

# Relationship Between Teacher Motivation in Guiding Student Learning Difficulties and Learning Achievement

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ARTICLE INFO	ABSTRACT
Received: 09-03-2017 Revised: 08-05-2017 Accepted: 07-06-2017  Keywords:  Motivation, learning difficulty, achievement	This study aims to find how is the level of teacher motivation in guiding student learning difficulty and learning achievement of elementary school students in technical implementation unit area of Kuriipan Subdistrict, Barito Kuala District. It is a correlation to find the relationship between independent and dependent variable in students. Learning difficulty is a condition in learning process where students cannot learn as they should be. Learning difficulty is basically those that appear in various behaviors whether directly or indirectly.  © 2018 The Authors. Journal of K6, Education, and Management (j-K6EM). ISSN: 2580-2135. Published by Graduated Program of Educational Management, Universitas Lambung Mangkurat, Banjarmasin, Indonesia. This is an open access article under the open journal systems.

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## I. Introduction

Education is a complex process, which involves various factors consisting of teacher, student, facility, administration, leadership and other components that affect each other. School as a formal educational institution is one of educational process organizer as a means of human resource development.

In the Law of the Republic of Indonesia No. 20 of 2003 on National Education System, "Education is a conscious and planned effort to create a learning atmosphere and learning process so that the learners actively develop the potential to become a human being who is religious, intelligent, noble, and able to control himself and have character."

In order to improve the education quality in Indonesia, specifically the quality of learning outcome, the government constantly tries to improve and renew education policy.

In fact, various improvement and renewal that have been performed have not significantly affected the education quality, particularly the improvement in learning outcome.

In order to improve learning outcome, teacher role as a mentor in school, especially elementary school is needed to achieve goals in student learning development. As a mentor, teachers should formulate the objectives clearly, set the time, course, steps and evaluate the learning process. All are performed based on good cooperation with learners, however teachers give major contribution in the process. According to Kusdaryani and Tirmo (2009), education has special purpose to create a better, quality and useful human being for the nation and country.

Education is a conscious effort to grow and develop human resource potential through teaching activities. One of inner factors that determines the success or failure of learning process is learning motivation. In learning activities, motivation is the main driving force within the self, which ensures the continuity of learning activities. Learning motivation is a non-intellectual psychological factor. Someone with a high enough intelligence might fail because he/she lacks learning motivation.

Motivation has an important role in teaching and learning process both for teacher and student. For teachers, it is necessary to find the student learning motivation to maintain and improve the student spirit in learning. For students, learning motivation can raise the learning spirit so that students are encouraged to learn. Students can learn happily as they are motivated. According to Rosida (2014), learning motivation is an important factor in improving student learning achievement.

Dalmono (2010) said that learning difficulty is not always caused by low intelligence factors (mental disorders), but also by non-intelligence factors. In short, high IQ may not guarantee the success of learning. Therefore, in order to provide appropriate guidance to every student, then the educators need to understand the issues related to learning difficulties.

Learning achievement is expression of ideal learning outcomes covering all psychology aspects that change due to experience and learning process of students. Nevertheless, the change in the change in expression of behavior in life aspects.

## 2. Methodology

A good methodology should bring the researcher to achieve the objective (Dalle, 2010; Dalle et al., 2017; Derlina et al., 2018). There were four keywords that need to be considered in this research namely scientific method, data, objective, and benefit.

Scientific method means that the research activities are conducted based on scientific characteristics, namely rational, empirical, and systematic. Rational means research activities are conducted in a way that makes sense to human reasoning. Empirical means research activities can be observed by human senses. Systematic means the process used in the study using certain logical steps.

So, the researchers would use correlation quantitative method, where data collection on teacher role in guiding learning difficulty of the students in elementary school located in Kuripan Subdistrict, Barito Kuala District.

To obtain reliable, valid and qualified data and to achieve the research objectives that have been applied, we used questionnaire. Questionnaire is

data collection method in the form of written questions addressed to the respondent.

This questionnaire aimed to accelerate and facilitate data collection due to a very limited research time and time spent during school hours. This questionnaire was addressed to classroom teachers.

Here, we used closed questionnaire form where each question was provided by several alternative answers. So, the respondents could only give a cross (X) mark on one of the alternative answers in accordance with daily events based on the most correct according to respondents.

### 3. Results

Based on the calculation, it could be seen that there were 2 teachers (11.11%) who had high motivation in guiding learning difficulties with an average score of 59.50, there were 9 teachers (50.00%) with moderate motivation in guiding learning difficulties with an average score of 56.67, and 7 teachers (38.89%) who had low motivation in guiding learning difficulties with an average score of 54.14.

We also found that 16.67% of students had high learning achievement with average score of 7.80, 44.44% of students had moderate learning achievement with average score of 7.73, and 38.89% of students had low learning achievement with an average score of 6.32.

Based on the result of triserial correlation calculation of  $r_{ch} = 0.972$  that was consulted with correlation table of product moment with  $N = 18$  at 5% significance level, it was obtained a value at table  $r_t = 0.468$ , and at 1% significance level  $r_t$  value = 0.590. In conclusion,  $r_{ch}$  was larger than  $r_t$  both at 5% and 1% significance level.

### 4. Conclusion and Recommendations

Based on the results of data analysis and statistical calculation, the conclusions are (1) teachers have a relatively high motivation in guiding learning difficulty of student; (2) Teachers have low motivation in guiding learning difficulty of student; (3) Students have high learning achievement; (4) There is a correlation between teacher motivation

in guiding learning difficulty and student achievement.

Some recommendations are (1) The principal is expected to improve and maintain a good school quality and implementation of guidance in school; (2) The teachers are expected to always maintain and improve good performance, so that guidance that has been implemented can be more effective; and (3) All elementary students in Technical Implementation Unit area of Kuripan Subdistrict, Barito Kuala District are expected to be motivated in learning through guiding in school.

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