesson concepts. Teachers who are able to create a positive and enjoyable classroom atmosphere help reduce student boredom with the learning process. Thus, implementing an interesting teaching style not only creates effective learning but also builds a good start for student interest and involvement in the pursuit of knowledge and understanding (Putra et al., 2017). For this reason, applying a variety of teaching styles, such as technological style, personalization, or interactional style, creates a more participatory learning environment, with students more actively involved rather than just being passive. This has a positive impact on students' learning motivation, because they feel more involved in the learning process. Thus, it is important for teachers to understand and adapt teaching styles that suit students' learning needs. The teacher's teaching style is not only the main focus of students, but is also a critical element that can determine the teacher's success in carrying out their learning tasks. Therefore, the match between the teacher's teaching style and students' learning needs can have a positive impact on students' learning motivation and achievement.

## CONCLUSION

The results of the research show that there is a significant influence of the variables of learning facilities and teacher teaching styles on the learning motivation of MTs NW Kotaraja East Lombok NTB students. Partially, learning facilities and teacher teaching styles have a real impact on student learning motivation. Adequate learning facilities, such as comfortable classrooms, modern equipment, and a complete library, make a positive contribution to students' enthusiasm for learning. Likewise, the teacher's creative and interesting teaching style is able to arouse students' interest in the learning material. Simultaneously, both have the same influence on student learning motivation, indicating that the combination of good learning facilities and effective teaching styles can create a learning environment that supports and motivates students. This conclusion provides important insights for developing school policies and improving learning strategies to increase student learning motivation at MTs NW Kotaraja East Lombok NTB.

Based on these findings, several suggestions that can be put forward are first, schools and the government need to allocate adequate budgets to improve learning facilities, including learning infrastructure and technology. This investment will help create a more conducive learning environment and support student learning motivation. Improving facilities such as comfortable classrooms, modern equipment and library development can have a positive impact on student involvement in the learning process. Second, it is necessary to strengthen teacher training and development of competence in implementing various teaching styles. This can be done through regular training programs that focus on teaching strategies that are innovative and responsive to student needs. Teachers who have the skills to apply diverse teaching styles will be able to create more interesting and relevant learning experiences for students. Thus, expanding teacher knowledge and skills can be a long-term investment in improving the quality of learning at MTs NW Kotaraja East Lombok NTB.

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