PENGARUH KETERAMPILAN MENGAJAR GURU TERHADAP PRESTASI BELAJAR SISWA DENGAN MOTIVASI BELAJAR SEBAGAI VARIABEL INTERVENING

THE EFFECT OF TEACHING SKILL ON LEARNING ACHIEVEMENT WITH LEARNING MOTIVATION AS AN INTERVENING VARIABLE

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Abstrak

Penelitian ini bertujuan untuk mengetahui: (1) pengaruh keterampilan mengajar guru terhadap prestasi belajar siswa, (2) pengaruh keterampilan mengajar guru terhadap motivasi belajar siswa, (3) pengaruh motivasi belajar siswa terhadap prestasi belajar siswa, dan (4) pengaruh keterampilan mengajar guru terhadap prestasi belajar siswa melalui motivasi belajar.

Subjek dalam penelitian ini adalah siswa kelas XII IPS MAN 4 Bantul yang berjumlah 62 orang. Metode pengumpulan data menggunakan angket dan dokumentasi. Teknik analisis data yang digunakan adalah analisis deskriptif, analisis inferensial, dan analisis jalur.

Hasil penelitian ini menunjukkan bahwa: (1) tidak terdapat pengaruh keterampilan mengajar terhadap prestasi belajar, (2) terdapat pengaruh keterampilan mengajar sebesar 57,6% terhadap motivasi belajar, (3) tidak terdapat pengaruh motivasi belajar terhadap prestasi belajar, dan (4) tidak terdapat pengaruh keterampilan mengajar terhadap prestasi belajar melalui motivasi belajar.

Kata kunci: Keterampilan Mengajar, Motivasi Belajar, Prestasi Belajar

Abstract

This research aims to find out: (1) the effect of teacher's teaching skill on student's learning achievement, (2) the effect of teacher's teaching skill on student's learning motivation, (3) the effect of student's learning motivation on student's learning achievement, and (4) the effect of teacher's teaching skill on student's learning achievement through student's learning motivation. It was a causal study with quantitative approach. It used a census method where the subjects included 62 students of class XII IPS MAN 4 Bantul. Data collection methods used questionnaires and documentation. Data analysis technique used descriptive analysis, inferential analysis and path analysis. The results of this research were: (1) there is no effect of teaching skill on learning achievement, (2) there is effect of teaching skill on learning motivation, (3) there is no effect of learning motivation on learning achievement, and (4) learning motivation is not able to mediate the effect of teaching skill on learning achievement.

Keywords: Teaching Skill, Learning Motivation, Learning Achievement

INTRODUCTION

Education is an important aspect to improve the quality of human resources in order to compete. Education is the key for a country's future. A modern and high quality education is developed to create the next intelligent generation of nation. Based on Law no. 20 of 2003 on National Education System, education is a conscious and planned effort to create learning atmosphere and learning process so that learners actively develop their

potential to have spiritual, religious, self-control, personality, intelligence, noble and skill which is needed by an individual, society, nation, and country.

Today, the government is putting a lot of efforts to improve the quality of education in Indonesia, such as expanding learning opportunities, increasing the relevance of education to the needs of workers, improving the efficiency of education, improving the ability of teachers and headmasters. Since Law no. 20 years 2003 on the National Education System was enacted, the government focused on the quality of education. Article 35 of the law states that eight aspects of education should be managed according to certain standards, namely content standards, process standards, graduate competency standards, educational staff standards, facilities and infrastructure standards, management standards, financing standards and assessment standards.

One indicator of the education success can be seen from student learning achievement. According Muhibbin Syah (2008: 141) "learning achievement is the level of success of students in achieving the goals set in a program". Learning achievement is a measurement and assessment of learning outcomes that have been done by students after students do learning activities that be expressed in symbols either numbers, letters or sentences that reflect the results already achieved. With the results of student achievement, we can know the students' understanding at the time of carrying out the lesson.

Factors that affect the learning achievement as stated by Ngalim (2007: 102), include: (1) external factors that consist of the environment (natural and social) and instrumental (curriculum/learning materials, teacher/teachers, infrastructure and facilities administration/management) and (2) internal factors consisting of physiological (physical condition and senses) and psychology (talent, interest, intelligence, motivation and cognitive ability).

One of the factors that influence learning achievement is learning motivation. According to Mc. Donald, "motivation is a change of energy in a person characterized by the appearance of feeling and preceded by a response to the existence of goals" (Sardiman, 1996: 73). Motivation can also be said as a series of efforts to provide certain conditions so that a person will do something and if he does not like it, then he will try to eliminate his dislike. In learning activities, motivation can be said as any effort to inflict learning activities and provide direction on teaching activities so that

learning subject objectives can be fulfilled. Motivation is necessary in learning activities. Learning achievement will be more optimal if the students have high learning motivation.

Learning motivation will arise if there is a sense of love and pleasure from students to learning. One factor to influence student's engagement with the learning process is teacher's teaching skill (Mudjiono, 2013:101). Teacher's teaching skill is an indicator of pedagogic competence. Teachers must be able to manage learning well, from planning, implementing to evaluating its learning process. An appropriate teaching strategy and learning method is very influential in increasing student learning motivation and student achievement. Teacher with a high teaching skill will be able to increase student's motivation and help them to obtain higher learning achievement.

Based on the observation in MAN 4 Bantul, there were still many students who obtain unsatisfactory learning achievement in accounting subjects. From the score of Midterm Exam in Accounting subject of class XII IPS MAN 4 Bantul in academic year 2017/2018, it was found that 50% of students have the score below minimum passing standard of 75 where the average score only 66.67.

Low learning achievement was predicted to be related to low student's motivation in carrying the learning process. Some students were passive during the learning process. Many students were not paying attention when the teacher was teaching. It indicated that students were lack of enthusiasm in the learning process.

Observation showed that the teaching methods used were relatively monotonous. Teachers only used lecturing and question & answer methods. The two methods are effective to be used if the material delivered need a detailed explanation. However, if the methods are used continuously, they will make students bored and less enthusiastic in carrying the learning process. Learning media was inadequate, it was only use white board and LCD projector. Monotonous of teaching method and inadequate learning media will create low student's motivation, so that many students choose to do other activities rather than paying attention to the teacher.

Related to those facts, this study investigated the impact of the teacher's teaching skills on student achievement in MAN 4 Bantul with learning motivation as an intervening variable.

RESEARCH METHODS

Research Design

It is an ex-post facto research. According Suharsimi Arikunto (2010:

17), ex-post facto research is the research model that it happened already happened before the study was conducted. Ex-post facto research only reveals the symptoms that exist and has occurred before, so in this study did not need to provide treatment of variables in the study. In addition, it is a causal associative research that aims to determine the influence of two or more variables that are independent variables to the dependent variable.

The approach used in this study was quantitative approach. According to Sugiyono (2013: 14), a quantitative approach is used to examine a specific population or sample using random sampling techniques. The point emphasized in this study is hypothesis testing to obtain generalizations about phenomena in the form of relationships between variables proposed.

Place and Time of Research

This research was conducted in class XII IPS MAN 4 Bantul consist of two classes, class XII IPS 1 and XII IPS 2. The data was collected on January 2018.

Research Population

The population of this study was 62 students of class XII IPS MAN 4 Bantul. The census method was used to capture the entire population as respondents.

Variables of Research

This study used three variables consist of one dependent variable (learning achievement), one independent variable (teaching skill), and one intervening variable (learning motivation).

Variables' Operational Definition

Learning achievement is measurement and assessment of students' outcome learning activities in the form of symbols, either in the form of numbers, letters or sentences that reflect the achieved results. In this study, the learning achievement was measured using the value of the Mid-term Exam and Final-term Exam of the Odd Semester academic year 2017/2018.

Learning motivation is student's encouragement and efforts to learn and provide direction to the learning activities so that learning objectives can be achieved. Learning motivation was measured by following indicators: (1) diligently doing the task, (2) facing challenges persistently, (3) show interest, (4) love to work independently, (5) get bored quickly on routine tasks, (6) able to defend his/her opinion, (7) it is not easy to let go of what he/she believes, (8) pleased to find and solve problems.

Teaching skill is the ability to specify performance goals, the ability to diagnose students, the skills of choose teaching strategies, the ability to interact with students, and the skills of assess its effectiveness. The indicators for measuring teaching skills used in this research were in terms of questioning skills, reinforcement skills, variety of learning skills, explanatory skills, opening and closing skills, small group coaching skills, classroom management skills, and small group and individual teaching skills.

Instrument's Validity and Reliability

Validity is defined as the extent and accuracy of the measuring instrument in performing its measuring function. A measuring instrument can be said to have high validity if the instrument performs its measuring function.

If the correlation between variable and variable indicator has a high correlation with significance level <0.05 then it can be said that the items have valid data and vice versa if the correlation is small with significance level >0.05the item of the question is declared invalid.

Reliability test is used to determine the extent to which the measurement results remain consistent when measured twice or more against the same symptoms using the same measuring instrument.

Reliability test in this research is done by Cronbach Alpha test. A construct or variable is said to be reliable if it gives Cronbach Alpha value >0.70 (Ghozali, 2011: 48).

Data Collection Technique

Questionnaire and documentation were used in data collection. Documentation was used to find out the profile of MAN 4 Bantul and the learning achievement data of class XII IPS MAN 4 Bantul as measured by the mid-term exam and the final-term exam score of odd semester the academic year 2017/2018. Questionnaires were used to collect data about student's perceptions of teacher's teaching skills and student learning motivation.

Primary data of this study were obtained with the help of questionnaires distributed to respondents. The questionnaire used is a closed questionnaire, where each statement has been provided the answer, so that respondents only choose one alternative answer in accordance with opinion or choice.

Data Analysis Technique

In this research the analysis was done by using descriptive analysis method and inferential analysis method.

Descriptive analysis was the statistic used to analyze the data by describing the data that has been collected without intending to make conclusions that apply to generalize. Grouping is done on each variable that is categorized into 4 (four) from score 1 to 4.

In order to conduct inferential analysis from this research, analysis tool used is Partial Least Square (PLS), which was a variance-based SEM. Stages of PLS testing are as follows:

Indicator Test

Test indicator or also called Outer model or measurement model is to test the relation between indicators to construct variable. From this indicator test obtained output validity and reliability model measured by criteria: Convergent Validity, Discriminant Validity, and Composite Reliability.

a. Hypothesis Testing

Inner Model or structural model is actually a hypothesis test, describes the relationship and influence between latent variables based on substantive theory.

Path analysis in principle is to analyze the path model of a diagram that links between independent variables (exogenous), intervening (exogenous/endogenous), and dependent (endogenous). Pattern relationships are shown by using arrows from exogenous variables to endogenous variables. According to Sarwono (2007), path analysis could be done by calculating direct effect, indirect effect, and total effect.

RESULT OF RESEARCH AND DISCUSSION

General Data of Respondent

Respondents in this research were all students of class XII IPS MAN 4 Bantul. Researchers distributed 62 questionnaires, 54 copies were returned and used for further analysis. There were 33 male respondents and 21 female respondents. Details on the results of the distribution and return of the research questionnaire are shown in the following table.

Table 1. Questionare Distribution

Note	Total
Number of questionnaires distributed	62
Number of non-return questionnaires	(8)
Number of questionnaires processed	54
Return Rate	87%
Usable Return Rate	87%

Source: Primary Data Processed

Instruments Test

Instrument test was conducted to test the validity and reliability of the

questionare. The validity test, showed that the r_{count} of each indicator of teaching skills variables and learning motivation was more than the r_{table} score (0.263). Thus, all indicators of teaching skill and learning motivation were valid. The reliability test showed that Cronbach's Alpha score of teaching skill was 0.93 and learning motivation was 0.89. It was concluded that the questionare were reliable.

Results of Data Analysis

Table 2**.** Result of Descriptive Statistic

Variable	N	Min	Max	Mean	Standard Deviation
Teaching Skill	54	61	118	96.93	10.92
Learning Motivation	54	40	94	71.19	9.23
Learning Achievement	54	20	88	56.03	15.79

Source: Primary Data Processed

Student achievement data obtained from the score of Midterm Exam and the score of the final exam Semester accounting class XII IPS MAN 4 Bantul Academic Year 2017/2018. Scores obtained from 40% Midterm Score and 60% Final Exam score. The highest score was 88, the lowest score was 20, the mean was 56.026, and the standard deviation was 15.798. From these data, can be obtained frequency

distribution of learning achievement and category data trend of learning achievement variable as follows.

Table 3**.** Frequency Distribution of Learning Achievement Variable

Interval Score	Frequency
20 – 29	4
30 – 39	6
40 – 49	6
50 – 59	9
60 – 69	19
70 – 79	9
80 – 89	1
Total	**54**

Source: Primary Data Processed

Table 4. Category Data Trend of Learning Achievement Variable

No.	Score	Category	Frequency F	%
1	$x > 67$	High	16	29.63
2	$33 < x < 67$	Medium	32	59.26
3	$x < 33$	Low	6	11.11
	Total		**54**	**100**

Source: Primary Data Processed

Table 4 showed that 11% data was in low category, 59.26% data was in medium category, and 29.63% was in high category. Therefore, it can be concluded that the achievement of accounting learning in class XII IPS MAN 4 Bantul was in the medium category.

The questionnaire of teaching skill variables consists of 30 items of questions. The highest score was 118, the lowest score was 61, the mean was 96.926, and the standard deviation was

10.923. From these data, the frequency distribution of teaching skill and category data trend of teaching skill variable were as follows.

Table 5. Frequency Distribution of
Teaching Skill Variables

Interval Score	Frequency
61-69	2
70-78	1
79-87	6
88-96	11
97-105	24
106-114	9
115-123	1
Total	**54**

Source: Primary Data Processed

Table 6. Category Data Trend of Teaching Variable

No.	Score	Category	Frequency	
			F	%
1	$x > 100$	High	27	50
2	$50 < x < 100$	Medium	27	50
3	$x < 50$	Low	0	0
	Total		**54**	**100**

Source: Primary Data Processed

Table 5 showed that 50% data was in high category and 50% was in medium category. They both share the same proportion.

The questionnaire of learning motivation variables consists of 25 items of questions. The highest score was 94, the lowest score was 40, the mean was 71.19, and the standard deviation was 9,235. From these data, the frequency distribution of learning motivation and category data trend of learning motivation variable were as follows.

Table 7. Frequency Distribution of
Learning Motivation Variable

Interval Score	Frequency
40 – 47	1
48 – 55	0
56 – 63	8
64 – 71	23
72 – 79	10
80 – 87	11
88 – 95	1
Total	**54**

Source: Primary Data Processed

Table 8. Category Data Trend of Teaching Skills Variable

No.	Score	Category	Frequency	
			F	%
1	$x > 83$	High	8	14.81
2	$42 < x < 83$	Medium	45	83.33
3	$x < 42$	Low	1	1.86
	Total		**54**	**100**

Source: Primary Data Processed

Table 8 showed that 14.81% data was in high category, 83.33% data was in medium category, and 1.86% data was in low category. Therefore, it can be concluded that the learning motivation accounting students in class XII IPS MAN 4 Bantul was in medium category.
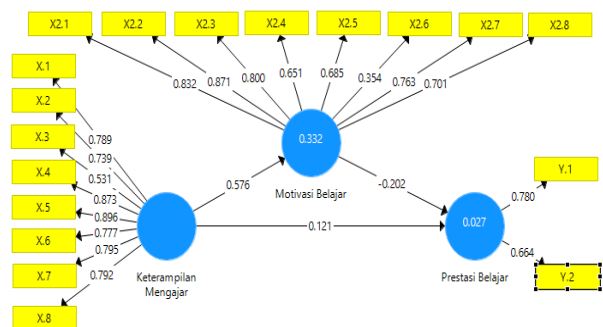

Figure 1. Preliminary Model

Based on the analysis of convergent validity, it could be seen that the indicators of questioning skills, empowerment skills, variation skills, explaining skills, closing skills, small group coaching skills, classroom management skills, and small group and individual teaching skills could measure teacher's teaching skill variables. This was evidenced by the suggested correlation score of all more than or equal to 0.5.

The analysis of convergent validity of learning motivation variables showed the persistent indicators in the face of the task, resilient in the face of difficulties, showing interest, enjoying self-employment, getting bored on routine tasks, not easily removing the things he believes, the question meets the correlation score more than or equal to 0.5. While the indicator of maintaining an opinion did not reflect the latent variable of learning motivation because the correlation score of 0.354 is smaller than 0.5. The analysis of convergent validity of learning achievement variable showed all indicators reflecting latent variables. Proven with the correlation score more than or equal to 0.5.

Figure 2 below shows that each indicator has a loading factor to the construct variable is higher than the other construct variables. Thus, it can be concluded that each indicator is valid and is a reflection of its own construct variables.

	Keterampilan Mengajar	Motivasi Belajar	Prestasi Belajar
X.1	0.789	0.460	-0.052
X.2	0.739	0.401	-0.015
X.3	0.531	0.114	0.105
X.4	0.873	0.505	0.051
X.5	0.896	0.423	0.006
X.6	0.777	0.513	0.095
X.7	0.795	0.445	-0.047
X.8	0.792	0.532	-0.050
X2.1	0.466	0.831	-0.244
X2.2	0.507	0.871	-0.065
X2.3	0.557	0.799	-0.092
X2.4	0.377	0.651	-0.052
X2.5	0.382	0.685	-0.072
X2.7	0.406	0.763	-0.065
X2.8	0.301	0.701	-0.090
Y.1	0.064	-0.068	0.780
Y.2	-0.069	-0.130	0.664

Figure 2. Discriminant Validity

Tabel 9. Composite Reliability

Variable	Composite Reliability	Conclusion
Teaching skill	0.925	Reliabel
Learning motivation	0.905	Reliabel
Learning Achievement	0.687	Reliabel

Source: Primary Data Processed

The result of analysis shows that the composite reliability in all constructs has satisfactory score that is the score of each variable above the minimum score of 0.60. These scores indicate the consistency and high stability of the indicators used. Thus, it can be concluded that the indicator reliability of each variable can be fulfilled.

Table 10. Coeficient Determination (R^2)

Variables	R^2	R^2 Adjusted
Learning Motivation	0.332	0.319
Learning Achievement	0.027	-0.011

Source: Primary Data Processed

Based on the test results coefficient determination (R^2) show that (1) teaching skill variable have positive effect to learning motivation variable equal to 31.9%. While the rest of 68.1% other is effected by variables other than teaching skills and (2) teaching skill variable through learning motivation have negative effect on learning achievement of 1.1%. While the rest of 98.9% is effected by other variables that are not researched.

In this study, hypothesis testing and path analysis used Inner Model or Structural Model, which describes the relationship and effect between latent variables. The result of structural model testing is shown with table 11.

Table 11. Path Coeficient

	Original Sample	P Value
Teaching skill -> learning motivation	0.576	0.000
Teaching skill -> learning achievement	0.120	0.639
Learning motivation -> learning achievement	-0.201	0.316

Source: Primary Data Processed

Table 12. Indirect Effect

	Original Sample	P Value
Teaching skill -> learning motivation -> learning achievement	0.120	0.639

Source: Primary Data Processed

Table 13. Total Effect

	Original Sample	P Value
Teaching skill -> learning motivation	0.576	0.000
Teaching skill -> learning achievement	0.004	0.985
Learning motivation -> learning achievement	-0.201	0.316

Source: Primary Data Processed

Direct effect of teaching skill variable on learning achievement is 0.120. Direct effect of teaching skill on learning motivation is 0.576. Direct effect of learning motivation on learning achievement is -0.201. The result of indirect effect test indicates that the magnitude of indirect effect between teaching skills variable on learning achievement with intervening motivation learn is equal to -0.116. The amount of effect of total variables of teacher's teaching skill to student's learning achievement with intervening of learning motion is 0.004.

Based on the parameter coefficient table and P Value, teachers' teaching skills have no significant effect on student achievement. The score of P Value of 0.639 more than 0.05 indicates an

insignificant effect. Thus, it can be concluded that the first hypothesis (H$_1$) is not supported.

This result contradicts with Dalyono (2009: 55) who said that the teaching skills of teachers is one of the factors that can affect student achievement. Teacher skills are instrumental factors that affect student achievement (Ngalim, 2007: 107).

The results of this study contradict the results of research conducted by Muniratul Fuad (2009) which explains that there is a positive and significant relationship between teacher teaching competences with learning achievement. The better the competence of teaching the teacher the better the student's learning achievement. Good teacher teaching competence is expected to improve students' understanding of the material presented and will have an impact on high learning achievement.

The highest item on the variables of teaching skill was regarding giving students the opportunity to ask questions. By giving the opportunity to ask, students are expected to explore things that have not been understood. Thus, students can improve their understanding and thus improve learning achievement. However, the opportunity to ask seems to be not strong enough to improve student achievement.

In this study, the lowest item in teacher teaching skill variables was related to assignment and homework. Teachers rarely give assignments and homework. Accounting subjects are subjects that are not sufficiently understood theoretically, but require practice skills. In order to acquire good practice skills, students have to work on problems often. With teachers often giving assignments or homework to students, it will help students to solve accounting problems and improve their understanding. Thus, a fun way of teaching teachers alone is not sufficient to improve learning achievement, it needs to be balanced with assignments or homework to improve students' understanding. Coupled with the characteristics of respondents who mostly (61.11%) male sex is usually the willingness of learning is lower than women. Thus, teachers should be more routine to give tasks or homework so that students want to learn.

Based on the parameter coefficient table and P Value, teachers 'teaching skills have a significant effect on students' learning motivation. The score of P Value of 0.000 is less than 0.05 which indicates a significant effect. Thus, it can be concluded that the second hypothesis (H$_2$) is supported.

The description is in line with Dimyati and Mudjiono (2013: 101) which says that one of the factors that the effect learning motivation is the element of dynamic element in learning and learning. Teacher skills in managing learning in the classroom will affect students' motivation in learning. If the teacher is able to hold a variety of learning, students will feel interested to follow the learning.

The results of this study reinforce the results of research conducted by Sefani and Lyna Latifah (2016) which explains that there is an effect of teacher's teaching skills on leraning motivation. Similarly, Faris Naufal Abdan (2017) had proved the effect of teacher teaching skills on student learning motivation. Teachers who are skilled in teaching can make students feel happy in following the lesson. It can increase students' motivation to learn.

Based on the results of the study, the highest item in the motivation variable of learning is question regarding the pleasure of studying accounting because the teachers teach in various ways. How the teacher able to teach in various methods will make students not feeling bored and can follow the learning enthusiastically. Thus, the teaching skills of teachers greatly affect student learning motivation.

Based on the parameter coefficient table and P Value, students' learning motivation has no significant effect on student achievement. The score of P Value of 0.316 is larger than 0.05 which indicates an insignificant effect. Thus, it can be concluded that the third hypothesis (H_3) is not supported.

This is not in line with the statement of M. Dalyono (2009: 55) that one of the factors that affect learning achievement is interest and motivation. Strong weak interest and motivation will have an effect on the high level of learning achievement achieved. Motivation is also one of the psychological factors that can affect learning achievement (Ngalim, 2007: 107).

The results of this study contradict with the research conducted by Siti Aminah (2008) and Hendri Nst (2015) which found that there is an effect of learning motivation on learning achievement. It explains that students who have high motivation will affect on high learning achievement as well.

The result shows that the lowest item of learning motivation variables is in the pleasure of doing the easy tasks compared to the difficult ones. Students do not like to work on difficult questions so that students are not familiar with difficult issues. Therefore, students are

only familiar with doing simple problems and facing difficulty with doing higher level problems. Thus, student achievement becomes low.

Based on the parameter coefficient table and P Value, teachers' teaching skills through student learning motivation have no significant effect on student achievement. The score of P Value of 0.400 is larger than 0.05 which indicates an insignificant effect. Thus, it can be concluded that the fourth hypothesis (H_4) is not supported.

This is in contrast to the results of research conducted by Sefani and Lyna Latifah (2016) which explains that there is effect of teachers' teaching skills on learning outcomes through learning motivation. Good teacher teaching skills are expected to increase students' motivation to learn. Students who are motivated to learn they can learn independently and without having to be told. When they face difficulty in learning, they will try to find a solution. Thus, students who have high motivation will have high learning achievement.

Based on path analysis test result, motivation does not play the role of intervening variable. This is indicated by the moderation coefficient of -0.201. In this study, teachers' teaching skills affects students' learning motivation. The students enjoy to learn accounting

because teacher teach in various ways. Teaching in various methods can increase student enthusiasm in following the learning activities. However, the variation in teaching methods is not accompanied with the frequent class assignment or homework. The students are not skillful in problem-solving activities.

CONCLUSION AND SUGGESTION

The effect of teacher's teaching skills on student's learning achievement in accounting subjects at class XII IPS MAN 4 Bantul with learning motivation as intervening variables can be summarized as follow: (1) teacher's teaching skill has no effect on learning achievement., (2) teacher's teaching skill affecting learning motivation, (3) Learning motivation has no effect on student's achievement, and (4) learning motivation is not able to mediate the effect of teacher's teaching skill on learning achievement.

The result shows that teacher's teaching skill is categorized in medium level. The school is expected to provide training on teaching techniques in order to improve teaching skills so as to improve student learning motivation. Furthermore, teachers are perceived as rarely give the task or homework and the students prefer

to practice with easy problem. The school is expected to provide training on the test-making techniques to teachers.

For teacher, teachers should give the task or homework more frequently so that students practice more. Moreover, teacher should gives the hierarchically task or problems ranging from easy to difficult, so that students are not only able to do the easy task, but also able to work on more difficult problems.

For further research the author suggest to (1) use more than one subject or compare between schools such as private school and public school, so that research data is more varied and has better generalization ability, (2) use other variables to examine factors that affect learning achievement, (3) involve the experts to assess teachers' teaching skills, (4) assess learning achievements comprehensively by involving cognitive, affective, and psychomotor aspects, and (5) increase sample size so that it can be generalized well.

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