

The Effect of Teacher Competence, Learning Facilities, and Learning Readiness on Students' Learning Achievement Through Learning Motivation of Grade 11 Accounting Lesson in Brebes Regency Vocational High School

M. Hessel Alif^{1✉}, Amin Pujiati², Arief Yulianto²

¹ SMK Negeri 2 Songgom, Brebes, Indonesia

² Pascasarjana, Universitas Negeri Semarang, Indonesia

Article Info

Article History :
Received June 2020
Accepted July 2020
Published December 2020

Keywords:
Teacher Competence,
Learning Facilities,
Readiness to Learn,
Learning Achievement,
Motivation to Learn

Abstract

The purpose of this study was to determine a) the effect of teacher competence on learning motivation; b) the effect of learning facilities on learning motivation; c) the effect of learning readiness on learning motivation; d) the effect of learning motivation on learning achievement. The results of this study are a) teacher competence effects learning motivation. b) learning facilities affects learning motivation c) readiness affects learning motivation. d) learning motivation affects learning achievement. As many as 171 students were taken as sample by using Purposive Sampling. Sampling this using the formula slovin. The results of the study showed that the competence of teachers affect the motivation to learn. Learning facilities affect the learning motivation. Learning readiness influences motivation to learn, and motivation to learn affect learning achievement.

✉ Correspondence :
SMK Negeri 2 Songgom, Brebes, Indonesia
Jl. Raksa Wijaya, Karang Sembung Wetan, Karangsembung,
Songgom, Kabupaten Brebes, Jawa Tengah, Indonesia 52266
E-mail: m.hessel.a@gmail.com

INTRODUCTION

Education has a very important role in shaping human personality. There is a process of human engineering and forming into capable resources in accordance with the goals set in education. This is in accordance with the main goal of education which is to educate the nation's life and develop students' morale.

One of the main factors that determines the quality of education is the teacher. In the teaching and learning process, there is an interaction between the teacher and students that produce an output that is learning achievement. Student learning achievement is the level of student success or the ability of a student in an effort to carry out their learning activities and study the subject matter at school that is obtained in accordance with the score they want to achieve from the test results regarding a number of specific subject matter.

One factor that is influential in determining learning achievement is the teacher. According to Sukmadinata (2006), "Teachers must know and understand students well, understand the stages of development they have achieved, their abilities, strengths and weaknesses, obstacles encountered and the dominant factors that influence them". Teachers and students are two inseparable components in the world of education. The teacher is responsible to educate every student to be more productive. The teacher also has a very important role in holding education and teaching which can also be one of the determining factors for student success. If the teacher has a lack of preparedness, the teacher cannot give optimal achievement, and tends to be less good so that students' perceptions of the teacher usually become negative and underestimated. So it can be said that if the teacher competence is low, the students' achievement is low, and vice versa (Musfah 2011).

The learning achievement can be seen through a change in behavior both in terms of cognitive, affective and psychomotor. Cognitive is the intellectual ability of students to think, know and solve problems. Affective or intellectual talks about attitudes, interests, emotions, values of life and appreciation of students, while psychomotor

is the ability that involves the use of muscle and physical activity.

With teacher competence, high quality students will be produced in terms of academic, skill, emotional, moral and spiritual maturity. Thus, future generations who are ready to live with the challenges of their times can be formed. Therefore, we need a teacher who has good qualification, competence and dedication in carrying out his professional duties.

A previous study stated that competence has a positive effect on learning achievement in grade 11 Social students of SMA Negeri 1 Lasem Year of 2011/2012 (Inayah, 2011). In addition, the teacher competence variable has a positive and partially significant effect on student achievement in grade 11 Social SMA Negeri 1 Medan (Renol, 2013). However, if you look at the percentages of Accounting Teacher Competency Test (in Indonesian known as *UKG*) in Brebes, it can be seen that from 79 teachers, only 13 teachers are said to be complete. The rest have grades less than 65. Of course this is very unfortunate, because teacher competence which is realized by Teacher Competency Test is one of the factors that can positively influence student achievement.

In addition to teacher competence, one of the factors that influence learning achievement is the encouragement of the individual himself to excel. Motivation to excel in students is needed to be able to generate enthusiasm in achieving desired achievement targets or standards. This motivation is also called achievement motivation, the motivation needed by students to be able to perform according to the demands that exist. This is in accordance with the opinion of Sanjaya (2008) which states "Students with low achievement are not necessarily caused by low ability, but may be caused by lack of encouragement or motivation". The statement can be interpreted that students who have no motivation will tend to be lazy to listen and pay attention to what is conveyed by the teacher in class. Unlike students who have high motivation, they usually tend to be diligent and always pay attention to what is conveyed by the teacher during the learning process. From this description it can be understood that student motivation is very important and influences learning achievement. Student learning motivation has a

positive and partially significant effect on student achievement (Shat Renol HS, 2013). In addition, there is also a positive direct effect of student motivation on economic learning achievement (Inayah, 2011).

Learning facilities also play a role and influence learning achievement. Facilities are components that are sourced from goods produced in the form of learning tools as facilities and buildings and their equipment as infrastructure that serves to provide a place for the educational process. Learning facilities such as desks, chairs, blackboards, books, curriculum, stationeries, teaching aids, LCD projector and OHP. Learning facilities really help students to be more enthusiastic, for example if in the classroom there is an LCD projector, where the teacher can display and show directly to students so that students will be more interested and not easily bored.

Learning readiness is also very influential in learning achievement. This can be seen from the physical and psychological readiness of students in accepting learning activities where this learning readiness can give birth to a struggle to achieve what is aspired. The level of success in achieving the objectives of an activity depends on how the implementation of the activity. Learning achievement is one of the success parameters of student learning in following the learning process at school in a certain period. High or low student achievement is caused by several factors that originate from within (internal) and from outside (external). Student success in learning can be seen from the student's learning achievement, namely the learning score obtained by students after participating in the evaluation.

The National Exam Integrity Index at school level is the percentage of student answers that do not show cheating patterns. The measured fraud is a combination of cheating between students (cheating between individuals) and the percentage of uniformity in the pattern of answers to national exam questions (systemic/ organized fraud) in a school. The National Examination Integrity Index (in Indonesia known as *IIUN*) shows the average *IIUN* at school/ district level in that district/ city.

In the Indonesian General Dictionary, it is stated that learning achievement is the mastery of

knowledge or skills developed by subjects, usually indicated by test scores or grades given by the teacher. The term learning achievement according to Badudu and Zain (1996) in the Indonesian General Dictionary states that achievement is the result of what is done or what has been attempted.

Table 1. Average Score Vocational School

Regency (R)/ City (C)	IIUN	Vocational Schools		Changes
		Average Score		
		2014	2015	
Semarang C	73.96	71.80	72.40	0.59
Surakarta C	79.68	68.35	67.24	-1.11
Tegal C	70.08	66.43	71.42	5.00
Pekalongan C	71.07	68.08	67.31	0.77
Salatiga C	76.59	71.83	69.41	-2.42
Magelang C	81.26	76.20	72.96	-3.25
Banyumas R	75.91	74.78	69.16	-5.61
Banjarnegara R	72.62	74.63	68.24	-6.39
Cilacap R	71.18	70.95	69.89	-1.06
Purbalingga R	77.44	75.98	68.98	-7
Kebumen R	79.18	67.5	68.1	0.59
Magelang R	78.53	72.35	67.75	-4.6
Purworejo R	80.33	65.38	66.14	0.76
Temanggung R	76.92	74.25	72.14	-2.11
Wonosobo R	78.21	68.13	67.03	-1.1
Boyolali R	74.89	66.7	66.16	-1.54
Karangnganyar R	76.16	65.2	63.13	-2.07
Klaten R	72.46	66.18	64.58	-1.59
Sragen R	74.35	65	64.41	-0.59
Sukoharjo R	74.00	65.28	64.49	-0.79
Wonogiri R	75.57	67.73	66.08	-1.65
Blora R	73.42	64.38	63.22	-1.16
Jepara R	66.33	67.85	69.06	1.21
Kudus R	71.10	69.95	70.98	1.03
Pati R	70.01	66.5	67.75	1.25
Rembang R	73.46	64.7	62.47	-2.23
Demak R	62.37	77.5	71	-6.5
Grobogan R	61.60	76.33	69.3	-7.03
Kendal R	71.87	64.08	63.98	-0.09
Semarang R	75.26	67.53	66.66	-0.87
Batang R	65.63	70.35	69.34	-1.01
Brebes R	67.76	74.88	67.27	-7.61
Pekalongan R	73.07	67.3	67.17	-0.13
Pemalang R	72.81	63.8	64.95	
Tegal R	64	71.8	73.27	1.15
Nasional	63	65.35	62.14	1.47

Source: BPS Jawa Tengah

According to Hamalik (2001) learning achievement can be interpreted as things that have been achieved by someone. To find out what has been achieved, a test is carried out where the type of test used to obtain information to measure student learning achievement.

Tirtonegoro (1983) states that learning achievement is the result of measurement and assessment of learning endeavors. Giving a limit to learning achievement, which is the results of a learning activity expressed in the form of symbols, letters or sentences that have been achieved by each student in each specified period.

Based on the notions according to the experts above, it can be concluded that learning achievement is the result or level of ability of a person after carrying out the learning process. One's learning achievement is in accordance with the level of success in learning the subject matter expressed in the form of the score of each subject after experiencing the learning process. Student achievement can be known after an evaluation is held. The results of the evaluation can show the high or low of the student achievement.

In this study, learning achievement being discussed is the score obtained by students after conducting learning activities using the TGT cooperative model, both grades in the form of numbers, which pertain to the cognitive and attitudes regarding affective domains (scores when working together in groups are expected to be used as a pattern of life) as well as student skills (cooperation and communication skills) concerning psychomotor aspects which are expected to equip students in their social life.

Motivation is a complex statement in an organism that directs behavior toward a goal or incentive (Purwanto, 2010). Motivation is seen as a mental impulse that moves and directs human behavior, including learning behavior. According to Sardiman (2010) motivation is a driving force that becomes active. Mc. Donald in Sardiman (2010) motivation is a change of energy in a person which is characterized by the emergence of feelings and preceded by responses to the existence of goals. In this formulation it can be seen that there are three interrelated elements, namely as follows:

- a. Motivation begins the change of energy in every individual.
- b. Motivation is characterized by the emergence of one's sense of affection.
- c. Motivation will be stimulated because there is a purpose.

The level of student perseverance in learning is largely determined by the existence of

motives and the strength of learning motivation caused by these motives. In reality everyone's motives in learning can be different from each other. There are students who study hard because they have the motive of wanting to actually learn something, but there are also students who only study because they have the motive of just getting good grades/score or passing an exam.

According to Rifa'i and Cathariana (2009) motivation is one of the factors that also determines children's success in learning. Motivation is the most important component in learning and is the most difficult component to measure. Motivation is an internal process that activates, guides, and maintains a person's behavior continuously (Slavin, 1994). The intensity of motivation in an activity depends on the intensity and direction of motivation in various activities.

Motivation is not only important to make students learn from the activities they do or the information they encounter. Motivated students demonstrate a high cognitive process of learning, absorbing and remembering what they have learned. From a number of opinions about motivation above, it can be concluded that motivation is an impulse that can cause, influence and change behavior that is marked by the emergence of a sense of affection that is stimulated because of the purpose.

Competence (Rastodio, 2009) is a basic characteristic of a person related to the performance of criteria that is effective and/ or superior in a particular job and situation. According to Sariman (2009), teacher competence is a set of knowledge, skills and behaviors that must be possessed, internalized, mastered, and realized by the teacher in carrying out his professional tasks.

Kepmendiknas (Decree of the Indonesia Minister of National Education) No. 045 / U / 2002 (Sariman, 2009) mentions competence as a set of bright and responsible actions in carrying out their duties in accordance with certain jobs. So, teacher competence can be interpreted as unanimity of knowledge, skills and attitudes that are realized through smart and responsible actions in carrying out tasks as learning agents.

In the Republic of Indonesia Constitution (*UUD*) on Teachers and Lecturers No. 14 of 2005

and Indonesia Minister of National Education Regulation (*Permendiknas*) No. 16 of 2007 concerning Academic Qualification Standards and Teacher Competencies, it was stated that teacher competencies consist of four competencies, namely: professional competence, pedagogical competence, personality competence, social competence.

Learning facilities are things that must be available to reinforce educational activities in schools. Facilities include all equipment, materials, and furniture that are directly used for the education process at school, including buildings, classrooms, learning media, tables and chairs. On the other hand, infrastructure is a facility that indirectly supports the course of the educational process, including the school yard, school garden, and the road to school (Sopiatin, 2010).

Educational facilities are supporting facilities for the teaching and learning process. According to the guidelines for the standardization of the education media (Departement of Education and Culture), what is meant by educational facilities are all the facilities needed in the teaching-learning process, both mobile and non-mobile so that the achievement of educational goals can run smoothly, regularly, effectively, and efficiently. Broader facilities can be interpreted as anything that can facilitate and accelerate the implementation of a business that can facilitate and launch this business can be in the form of objects or money. So in this case the facilities can be considered the same with the infrastructure (Arikunto, 2008).

Based on the explanation above, Learning facilities are both the facilities and infrastructure that facilitate the running of students' learning processes so that educational goals can run smoothly, regularly, effectively, and efficiently.

Learning readiness is the initial condition of a learning activity that makes students ready to give responses/ answers available to students in achieving certain teaching goals. The definition of learning readiness is expressed by Djamarah (2002) "readiness as learning readiness is a condition of someone who has been prepared to carry out an activity". The purpose of carrying out an activity that is learning activities, for example preparing textbooks according to schedule,

preparing good physical conditions to be ready when studying in class and preparing other learning equipment.

The meaning of learning readiness expressed by Nurkancana (1982): learning readiness can be described as a number of levels of development that must be achieved by someone to be able to receive a new lesson. Learning readiness is closely related to student maturity. Readiness to accept new lessons will be achieved if someone has reached a certain level of maturity then he will be ready to receive new lessons.

The definition of learning readiness is expressed by Nasution (2011) "Readiness to learn the conditions that precede learning activities themselves. Without this readiness or willingness, the learning process will not occur". This statement explains that things are done by students or are shown by student behavior before the learning process. This needs to be done by students so that they are more supportive of the implementation of a more optimal learning process, when compared to students who do not have the readiness to face the learning process.

The notion of learning readiness is expressed by Ali (1987) "Readiness, that is, the capacity of both physical and mental to do something".

Based on the explanation above, it can be concluded that learning readiness is the condition of someone who is ready to carry out a learning activity both physically and mentally.

Based on this, first, the researcher wants to find out whether teacher competence influences learning motivation. Second, researchers want to find out whether learning facilities affect learning motivation. Third, to find out if learning readiness affect learning motivation and finally the researcher wants to know whether learning motivation has an effect on student achievement in Vocational Schools in Brebes Regency. According to Sugiyono (2010), hypothesis is a temporary answer to the formulation of the research problem.

The hypothesis proposed in the study is as follows; H1: Teacher competence has a significant effect on learning achievement; H2: learning facilities have a significant effect on learning achievement; H3: Learning readiness has a significant effect on learning achievement; H4:

learning motivation has a significant effect on learning achievement; H5: learning motivation mediates the effect of teacher competence on learning achievement, H6: learning motivation mediates the effect of learning facilities on learning achievement; H7: learning motivation mediates the effect of learning readiness on learning achievement.

METHODS

This research was conducted to test the hypothesis with the intention of justifying or reinforcing the hypothesis with hope, which in turn can strengthen the theory that is used as a main reference.

In connection with the foregoing, the type of research used is "Explanatory research" or research that is explaining, meaning that this research emphasizes the relationship between research variables by testing the description of the hypothesis containing description but the focus lies in the relationship between variables (Sukardi, 2011).

The population of this research is the 11 grade students who take MYOB Accounting Program at Vocational Schools in Brebes Regency.

Determination of the size of the sample used in this study uses the formula from Slovin, which is as follows:

$$n = \frac{N}{1 + N \cdot e^2}$$

n = sample

N = population

e = error coefficient (5% atau 0,05)

From this formula, the calculation of the sample to be drawn from 300 populations is as follows:

$$\begin{aligned} n &= \frac{300}{1 + 300 \times (0,05)^2} \\ &= \frac{300}{1 + 300 \times 0,0025} \\ &= \frac{300}{1 + 0,75} \\ &= \frac{300}{1,75} \end{aligned}$$

= 171,428 (being rounded into 171 students)

The total sample size is proportionated to each available Vocational Schools.

In this study there are five variables, namely the variables of teacher competence, learning

facilities, learning readiness, learning motivation and learning achievement.

The independent variable is the element that influences the emergence of other elements. In this study the independent variables are Teacher Competence with the symbol X_1 , Learning facilities given the symbol X_2 , and Learning Readiness with the symbol X_3 , and motivation given the symbol X_4 .

The dependent variable is the element whose appearance is influenced by the presence of other elements. The dependent variable is student achievement which is given the symbol Y.

The data were collected by questionnaire and interview method, which is a method of data collection by giving a list of questions or questionnaire and interview directly to the respondents. Each respondent was asked for his opinion by providing answers to the statements submitted. The questionnaire used in this study uses a Likert scale to examine how strongly the subject agrees or disagrees with the statement on alternative answers consisting of five answers on each statement. So that respondents can choose one of the answers that comes closest to their opinion (Sani and Maharani, 2013).

Sugiyono (2008) suggested that "Research Instruments" are a tool used to measure observed natural and social phenomena. Specifically this phenomenon is called a research variable. In this study data collection was done by asking questions to respondents, all of the questions contained in the questionnaire. The instrument was arranged based on the indicators contained in the operational definition of the variable. From the theoretical study above, a variable instrument is then arranged through its indicators. There are 4 research instruments used, namely to capture data on teacher competence, student achievement, learning facilities, learning motivation and learning readiness.

Data analysis and interpretation for research aimed at answering research questions in order to uncover certain social phenomena. Data analysis is the process of simplifying data into a form that is easier to read and implement. The method chosen to analyze the data must be in accordance with the research pattern and variables to be studied. To analyze the data the Structural Equation Modeling (SEM) of the AMOS 16.0

statistical software package is used in the model and hypothesis assessment. The Structural Equation Model (SEM) is a collection of statistical techniques that allow the simultaneous testing of a series of relatively "complicated" relationships (Ferdinand, 2000).

RESULTS AND DISCUSSION

The next analysis was a full model Structural Equation Model (SEM) analysis, after

an analysis of the level of unidimensionality of the indicators forming latent variables tested with confirmatory factor analysis. The analysis of the results of data processing at the full SEM model stage was carried out by conducting a suitability test and a statistical test. The results of data processing for the full SEM model analysis are shown in Figure 1, Table 2 and Table 3.

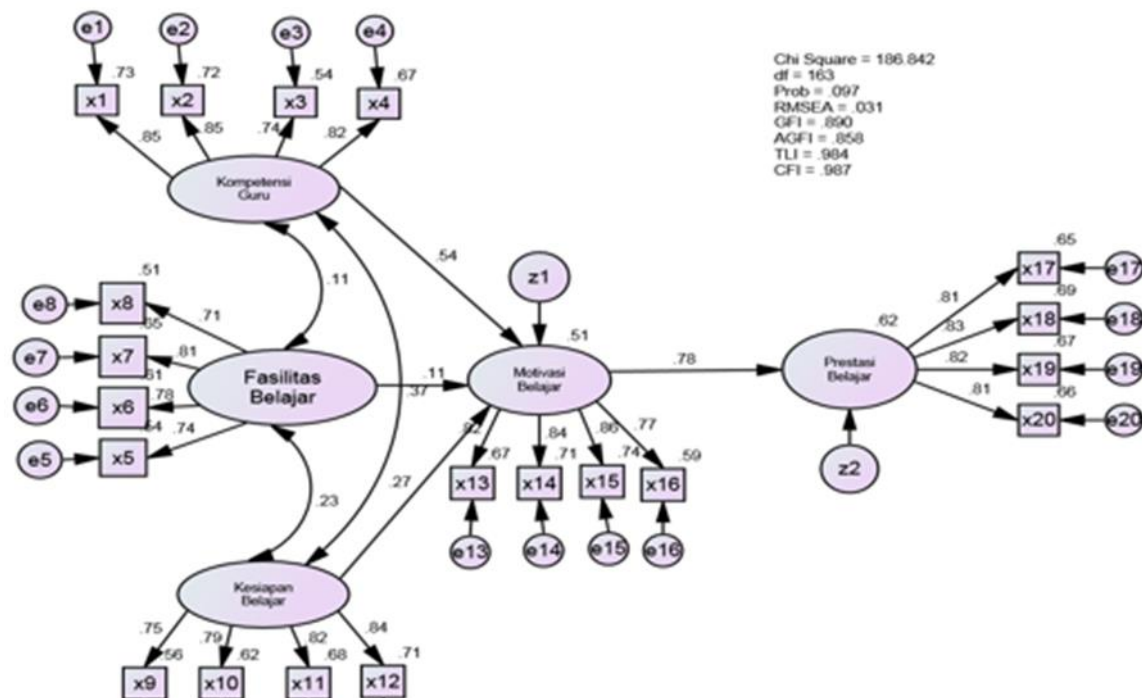


Figure 1. Test result Structural Equation Model (SEM)

The SEM results above show the suitability of the model between those depicted with the actual reality, this is indicated in the SEM results, namely the probability value obtained was 0.097. These results indicate the probability value (0.097) above 0.05, the results indicate the model deserved to be accepted (goodness of fit) which

indicates the suitability of the model that is described between the actual reality.

The test of the model hypothesis shows that this model is in accordance with the data or fit to the data used in the study is as shown in the following table:

Table 2. The Result of Model Feasibility Test using Structural Equation Model (SEM)

Goodness of Fit Index	Cut-Off Value	Analysis Result	Model Evaluation
Chi-Square	Little (<192.339)	186.842	Good
Probability	≥ 0.05	0,097	Good
RMSEA	≤ 0.08	0.031	Good
GFI	≥ 0.90	0.890	Marginal
AGFI	≥ 0.90	0.858	Marginal
TLI	≥ 0.95	0.994	Good
CFI	≥ 0.95	0.987	Good

Source : Research Data being analyzed

Based on Table 2 above, the use of theoretical framework in the model is in accordance with the actual reality, where the probability value of 0.097 indicates a good model evaluation.

For statistical tests on the relationship between variables which will be used as a basis for answering research hypotheses that have been proposed. Statistical test of the results of processing with SEM is done by looking at the level of significance of the relationship between the variables shown through the Probability (p) and Critical Ratio (CR) of each relationship between variables. For the statistical testing process this is shown in Table 3

Table 3. Standardized Regression Weight

			Estimate
Learning	<-	Teacher	0.542
Motivation		Competence	
Learning	<-	Learning	0.112
Motivation		Facilities	
Learning	<-	Learning	0.268
Motivation		Readiness	
Learning	<-	Learning	0.785
Achievement		Motivation	

After all assumptions can be fulfilled, then hypothesis testing will be conducted as proposed in the previous chapter. The testing of 3 hypotheses of this study was carried out based on the Critical Ratio (CR) value of a causal relationship from the results of SEM processing as in table 4 below.

Table 4. Regression Weight Structural Equational Model

				Estimate	S.E	C.R	P
Learning	Motivation	<-	Teacher Competence	0.469	0.075	6.215	***
Learning	Motivation	<-	Learning Facilities	0.123	0.053	2.321	0.028
Learning	Motivation	<-	Learning Readiness	0.255	0.077	3.317	***
Learning	Motivation	<-	Learning Motivation	0.841	0.101	8.295	***

From the test results obtained that all CR values are above 1.96 or with a probability smaller than 0.05. Thus all Hypotheses are accepted.

From the calculation results obtained from the CR variable teacher competence of learning motivation is 6.215 and with a probability value of 0.000. Probability value = 0,000 <0.05, indicating that teacher competence has an effect on learning motivation. Thus it can be concluded that H1 was accepted.

The calculation results obtained from CR learning facilities variable on learning motivation is 2.321 and with a probability value of 0.028. Probability value = 0.028 <0.05, indicating that learning facilities have an effect on learning motivation. Thus it can be concluded that H2 is accepted.

The calculation results obtained from the CR the learning readiness towards learning motivation is 3,317 and with a probability value of 0,000. Probability value = 0,000 <0.05, indicating that learning readiness has an effect on learning motivation. Thus it can be concluded that H3 is accepted.

From the calculation results obtained from CR the variable of learning motivation towards learning achievement is 8.295 and with a probability value of 0.000. Probability value = 0,000 <0.05, indicating that learning motivation has an effect on learning achievement. Thus it can be concluded that H4 is accepted.

The results of the analysis indicate that good teacher competence from schools will increase student motivation, so the better teacher competence, the better student learning motivation. The results also indicate that teacher competence is a set of knowledge, skills and behaviors that must be possessed, internalized, mastered, and realized by the teacher in carrying out his professional tasks. Where the teacher competence consists of professional competence, pedagogical competence, social competence and personality competence. Teachers who have good competence in teaching can increase student motivation because students can easily understand the learning given by the teacher. The results of this study are consistent with the study of Wiwin and Rustiana, (2014).

The results of this study indicate that better learning facilities from schools will increase student motivation, so better learning facilities will increase learning motivation. The results of this study indicate that the availability of learning facilities is the basic modal of students mastering lessons in school. Books, stationery, and the condition of the class also influence concentration to study. The availability of learning facilities at school and at home is very dominant as a support for learning success and an effort to optimally increase the sense of learning optimally for students who care about the subjects given by teachers at school. The availability of learning facilities in schools is expected to be properly available, while the intended learning facilities are buildings, tables, chairs, laboratories, sports facilities and others. But in addition to learning facilities in schools that can affect learning outcomes, the lack of learning facilities at home will also cause obstacles that can interfere with student learning activities so students are not feeling motivated to repeat lessons from school. A good learning facilities will provide students with a sense of comfort and ease of learning, this can increase motivation. The results of this study are in accordance with the research of Inayah et al (2011).

The results of this study indicate that a complete learning readiness from school will increase student learning motivation, so it means that high learning readiness will also increase learning motivation. The results of this study indicate that learning readiness are conditions that precede learning activities themselves. Without this readiness or willingness, the learning process will not occur". This statement explains that things are done by students or are shown by student behavior before the learning process. This needs to be done by students to better support the implementation of a more optimal learning process, when compared to students who do not have the readiness in dealing with the learning process. Based on the explanation above it can be concluded that learning readiness is the condition of someone who is ready to carry out a learning activity both physically and mentally. The results of this study support the research of Bujuri, (2015).

The results of this study indicate that high learning motivation of students will increase student learning achievement. The results of this study indicate that learning motivation must be present within each student, students who have high learning motivation can be seen from the habit of behaving as in doing assignments, never giving up in working on problems, wanting to find and do the tasks given by the teacher, learn without being told by others. The results of this study support the research of Ramdhan and Harsono, (2013).

CONCLUSION

Based on the results of the study it can be concluded that the conclusions of the hypothesis are as follows: (1) There is a positive effect of teacher competence on learning motivation, this shows that teachers who have good competence in teaching are able to increase student motivation because students easily understand the learning given by the teacher. (2) There is a positive effect of learning facilities on learning motivation, this shows that a complete learning facility is able to provide students with a sense of comfort and ease of learning, this can increase their motivation. (3) There is a positive effect of learning readiness on learning motivation, this shows that students who have readiness to participate in learning have a strong motivation in learning. (4) There is a positive effect of learning motivation on learning achievement, this indicates that students who have high motivation in learning are able to increase their stimulation in learning more actively to obtain high learning achievement.

REFERENCES

- Adi, Widodo Sri. 2015. Keefektifan Team Accelerated Instruction Terhadap Kemampuan Pemecahan Masalah dan Prestasi Belajar Matematika Siswa Kelas VIII. Kreano, Jurnal Matematika-Inovatif. Vol. 6. No. 2
- Ali Muhson. 2009. Diktat Aplikasi Komputer. Yogyakarta: Universitas Negeri Yogyakarta.
- A.M. Sardiman. 2010. Interaksi dan Motivasi Belajar Mengajar. Jakarta: Rajawali Pers.
- Rizka, Audi Pratama., Rusdarti. 2019. Pengaruh Kemandirian, Lingkungan dan Motivasi Belajar terhadap Prestasi Belajar Ekonomi Siswa IPS.

- Economic Education Analysis Journal. EEAJ. Vol 8, No. 1
- Azhar, Fadly. 2015. Assessing Students' Learning Achievement: An Evaluation. Mediterranean Journal of Sosial Sciences MCSER Publishing, Roma Italy. eISSN: 2039-20117. pISSN: 2039-9340. Vol. 6. No. 2
- Azwar, S. 2010. Tes Prestasi : Fungsi dan Pengembangan Pengaruh Prestasi Belajar. Pustaka Pelajar
- Baharun, Hasam. 2018. Peningkatan Kompetensi Guru Melalui Sistem Kepemimpinan Kepala Madrasah. At Tajdid: Jurnal Ilmu Tarbiyah, [S.I], Vol. 6, No. 1, Juli 2018. ISSN 2477-299X.
- Bakar, Ramli. 2014. The Effect Of Motivation On Students's Productive Competenceies In Vocational High School, West Sumatra. Internasional Journal Of Asian Social Science. eISSN ; 2224-4441, pISSN: 2226-5139
- Cynthia, LC., T Martono & M Indriayu. 2016. Pengaruh Fasilitas Belajar dan Motivasi Belajar terhadap Prestasi Belajar Mata Pelajaran Ekonomi Siswa Kelas XII IS di SMA Negeri 5 Surakarta Tahun Ajaran 2015/2016. Jurnal Pendidikan Bisnis dan Ekonomi Vol.1, No.2
- Daharti, Reni., Indah Susilowati & Himawan Arif Susanto. 2013. Strategi Peningkatan Kompetensi Guru dengan Pendekatan Analisis Hierarchy Proses. Jurnal Ekonomi dan Kebijakan. JEJAK. Vol. 6.No. 1
- Dimiyati & Mudjiono. 2009. Belajar Dan Pembelajaran. Jakarta: PT. Rineka Cipta.
- Farida sarimaya. 2009. Sertifikasi Guru : Apa Dan Bagaimana?. Bandung : CV Yrama widya.
- Feriady, M., H Harnanik. 2012. Pengaruh Persepsi Siswa Tentang ketrampilan Mengajar Guru dan Fasilitas Belajar Siswa terhadap Minat Belajar IPS Kelas VII SMP Negeri 3 Purbalingga. Ecomonic Education Analysis Journal Vol. 1, No. 2
- Hamalik, Oemar. 2002. Pendidikan Guru Berdasarkan Pendekatan Kompetensi. Jakarta: Bumi Aksara.
- Hamzah. B. Uno. 2007. Teori Motivasi & Pengukurannya Analisis di Bidang Pendidikan. Jakarta: Bumi Aksara.
- Hermita, R., P Karyanto & A Rosyidi. 2012. Haasil Belajar Kognitif Biologi Diprediksi dari Emosional Qoutient (EQ) dan Kesiapan Belajar Siswa Kelas X SMA Negeri 7 Surakarta Tahun Pelajaran 2011/2012. Pendidikan Biologi Vol.4., No.2
- Ibrahim, M. 2002. Pelatihan Terintegrasi Berbasis Kompetensi Guru Mata Pelajaran Biologi Pengembangan Perangkat Pembelajaran. Jakarta: Departemen Pendidikan Nasional
- Imam Ghozali. 2008. Konsep dan Analisis dengan Program AMOS 16. Semarang: Badan Penerbit Universitas Diponegoro.
- Ismail, MI. 2010. Kinerja dan Kompetensi Guru dalam Pembelajaran. Lentera Pendidikan: Juenal Ilmu Tarbiyah dan keguruan Vol. 13, No. 1, Hal. 44-63.
- Isnaini, M., DK Wardani & L Noviani. 2016. Pengaruh Kompetensi Dosen dan Fasilitas Belajar terhadap Kepuasan Mahasiswa Pendidikan Ekonomi FKIP UNS. Jurnal Pendidikan Bisnis dan Ekonomi Vol. 1, No.2
- Khafid, Muhammad., Slamet Umi Nur Barokah. 2006. Pengaruh Akreditasi Sekolah dan Persepsi Guru Mengenai Supervisi Kepala Sekolah terhadap Prestasi Belajar Siswa. Dinamika Pendidikan. Vo. 1. No. 1
- Kukuh, Budiwibowo Arief., Khomsun Nurhalim. 2016. Pengaruh Motivasi Belajar terhadap Prestasi Belajar Warga Belajar Kejar Paket C Pada Kelas XI (Studi pada Sanggar Kegiatan Belajar (SKB) Comal Kabupaten Pematang). Jurnal of Nonformal Education. Vol.2. No.2
- Nana Syaodih Sukmadinata. 2009. Landasan Psikologi Proses Pendidikan. Bandung: PT Remaja Rosdyakarya.
- Ngalim Purwantoro. 2006. Psikologi Pendidikan. Bandung: Remaja Rosdyakarya.
- Nidhom, AM., DA Sudjimat. 2015. Hubungan Kesiapan Belajar, Lama Pembelajaran, Kesesuaian Tempat dan Partisipasi Du/Di Dengan Hasil Prakerin Peserta Didik Kompetensi Keahlian TKJ di SMK Kota Baru. Innovation Of Vocational Technology Education Vol.11, No.1
- Ningsih, N., SE Mastuti & A Aminuyati. 2013. Perbedaan Pengaruh Pemberian Apersepsi Terhadap Kesiapan Belajar Siswa Mata Pelajaran IPS Kelas VII A. Jurnal Pendidikan dan Pembelajaran Katulistiwa Vol.2, No.6
- Oemar Hamalik. 2002. Psikologi Belajar dan Mengajar. Bandung: Sinar Baru Algensindo.
- Partono, Tri Minami. 2006. Pengaruh Disiplin dan Lingkungan Belajar terhadap Prestasi Belajar Mata Pelajaran Ekonomi. Dinamika Pendidikan. Vol. 1. No. 2
- Popi sopiatin. 2010. Manajemen Belajar Berbasis Kepuasan Siswa. Bogor: Ghalia Indonesia.
- Purwaningsih, Sri., Ida Purniawati. 2015. Peningkatan Motivasi dan Prestasi Belajar IPA Materi Gejala Alam melalui Pembelajaran Kooperatif Tipe Student Team Achievement Division (STAD) Siswa Kelas VIIG SMP Jekulo Kabupaten Kudus Semester 2 Tahun 2012/201. Jurnal Profesi Keguruan. Vol. 1. No. 1

- Puspitasari, KA., S Islam. 2003. Kesiapan Belajar Mandiri Mahasiswa dan Calon Potensial Mahasiswa Pada Pendidikan Jarak Jauh di Indonesia. *Jurnal Pendidikan Terbuka dan Jarak Jauh* Vol.4, No.1
- Rahman, MF. 2015. Pengaruh Dukungan Orang Tua dan Fasilitas Belajar di Sekolah terhadap Prestasi Belajar Ekonomi Melalui Motivasi Belajar Siswa Kelas VII SMP Negeri 2 Ungaran. *Prosiding Seminar Pendidikan Ekonomi dan Bisnis* Vol. 1, No.1
- Rastodio. 2009. Kompetensi guru. Diambil dari: <http://rastodio.com/pendidikan/pengertian-kompetensi-guru>. html ,pada tanggal 26 september 2013.
- Renol, Sahat HS. 2015. Pengaruh Kompetensi Guru dan Motivasi Belajar Siswa Terhadap Prestasi Belajar Siswa Kelas XI IPS SMA Negeri 17 Medan. *Prosiding Seminar Nasional Pendidikan Ekonomi dan Bisnis*. UNS
- Ridaul Inayah, dkk. 2011. Pengaruh Kompetensi, Motivasi Belajar Siswa, Dan Fasilitas Belajar Terhadap Prestasi Belajar Mata Pelajaran Ekonomi Pada Siswa Kelas XI IPS SMA Negeri 1 Lasem Jawa Tengah Tahun Pelajaran 2011/2012. Tesis. Surakarta: UNS.
- Sagala Syaiful. Sagala. 2004. Kemampuan Professional Guru Dan Tenaga Kependidikan. Bandung: Alfabeta.
- Sardiman. 2011. Interaksi & Motivasi Belajar Mengajar. Jakarta: PT. Raja Grafindo Persada.
- Sarwono. 2007. kesiapan kompetensi guru pada mahasiswa fakultas keguruan dan ilmu pendidikan universitas sebelas maret. Skripsi. Surakarta: UNS.
- Sasmita, E. 2013. Pengaruh Kesiapan Belajar, Disiplin Belajar dan Manajemen Waktu terhadap Motivasi Belajar Mata Diklat Bekerjasama Dengan Kolega dan Pelanggan Pada Siswa Kelas X Program Keahlian Administrasi Perkantoran Di SMK Negeri 2 Semarang. Universitas Negeri Semarang
- Slameto. 2010. Belajar Dan Faktor-Faktor Yang Mempengaruhinya. Jakarta: Rineka Cipta.
- Sudarma, Ketut., Eva M Sakdiyah. 2007. Pengaruh Motivasi, Disiplin, dan Partisipasi Siswa dalam pembelajaran terhadap Prestasi Belajar Akuntansi. *Dinamika Pendidikan*. Vol. 2. No. 2
- Sudarwan Danim. 2010. Media Komunikasi Pendidikan. Jakarta: Bumi Aksara.
- Sugiyono. 2009. Metode Penelitian Pendidikan (Pendekatan Kuantitatif, Kualitatif, dan R&D). Bandung: Alfabeta.
- Suharsimi Arikunto. 2006. Prosedur Penelitian Suatu Pendekatan Teknik. Jakarta: PT. Rineka Cipta.
- Sukwiati, dkk. Ekonomi SMA Kelas X. Bandung : Yudhistira. 2006.
- Sumadi Suryabrata. 2002. Psikologi Pendidikan. Jakarta: PT. Raja Grafindo Pustaka.
- Sunadi, L. 2013. Pengaruh Motivasi Belajar dan Pemanfaatan Fasilitas Belajar terhadap Prestasi Belajar Siswa pada Mata Pelajaran Ekonomi Kelas XI IPS di SMA Muhammadiyah 2 Surabaya. *Jurnal Pendidikan Ekonomi (JUPE)* Vol. 1, No.3
- Syaifuddin Azwar. 2002. Tes Prestasi Fungsi Dan Pengembangan Pengukuran Prestasi Belajar. Yogyakarta: Pustaka Pelajar.
- Syaiful Bahri Djamarah. 1994. prestasi belajar dan kompetensi guru. Surabaya: Usaha Nasional.
- The Liang Gie. 1994. Cara Belajar Yang Efisien. Yogyakarta: Liberty
- Tim Penyusun Kamus Besar Bahasa Indonesia. 2008. Kamus Besar Bahasa Indonesia Pusat Bahasa. Jakarta: Gramedia. Undang-undang Sisdiknas No. 20 Tahun 2003
- Ulfha, Asmara Roie, Murdani Murdani. 2013. Perbedaan Prestasi Belajar Antara Metode Pemberian Tugas dengan Metode Ceramah Pada Mata Pelajaran Menggunakan Alat Alat Ukur. *Jurnal Pendidikan Teknik Mesin*. Vol.13.No. 2
- Undang-Undang No.14 Tahun 2005. Guru dan Dosen. Yogyakarta: Pustaka Pelajar Offset
- Usman Uzer. M. 2005. Menjadi Guru Professional. Bandung: Remaja Rosdakarya.
- Widyaningtyas, A. 2012. Peran Lingkungan Belajar dan Kesiapan Belajar terhadap Prestasi Belajar Fisika Siswa Kelas X Sekolah Menengah Atas Negeri 1 Pati. UNS (Sebelas Maret University).
- WS Winkel. 2004. Psikologi Pengajaran. Jakarta: Gramedia.
- Zaeni., Hadi Setyo Subiono. 2011. Kondisi Fisik dan Prestasi Belajar Siswa (Studi Kasus di Mts Al Asror). *Media Ilmu Keolahragaan Indonesia*. Vol. 1. No. 1
- Zulchaidar, Ikhwan. 2017. Penerapan Model Learning Cycle 5E Untuk Meningkatkan Prestasi Belajar Siswa SMP dalam Pembelajaran IPA. *Jurnal Penelitian Pendidikan*. Vol.6. No. 2