



The Influence of Teaching Variations on Student Learning Motivation at SMP Negeri 1 Jeumpa

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Abstract

Teachers must be creative in presenting learning materials teachers must often use variations in teaching so that students are more enthusiastic in following lessons and to avoid boredom that students may experience. This study aims to determine the effect of variations in teacher teaching methods on the learning motivation of class VII students of SMP Negeri 1 Jeumpa. This research is a quantitative study with a population of 87 students consisting of 44 male and 43 female and the sample selected in this research is 30 students, the sample selection uses probability sampling technique. The data collection technique used is questionnaires and documentation while the analysis technique the data used is descriptive statistical analysis and inferential statistical analysis. The results showed that variations in teacher teaching were in the good category with a percentage of 78.22% and student learning motivation in the high category with a percentage of 77.95%. This can be proven by the results of the product-moment correlation analysis of 0.390, which means the level of relationship is in the weak category. It can be concluded that there is a positive and significant influence of variations in teacher teaching methods on the learning motivation of class VII students of SMP Negeri 1 Jeumpa.

Keywords: Teaching Variation, Learning Motivation, Student Learning

Introduction

Education is very important for humans because education can add insight based on learning experiences that have been studied so that they have a good personality and have quality competencies or the ability to be able to compete in the present and the future. That way the main goal of education can be achieved, namely educating the life of the nation and developing student morale.(Alif, 2020; Asniar et al., 2022; Setiono et al., 2023). This goal is

contained in the national goals of education in Indonesia which are contained in law number 20 concerning the National Education System. (2003)

Education is the process of changing attitudes and behavior or a conscious and planned effort to create a learning atmosphere and learning process so that students can develop their potential in terms of religion, self-control, personality, intelligence, noble character, and other skills. from time to time because of his mastery of science, therefore education is a very important factor in determining efforts to organize and develop Indonesian people in a more advanced and quality direction.(Amirudin et al., 2021; Rahman BP et al., 2022; Warti, n.d.) For this reason, the learning process must be fun. In the learning process, the teacher must awaken all the learning abilities of students and contribute intelligence, happiness, competence, and success to students. The process of student activity must always be created by creating a learning atmosphere that can motivate students to ask questions, observe, experiment, and find the right facts and concepts. Therefore, the selection of activities implemented by the teacher in the classroom is very important to achieve learning objectives. Learning aims are where individuals try to improve their competence.

The teacher has a very important role in the learning process because the teacher is a medium that transforms knowledge for students. (Darwis et al., 2019) For this reason, the teacher must ensure that students understand the material presented and motivate students to learn when learning in class by using appropriate and various learning methods so that students do not feel bored during the learning process. Teachers must continue to improve their quality, not only the quality of teaching in class, but also must have quality in dealing with the psychological aspects of students, because that way it will help to realize high student motivation in learning. Students need to be able to manage interactions with learning resources that offer opportunities to create learning processes that suit their personalities. These abilities include managing classes, providing positive reinforcement, small group learning, and group and individual learning. They also cover opening and closing learning, explaining skills, asking questions, and various other skills.

Important for teachers to create varied learning so that students do not feel bored and are active in class and focus on ongoing learning so that students feel more enthusiastic about learning or students are motivated in learning. The teacher is someone who can improve student learning outcomes by being able to use teaching variations according to the conditions and learning situations in class and learning materials to improve student learning outcomes (Mustika & Rahmi, 2019).

Learning motivation is one of the factors that can influence or determine effectiveness in learning so students will learn well if there is a driving factor, namely learning motivation. With high learning motivation, students will be more serious about learning and students will get better results. (Sadikin, 2018). For this reason, so that students can receive good lessons, the most important thing that must be increased is the motivation of the students themselves, both internal and external motivation so that students are more enthusiastic about receiving lessons so that learning can run well, goals will be more easily achieved if one encourages motivation. student learning is the diversity of teaching carried out by the teacher, the teaching variation itself acts as a distraction carried out by the teacher so that students do not feel bored,

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not monotonous, and the possibility of providing individual learning services. (Darwis et al., 2019)

Motivation comes from the word motive which can be interpreted as a power that exists within humans that makes humans act or do something (Uno, 2006). Motives cannot be observed directly but can be seen from their behavior in the form of stimulation, encouragement, or calm generation so that a certain behavior appears. Motivation is the conscious effort or power to encourage individual desires to do something to achieve certain goals (Lestari, 2020). Motivation is the driving force from within the student that gives rise to learning activities, which ensures the continuity of learning activities so that the goals desired by students are achieved.

Motivation is an impulse that exists within a person or comes from outside a person (Herwati et al., 2023). The greater the encouragement he receives, the stronger a person does and achieves something he wants until it is achieved. Every individual or group must have motivation within themselves because motivation is a human psychological characteristic that contributes to one's commitment. These are factors that are capable of channeling, causing, and sustaining human behavior in a certain determination. Motivation is a change that occurs in a person that arises due to feelings, and psychological and emotional symptoms that encourage individuals to do or act on something caused by needs, desires, and goals (Dayana & Marbun, 2018). Motivation has an important role in the teaching and learning process for both teachers and students. For teachers to know the learning motivation of students is very necessary to maintain and enhance student learning enthusiasm. Whereas for students learning motivation can foster enthusiasm for learning so that students are encouraged to do learning actions. Students will do it happily because it is driven by motivation. Another factor from outside the student's self that can affect learning is the learning method factor and this is not only for students but the most important element in learning is the teacher, the teacher as a teacher who provides knowledge as well as educators who teach moral, moral and social values. And to carry out this role a teacher is required to have extensive knowledge and insight to be transformed into students. A teacher must choose the right method of conveying material in class so that students are interested in following the lessons being taught. A variety of methods can improve student learning activities.

To find out the influence of teaching variations on student learning motivation at SMPN I Jeumpa, researchers used a quantitative method based on previous research conducted by (Darwis et al., 2019) SMKN 4 Makassar, researchers used a quantitative method. The data collection technique used was a questionnaire. Interviews and documentation while the data analysis techniques used are descriptive statistical analysis and inferential statistical analysis. The results of the study show that the variations in teacher teaching are in a good category. Viewed from the aspect of variations in teacher teaching styles, variations in the use of media & teaching materials, and variations in patterns of interaction and activity. Student motivation is in the high category. Judging from the aspect of the strong will to work on the subject matter, the amount of time allocated for study, the willingness to leave other obligations for school work, and the persistence in doing assignments. The results of the data analysis show that there is a positive and significant influence of teacher teaching variations on students' learning motivation at SMKN 4 Makassar.

Based on previous research conducted by (Yuangga, 2019) MA Muhammadiyah regarding the influence of learning motivation and teaching style of teachers on MA Muhammadiyah students. Researchers used quantitative methods in obtaining data to see the results of the motivational influence of the teacher's teaching style on students. The results showed that there was a positive and significant simultaneous influence between learning motivation and the teacher's teaching style on student achievement in MA Muhammadiyah.

This study aims to find out how the learning motivation is at SMP Negeri 1 Jeumpa and whether there is an effect of variations in teaching on learning motivation at SMP Negeri 1 Jeumpa. One of the factors that determine student success is student learning activity. This learning activity cannot be said to be optimal because most teachers still provide material with a learning model, namely lectures so that students gain knowledge passively without any reaction. Therefore we as teachers must be learning motivation for them as a driving force or tool for building the availability and strong desire in students to learn actively, creatively, effectively, innovatively, and fun in the context of changing behavior. To increase students' learning motivation at SMP Negeri 1 Jeumpa which greatly influences their teachers, teachers must be able to create fun learning models so students don't feel bored and make students have fun while studying. For this reason, teachers must create various kinds of teaching variations such as group learning, discovery learning, project-based learning, learning based on their own experiences, and other learning models.

Literature Review

Definition of Teaching Variations

Teaching variations are changes in the process of learning activities whose purpose is to increase student motivation. Learning variations are the teacher's actions in changing learning strategies to make them more interesting and not boring (Jamaluddin and Hajar, 2022). One of the skills that must be possessed by a teacher is the ability to teach. This skill is very useful for teachers to fulfill their duties and responsibilities as a teacher. Skills covered include asking questions, confirming, making variations, explaining, opening and closing lessons, leading group discussions, leading lessons and individual teaching skills. Variations in teaching work are learning variations whose goal is not to be monotonous, so students don't get bored while learning (Johar and Hanum, 2021).

The Purpose of Teaching Variations

The purpose of creating teaching variations is to arouse and maintain students' attention to the meaning of the teaching and learning process, provide opportunities for effective motivation, form positive attitudes of teachers and schools, as well as provide opportunities for choice and individual learning opportunities and motivate students to learn.

Teaching Variation Components

Variations in teaching have three components, namely variations in teaching styles, variations in media and learning materials, and variations in interaction (Tauhid, 2020). Teaching style variation is the style created by the teacher in teaching, such as voice, emphasis,

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timing, eye contact, limb movement, and position change. There are three sections for different media and learning materials, the first of which is visual media, namely media based only on the sense of sight. This type of media is learning that displays material such as pictures, graphics and posters using a projector. Another listens to media such as audio recordings, radio sounds, music, poetry reports, social drama and the telephone. The third is media tactics, namely media that offer students the opportunity to touch and manipulate objects or learning materials in the form of models. A variety of interaction is the interaction between the teacher and the students in the classroom during learning, the teacher actively explains and the students listen, but after that the students are independently active without the teacher and it affects or significantly affects the student studies learning result.

Variations in the teaching of the teacher have a great impact on the students, because the success factor of the learning process is determined by the teacher himself, therefore it is very important to acquire the basic skills of a teacher, namely the ability to perform learning variations. If the lack of diversity in teaching becomes a factor that causes boredom among students, because the teacher constantly does the same activities, it can cause boredom and decrease the enthusiasm for learning in students. So student achievement decreases because students do not pay attention to the teacher in the learning process. Students' indifference to learning may be due to boredom and less active and versatile teachers. Therefore, the teacher must be able to use teaching variations in the teaching style, the use of learning environments and interactive models when learning in class.

Definition of Motivation

Motivation is the basic trigger that makes a person do something that is within him to achieve certain goals (Uno, 2006, p. 1). Motivation is defined as the process of initiating, directing, and maintaining behavior that leads to goals that essentially direct people to do things to achieve a goal or to fulfil needs or expectations. (Gopalan et al., 2017) Learning motivation is an Action or energy that encourages students to study hard and seriously, motivation has three main components namely needs, behavior and goals (Saputra and Ismet, 2018). All these aspects are inherent to each to achieve a high and good academic result. Motivation can be divided into two types, namely primary motivation and secondary motivation. Primary motivation is motivation in a person or body, consisting of thought goals and subjective feelings and efforts to achieve satisfaction, such as foraging, curiosity, etc. This primary motivation is related to physical needs and students need this motivation to improve their learning. This motivation is examples of the motivation of curiosity so that students can maximize their potential through learning. Secondary motivation is the motivation that people learn in the formation of behavior related to the social environment. This motivation is broad and socially related, for example, a person who wants to work and earn a lot of money, to earn money through this work requires special skills and everything is acquired through learning. Process because the learning process develops cognitive, affective and psychomotor skills that are very necessary to fulfil secondary motivation.

Research Method

Quantitative methods are used in this research, the type of research is correlational research. Correlation studies are studies that aim to investigate the relationship between the rise and fall of fluctuations in values between variables (Djaali, 2021). Correlation is the relationship between two or more variables without treatment (Abdullah, 2015). This correlation study was conducted to investigate how the relationship between the variables can occur, so this study must consider the closeness of the relationship between the research variables. In this correlational research, the researcher tries to determine the level of various relationships between the variables. In this way, the researcher can find out how big is the proportion of independent variables in the dependent variable and how big are the magnitude of the direction of the existing relationship.

Population and Sample

This research was conducted at SMP Negeri 1 Jeumpa. The population is class 1 or class VII which consists of 3 classes. 87 students participated in the study consisting of 44 male students and 43 female students. 30 students were selected for the study sample. The sampling technique used in this study was probability sampling, in which members of the sample were taken randomly from the population without distinguishing the population strata

Data Collection and Analysis

Data collection techniques are the most important research stage because the first objective of research is to obtain information. Data collection techniques consist of observation, interviews, questionnaires and documentation. In this study, researchers collected information through questionnaires and documentation. Descriptive statistical analysis consisting of percentage, mean and standard deviation was used as a data analysis technique. In addition to descriptive statistical analysis, inferential analysis techniques were also used which consisted of normality tests and simple linear regression tests using SPSS 25.

Measuring the influence of teaching variations and student learning motivation with a questionnaire. The indicators measured in this teaching variation consist of three, namely variations in teaching styles, variations in media and teaching materials, and variations in interactions. However, there are five indicators for measuring motivation to learn at SMP Negeri 1 Jeumpa, namely the desire and desire to succeed, the drive and need to learn, the hopes and aspirations for the future, the existence of interesting learning activities and the existence of an environment conducive to learning. Among these indicators, researchers used a questionnaire as a tool to measure differences in teacher teaching methods and student learning motivation at SMP Negeri 1 Jeumpa. Questionnaire is a data collection method that can be used to measure differences in teacher teaching and student learning motivation, namely as a list of questions or statements that must be filled in or answered by respondents (Talitha Fendya and Chendra Wibawa, 2018). Questions consists of positive questions or statements and alternative answers. Selection of alternative answers is made with a likert scale. The likert scale is a scale that measures attitudes, opinions, and perceptions of a person or group of people about social phenomena (Sugiyono, 2016). The variables measured by the likert scale are converted into variable indicators. When using a likert scale, questions have two forms, namely positive questions and negative questions. Forms of positive questions to measure a positive

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scale and negative questions to measure a negative scale, positive questions are scored 5, 4, 3, 2 and 1, while negative questions are scored 1, 2, 3, 4 and 5. The form of the scale is: strongly agree, agree, undecided, disagree and strongly disagree.

Instruments

To investigate the effect of teaching variations on students' learning motivation in SMP Negeri 1 Jeumpa, a questionnaire was used as a data collection technique for variables (x) and variables (y).

This method is carried out by presenting written statements or questions to which the respondents respond. The developed learning motivation instrument is in line with the grand theory used, which refers to aspects of learning motivation developed based on the theory of Uno (2006). Before making the assessment tool, first formulate the indicators and sub-indicators of learning motivation determined according to Table 1.

Table 1. Indicators and sub-indicators of learning motivation

Motivation indicators	Motivational sub-indicator
There is passion and desire to succeed	<ol style="list-style-type: none">1. Active in learning2. Happy to learning3. Don't give up quickly4. Not quickly satisfied with the results obtained5. Tenacious in the face of adversity
There is a drive and need for learning	<ol style="list-style-type: none">1. Have clear goals for learning2. Curiosity3. There is feedback4. Interest in learning
There are hopes and dreams for the future	<ol style="list-style-type: none">1. Looking for things related to the lesson2. Perseverance in learning
There are interesting activities for learning	<ol style="list-style-type: none">1. Avoiding punishment2. Praise (awards)3. Get achievements in class
There is a conducive learning environment	<ol style="list-style-type: none">1. The atmosphere of the place to study2. Happy with the way the teacher teaches a class

Indicator variations in teacher teaching consist of variations in teaching styles, variations in media and teaching materials, and variations in interactions (Tauhid 2020) these indicators can be formulated in several questions.

Table 2. Indicators and sub-indicators of teaching variations

Indicator of teaching variation	Sub-indicator of teaching variations
Variation of teaching styles	1. Voice variations 2. Emphasis 3. Timing 4. Contact point of view 5. Movement of the limbs 6. Switch positions
Variety of media and teaching materials	1. Variation of viewing media 2. Variety of listening media 3. Variation of tactile media
Interaction variation	1. One-way communication 2. Two-way communication 3. Multi-way communication

Result/Findings

In order to find out how the effect of teacher teaching varies on the learning motivation of students in SMP Negeri 1 Jeumpa, data were collected on the variable (X) variation of teacher teaching and the variable (Y) student motivation.

Descriptive Statistics Analysis

The aim is to determine the frequency and percentage of teacher's variability in the learning motivation of students in SMP Negeri 1 Jeumpa using distribution tables and percentages in SMP Negeri 1 Jeumpa.

Teaching variation data obtained in this study used a statement questionnaire, where each statement represents each indicator, namely variations in teacher teaching styles, variations in the use of media and teaching materials, and variations in interaction patterns. The calculation results are presented in Table 3.

Table 3. Description of teaching variations

NO	Indicator	n	N	%	Category
1	Teaching style	2068	2700	76,59	Good
2	Use of media and teaching material	579	750	77,2	Good
3	Interactions and activities	990	1200	82,5	Good
	Total	3637	4650	78,22	Good

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From the results of the table above it can be seen that the teachers teaching style were in a good category with a percentage level of 76.59 percent. These results indicate that the teachers teaching style pays attention to the variety of sounds, and explains learning in a relaxed, not rigid or monotonous manner. besides that, the teacher also know how to attract students' attention so that students pay attention to learning properly the teacher did not only focus on one student but the teacher makes eye contact with all students in the class by taking turns and the teacher also explains the material by changing positions not just standing still seat yourself.

The used of media and teaching materials were in a good category with a percentage rate of 77.2 percent. These results indicate that when explaining the teachers used various visual media such as using magazines related to the material being taught, using videos, using books, using audio, and holding discussions during the learning process. Variations in interaction patterns were in a good category with a percentage level of 82.5 percent. These results indicate that the teacher's role dominates the learning process, the teacher repeats the previous material, conducts debriefing, gives group assignments, and concludes the learning material. The results of the translation of the teaching variation variable statistics can be seen in Table 4.

Table 4. The statistical description of teaching variations

Variable	N	Min.	Max.	Mean	Std. Deviation
Teaching Variations	30	93.00	155.00	121.2333	12.19577

Based on the results of the analysis of the average and standard deviation of the teaching variation variables in Table 4 above, it shows that the average value of the analysis results obtained by the respondent's score is 121.2333 which is in the very good category with a standard deviation of 12.19577.

Obtain the results of the analysis of the average and standard deviation in terms of indicators of variations in teaching styles, use of media and teaching materials, and variations in interactions. Variations in teaching styles carried out by the teacher are variations in voice, emphasis, giving time, eye contact, and body movement, namely how the teacher is able to focus student attention such as pressing keywords of material, and using different rhythms when explaining.

Data on motivation to learn in this study was obtained by using a questionnaire containing statements in which each statement represents each indicator, which consists of 5 indicators, namely: the desire and desire to succeed, the encouragement and need for learning, the hopes and aspirations future aspirations, the existence of interesting activities in learning and the existence of a conducive learning environment. The calculation results can be seen in Table 5.

Table 5. Description of Learning Motivation

No	Indicator	n	N	%	Category
1	There is passion and desire to succeed	606	750	80,8	High

2	There is a drive and need for learning	459	600	76,5	High
3	There are hopes and dreams for the future	236	300	78,66	High
4	There are interesting activities for learning	348	450	77,33	High
5	There is a conducive learning environment	222	300	74	High
Total		1871	2400	77,95	High

Based on Table 5 above, we can see that the first indicator, namely the presence of desire and the desire to succeed, is in the high category with a percentage level of 80.8 percent. This shows that students are serious about participating in learning and are not easy to give up in the face of difficulties in learning. The second indicator, namely the urge and need for learning, is in the high category with a percentage level of 76.5 percent. This shows that students know the purpose of learning the learning material and are interested in solving the questions given by the teacher. The third indicator, namely the existence of hopes and aspirations for the future, is in the high category with a percentage rate of 78.66 percent. This shows that students associate learning with real examples and never feel bored with learning. Fourth, there are interesting activities in learning, which are in the high category with a percentage rate of 77.33 percent. This shows that students study hard to win and feel happy being given the thumbs up when answering questions. Fifth, there is a conducive learning environment that is in the high category with a percentage rate of 74 percent. This shows that students feel happy and comfortable and focus on studying at school. From these results, it can be concluded that the learning motivation of students at SMP Negeri 1 Jeumpa is in the high category with an overall percentage level of 77.95 percent. The results of the descriptive statistical analysis of variable (Y) learning motivation can be seen in Table 6.

Table 6. Statistical Description of Learning Motivation

Variable	N	Min.	Max.	Mean	Std. Deviation
Teaching Variations	30	55.00	67.00	62.3667	3.12370

Based on the results of the analysis of the mean and standard deviation of the learning motivation variable in Table 6, it shows that the mean value obtained by the respondents' answers is 62.3667 with a standard deviation of 3.12370 in the high category. The results showed that the level of student motivation at SMP Negeri 1 Jeumpa was in a good category. Good student learning motivation is very important because it will affect the results or student achievement itself. Therefore, teachers are required to be creative and innovative in providing learning so that students do not feel bored.

Inferential Statistical Analysis

The research hypothesis is that teacher variations affect students' learning motivation in SMP Negeri 1 Jeumpa. Correlation and regression analysis were conducted to find out if teaching variations affect the learning motivation of SMP Negeri 1 Jeumpa students.

1. Product Moment Correlation Analysis

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The purpose of this correlation test is to examine the relationship between the independent variables and the dependent variable. In this study, there is a positive and significant relationship between teaching variables of teachers (x) and learning motivation of students (y). The results of the correlation test are presented in Table 7.

Table 7. Product Moment Correlation Analysis

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	0.390 ^a	0.152	0.122	2.92778

Based on Table 7 above, it can be seen that the R-value is 0.390, based on the guidelines the degree of relationship is in the interval 0.21-0.40 with a weak correlation level. Furthermore, to test the significance of the relationship and whether the relationship found applies to the entire population, it is necessary to test its significance. Based on the results of the product-moment correlation test, it was stated that there was a significant relationship between teacher teaching variations and student learning motivation at SMP Negeri 1 Jeumpa because the calculated R value (0.390) was greater than the R table value (0.361).

2. Regression Analysis

The analysis carried out in this study was simple linear regression analysis to test the hypothesis put forward in this study, namely the teacher's teaching method allegedly had a positive and significant influence on the learning motivation at SMP Negeri 1 Jeumpa. The results of the linear regression analysis are presented in Table 8.

Table 8. Simple Linear Regression Analysis

Variable	R Square	B	F count	Sig	T count	Sig.
Constant		50,269	5,011	0,03	9,256	0.00
Teaching variation	0,152	0,100			2,239	0.03

Based on Table 8, the results of simple linear regression analysis are obtained with values of 50.269 and 0.100, so the resulting regression equation is a constant of 50.269, meaning that if there is no teachers teaching variation, then student learning motivation is 50.269. The regression coefficient of 0.100 states that each increase in teacher teaching variation will increase student learning motivation by 0.100 and vice versa, if teachers teaching variation decreases, student learning motivation also decreases by 0.100. The sign (+) indicates the direction of the relationship while the sign (-) indicates the direction of the inverse relationship between the variable (X) and variable (Y).

From the calculation of the F test with SPSS 25, it was obtained that F count was 5.011, then the F count value was compared to F table at a 5% significance level based on F table at a 5% significance level with $df1 = k-1$, $2-1=1$ and $df2 = n-k$, $30-2 = 28$, then the F table value is 4.20. Thus, because F count is greater than F table, variations in teachers teaching can affect student learning motivation.

Based on the data previously obtained, it can be understood that variations in teachers teaching and student learning motivation have a weak level of relationship, meaning that besides variations in teachers teaching, there were several other factors that trigger the emergence of student motivation, namely from the individual students themselves and from the surrounding environment. So that teachers were required to be more creative in presenting subject matter. From the analysis of the data above, it shows that there is a positive and significant influence on teacher teaching variations on student learning motivation. (Hakim et al., 2012) in his research also stated that teachers should more often use variations in teaching both variations in teaching styles, media, and teaching materials, as well as variations in interactions, so that students are more enthusiastic in participating in lessons and to avoid boredom that may be experienced learners. Teacher interaction in teaching can also influence student learning motivation with the application of a pleasant teacher interaction style that can foster enthusiasm or student motivation in a lesson. (Sucia, 2016). According to (Sodri, 2020) in his research that one of the ways to increase student learning motivation is a variety of teaching methods, teachers must maximize their efforts to use a variety of teaching methods in order to increase student learning motivation.

Conclusion

Based on the results of data analysis and hypotheses regarding the influence of teaching variations on student learning motivation at SMP Negeri 1 Jeumpa, it can be interpreted that teacher teaching variations were in the good category with a proportion level of 78.22% seen in the aspects of variations in teacher teaching styles, variations in the used of media and materials open and variation of interaction patterns. For students' learning motivation were in the high category with a proportion level of 77.95% seen from the desire and desire to succeed, the encouragement and need for learning, the hopes and aspirations of the future, the existence of interesting activities in learning and the existence of an environment conducive learning. And from the results of the product moment correlation test with an R calculated value of (0.390) and an R table value of (0.361) where the calculated R value is greater than the R table value, it shows the influence between teacher teaching variations and student learning motivation. So it can be interpreted that the results of the data analysis indicate that there were a positive and significant influence of teacher teaching variations on student learning motivation at SMP Negeri 1 Jeumpa.

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