

THE INFLUENCE OF POWERFUL INTERACTIVE JOYFUL TEACHERS, LEARNING MOTIVATION, AND LEARNING BEHAVIOR ON ACADEMIC ACHIEVEMENT

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Abstract

This study aims to determine the effect of powerful interactive joyful teachers, learning motivation, and learning behavior on academic achievement. The research sample was 130 students from 192 grade V elementary school students in Dabin 3 Regional Coordinator, Ampelgading District, Pemalang Regency, with a proportional random sampling technique. The source of research data used was primary data obtained directly from respondents with a questionnaire. The data processing tool used was SPSS for Windows version 21. Data analysis used multiple linear regression analysis. From the data test and analysis conducted, this study provides empirical evidence as follows: powerful interactive joyful teachers, learning motivation, and learning behavior have a positive and significant effect on academic achievement.

Keywords: *powerful interactive joyful teacher; learning motivation; learning behaviour; academic achievement*

Abstrak

Penelitian ini bertujuan untuk mengetahui pengaruh guru *powerfull* interaktif *joyfull*, motivasi belajar dan perilaku belajar terhadap prestasi akademik. Sampel penelitian adalah 130 peserta didik dari 192 peserta didik kelas V SD di Dabin 3 Koordinator Wilayah Kecamatan Ampelgading Kabupaten Pemalang dengan teknik *proporsional random sampling*. Sumber data penelitian yang digunakan adalah data primer yang diperoleh langsung dari responden dengan kuesioner. Alat pengolah data yang digunakan adalah SPSS for windows versi 21. Analisis data menggunakan analisis regresi linier berganda. Dari uji data dan analisis yang dilakukan penelitian ini memberikan bukti empiris sebagai berikut: guru *powerfull* interaktif *joyfull*, motivasi belajar dan perilaku belajar berpengaruh positif dan signifikan terhadap prestasi akademik.

Kata kunci: guru *powerfull* interaktif *joyfull*; motivasi belajar; perilaku belajar; prestasi akademik

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Introduction

In the context of today's education, interactive and joyful learning strategies are the center of attention as an effort to improve the quality of student learning

achievement. Transformation in educational approaches encourages the role of teachers to not only deliver material but also act as facilitators who can build a motivating, inspiring, and enjoyable learning atmosphere. According to Mulyasa (2016), joyful learning establishes a strong relationship between educators and students without pressure, so that students feel more comfortable and involved in the learning process. Powerful, interactive, joyful teachers are components that greatly determine a pleasant learning atmosphere, so they are believed to be able to increase active student participation, spur learning enthusiasm, and form constructive learning behavior. Effective and naturally enjoyable teaching strategies are learning approaches that build a cheerful, intuitive, and enjoyable learning atmosphere. One approach that can foster interest in learning is an entertaining learning method (learning while enjoying the process). According to Dave Meier, a fun learning technique is an approach that can arouse student interest, encourage collaboration, create meaning and understanding, and foster mutual respect, intending to form enthusiastic students (Nurkhasanah, 2019). Students will be more enthusiastic and happier when participating in learning activities because they can capture the benefits and meaning of the process. They are also trained to recognize their talents and tendencies through the relationship between learning materials and everyday real life.

Academic achievement is measured by the way students learn, which is influenced by two components: internal and external variables. Internal variables are essentially characterized as variables that originate from within oneself and are physical and mental, such as attitude, insight, interest, talent, autonomy, character, and inspiration, as well as external variables that determine such as the social environment, accessible facilities, and climate conditions (Jaya, 2019). In agreement with Winkel (2018), scholastic achievement is a learning guideline that students go through to make changes in the fields of knowledge, understanding, application, talent investigation, and assessment.

Suryabrata (2018) characterizes learning outcomes as the emergence of instructive assessments carried out by students after going through a formal teaching guideline within a certain period, and the learning outcomes are conveyed in the form of numbers. Sugono (2018) stated that learning achievement can be in the form of a level of knowledge or ability produced by a subject and is usually indicated by a value or number given by the teacher. One factor for obtaining high grades for a student is by improving their learning behavior (Setiawan & Kurniawati, 2015). In this way, experts view learning success as important because it is the result of evaluating instructional training methods. Indeed, high learning outcomes do not necessarily guarantee the quality of training.

Academic achievement is not only influenced by learning motivation but also

by students' learning behavior. Motivation within students underlies actions to carry out the learning process to carry out the tasks given and becomes a driving force to achieve academic achievement at school (Sardiman, 2018). This is as in the research conducted by Khoirotunisa Risalatul et al. (2022), which concluded that learning behavior influences academic achievement. Learning quality has the most dominant influence on academic achievement. Academic achievement is influenced by learning quality variables and learning regulation variables, with weak predictive power. However, researchers Fauzana et al. (2021) concluded that there was no significant relationship between negative student behavior and student learning achievement.

The application of learning behavior will affect the competence of students in this case, in the form of academic achievement. Academic achievement itself is influenced by many factors other than learning behavior, namely self-regulated learning, academic readiness, and other factors. Competency achievement can be seen from student learning outcomes. The existence of low student learning outcomes is related to learning behavior in students, which can affect their academic achievement. Academic achievement is one of the indicators used by schools to identify the level of competence of each student. Following Al-Kadri et al. (2017), three main variables influence student learning behavior, namely educating, stretching (in the framework of anxiety), and evaluation (exams). Several of these variables have been shown to influence student learning behavior by choosing behavior that suits their circumstances. However, these variables cannot fully explain the instruments, enthusiasm, and inspiration of students in choosing their learning behavior. Robbins and Judge (2015) explain that inspiration can be a guide that explains the intensity, direction, and persistence of efforts to achieve a goal. Most students tend to apply their wisdom regarding the demonstration of the exam to choose their learning behavior in achieving goals.

This opinion is based on research conducted (Manurung, 2017), which concluded that learning inspiration and learning behavior have a positive and critical influence on academic achievement. This condition is feared that the implementation of student learning behavior is not by what is expected by the school. Based on this description, the researcher needs to see what kind of learning behavior is carried out by students, especially elementary school students in Dabin 3 KWK Ampelgading, Pemalang Regency. The gap between the research conducted by the researcher and previous research used by the researcher as a reference in the research is that in the research entitled "The Influence of Powerful Interactive Joyfull Teachers, Learning Motivation, and Learning Behavior on Academic Achievement of Elementary School Students in Dabin 3 KWK Ampelgading" the researcher added Powerful Interactive in the joyful learning method which has a significant influence on improving student learning achievement and combines it with learning motivation and learning behavior to improve the academic achievement of elementary school students.

Research Methods

Types and Approaches of Research

This type of research is correlational research. Correlation research is a study that aims to investigate (prove) the extent to which a variable is related or closely related to one or more other variables (Suharsimi, 2017). This study was conducted to find out whether powerful interactive joyful teachers, learning motivation, and learning behavior influence the academic achievement of elementary school students at Dabin 3 KWK Ampelgading, Pemalang Regency.

The research approach is the whole method or activity in a study that starts from formulating the problem to concluding (Kuncoro, 2018). This research approach uses a quantitative approach because this study aims to analyze and present facts systematically so that they can be easier to understand and conclude. According to Siregar (2018), the quantitative approach emphasizes the existence of variables as research objects, and these variables must be defined in the form of operationalization of each variable. The conclusion is based on numbers that are not processed too deeply, and the data processing is based on percentage analysis and trend analysis.

Population, Sample, and Sampling Techniques

The population in this study was 192 fifth-grade students at Public Elementary School in Dabin 3, Coordinator of Ampelgading District, Pemalang Regency. The sample in this study was 130 fifth-grade students at Public Elementary School in Dabin 3, Coordinator of Ampelgading District, Pemalang Regency, using the Taro Yamane formula. The sampling technique in this study used proportional random sampling, namely sampling by drawing lots.

Data Collection Technique

The methods used to collect data in this study consisted of questionnaires, interviews, tests, and documentation.

1. Quesioner

The questionnaire method is a research method using a list of questions that must be filled out by individuals who will be the subject of the research. A questionnaire is several written questions used to obtain information from respondents in the sense of reports about their personality, or things they know (Suharsimi, 2017). The respondents in this study were grade V elementary school students at Dabin 3, Regional Coordinator, Ampelgading District, Pemalang Regency, to find out how powerful interactive joyful teachers, learning motivation, and learning behavior influence academic achievement.

2. Interview

Interviews are a data collection technique by communicating with data sources. This communication is carried out through dialogue (questions and

answers) verbally, either directly or indirectly (Sugiyono, 2019). Interviews are conducted to obtain data that cannot be obtained through questionnaires and documentation.

3. Test

A test is a tool or procedure used to find out or measure something in an atmosphere, with predetermined methods and rules (Suharsimi, 2019). The test used is a subjective test, which is generally in the form of a multiple-choice test. A multiple-choice test is a test consisting of questions with several answer choices, where students must choose one correct answer. The test here is to determine the academic achievement variable measured by the value of the science subject in grade V SD students at Dabin 3, Ampelgading District Regional Coordinator, Pemalang Regency.

4. Document

The documentation method is a record of past events that can be in the form of writing, pictures, or monumental works from someone (Sugiyono, 2019). Documentation in this study was used to find the value of the science subject and the number of grade V elementary school students in Dabin 3, the Regional Coordinator of Ampelgading District, Pemalang Regency.

Results and Discussion

Data Description

The results of the descriptive statistical analysis of the variables of powerful, interactive, joyful teachers (X1), learning motivation (X2), learning behavior (X3), and academic achievement (Y) can be seen in Table 1 below.

Table 1: Results of Descriptive Statistical Analysis of Research Variables

	N	Minimu m	Maximum	Mean	Std. Deviation
Teacher Powerful Interaktif Joyful	130	47,00	70,00	62,3231	5,64618
Learning Motivation	130	48,00	70,00	61,4000	5,69863
Learning Behavior	130	47,00	71,00	60,9231	5,94238
Academic Achievement	130	40,00	85,00	65,1923	10,62766
Valid N (listwise)	130				

Based on Table 1 above, it can be explained that the variable of powerful interactive joyful teachers obtained a mean of 62.32 with a standard deviation of

5.646, the variable of learning motivation obtained a mean of 61.40 with a standard deviation of 5.698, the variable of learning behavior obtained a mean of 60.92 with a standard deviation of 5.94, and the variable of academic achievement obtained a mean of 65.19 with a standard deviation of 10.627. In detail, the frequency distribution of the results of the description of each variable is explained as follows.

Description of Teacher Data: Powerful, Interactive, Joyful

The description of the variables related to powerful, interactive, and joyful teaching by teachers in Dabin 3, under the Coordination of the Ampelgading District Region, Pemalang Regency, is presented in Table 2.

Table 2: Description of Joyfull Interactive Powerful Teacher

No.	Interval	Criteria	Frekuensi	Presentase
1	67 – 71	Very Good	33	25,38%
2	62 – 66	Good	57	43,85%
3	57 – 61	Quite	21	16,15%
4	52 – 56	Low	10	7,69%
5	47 – 51	Very Low	9	6,92%
Amount			130	100

Source: Processed Data

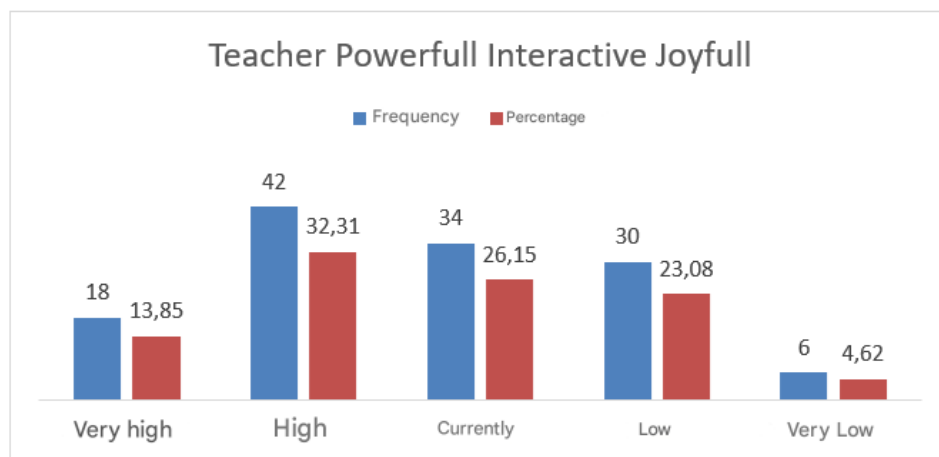


Figure 1. Description Percentage Teacher Powerful Interactive Joyful

Based on Table 2, it can be explained that the powerful interactive joyful teachers in Dabin 3, the Regional Coordinator of Ampelgading District, Pemalang Regency, according to students' perceptions, are respectively very good 25.38%, good 43.85%, sufficient 16.15%, lacking 7.69% and very lacking 6.92%. Meanwhile, the mean or average score of the powerful interactive joyful teachers is 62.32, which is in the interval 62 - 66 in the good category. Thus, the powerful interactive joyful teachers in Dabin 3, the Regional

Coordinator of Ampelgading District, Pemalang Regency, are good. The results of the descriptive analysis, when described in the form of a histogram, can be seen in Figure 1 as follows.

Description of Learning Motivation Data

A detailed description of the learning motivation of fifth-grade students in Dabin 3, under the Coordination of the Ampelgading District Region, Pemalang Regency, is presented in Table 3.

Table 3: Description of Student Learning Motivation

No.	Interval	Criteria	Frekuensi	Persentase
1	68 – 72	Very Good	26	20,00%
2	63 – 67	Good	40	30,77%
3	58 – 62	Quite	32	24,62%
4	53 – 57	Low	19	14,62%
5	48 – 52	Very Low	13	10,00%
Amount			130	100

Source: Processed Data

Based on Table 3 above, it can be explained that the learning motivation of class V students in Dabin 3, Ampelgading District Coordinator, Pemalang Regency, respectively, is very high 20.00%, high 30.77%, moderate 24.62%, low 14.62% and very low 10.00%. The mean or average score of learning motivation is 61.40 which is in the interval 58 - 62 in the moderate category. Thus, the learning motivation of class V students in Dabin 3, Ampelgading District Coordinator is moderate. The results of the descriptive analysis when depicted in the form of a histogram can be seen in Figure 2 below.

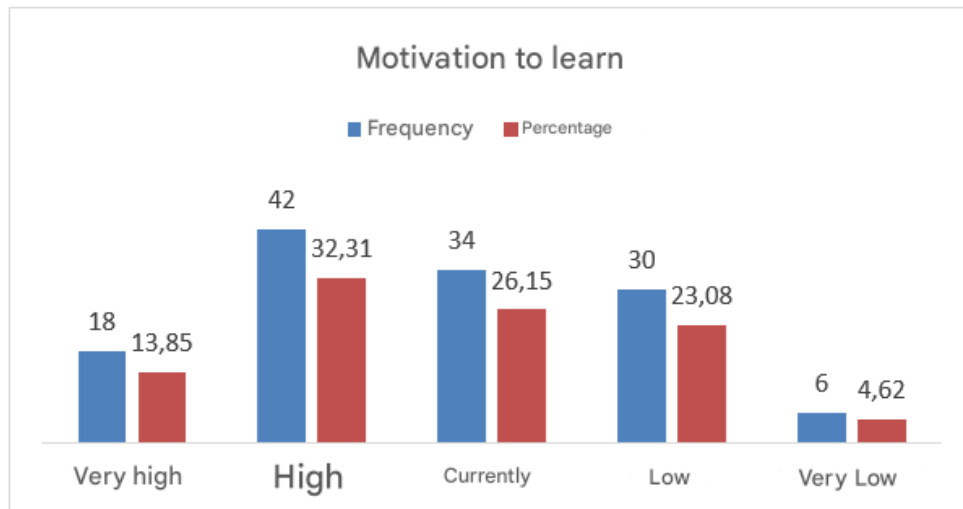


Figure 2. Description of Learning Motivation Percentage
Description of Learning Behavior Data

A detailed description of the learning behavior of class V students at Dabin 3, Ampelgading District Regional Coordinator, Pemalang Regency can be seen in table 4 as follows.

Table 4 Description of Student Learning Behavior

No.	Interval	Criteria	Frequence	Persentase
1	67 – 71	Very Good	25	19,23%
2	62 – 66	Good	48	36,92%
3	57 – 61	Quite	28	21,54%
4	52 – 56	Low	17	13,08%
5	47 – 51	Very Low	12	9,23%
Amount			130	100

Source: Processed Data

Based on Table 4 above, it can be explained that the learning behavior of class V students in Dabin 3, Ampelgading District Coordinator, Pemalang Regency, respectively, is very high 19.23%, high 36.92%, moderate 21.54%, low 13.08% and very low 9.23%. The mean or average score of learning behavior is 60.92 which is in the interval 57 - 61 in the moderate category. Thus, the learning behavior of class V students in Dabin 3, Ampelgading District Coordinator is moderate. The results of the descriptive analysis when described in the form of a histogram can be seen in Figure 3 below.

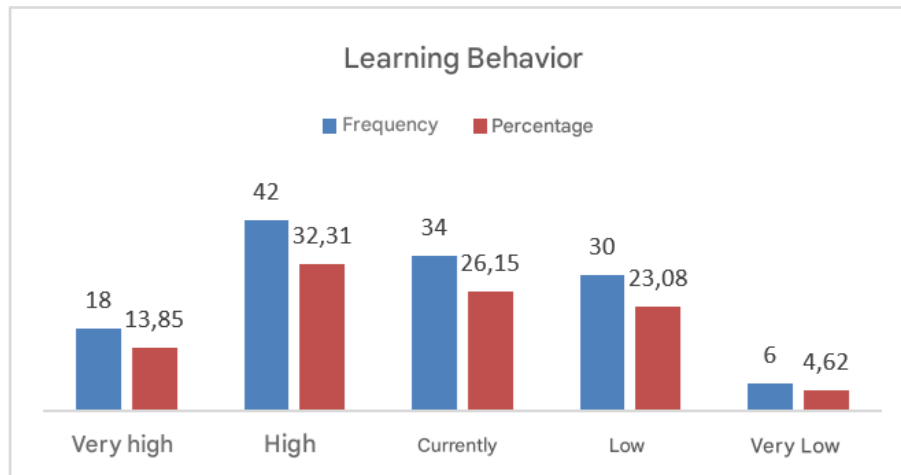


Figure 3. Description of Learning Behavior Percentage

Academic Achievement Data Description

A detailed description of the academic achievements of class V students at Dabin 3, Ampelgading District Regional Coordinator, Pemalang Regency, can be seen in Table 5 as follows.

Table 5: Description of Student Academic Achievement

No.	Interval	Criteria	Frequence	Persentase
1	76 – 85	Very Good	18	13,85%
2	67 – 75	Good	42	32,31%
3	58 – 66	Quite	34	26,15%
4	49 – 57	Low	30	23,08%
5	40 – 48	Very Low	6	4,62%
Amount			130	100

Source: Processed Data

Based on Table 5 above, it can be explained that the academic achievement of class V students in Dabin 3, Ampelgading District Regional Coordinator, respectively, is very high 13.85%, high 32.31%, moderate 26.15%, low 23.08% and very low 4.62%. The mean or average score of academic achievement is 65.19 which is in the interval 58-66 in the moderate category. Thus, the academic achievement of class V students in Dabin 3, Ampelgading District Regional Coordinator, is moderate. The results of the descriptive analysis when depicted in the form of a histogram can be seen in Figure 4 below.

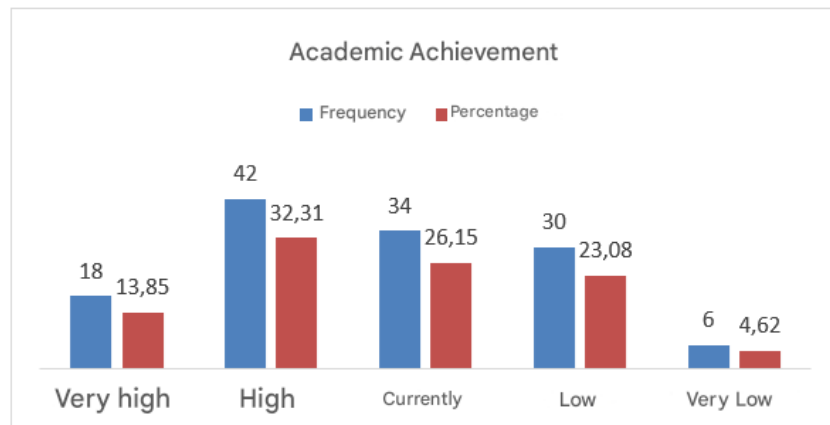


Figure 4. Description of Academic Achievement Percentage

Hypothesis Testing

The significance test in this study was conducted to determine the significance and direction of the influence of the independent variables on the dependent variables in testing the following hypotheses.

Table 6. *The Result of the hypothesis testing ANOVA^a*

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	9141,798	3	3047,266	70,731	,000 ^b
	Residual	5428,394	126	43,082		
	Total	14570,192	129			

a. Dependent Variable: Y

b. Predictors: (Constant), X3, X2, X1

The results of the F test in the table above show an F value of 70.731 with a significance level of 0.000, because the significance level <0.05 means that the hypothesis stating that interactive, powerful, joyful teachers, learning motivation and learning behavior together influence academic achievement is accepted.

Discussion

Interactive powerful joyful teachers, learning motivation and learning behavior have a significant positive effect on academic achievement. This is evidenced by the F value of 70.731 with a significance level of 0.000, because the significance level <0.05 means that the hypothesis stating that interactive powerful joyful teachers, learning motivation and learning behavior together have an effect on academic achievement is accepted. This condition shows that students of Public Elementary Schools in Dabin 3, Coordinator of Ampelgading District, Pemalang Regency are

able to increase their learning motivation and learning behavior which can ultimately improve academic achievement. The results of the study are supported by the results of research conducted (Manurung, 2017) which concluded that learning motivation and learning behavior have a positive and significant effect on academic achievement.

Purwanto (2019) stated that academic achievement can be measured through various benchmarks that describe student achievement in the learning process. These benchmarks are diverse and include both quantitative and qualitative aspects, which are designed to provide a holistic picture of student abilities and development. The joyful learning method can help students understand the material, can help students work together in groups, can increase students' sense of responsibility in doing assignments, and can help students reduce boredom in learning. Therefore, the use of the joyful learning method can increase students' learning motivation, which can ultimately improve students' academic achievement.

The achievement of students' academic achievement can be influenced by internal and external factors of each individual. Several reasons will create motivation in individuals to regulate themselves. Robbins and Judge (2020) explain that motivation is a process that explains the intensity, direction, and persistence of efforts to achieve a goal. Motivation is a basic drive or driver for a desire, hope, and goal that an individual has. Motivation can come from within oneself without any coercion from others, and motivation can come from encouragement or stimulation from others. If someone is motivated to do an activity such as studying, then that encouragement will affect the process that leads to the desired goal. Conversely, if someone is not motivated to do an activity, then this also affects the effort or process of achieving goals.

Learning behavior has a significant effect on academic achievement. This shows that learning behavior has a positive and significant effect between learning behavior and students' academic achievement. Learning behavior reflects students' understanding of the material taught by the teacher. Students who understand the material will show a positive response, while students who do not understand tend to show negative responses, such as a lack of attention to the teacher's explanation and difficulty in answering questions or doing the exercises given. Learning behavior also includes the way or method of learning applied by the students themselves. Students who learn systematically can follow the learning process well, regularly, and consistently over time, which ultimately forms certain characteristics in the students who do it.

Conclusion

Based on the test results, this study produced findings that can be concluded that interactive powerful joyful teachers, learning motivation and learning behavior have a significant positive effect on academic achievement. This can be seen from the F value of 70.731 with a significance level of $0.000 < 0.05$, meaning that the hypothesis is accepted. Interactive, powerful, and joyful teachers play an important role in increasing students' learning motivation and learning behavior, which in turn has a significant positive impact on their academic achievement. Teachers who are able to create a pleasant learning atmosphere and involve students in the learning process will increase students' intrinsic motivation, so that they are more motivated to learn and achieve their academic goals.

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