

THE INFLUENCE OF TEACHERS' SKILLS IN APPLYING TEACHING VARIATIONS ON LEARNING MOTIVATION IN FIQH SUBJECTS AMONG TENTH GRADE STUDENTS AT MA SWASTA AL-MAKSUM STABAT

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Abstract

Teaching variation skills are essential for creating engaging learning environments and enhancing students' learning motivation. This study aimed to examine Fiqh teachers' skills in applying teaching variations, students' learning motivation in Fiqh subjects, and the influence of teachers' teaching variation skills on students' learning motivation at MAS Al-Maksum Stabat. This study employed a quantitative correlational research design. The population consisted of 130 students of MAS Al-Maksum, and a sample of 26 students was selected using a simple random sampling technique. The research variables included teachers' skills in applying teaching variations (X) and students' learning motivation (Y). Data were collected through questionnaires and analyzed using the Pearson Product-Moment correlation formula. The findings revealed a significant positive relationship between teachers' skills in applying teaching variations and students' learning motivation. The correlation coefficient was $r = 0.40$, indicating a moderate correlation. Furthermore, the t-test result showed that t_{count} was higher than t_{table} at the 5% significance level ($2.149 > 1.71$), confirming the significance of the relationship. The percentage of teachers' skills in applying teaching variations was 76.29%, while students' learning motivation reached 84.13%. The coefficient of determination indicated that teachers' skills in applying teaching variations contributed 16% to students' learning motivation. These findings suggest that the effective use of teaching variations plays an important role in enhancing students' motivation to learn Fiqh subjects.

Keywords: Teacher's Teaching Variation Skills; Learning Motivation

1. INTRODUCTION

Education had played a very important role in developing the capabilities of human resources. This was in line with the National Education System Regulation (SISDIKNAS) Number 20 of 2003, which stated that the national education process functioned to improve capacity, build character, and develop a dignified national culture in order to strengthen the intellectual life of the nation. The purpose of education was to develop students' potential so that they became individuals who were devoted and obedient to God Almighty, possessed good morals and noble character, were physically and mentally healthy, knowledgeable, skilled, creative, independent, and able to become part of a democratic and responsible society (Redaksi Sinar Grafika, 2009).

Therefore, teaching was essentially a conscious effort to develop students' human potential through motivating and facilitating learning activities (Melinda & Susanto, 2018). To achieve these goals, qualified teachers were clearly needed. Teachers, as professional educators in the field of education, not only understood philosophical and conceptual aspects but also mastered and implemented practical aspects. These practical aspects mainly involved organizing and carrying out instructional interactions. In managing the instructional process, teachers at least had to possess two main

It meant: “O you who believed, when you were told to make room in assemblies, then make room; Allah would make room for you. And when you were told, ‘Rise,’ then rise; Allah would raise those who had believed among you and those who had been given knowledge by degrees. And Allah was All-Aware of what you did” (QS. Al-Mujadalah: 11).

O people who believed in Allah and His Messenger and practiced His teachings, when you were asked to provide space in a gathering so that others could sit, you had to do so. By doing this, Allah would grant spaciousness and ease for you both in this world and in the hereafter. If you were asked to stand up from a gathering for a good purpose, then you had to stand, because it would bring benefits. Allah would elevate the status of those who were faithful and sincere, and He would raise the rank of those who possessed knowledge through His rewards and blessings. Allah knew all of your deeds and would repay them justly. This verse showed the nobility of scholars and the high position they held (Ministry of Religious Affairs of the Republic of Indonesia, 2019).

Based on three previous studies, there were several differences and research gaps that formed the basis for the urgency of conducting this study. Most previous studies had not highlighted these aspects. This study distinguished itself by developing learning media through a self-designed approach that was able to improve students’ creativity and understanding of learning materials. This became one of the unique aspects that had not been discussed in previous studies.

The researcher chose MAS Al-Maksum Stabat as the research location for several reasons. First, the school had adequate resources to support the implementation of the research, such as classroom facilities and learning media. Second, this study could serve as a reference for teachers in developing creative learning models. Third, the researcher had a connection with one of the teachers at MAS Al-Maksum Stabat. Based on the explanation above, the researcher was motivated to conduct a study entitled “The Influence of Teachers’ Skills in Applying Teaching Variations on Students’ Learning Motivation in Fiqh Subjects among Tenth Grade Students at MAS Swasta Al-Maksum Stabat.

2. METHODS

This study employed a quantitative approach with a correlational research design to examine the relationship between teaching variation skills and students’ learning motivation at MAS Al-Maksum. Correlational research is intended to determine the degree of relationship between two or more variables without manipulating the variables under investigation. The population of this study consisted of 130 students enrolled in grades X, XI, and XII at MAS Al-Maksum. The sample consisted of 26 students selected using a simple random sampling technique. In this technique, every member of the population had an equal opportunity to be selected as a participant. The sample size was determined using the Slovin formula with a tolerance level adjusted to the research conditions and accessibility of respondents. Although the sample represented 20% of the total population, it was considered adequate for conducting correlational analysis and represented students from different grade levels. The selection process was carried out randomly to minimize sampling bias and increase the representativeness of the sample.

Data were collected using structured questionnaires designed to measure the variables of teaching variation skills and learning motivation. The teaching variation skills questionnaire consisted of items related to variations in teaching style, learning media, and classroom interaction, while the learning motivation questionnaire measured students' enthusiasm, persistence, participation, and interest in learning activities. Responses were measured using a Likert scale ranging from strongly disagree to strongly agree. Before being administered to the respondents, the research instruments underwent validity and reliability testing. Content validity was evaluated through expert judgment by educational and guidance and counseling specialists to ensure that the questionnaire items appropriately represented the measured constructs. Furthermore, item validity was tested using Pearson Product-Moment correlation analysis. Reliability testing was conducted using Cronbach's Alpha coefficient, and the instruments were considered reliable when the coefficient exceeded the acceptable threshold of 0.70.

The data collection procedure was conducted systematically in several stages. First, the researcher obtained permission from the school administration to conduct the study. Second, the researcher explained the objectives and procedures of the research to the participants. Third, the questionnaires were distributed to the selected students and completed during the scheduled session. Fourth, the completed questionnaires were collected, checked for completeness, coded, and entered into the data analysis program. Finally, the collected data were analyzed using descriptive statistics and Pearson Product-Moment correlation analysis to determine the relationship between teaching variation skills and students' learning motivation. Ethical considerations were observed throughout the study. Participation was voluntary, and all respondents were informed about the purpose of the research before completing the questionnaires. The confidentiality and anonymity of participants were maintained by ensuring that no personal identifying information was disclosed in the research report. In addition, the data obtained were used solely for academic purposes and were stored securely to protect participants' privacy.

3. Results

No.	Alternatif Jawaban	F	%
1.	Selalu	12	46,15%
2.	Sering	9	34,61%
3.	Jarang	5	19,23%
4.	Tidakpernah	-	-
JUMLAH		26	100%

Data Source: Questionnaire Data for Variable X No. 20

Referring to the table above, it could be seen that 12 students (46.15%) stated that they always found it easy to understand the learning materials delivered by the teacher because the teacher applied teaching variations, 9 students (34.61%) answered often, and 5 students (19.23%) answered that they rarely found it easy to understand the learning materials due to the teacher's use of varied teaching methods. Based on the explanation above, it could be concluded that the majority of students at MAS Al-Maksum always found it easy to understand the learning materials delivered by the teacher because the teacher used teaching variations. To see the number of responses for each item regarding

teachers' skills in applying teaching variations at MAS Al-Maksum, the following table is presented:

Sampel	Nomor Item																				Jumlah
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	
1	3	1	4	4	4	3	3	4	3	3	3	4	3	3	3	2	4	4	4	4	66
2	3	3	4	4	4	4	4	4	4	3	4	2	4	3	3	2	1	3	3	3	65
3	2	2	4	4	4	4	3	4	4	3	4	4	3	3	4	1	2	4	4	4	67
4	3	3	4	3	4	3	3	3	3	4	3	3	4	3	3	2	3	4	4	3	65
5	2	3	4	4	4	4	4	4	4	3	4	3	3	4	2	3	3	4	4	4	70
6	3	3	4	4	4	4	4	4	3	4	3	3	3	4	4	3	4	4	4	4	73
7	3	2	4	3	4	2	2	3	4	2	1	1	3	3	3	2	2	3	3	3	53
8	3	3	4	4	4	4	4	4	3	4	3	3	3	4	3	3	4	4	4	4	72
9	3	3	4	4	4	3	3	3	4	4	3	4	4	3	2	3	4	4	4	4	70
10	3	2	3	3	4	4	3	4	3	4	2	2	4	3	3	4	3	4	2	4	64
11	3	2	3	3	4	3	4	3	4	2	2	2	4	3	4	4	3	4	2	4	61
12	3	2	3	3	4	4	3	4	3	4	2	2	4	3	3	4	3	4	2	4	64
13	3	2	3	3	4	4	3	4	3	4	2	2	4	3	3	4	3	4	2	4	64
14	2	3	4	2	4	2	3	3	3	3	2	3	3	2	2	3	3	3	2	3	55
15	3	2	2	3	2	3	2	2	2	3	2	2	2	3	2	3	2	4	2	2	48
16	3	2	4	4	3	3	3	3	3	3	3	2	3	3	3	2	2	2	2	3	56
17	3	2	4	4	4	3	4	4	3	3	4	4	3	3	3	2	3	4	1	3	64
18	3	2	4	3	4	2	2	2	2	3	2	2	2	3	2	2	2	4	2	2	50
19	3	3	3	3	4	3	3	2	2	2	3	3	3	3	2	3	4	3	2	2	56
20	2	3	4	3	4	4	4	3	3	2	3	4	4	4	3	3	4	4	3	4	69
21	1	3	4	3	4	4	3	2	2	2	3	4	4	4	3	3	4	4	2	2	45
22	3	3	3	3	4	4	4	2	4	3	3	4	3	3	2	2	4	4	4	4	66
23	3	3	4	2	4	3	3	3	2	2	2	3	3	3	2	2	3	4	3	3	57
24	2	3	4	4	4	3	3	2	3	4	3	4	2	4	2	2	4	3	1	3	55
25	3	2	4	3	4	2	3	3	2	3	3	3	3	3	2	2	2	4	3	3	57
26	2	3	3	2	4	2	3	4	3	3	2	2	2	2	3	3	3	4	3	2	55
Jumlah																					1587

Meanwhile, to determine the percentage of variable X (Teachers' Skills in Applying Teaching Variations), the following formula was used:

$$P = \frac{F}{N} \times 100\%$$

$$P = \frac{1578}{2080} \times 100\%$$

$$= 76,29\%$$

Referring to the results obtained above, it could be concluded that teachers' skills in applying teaching variations at MAS Al-Maksum were categorized as good. Based on

the explanation above, it could also be concluded that the majority of students at MAS Al-Maksum always felt enthusiastic and interested in paying attention to the learning materials explained by the teacher during the learning process.

No.	Alternatif Jawaban	F	%
1.	Selalu	12	46,15%
2.	Sering	7	26,92%
3.	Jarang	7	26,92%
4.	Tidakpernah	-	-
Jumlah		26	100%

Data Source: Questionnaire Data for Variable Y No. 20

Based on the table above, it could be seen that 12 students (46.15%) always felt that the teacher's teaching method was enjoyable. Furthermore, 7 students (26.92%) often felt the same way, 7 students (26.92%) rarely felt that way, and no students stated that the teacher's teaching method was never enjoyable (0%). Based on the explanation above, it could be concluded that the majority of students at MAS Al-Maksum believed that the teacher's teaching method was always enjoyable during the learning process.

Sampel	Nomor Item																				Jumlah
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	
1	4	4	4	4	3	4	3	4	4	2	3	3	4	3	2	4	4	4	4	4	71
2	4	4	3	4	4	4	3	4	3	1	1	4	3	4	3	4	3	3	3	4	66
3	4	3	4	4	4	4	1	4	4	4	4	4	4	4	4	4	4	4	4	4	76
4	3	4	3	3	3	4	3	3	3	3	3	4	4	4	4	3	3	3	3	4	67
5	4	4	4	4	4	3	3	4	4	4	3	4	4	4	4	4	4	4	4	4	77
6	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	80
7	4	3	3	3	3	3	4	4	3	3	4	4	3	3	4	4	3	3	3	3	41
8	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	80
9	3	4	4	4	4	3	3	3	3	4	3	2	4	3	4	3	4	4	3	4	68
10	4	4	3	4	4	4	4	4	3	3	3	3	3	4	4	3	2	2	3	4	67
11	4	4	3	4	4	4	4	4	3	3	3	3	3	4	4	3	2	2	3	4	67
12	4	4	3	4	4	4	4	4	3	3	3	3	3	4	4	3	2	2	3	4	67
13	4	4	3	4	4	4	4	4	3	3	3	3	3	4	4	3	2	2	3	4	67
14	3	3	3	3	3	3	2	3	3	2	3	2	3	3	3	2	3	2	2	2	53
15	3	4	3	4	4	3	4	4	4	4	4	2	4	4	4	4	4	2	3	3	71
16	4	4	3	4	4	4	4	4	3	4	4	4	4	4	2	3	4	3	3	3	70
17	3	4	3	3	3	3	3	3	3	3	3	3	3	4	3	3	3	3	3	3	62
18	3	4	3	4	4	3	4	4	4	4	4	3	4	4	4	4	4	2	3	3	72
19	3	3	3	2	2	3	4	4	4	4	4	3	4	3	2	4	4	2	3	3	64
20	4	4	3	4	4	4	3	3	4	4	4	3	4	3	4	4	4	3	3	3	72
21	4	4	3	3	4	4	4	3	4	3	4	3	4	4	4	3	4	4	4	4	74
22	4	4	3	4	4	4	3	3	4	3	4	3	4	4	4	3	4	4	4	4	74
23	2	3	2	3	3	2	2	3	3	3	2	2	2	2	3	3	3	2	2	2	49

24	4	4	3	3	3	4	4	2	3	2	4	4	4	3	4	3	4	2	3	4	67
25	4	4	3	4	4	4	4	4	4	4	4	4	4	4	3	3	4	4	4	4	77
26	2	3	3	3	3	2	3	3	2	2	2	3	2	3	3	4	2	2	2	2	51
JUMLAH																				1750	

Meanwhile, to determine the percentage of variable Y (Students' Learning Motivation), the following formula was used:

$$P = \frac{F}{N} \times 100\%$$

N

$$P = \frac{1750}{2080} \times 100\%$$

2080

$$= 84,13\%$$

Referring to the previous findings, it could be concluded that the students' learning motivation at MAS Al-Maksum was categorized as very good. To determine the significance level of the influence of teachers' skills in applying teaching variations on students' learning motivation at MAS Al-Maksum, a significance test of the correlation coefficient was conducted using the t-statistical test, namely: $t =$

$$\frac{r\sqrt{n-2}}{\sqrt{1-r^2}}$$

Based on the sample size of 26 and $r = 0.40$, the t-test was used, and the following result was obtained:

$$t = \frac{0,40\sqrt{26-2}}{\sqrt{1-0,40^2}}$$

t =

$$t = \frac{0,40\sqrt{24}}{\sqrt{1-0,16}}$$

$$t = \frac{0,40 \times 4,89}{\sqrt{0,84}}$$

$$t = \frac{0,40 \times 4,89}{0,91}$$

$$t = \frac{1,956}{0,91}$$

$$t = 2,149$$

From the calculation above, the value of $t = 2.149$ was obtained. Furthermore, the t-value was compared with the t-table value, where $df = n - 2$, meaning that $df = 26 - 2 = 24$ (see Appendix III). With $df = 26$, the following value was obtained: Because $t_{\text{count}} = 2.149$ and $t_{\text{table}} = 1.71$, it was found that $t_{\text{count}} > t_{\text{table}}$ ($2.149 > 1.71$). Therefore, it could be concluded that there was an influence of teachers' skills in applying teaching variations on students' learning motivation at MAS Al-Maksum. Thus, the alternative

hypothesis (Ha) was accepted at the 5% significance level, while the null hypothesis (Ho) was rejected.

Recapitulation of Questionnaire Scoring Results for Variables X and Y

Sampel	X	Y	X²	Y²	XY
1	66	71	4356	5041	4686
2	65	66	4225	4356	4290
3	67	76	4489	5776	5092
4	65	67	4225	4489	4355
5	70	77	4900	5929	5390
6	73	80	5329	6400	5840
7	53	41	2809	1681	2173
8	72	80	5184	6400	5760
9	70	68	4900	4624	4760
10	64	67	4096	4489	4288
11	61	67	3721	4489	4087
12	64	67	4096	4489	4288
13	64	67	4096	4489	4288
14	55	53	3025	2809	2915
15	48	71	2304	5041	3408
16	56	70	3136	4900	3920
17	64	62	4096	3844	3968
18	50	72	2500	5184	3600
19	56	64	3136	4096	3584
20	69	72	4761	5184	4968
21	45	74	2025	5476	3330
22	66	74	4356	5476	4884
23	57	49	3249	2401	2793
24	55	67	3025	4489	3685
25	57	77	3249	5929	4389
26	55	51	3025	2601	2805
Jumlah	1587	1750	98313	120082	107546

Referring to the previous calculation results, the following data were obtained: N = 26

$$\sum X = 1587$$

$$\sum Y = 1750$$

$$\sum XY = 107546$$

$$\sum X^2 = 98313$$

$$\sum Y^2 = 120082$$

The calculation results were then used in the Product Moment Correlation formula, namely:

$$r_{xy} = \frac{N \sum XY - (\sum X)(\sum Y)}{\sqrt{(N \sum X^2 - (\sum X)^2)(N \sum Y^2 - (\sum Y)^2)}}$$

$$r_{xy} = \frac{26 \times 107546 - 1587 \times 1750}{\sqrt{(26 \times 98313 - (1587)^2)(26 \times 120082 - (1750)^2)}}$$

$$r_{xy} = \frac{18946}{\sqrt{(37569 \times 59632)}}$$

$$r_{xy} = \frac{2796196 - 2777250}{\sqrt{(2556138 - (2518569))(3122132 - 3062500)}}$$

$$r_{xy} = \frac{18946}{\sqrt{2240314608}}$$

$$r_{xy} = \frac{18946}{47331,96}$$

$$= 0,40$$

Based on the previous calculations, the correlation coefficient value obtained was 0.40. By considering this value, it could be concluded that the relationship between the two variables was categorized as having a moderate influence. Referring to the previous coefficient score, it could also be concluded that there was a significant influence between variable X and variable Y. This meant that teachers' skills in applying varied teaching methods influenced students' learning motivation at MAS Al-Maksum. Meanwhile, to measure the level of influence of teachers' skills in applying teaching variations on students' learning motivation at MAS Al-Maksum, the coefficient of determination was calculated using the following formula:

$$I = r^2$$

Where:

I = coefficient of determination, and

r^2 = squared correlation coefficient.

Based on $r = 0.40$, the following result was obtained.

$$0,40^2 \times 100\% = 0,16 \times 100\% = 16\%.$$

The calculation results showed that the correlation coefficient value (r) between variable X (teachers' skills in applying teaching variations) and variable Y (students' learning motivation) was $r = 0.40$. This indicated that teachers' abilities in applying teaching variations had an influence on students' learning motivation. The correlation value was categorized as moderate, and the positive sign of the correlation index indicated a positive relationship. This meant that the higher the teachers' ability to apply teaching variations, the higher the students' learning motivation became.

The research data showed that the highest score for teachers' skills in applying teaching variations was 73, while the lowest score was 45. This range of scores indicated

differences in teachers' abilities as well as differences in students' responses to the teaching methods applied. This finding suggested that teachers' teaching variation skills had different impacts on each student's learning motivation. For the students' learning motivation variable, the highest score obtained was 80, while the lowest score was 41. This wide range of scores indicated that the students selected as research samples generally had relatively high learning motivation throughout the learning process. The percentage of teachers' skills in applying teaching variations at MAS Al-Maksum was 76.29%, which was categorized as good. Meanwhile, the percentage of students' learning motivation reached 84.13%, which was also categorized as good.

Based on the statistical testing, the calculated t-value was 2.149, which was higher than the t-table value of 1.71 at the 5% significance level. This indicated that there was a significant positive relationship between teachers' skills in applying teaching variations and students' learning motivation. Practically, teachers' skills in applying teaching variations contributed 16% to students' learning motivation, showing a real influence on increasing students' enthusiasm for learning in the classroom.

4. DISCUSSION

Based on the results of the study, the correlation coefficient value (r) between variable X, namely teachers' skills in applying teaching variations, and variable Y, namely students' learning motivation, was $r = 0.40$. This value indicated that the relationship between the two variables was in the moderate category. The positive sign of the correlation value showed that there was a positive relationship between teachers' skills in applying teaching variations and students' learning motivation. This meant that the higher the teachers' ability to implement teaching variations, the higher the students' learning motivation became. Conversely, if teachers' skills in applying teaching variations were low, students' learning motivation also tended to decrease. These findings showed that teaching variation was one of the factors that could influence students' enthusiasm and interest in participating in classroom learning activities. Therefore, teachers were required to create interesting learning environments so that students would not easily become bored during the learning process.

The research data showed that the highest score for teachers' skills in applying teaching variations was 73, while the lowest score was 45. This range indicated differences in teachers' abilities to apply teaching variations in the classroom. In addition, students showed different responses toward the teaching methods implemented by teachers. This indicated that teachers' abilities in managing learning activities had different impacts on students' learning motivation. Teachers who were able to apply teaching variations effectively tended to create active and enjoyable learning environments more easily. On the other hand, teachers who rarely applied teaching variations could cause students to feel bored and less interested in learning activities. Therefore, teachers' skills in applying teaching variations were very important in increasing students' attention and participation during classroom learning activities.

For the variable of students' learning motivation, the highest score obtained was 80, while the lowest score was 41. This range showed that the students involved in the study

had varied levels of learning motivation. However, in general, students' learning motivation at MAS Al-Maksum was categorized as high during the learning process. High learning motivation could be seen from students' enthusiasm in participating in lessons, their attention to teachers' explanations, and their enthusiasm when given assignments or questions. High learning motivation was very important because it helped students achieve better learning outcomes. Students who had high motivation tended to be more active, disciplined, and curious about learning materials. Thus, learning motivation became one of the main factors supporting students' success in achieving educational goals at school.

The results also showed that the percentage of teachers' skills in applying teaching variations at MAS Al-Maksum was 76.29%, which was categorized as good. Meanwhile, the percentage of students' learning motivation reached 84.13%, which was also categorized as good. These findings proved that teachers had been able to apply teaching variations effectively during the teaching and learning process. The teaching variations applied by teachers included the use of different teaching methods, learning media, teaching styles, and interaction patterns between teachers and students. These variations made the learning atmosphere more interesting and less monotonous, enabling students to understand the learning materials more easily. Through varied learning activities, students also became more active and focused during classroom learning activities.

Based on statistical testing using the t-test, the calculated t-value was 2.149, while the t-table value at the 5% significance level was 1.71. Since the calculated t-value was higher than the t-table value, the alternative hypothesis (H_a) was accepted and the null hypothesis (H_o) was rejected. These results indicated that there was a significant positive relationship between teachers' skills in applying teaching variations and students' learning motivation at MAS Al-Maksum. Practically, teachers' skills in applying teaching variations contributed 16% to students' learning motivation. This showed that teaching variations had a real influence on increasing students' enthusiasm for learning in the classroom. Teachers who were able to manage learning creatively and innovatively could attract students' attention more easily, which increased students' motivation to participate in learning activities.

Overall, the findings of this study showed that teachers' skills in applying teaching variations had a positive influence on students' learning motivation. Learning activities carried out through various teaching variations were able to create enjoyable, active, and non-boring learning environments for students. In addition, teaching variations also improved interaction between teachers and students, making the learning process more effective. High learning motivation had an impact on increasing students' enthusiasm, attention to lessons, and achievement of more optimal learning outcomes. Therefore, teachers were expected to continue improving their skills in applying teaching variations so that the teaching and learning process would become more effective and of higher quality. Consequently, educational goals aimed at improving students' abilities and potential could be achieved optimally.

5. CONCLUSION

Based on the results of the study, it could be concluded that there was a positive and significant influence between teachers' skills in applying teaching variations and students' learning motivation at MAS Al-Maksum. This was proven by the correlation coefficient value of $r = 0.40$, which was categorized as moderate. The percentage of teachers' skills in applying teaching variations was 76.29%, while students' learning motivation reached 84.13%, both of which were categorized as good. In addition, the results of the t-test showed that the calculated t-value of 2.149 was higher than the t-table value of 1.71, so the alternative hypothesis (H_a) was accepted. Therefore, teachers' skills in applying teaching variations had an influence on increasing students' learning motivation.

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