

ISBN: 978-602-5614-24-8

PROCEEDING 1st INseIDEA

Semarang, 14th July 2018

1st INTERNATIONAL SEMINAR ON EDUCATION AND DEVELOPMENT OF ASIA (INseIDEA)

"Strengtening The Capacity of Indonesian Education
in Leading International Competition"



Unimus Press

THE PROCEEDING OF ^{1st} INTERNATIONAL SEMINAR ON EDUCATION AND DEVELOPMENT OF ASIA (INseIDEA)

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ISBN: ISBN: 978-602-5614-24-8

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International Relation Office of Universitas Muhammadiyah Semarang

Published by:

Unimus Press

Gedung Rektorat Universitas Muhammadiyah Semarang

Jl. Kedung Mundu Raya No.18 Semarang, Jawa Tengah

Phone : 024 – 76740294 Ext. 1102

Web : <http://lp2m.unimus.ac.id/>

PREFACE

This Conference Proceedings volume contains the written version of all of the contributions presented during 1st International Seminar on Education and Development of Asia (INseIDEA).

The conference was taken place in Universitas Muhammadiyah Semarang at 14 July 2018. The proceedings of INseIDEA came from researchers, private and public stakeholders, and educators from various field. INseIDEA expected to provide acceleration of education, technological innovation that has the potential to accelerate the progress of industry and economics growth, solve the multidimensional social problems, and revolutionize the world of education in Indonesia and Asia.

We would like to thank all participants for their contributions to the Conference program and for their contributions to the Proceedings. Many thanks go as well to the all invited speakers. Our special thanks go to Rector of Universitas Muhammadiyah Semarang (UNIMUS), and Director of International Relation Office UNIMUS

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THE IMPACTS OF STUDENTS' PERCEPTION ON TEACHING STYLE AND CLASSROOM CLIMATE TOWARDS STUDENTS OF SMP MUHAMMADIYAH SURUH'S LEARNING MOTIVATION IN 2017

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Abstract

Teachers' teaching styles are varied depending on teacher's creativity to create an interesting teaching-learning process. The use of variations in teaching is needed to overcome the boredom experienced by students in the learning process in the classroom, so that students have the motivation to learn. Student's learning motivation can also be generated from school atmosphere or classroom climate. If students have felt comfortable with a conducive classroom climate, there will be feed back in the form of behavior, one of which is the increase in student's learning motivation. This study aims to determine the effect of students' perceptions of teachers' teaching styles and school climate, either partially or simultaneously, on student's learning motivation. This research includes explanatory research with survey approach. The population in this study is all students of SMP MUHAMMADIYAH SURUH Year 2017 and the the sample is obtained by using the technique "proportional stratified random sampling". Instruments in this study use questionnaires and documentation. While the data analysis technique use multiple regression analysis for validity test, Alpha Cronbach for reliability test, and multiple regression to determine the good influence, both partially and simultaneously, from the variables in this study. From the result of data analysis, it is known that: (1) student's perception on teaching style simultaneously influences student's learning motivation which is proven from t count = 3,349 and t table = 2,698; (2) school climate does not have an effect on student's learning motivation, which was proven from t arithmetic = - 0,482 while t table = 2,698; (3) students' perceptions about teacher's teaching style and school climate simultaneously influences the learning motivation, and it is proven from the analysis result obtained t value = 5,613 and significant t = 5,149 with significance level 1%; (4) the proportion of joint contribution between students' perception about teaching style and school climate has an effect on student's learning motivation of 21.1%, while 78.9% is caused by other variables not studied or outside this research; .

Kata kunci: *student's perception, teacher's teaching style, classroom climate, learning motivation*



INTRODUCTION

For humans, education is an eternal need. Every human needs education, whenever and wherever they are. Education is a fulfillment of the need for knowledge that will affect the high and low of human resources' quality. Therefore, renewal in education's world has to prevail in order to achieve the purpose of national education as written in National Education System Act No. 20 of article 3 of 2003.

The renewal done in order to achieve the Nation's purpose above can be fulfilled through a series of skill training and improvement of teacher's quality, curriculum improvement, a supply of books and teaching equipments, along with the improvement of facilities and infrastructure. The learning achievement gained by students is a tool used to measure the success in learning, and whether the nation's purpose has been achieved or not. Maximum learning achievement can happen if there is an ideal learning process and a high learning motivation from the students.

An ideal learning process is a learning process that is interesting for both the student and the teacher. Every individual has different characteristics; so do teachers who have different teaching styles. Teacher is a crucial factor in school's quality in education, without good teachers it is feared the school cannot carry out their duties well. Teacher has several roles: a mentor, educator, reformer,

example, seeker and investigator, counselor, creator and *pereka*, storyteller and actor, *penggalak* and stimulants, inspiration ideals, operator and designer, appraiser, observer, students' friend and partner, etc. Though, teachers have complex duties, sometimes they are too focused on catching up with materials in class without noticing the students' condition.

In the process of learning, the feeling of boredom can strike students; and teachers must know how to handle it. The existence of teaching style is one of the forms of effort in handling boredom that is felt by students. A teacher who has an interesting teaching will surely attract students to study. If the teacher is able to teach in a fun way, the students will give positive perceptions. Walgito (2002:71) states that the process of perception is (1) object creates stimulus, (2) stimulus reaches individual's senses or receptor (3) stimulus received by the senses is transmitted to the brain by the sensory nerves, (4) then the process of brain as the center of consciousness happens, thus, the individual is aware of what he/she sees, hear, and touch.

Interesting perception of style here refers to how the students respond to the teacher's fun way of providing learning materials that can be easily accepted by students. If the students have felt comfortable in the teacher's teaching style, then the students will be motivated to learn and will eventually compete to get a good achievement in class.



Most of human behavior is determined by their perception of something. Daily action will affect their perceptions of external stimuli, as well as their ability to make decisions on the stimulus. It is similar with the students' perceptions of the classroom climate. Each student has different perceptions in the learning process held in the classroom. Mukhlis (2004) states that students' perceptions about the classroom climate are closely related to the relationship between teachers and students, the relationship between students that become the special characteristics in the classroom, which will affect the students' learning motivation. Climate or non-physical situations here can be understood through indicators such as familiarity, satisfaction, speed, formality, difficulties and democracy within the classroom. Hadiyanto (2000) cited several opinions stating that the climate is a condition, influence and external stimuli that include physical, social, and intellectual influences which affect learners. Thus, the classroom climate is closely related to the relationship of teachers with students, the relationship between students that become special characteristics in the classroom, which will affect the students' learning motivation. With the motivation, passion and excitement of students in the classroom, the learning process will be better. Motivation is a driving force, steering activities that will be done well.

McDonald in Sardiman (2001) states that motivation is a change of energy in a person characterized by the emersion of feeling and preceded by a response to the purpose. From this understanding,

motivation contains three important characteristics. First, motivation initiates the change of energy in each individual. The development of motivation will bring some changes in human energy, its appearance will concern human physical activity. Second, motivation is characterized by the emersion of feeling, someone's affection. In this case, the motivation is relevant to the psychological matters, affection and emotional issues that can determine the behavior of human beings. And Third, motivation will be stimulated by the existence of purpose. So, motivation is actually a response from the human self, but its emersion happens because it is aroused / driven by the existence of other elements, in this case, it is the goal.

The learning process, including the teacher's teaching style, is closely related to the environment or the atmosphere where the process takes place. Although, learning motivation is influenced by many factors such as available facilities, the influence of classroom climate is also very important. Hoy and Miskell in Hadiyanto (2004) stated that climate is a continuous quality of the environment (class) experienced by teachers that influence the students' behavior in creating a conducive learning process.

The above description shows that to achieve a good learning achievement, students need to have high learning motivation. With the motivation to learn, the students will be passionate and eager to learn. The learning motivation of student is not brought from birth, but it can be gained



from experience and environment. The most influential environment here is the school environment. In school, the motivation may arise from the student's assessment or perception of the teacher's teaching style and school situation / climate. With the teacher's fun teaching style, then the students will be happy to follow the lesson and motivated to master the subjects concerned. So are the students' perceptions about the good school climate; they will affect the students' learning motivation in the learning process.

PURPOSE OF STUDY

The purposes of this study are: (1) to know the students' perception on the teachers' teaching style and its influence on the students' learning motivation in SMP Muhammadiyah Suruh (2) to know about students' perception of the classroom climate and its influence on the students' learning motivation in SMP Muhammadiyah Suruh, (3) to know the students' perception on the teachers' teaching style and classroom climate, and its influence on the students' learning motivation in SMP Muhammadiyah Suruh Year 2017.

HYPOTHESIS

The hypothesis proposed in this research are: (1) The students' perception on Teachers' Teaching Style have an influence on the students' learning motivation in SMP Muhammadiyah Suruh, which means the higher the perception of students about the teachers' teaching style, the higher the students' learning motivation will be, (2) the students' perception about the classroom climate have an influence on

the students' learning motivation in SMP Muhammadiyah Suruh, which means the higher the students' perception about the classroom climate, the higher the students' learning motivation will be, (3) the students' perception about the teachers' teaching style and the Class climate have an influence on the students' learning motivation in SMP Muhammadiyah Year 2017. In other words, the higher the students' perceptions on both the teachers' teaching style and the classroom climate, the higher the students' learning motivation will be in SMP Muhammadiyah Suruh Year 2017.

METHOD

This research is a quantitative research with correlational approach. The population in this study is the students of SMP Muhammadiyah Suruh. The sample of this research is 45 people. Two variables in this study are independent variables (X1), namely the students' perceptions on teacher's teaching styles and (X2) the students' perceptions about classroom climate and bounded variable, which is learning motivation. This research data has two types, namely primary data and secondary data. Primary data is data obtained from the questionnaire that contains indicators of the students' perceptions on the teachers' teaching styles and classroom climate with learning motivation. Secondary data is the number of students In SMP Muhammadiyah Suruh year 2017

Research Tool

The data collection tools used in this research are as the following:



1. Motivation Scale

The scale that is used to measure learning motivation is designed based on these indicators: Duration and frequency of activities performed, accuracy and closeness to the purpose of activity, devotion and sacrifice, Direction of attitude towards the target of activity, level of achievement qualification (Sadiman, 2001). This Scale is constructed using the response of the subject as the basis for determining the value of the scale in the form of statements with 4 alternative answers (likert model), namely: SS = strongly agree, S = agree, TS = Disagree, STS = Strongly Disagree. Subjects are asked to choose one answer that best suits their situation.

2. Perception Scale of Teaching Style

The scale that is used to measure the perceptions of teaching styles is designed on the basis of the characteristics or indicators of teaching styles, which include: Voice variation, focusing, silence, visual contact, limb movements or mimic

movements, teacher position movement. The scale's items that are to be conceived are made in the form of subject response statements, and they are in the form of one of four available alternative answers, namely SS = strongly agree, S = agree, TS = Disagree, STS = Strongly Disagree.

3. Classroom Environment Scale

The scale used to measure the classroom climate is based on the theory proposed by Sardiman (2001) on conducive class climate that is characterized by the emersion of: (1) mutual openness, (2) the intimate relationships, (3) mutual respect with others, (4) respect for each other, (5) prioritize common interests. The items of the scale to be conceived are made in the form of subject response statements, and they are in the form of one of four available alternative answers, namely SS = strongly agree, S = agree, TS = Disagree, STS = Strongly Disagree.

Table 1. Variable and research indicator

No.	Variable	Indicator
1	Teacher's Teaching Style (X1)	1. Voice Variation 2. Centralization of Attention 3. Quietness 4. Eye contact 5. Limb or Mimic Movement 6. The moving of teacher's position
2	Classroom Climate (X2)	1. Mutual openness 2. Intimate relationships 3. Mutual respect with others 4. Respect each other 5. Prioritize common interests
3	Learning	1. Duration and frequency of

	Motivation (y)	<ul style="list-style-type: none"> activities performed 2. Accuracy and closeness to the purpose of activity 3. Devotion and sacrifice 4. Direction of attitude towards the target of activity 5. level of achievement qualification
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Style (X1), Classroom Climate (X2), and Learning Motivation (Y) will be descriptively analyzed, and here is the result:

RESEARCH RESULT

1. Data's Description

Before a hypothesis test is done, each variable's data – student's perception on Teacher's Teaching

Table 1. Descriptive Statistic Analysis Results

Variable	Teacher's Teaching Style (X1)	Classroom Climate (X2)	Learning Motivation (Y)
Number of Samples	45	45	45
Highest Score	42,000	92,000	42,000
Lowest Score	36,000	85,000	37,000
Mean	39,111	88,956	39,956
Variant	2,283	1,862	1,862
Standard Deviation	1,511	1,364	1,364
Standard Error	0,225	0,203	0,203

The data results of the above descriptive statistic results show that the lowest score of the variable of student's perception on Teacher's Teaching Style is 36 and the highest score is 42, while the mean is 39,111. As for the variable of Student's Perception on Classroom Climate, its highest score is 92, its lowest is 85, and its mean is 88,956. While the variable of Student's Learning Motivation has 42 as its highest score, 37 as its lowest score, and 39,956 as its mean. The

mean of the three variables have been consulted with the interval value table and the result is high/great, for the result is within 40,00 – 60,00 of interval value.

Furthermore, the data table shows the standard deviation of the three variables: 1,364 for Learning Motivation Variable, 1,511 for Teacher's Teaching Style variable, and 1,364 for Classroom Climate variable. The data table also shows the variant data of the three variables: 1,862 for Learning Motivation variable, 2,283



for Teacher's Teaching Style variable, and 1,862 for Classroom Climate variable. This implies that the dissemination data of student's perception on teacher's teaching style is wider and more varied than learning motivation, and classroom climate which has smaller variation and dissemination than learning motivation.

2. Hypothesis Test

Between Variables	r	Results
Teacher's Teaching Style and Learning Motivation	0,454	Significant
Classroom Climate and Learning Motivation	0,011	Not significant
Teacher's Teaching Style and Classroom Climate	0,168	Not Significant

Table 2 explains the relationship or the correlation between each variable. Here is an interpretation of the correlation between student's learning motivation, teacher's teaching style and classroom climate:

1. The relationship between parents' behavior and students' morals is 0,454, and because it is higher than table r with 1% significant (0,380), the result is significant. Therefore, it can be concluded that there is a positive relationship between teacher's teaching style and student's learning motivation.
2. The value of the relationship between classroom climate and

Hypothesis test is done to prove the proposed research's hypothesis. To test the hypothesis of the influence of student's perception on teacher's teaching style and classroom climate, the researcher uses multiple regression analysis with the help of statistic application W.Stats, and here are the results:

Table 2. Correlation Coefficient

student's learning motivation is 0,022 is lower than table r (0,380). Therefore, the result is not significant and thus, there is no positive relation between classroom climate and student's learning motivation.

3. The relationship between teaching style and student's classroom climate is 0,168, which is lower than table r (0,380). Therefore, the result is not significant, which indicates that there is no relationship between the two.

Table 3. Donation to Learning Motivation's Variants

Contribution Variable	R Squared
Teacher's Teaching Style	0,207
Classroom Climate	0,000
Teacher's Teaching Style and Classroom Climate	0,211
Classroom Climate after Teacher's Teaching Style	0,004

Teaching Style after Classroom Climate

0,211

The Table 3 above explains the value of simultaneous correlation coefficient between teacher's teaching style and classroom climate with learning motivation variables, which an R squared number 0,211. It is lower than table r (0,380). Therefore, it can be concluded that there is no correlation between teacher's teaching style and classroom climate with learning motivation.

The table also explains the coefficient's determination or the

percentage of independent variable's influence on its dependent variable. The value of coefficient's determination, 0,211, implies that the influence of independent's variable on the change of its dependent variable is 21,1%, while 78,9% of it is not influenced by other variable. Ergo, the influence of teacher's teaching style and classroom climate on student's learning motivation is only 21,1%, the rest (78,9%) is affected by other variable.

Table 4. Summary of Variant Analysis Results (Test F)

Source	Sum of Squares (SS)	Degree of Freedom (DF)	Mean Square (MS)	F	F-Critical at Level of Sign 1,0%	Result
Regression	17,275	2	8,638	5,613	5,149	Significant
Residue	64,636	42	1,539			
Total	81,911	44				

The above Table 4 shows whether the variation value of independent variable can explain the variation value of dependent variable, in a sense that independent variable can predict dependent variable using the value of F (Hartono, 2008:122). As a result, the count value of F is 5,613 is higher than F₀₁ (5,149). Therefore, H₁ is accepted and H₀ is rejected. The

conclusion is the variable Teacher's teaching style and climate classroom can predict the variable student's learning motivation. Hence, students' perception on teacher's teaching style and classroom climate has a positive influence on student's learning motivation.

Table 5. Regression Coefficient (t Test)

Model	b	t	d.k.	Critical T on sign level 1,0%	Conclusion



Constant (a)	29,470				
X1	0,421	3,349	42	2,698	Significant
X2	-0,067	-0,482	42	2,698	Not significant

The table 5 above provides information about the significance of the regression coefficient to determine the partial influence of each independent variable on the dependent variable. This can be done by looking at the value of t test and its significance, which can be determined by comparing between t arithmetic with t, 01. Table 5 shows that teacher's teaching style variable's coefficient test $t = 3.349$ is higher than t, 01 (2,698). Thus, the influence of Teacher's teaching style on the classroom climate is significant. The classroom climate variable in t test coefficient is -0.482 , which is smaller than t, 01 (2,698). This indicates that the classroom climate has no significant effect on students' learning motivation.

From the table above, the equation of the regression line can be known by seeing column b on the constant, which is 29,470, and the teacher's teaching style value is 0,421 while the value of classroom climate is -0,067. Therefore, the regression equation can be written as follows:

$$Y' = a + b_1X_1 + b_2X_2$$

$$= 29,470 + 0,421 X_1 - 0,067 X_2$$

DISCUSSION

Based on the purposes of study:

(1) Student's perception on teacher's teaching style simultaneously influences student's learning motivation based on the proven data, for the result of t count analysis = 3,349, while t table has significance level of 1% = 2,698. Moreover, the contribution of teacher's teaching style on learning motivation from the result of partial regression analysis is 20,7%. The existence of a significant positive correlation of teacher's teaching style on student's learning motivation in this research's result is supported and in line with various theories, which have been expressed by expert Uzer Usman (1993), and indicates that the purpose of variation of teaching style is able to:

- a). Improve and nurture students' attention to the relevance of the teaching and learning process
- b). Encourage students to learn. Learning does require motivation as the force for students. But unfortunately, students with the same motivation are rarely found, especially intrinsic motivation. Their action and behavior, along with their different motivations show that there are students who happily accept learning materials, and there are those who don't. This is where the role of teachers as someone who can create a learning environment that can push students to be happy and excited about learning is needed.



For this, the most accurate way that the teachers must do is to develop a variety of teaching, whether in learning or in this case, with teaching. Because with these variations, teachers can increase the students' passion of learning and draw experience from various cognitive levels. Teaching requires teachers to work for the success of their students, so that the students' progress becomes the teacher's attention point. Rasulullah SAW applied a teaching that is very concerned about the development of students (friends), so that they do not feel bored in learning. It is implied in the hadith:

عن ابن مسعود قال : كان النبي صلى الله عليه وسلم . يتحولنا بالموعة في

الايام كرامة السامه علينا (الحديث)

Artinya : Narrated from Ibn Mas'ud said: Prophet SAW. alternate in giving lessons to avoid boredom. (H.R. Bukhari).

Uzer Usman (1993) gives the Components of Teaching Style Variations: a) Variation of sound. Sound variation is the change of sound from loud to weak, high becomes low, and from fast to slow. The teacher's voice, when describing the subject matter, should vary in intonation, volume,

tone and speed. If the teacher's voice is always harsh or too loud, it will be difficult to accept because the student thinks the teacher is cruel and thus, the student gets overwhelmed by anxiety and fear during learning. These kinds of problem should be avoided or even eradicated. But if the teacher's voice is too weak (usually a female teacher), it will sound unclear for the students and can not reach all the students in the class, especially the ones in the back. When it is so, students will belittle the teacher and the students' attention to the material provided become less. To that end, teachers must adjust their voice to the situations and conditions; the teacher's voice will constantly change, sometimes it's rising, sometimes it's fast, sometimes it's slow, and sometimes it's low (tender); b) Attention Focused. Attention, according to Ghazali, is the activeness of the soul that is elevated; the soul itself is only fixed to an object (thing/matter) or a set of objects. To be able to guarantee good learning outcomes, the students must have attention to the material that is taught. If the students do not pay attention to the material presented by the teachers, it can cause boredom and no one would like to learn. To make students' attention focused on an important aspect or key aspect, teachers can use or



give warnings in words; c) Silence or teaching silence. Silence is a sudden quiet moment when the teacher is in the midst of explaining something. The appearance of silence is a good tool to attract students' attention. The sudden silence or quietness of the teacher can draw the students' attention because the students know what happened. So, after the teacher ask questions to students, it would be nice if they are given the time to think with silence so that the students can recall the information the they perhaps knew by heart, hence they could answer the teacher questions properly and correctly; d) Eye Contact. When the teaching-learning process takes place, do not let the teacher bend down or look at the ceiling; do not let the teacher be scared of making eye contact with students; and do not let the teacher make eye contact with one student continuously without regarding the other students. On the contrary, when the teacher speaks or explains, the teacher should direct his/her views across the class or students in order to form a positive relationship and avoid loss of personality. Eye contact among those who interact is actually an ethic and decorum, for it shows the mutual attention among them. Therefore, in the regards of eye contact, the teacher should try it as intimately as

possible so that students feel cared for and appreciated. Frequent eye contact will build and foster high-level bond, namely to know the psychology of children or students and find out how much the student's understanding of the material provided. To that end, look at the students equally but do not overdo i. The use of eye contact, for a teacher, is to attract students' attention and student's interest to learn; e) Movement of limbs or mimics. Variations in teacher's facial expression, head movements, hand movements and other limbs are very important aspects of communicating. The point is to attract attention and to convey the meaning of oral messages intended to clarify the delivery of materials; f) The moving of teacher's position, the moving of teacher's position in the classroom can help in attracting student's attention. It can also improve teacher's personality and it should always be remembered by teacher to not move positions excessively. If done excessively the teacher will seem like he/she is in a hurry, so just do it naturally for students can pay attention. Moving positions can be done from the front to the back, from the left side to the right side - or between the students, from behind to the child's side. It can also be done in a standing position, change into a sitting position and



stand still, then walk around students and so forth. What is important in the change of position is the purpose and not just pacing, and a teacher should not do teaching activities in one position. For example, while explaining, the teacher only stands in front of the class or sitting in a chair without any change or variation in positions. This can cause boredom for students.

- (2) From the data that is not proven, student perception on classroom climate simultaneously influence student's learning motivation because the result of t count = -0,482, while t table has significance level of 1% = 2,698. Furthermore, from partial regression analysis, the contribution of teacher's teaching style for learning motivation is 0%

Yet, other studies show that a good classroom climate will have a good effect on students' learning motivation. In other words, students' perceptions of a more conducive classroom climate enable student's learning motivation to increase. This is in accordance with the opinion of Rahmad (1995) which states that students' perceptions of the classroom climate is very closely related to the relationship between teachers and students. The relationship between students that become the special characteristics of a conducive class can support a useful interaction among

students, emphasizing the experiences of teachers and students, fostering a spirit that enables class activities to take place with a good and mutual understanding. Conducive classroom climate does get students motivated to learn, but to create a conducive classroom climate cooperation between teachers and students is required

The poor students' perceptions on the classroom climate and low learning motivation indicate student's dissatisfaction with class management. According to Imron (1996), satisfaction in learning will arise if the students' experience in learning is deemed to have met their needs. If students do not like a subject, teacher or even classmates, then this can disrupt student's learning motivation in following the lesson. Student's learning motivation will arise if he/she wants to get something. The success that will follow after they achieve what they the desire raises the spirit to be more diligent to achieve their goal.

In learning process, teachers should be able to utilize all the supporting facilities that can make learning dynamic to generate student's interest. This is in line with Dimyati and Mujiono (1999) who suggest that learning is growing, and the environment that gets better after being built, is a good condition in learning process.



Indicators that cause high or low learning motivation in students need to be recognized, because by knowing the student learning indicators, it can be taken steps to generate student's motivation to learn. According to Makmun (2000), learning motivation indicators include (1) duration of activity (how long it is for them to use their time to conduct activities), (2) Frequency of activities (how often activities are carried out over a period of time), (3) persistence) (4) persistence, tenacity, ability in facing obstacles and difficulty to reach the goal, (5) devotion and sacrifice, (6) Level of aspiration achieved by the activities performed, (7) the level of qualification of accomplishments / products / outputs achieved from the activities and (8) the direction of its attitudes toward the objectives of the activity.

In accordance with the above opinion, Prayitno (1989) states that students who are well motivated in learning will do more activities and do them faster than the less motivated in learning. It is further explained that students who are motivated to learn will be very interested in the learning tasks they are performing, showing high persistence, have more variations in their learning activities, have more involvement in learning more, and they are less likely to behave in a way that will cause disciplinary issues. Sardiman (2001) states that students who have motivation can be distinguished from their attitudes and

behaviors. The characteristics are shown through their persistence in performing duties, their perseverance in facing difficulties, their interest in the problems face, their liking in independent work, and their dislike towards things that are less innovative or routine tasks.

- (3) (3) From the calculation of existing data, the students' perceptions of teacher's teaching style and school climate simultaneously influence the learning motivation, and it is proven by the analysis result obtained $t = 5,613$ and significant $t = 5,149$ with 1% significance level; the proportion of joint contribution between student perception on teaching style and school climate has an effect on student's learning motivation is 21,1%, while 78,9% is caused by other variables which are not researched or outside this research.

The strong influence of both students' perceptions on teacher's teaching style and classroom climate on students' learning motivation contributes 21.1%. This indicates that there is still 78.9% aspects of learning motivation support that can not be explained in this study, meaning that in order to achieve optimal student learning motivation in SMP Muhammadiyah Suruh it can not be done only through the improvement of teaching style or class climate, but there are still some components or other factors that help shape or support



student learning motivation that is good and optimal.

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