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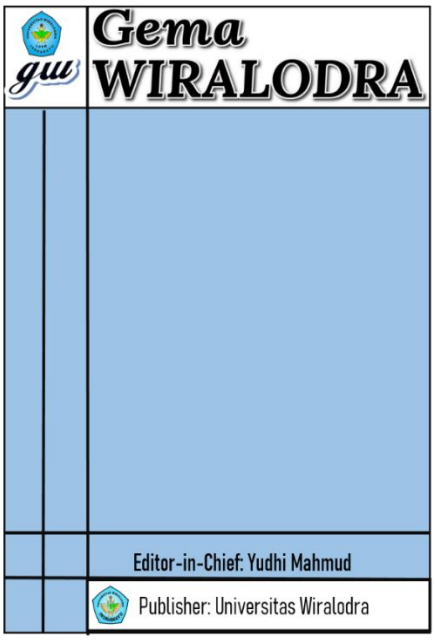

The impact of a teacher's pedagogical skills and the classroom environment on students' academic achievements is mediated by their motivation to learn in the field of economics

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The impact of a teacher's pedagogical skills and the classroom environment on students' academic achievements is mediated by their motivation to learn in the field of economics

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Abstract
The purpose of this study was to obtain information about the effect of teacher pedagogical competence and learning climate on learning outcomes by mediating learning motivation. This study uses a quantitative approach to the explanatory survey method with data collection techniques through questionnaires. The population of this study was 960 students of class XI Social Sciences at Bandung City Public High School in the Southeast Region. Using random sampling and proportional random sampling techniques, a sample of 241 students was obtained. The data analysis method used is descriptive statistical analysis and path analysis. The study results show that (a) teacher pedagogic competence, learning climate, learning motivation, and learning outcomes are in the medium category. (b) A teacher's pedagogical competence does not affect learning motivation. (c) Learning climate has a positive effect on learning motivation. (d) teacher's pedagogical competence does not affect learning outcomes. (e) Learning climate has a positive effect on learning outcomes. (vi) learning motivation has a positive effect on learning outcomes. (f) Learning motivation does not mediate the effect of teacher pedagogical competence on learning outcomes. (g) Learning motivation mediates the effect of learning climate on learning outcomes.
Keywords: Teacher Pedagogic Competence, Learning Climate, Learning Motivation, Learning Outcomes

1. Introduction

Low student learning outcomes are one of the problems in learning at school (Runisah et al., 2021; Juleha et al., 2021). This is because learning outcomes are benchmarks students have achieved after carrying out learning activities for a predetermined time. Apart from that, learning outcomes are also used to determine students' abilities and qualities after carrying out the learning process. A student's success in learning can be seen from the learning outcomes of the student concerned (Syaidah et al., 2018). Learning outcomes are the ultimate goal of implementing learning activities at school, regardless of whether the learning outcomes are satisfactory or not. Each student has different abilities, and indeed, the learning outcomes they will achieve will also be different, such as learning outcomes, which will later be expressed in symbols, letters, and numbers. Learning outcomes can be improved through conscious efforts carried out systematically and leading to positive changes known as the learning process (Hamalik, 2013).

Students in the class also experience the condition of low learning outcomes in economics subjects. The results of pre-research conducted with economics subject teachers regarding student learning outcomes obtained an average PAS score for the 2022/2023 Academic Year in economics subjects. Information was received that the average PAS Odd score in economics subjects was 54. In high school, Negeri 8 Bandung had 131 students (92%), SMA Negeri 12 Bandung had 136 students (75%), SMA Negeri 21 Bandung had 133 students (74%), and SMA Negeri 22 Bandung had 98 students (91%). Of the total 612

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Original Article

students, there were 498 students, or 81% of students whose grades were still below the KKM. This indicates a problem with student learning outcomes, namely that there are still many students who have not reached the minimum competency set by each school.

The grand theory used in this research is behavioristic theory where learning is defined as a process of changing behavior as a result of the interaction between stimulus and response. One of the figures in Skinner's behavioristic theory stated that to fully understand student behavior, it is necessary to understand the relationship between one stimulus and another, understand the response itself, and the various consequences caused by that response (Irwantoro & Suryana, 2016). Loree stated that there are three main components in PBM that will influence output performance, namely 1) Student characteristics (Raw Input) showing the factors contained within the individual, 2) Instrumental input (means), showing the qualifications and completeness of the facilities provided. necessary for the teaching and learning process to take place, 3) Environmental input, showing the physical situation and conditions (campus, school, climate, location of the school and so on), human relationships both with friends (classmates) and with teachers and other people. -other people; these things will also possibly be supporting or inhibiting factors (S factors) (Makmun, 2007).

Based on this theory, this research takes teacher pedagogical competency variables as instrumental input factors and learning climate variables as environmental input factors that influence learning outcomes. Teacher pedagogical competence is an important component that has a big influence on student success, because teachers are the main learning source for students. Furthermore, the learning climate is an environmental input which also has a big influence on learning outcomes. This is because the learning climate describes classroom conditions that are conducive or not conducive. Furthermore, this research takes the learning motivation variable which is a very important component that influences student learning outcomes. The learning process certainly requires motivation, because motivation is a psychological force that can encourage individuals to carry out learning activities.

Pedagogical competence is technical ability in carrying out duties as an educator, teacher and guide. Pedagogical competence is a teacher's ability related to understanding students and managing educational and dialogical learning. Substantively, this competency includes the ability to understand students, design and implement learning, evaluate learning outcomes, and develop students to actualize the various potentials they have (Situmorang & Winarno, 2008).

The learning climate is the atmosphere of the relationship between personnel in the classroom, the relationship between teacher and teacher, teacher and student, student and student, student and other people in relation to learning. According to Bloom (Hadiyanto, 2016) states that the classroom learning climate is conditions, influences and stimuli from outside which include physical, social and intellectual influences that influence students.

Learning motivation is an internal and external encouragement for students who are learning to carry out behavior, generally with several indicators or supporting elements. These indicators include: desire and desire to succeed, encouragement and need for learning, hopes and aspirations for the future, appreciation for learning, and a conducive learning environment (Uno, 2013).

Several studies regarding the influence of teacher pedagogical competence and learning climate on learning outcomes, such as research conducted by Inayah et al. (2013), stated that teacher competence has a positive influence on economic learning outcomes and has a very significant influence through learning motivation , as well as research that conducted by Husna et al. (2013) the learning climate has a positive and significant effect on

p-ISSN: **1693 - 7945**
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Original Article

learning outcomes. However, several studies regarding student learning outcomes such as those conducted by Mustiko & Trisnawati (2021) show different research results. The results of his research stated that teacher competence had no effect on student learning outcomes, either directly or indirectly through learning motivation. Furthermore, research conducted by Rochmah & Kurniawan (2022) showed that learning motivation had no effect on learning outcomes. If there is inconsistency in the results of previous research in showing research results, it is interesting to test this again with the same research.

2. Method

In this research, analyzing the influence of teacher pedagogical competence, learning climate, and learning motivation on student learning outcomes. The object of research as the dependent variable (endogenous) is learning outcomes (Y), the research object of the independent variable (exogenous) is teacher pedagogical competence (X_1) with dimensions namely mastery of students' character, mastery of learning theories and learning principles, developing curriculum and designing learning, organizing educational learning, facilitating the development of students' potential, communicating effectively, empathetically and politely with students, carrying out evaluations and assessments for learning purposes, carrying out reflective activities to improve the quality of learning, learning climate (X_2) with dimensions of learning atmosphere in class, relationships between class members, teaching and learning activities, physical condition, tidiness and cleanliness of classrooms, student discipline in class, and learning motivation (X3) with dimensions of desire and desire to succeed, encouragement and need in learning, there are hopes and aspirations for the future, there is appreciation in learning, there are interesting activities in learning.

The unit of analysis used as respondents in this research is class XI IPS students at State High Schools in Bandung City, Southeast Region. This research was carried out at State High Schools in the City of Bandung in the Southeast Region based on several considerations, namely the willingness of State High Schools in the City of Bandung in the Southeast Region to be used as research sites and research has never been conducted on teacher pedagogical competence, learning climate on student learning outcomes in economics subjects in State High Schools. in Bandung City, Southeast Region. Based on the type of research, namely descriptive and verification research carried out through data collection in the field, the research method used in this research is the explanatory survey method. This research method is carried out through collecting information from a portion of the population to find out opinions about the object being researched. The population of this study was 960 students in class. The data collection technique uses a questionnaire which is carried out by distributing questionnaires to students directly. The data analysis technique used is path analysis. Path analysis is a method to determine the influence of an independent variable on the final dependent variable, it must go through a direct path or must use an intervening variable or mediating variable (Sugiyono, 2018).

3. Results and Discussion

Based on the results of descriptive statistics, an analysis of the description of the research variables was carried out, namely learning outcomes, teacher pedagogical competence, learning climate and learning motivation. The results of descriptive analysis calculations can be seen in Table 1 as follows.

p-ISSN: **1693 - 7945**
e –ISSN: **2622 - 1969**

Original Article

Table 1
Distribution of Respondents Based on Learning Outcome Categories

Category	Value Range	Frequency	Percentage (%)
Very high	≥83	14	6%
Tall	65-82	70	29%
Currently	48-64	87	36%
Low	31-47	52	21%
Very low	≤30	20	8%
Total		241	100%

Based on Table 1, the results of learning economics subjects from 241 students are that 6% of students obtained learning results in the very high category, 29% of students obtained learning results in the high category, had learning motivation in the high category, 36% of students obtained learning in the medium category, 21% of students obtained learning outcomes in the low category, and 8% of students obtained learning outcomes in the very low category. The results of descriptive analysis calculations for teacher pedagogical competency categories can be seen in Table 2.

Table 2
Distribution of Respondents Based on Teacher Pedagogical Competency Categories

Category	Value Range	Frequency	Percentage (%)
Very high	≥4.74	13	5%
Tall	4.19-4.73	67	28%
Currently	3.65-4.18	83	34%
Low	3.11-3.64	54	22%
Very low	≤3.10	24	10%
Total		241	100%

Based on Table 2, teachers' pedagogical competence is in the medium category, indicated by 5% of students who think teachers have very high pedagogical competence, 28% of students think teachers have high pedagogical competence, 34% of students think teachers have moderate pedagogical competence, 22% students think that pedagogical competence is low, and 10% of students think that teachers have very low pedagogical competence.

The results of descriptive analysis calculations for learning climate categories can be seen in Table 3.

Table 3
Distribution of Respondents Based on Learning Climate Categories

Category	Value Range	Frequency	Percentage (%)
Very high	≥4.91	16	7%
Tall	4.38 - 4.90	60	25%
Currently	3.85-4.37	101	42%
Low	3.32-3.84	40	17%
Very low	≤3.31	24	10%
Total		241	100

Based on Table 3, the level of learning climate is in the medium category, shown by 7% of students who think the learning climate in the class is in the very high category, 25% of students think the learning climate in the class is in the high category, 42% of students think the learning climate in the class is in the medium category, 17% students think the learning climate in the class is in the low category and 10% of students think the learning climate in the class is in the very low category. The results of descriptive analysis calculations for learning motivation categories can be seen in Table 4.

p-ISSN: **1693 - 7945**
e –ISSN: **2622 - 1969**

Original Article

Table 4
Distribution of Respondents Based on Learning Motivation Categories

Category	Value Range	Frequency	Percentage (%)
Very high	≥4.94	19	8%
Tall	4.34-4.93	60	25%
Currently	3.73-4.33	88	37%
Low	3.13-3.72	52	22%
Very low	≤3.12	22	9%
Total		241	100%

Based on Table 4, the level of learning motivation is in the medium category, shown by 8% of students having very high category of learning motivation, 25% of students having high category of learning motivation, 37% of students having medium category of learning motivation, 22% of students having low category of learning motivation. , and 9% of students have very low learning motivation. The results of the normality test, multicollinearity test and heteroscedasticity test carried out using the SPSS program obtained the following results:
Normality test for substructure 1 and substructure 2 as follows.

Table 5
Normality Test

One-Sample Kolmogorov-Smirnov Test Unstandardized Residuals		
N		241
Normal Parameters [a, b]	Mean	84.5269710
	Std. Deviation	9.35937060
Most Extreme Differences	Absolute	.047
	Positive	.038
	Negative	-.047
Statistical Tests		,047
Asymp. Sig. (2-tailed)		.200 [c,d]

One-Sample Kolmogorov-Smirnov Test		
		Unstandardized Residuals
N		241
Normal Parameters [a, b]	Mean	.0000000
	Std. Deviation	17.03146276
Most Extreme Differences	Absolute	.053
	Positive	.024
	Negative	-.053
Statistical Tests		.053
Asymp. Sig. (2-tailed)		.200 [c,d]

Based on the results of the normality test using the one-sample Kolmogorov-Smirnov test, the unstandardized residual value in substructures 1 and 2 was 0.200 > 0.05, so it can be concluded that the data in this study is normally distributed. Multicollinearity test for substructure 1 and substructure 2 as follows.

p-ISSN: **1693 - 7945**
e –ISSN: **2622 - 1969**

Original Article

Table 6
Multicollinearity Test

Model		Unstandardized Coefficients		Standardized Coefficients			Collinearity Statistics	
		B	Std. Error	Beta	Q	Sig.	Tolerance	VIF
1	(Constant)	9,600	4,927		1,948	,053		
	Teacher Pedagogical Competence	,057	,044	,061	1,278	.203	,834	1,199
	Learning Climate	,845	,056	,713	14,953	,000	,834	1,199
2	(Constant)	68,081	9,973		6,826	,000		
	Teacher Pedagogical Competence	-.030	,089	-.023	-.333	,740	,829	1,207
	Learning Climate	-.457	,158	-.281	-2,892	,004	,430	2,325
	Motivation to learn	,333	,130	,242	2,557	.011	,452	2,213

Based on the results of the multicollinearity test, the VIF value was less than 10 and the tolerance value was more than 0.1, so it can be concluded that all research variables are free from multicollinearity problems. Heteroscedasticity test for substructure 1 and substructure 2 is as follows.

Table 7
Heteroscedacity test

Model		Unstandardized Coefficients		Standardized Coefficients		
		B	Std. Error	Beta	t	Sig.
1	(Constant)	11,912	3,300		3,610	,000
	Teacher Pedagogical Competence	-.042	,030	-.100	-1,414	,159
	Learning Climate	-.019	,038	-.035	-.495	,621
2	(Constant)	-3,244	5,770		-.562	,575
	Teacher Pedagogical Competence	,072	,052	,098	1,395	,164
	Learning Climate	,010	,091	.011	.113	,910
	Motivation to learn	.107	,075	.135	1,421	,157

The results of the heteroscedasticity test using the Glatjer test show that the three unstandardized variables have a significance value of more than 0.05, so it can be concluded that all research variables are free from heteroscedasticity problems. The results of multiple regression analysis with learning motivation as the dependent variable using SPSS obtained the equation $\widehat{y_1}$=9.600 + 0.061X_1 + 0.713 X_2

Table 8
Substructure Regression Test Results 1

Model		Unstandardized Coefficients		Standardized Coefficients		
		B	Std. Error	Beta	t	Sig.
1	(Constant)	9,600	4,927		1,948	,053
	Teacher Pedagogical Competence	,057	,044	,061	1,278	.203
	Learning Climate	,845	,056	,713	14,953	,000

a. Dependent Variable: Learning Motivation

p-ISSN: **1693 - 7945**
e –ISSN: **2622 - 1969**

Original Article

The results of multiple regression analysis with learning outcomes as the dependent variable using SPSS obtained the equation $\widehat{y_2}$ = -5.190 + 0.073X_1 + 0.205X_2 + 0.210X_3

Table 8
Results of Substructure Regression Test 2

Model		Unstandardized Coefficients		Standardized Coefficients		
		B	Std. Error	Beta	t	Sig.
1	(Constant)	-5,190	9,222		-.563	,574
	Teacher Pedagogical Competence	,093	,083	.073	1,128	,260
	Learning Climate	,334	,146	,205	2,283	.023
	Motivation to learn	,289	,120	,210	2,403	.017

a. Dependent Variable: Learning Outcomes

In this research, there are several hypothesis tests, namely the t test and Sobel test. The t test is used to test the hypothesis of each independent variable on the dependent variable. Partial hypothesis testing in this study has a significance (α) of 0.05, so the t table is 1.652. Details of hypothesis testing obtained from substructure 1 and substructure 2 are described as follows.

Testing Hypothesis 1, based on the calculation results, the value of t_{count} is 1.278 < t_{table} 1.652 with a significance of 0.203 > 0.05, so H_0 is accepted and H_a is rejected. This means that the coefficient of the variable teacher pedagogical competence on learning motivation is declared insignificant. Thus, it can be concluded that teacher pedagogical competence has no effect on learning motivation but shows a positive relationship. Testing Hypothesis 2, based on the calculation results, the value of t_{count} is 14.953 > < t_{table} 1.652 with a significance of 0.000 <0.05, so H_0 is rejected and H_a is accepted. This means that the coefficient of the learning climate variable on learning motivation is declared significant. Thus, it can be concluded that the learning climate influences learning motivation and has a positive relationship. Testing Hypothesis 3, based on the calculation results, the value of t_{count} is 1.128 < < t_{table} 1.652 with a significance of 0.260 > 0.05, so H_0 is accepted and H_a is rejected. This means that the coefficient of the variable teacher pedagogical competence on learning outcomes is declared insignificant. Thus, it can be concluded that teacher pedagogical competence does not influence learning outcomes but shows a positive relationship. Testing Hypothesis 4, based on the calculation results, the value of t_{count} is 2.283 > < t_{table} 1.652 with a significance of 0.023 <0.05, so H_0 is rejected and H_a is accepted. This means that the coefficient of the learning climate variable on learning outcomes is declared significant. Thus, it can be concluded that the learning climate influences learning outcomes and has a positive relationship. Testing Hypothesis 5, based on the calculation results, the value of t_{count} is 2.403 > < t_{table} 1.652 with a significance of 0.017 <0.05, so H_0 is rejected and H_a is accepted. This means that the coefficient of the learning motivation variable on learning outcomes is declared significant. Thus, it can be concluded that learning motivation influences learning outcomes and has a positive relationship.

The Sobel test is used to test the indirect influence between variable X on variable Y. To see the magnitude of the indirect influence and test its significance, you can use the Sobel test. The Sobel test in this study was used to test hypotheses 6 and 7.

p-ISSN: **1693 - 7945**
e –ISSN: **2622 - 1969**

Original Article

Table 9
Sobel Test Results

Influence Between Variables	Sobel Test Statistics	p-value
X_1 to Y via M	1.041	0.148
X_2 to Y via M	1.738	0.041

Following are the details of testing hypotheses 6 and 7 obtained from the Sobel test results. Testing hypothesis 6, based on the results of calculating the Sobel test score on the influence of teacher pedagogical competence on learning outcomes through learning motivation, is 1.041 < 1.652 with a significance level of 0.148 > 0.05. With these results, learning motivation is unable to mediate the influence of teacher pedagogical competence on learning outcomes. Testing hypothesis 7, based on the results of calculating the Sobel test value on the influence of learning climate on learning outcomes through learning motivation, is 1.738 > 1.652 with a significance level of 0.041 < 0.05. With these results, learning motivation is able to mediate the influence of the learning climate on learning outcomes.

Discussion

The results of testing the first hypothesis are that teacher pedagogical competence is not significant on learning motivation. Referring to Table 7, the tcount value is 1.278<t_{table} 1.652 and the significance value is 0.203>0.05, which means that teacher pedagogical competence has no effect on learning motivation, so this path must be deleted. This means that there is no direct effect of teacher pedagogical competence on learning motivation, this means the direct effect = 0. Although the results of this research show that the direct effect is not significant, this research suggests that the influence of teacher pedagogical competence shows a positive influence on learning motivation. This is still in line with behavioristic learning theory, but apart from that, the findings of this research reject previous research, namely research conducted by Setiadi & Setiyani (2018) which stated that teacher pedagogical competence has a positive effect on learning motivation.

The results of testing the second hypothesis, namely that the learning climate has a positive and significant effect on learning motivation, referring to Table 7, shows a t value of 1.652 with a t value of 14.853> t_{table} 1.652 and a significance value of 0.000 <0.05, which means the learning climate has a positive effect on motivation. Study. The path coefficient for learning climate on learning motivation is 0.713 (71.3%). This means that if the learning climate increases by 1 standard deviation, learning motivation will increase by (0.713) or 71.30%. The results of this research show that the influence of the learning climate on learning motivation is positive, meaning that the better the learning climate, the more learning motivation will increase. Conversely, if the learning climate is low then learning motivation will also be low. The results of this research are in line with the view of behavioristic theory put forward by Skinner that changes in behavior (learning motivation) arise because of the relationship between stimulus and response that occurs to the environment, which in this research is the learning climate. Therefore, creating a conducive learning climate, providing learning facilities that suit their needs is expected to increase student motivation in learning. Having a high learning climate where students feel comfortable with the learning atmosphere in the classroom, have good relationships with class members, good teaching and learning activities, good student discipline, and neat and clean classroom conditions will foster student learning motivation. The results of this research are also in line with research conducted by Aryanti & Muhsin (2020) which states that the learning climate has a positive effect on learning motivation. The results of testing the third hypothesis are that teacher pedagogical competence is not significant on learning

p-ISSN: **1693 - 7945**
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Original Article

outcomes. Referring to Table 8, the tcount value is 1.128 < t_{table} 1.652 and the significance value is 0.260>0.05, which means that teacher pedagogical competence has no effect on learning outcomes, so this path must be deleted. Although the results of this study show that the direct effect is not significant, this research suggests that the influence of teacher pedagogical competence shows a positive influence on learning outcomes. The results of this research indicate that teacher pedagogical competence does not have a significant effect on learning outcomes. This can happen because the students are independent and supported by a fairly good student learning climate so that the teacher as the class manager just needs to direct and manage the class so that the teaching and learning process can be optimal. Besides that, the findings of this research reject previous research, namely research conducted by Sutardi & Sugiharsono (2016) which stated that teacher pedagogical competence has a positive effect on learning outcomes.

The results of testing the fourth hypothesis are that the learning climate has a positive and significant effect on learning outcomes. Referring to Table 8, the tcount value is 2.283> ttable 1.652 and the significance value is 0.000<0.05, which means the learning climate has a positive effect on learning outcomes. The magnitude of the learning climate path coefficient on learning outcomes is 0.205 (20.5%). This means that if the learning climate increases by 1 standard deviation, learning motivation will increase by (0.205) or 20.5%. The results of this research are relevant to the behaviorist view of learning motivation, where this understanding views the need to create a conducive learning climate, providing learning facilities that suit their needs which are expected to increase students' motivation in learning. Having a good learning climate where students feel comfortable with the learning atmosphere in the classroom, have good relationships with class members, good teaching and learning activities, good student discipline, and neat and clean classroom conditions will foster student learning motivation. The results of this research are also in line with research conducted by Aryanti & Muhsin (2020) which states that the learning climate has a positive effect on learning motivation. The results of testing the fifth hypothesis are that learning motivation has a positive and significant effect on learning outcomes. Referring to Table 8, the tcount value is 2.403> t_{table} 1.652 and the significance value is 0.000<0.05, which means that learning motivation has a positive effect on learning results. The magnitude of the path coefficient of learning motivation on learning outcomes is 0.210 (21%). This means that if the learning climate increases by 1 standard deviation, learning motivation will increase by (0.210) or 21%. The results of this research show that having high learning motivation will improve learning outcomes, and conversely, students with low learning motivation will also have low learning outcomes. This is because students who have high learning motivation will always have the desire and desire to succeed in studying economics. Students who have high learning motivation will also be encouraged to continue learning and pursue their dreams. Students who have high learning motivation will feel very happy if their efforts are appreciated by the teacher, and they always look for reinforcement of what they believe in, they are not quickly satisfied with the learning outcomes so they always study harder and happily. in terms of studying economics or doing economics assignments. Armed with this high learning motivation, it will have an impact on increasing learning achievement. The results of this research reject research conducted by Rochmah & Kurniawan (2022) which stated that learning motivation has no significant effect on learning outcomes. However, the results of this research are in line with research conducted by Sutardi & Sugiharsono (2016) which states that learning motivation has a positive and significant effect on learning outcomes. Apart from that, it is also in line with research conducted which states that learning motivation has a positive effect on learning outcomes.

p-ISSN: **1693 - 7945**
e –ISSN: **2622 - 1969**

Original Article

The results of testing the sixth hypothesis using the Sobel test, namely that learning motivation mediates the influence of teacher pedagogical competence on learning outcomes, are declared not significant, this refers to Table 9, shown by the tcount value of 1.041 $<t_{table}$ 1.652 and the significance value is 0.148>0.05, which means motivation learning does not mediate the influence of teacher pedagogical competence on learning outcomes so this pathway must be removed. This means that there is no indirect influence on teacher pedagogical competence on learning outcomes or in other words the indirect influence = 0. Although the results of testing the indirect effect were not significant, this research shows that the relationship between teacher pedagogical competence and learning outcomes is positive. However, apart from that, this research rejects previous research, namely research conducted by Setiadi & Setiyani (2018) entitled The influence of teacher pedagogical competence and learning facilities on learning achievement through learning motivation, concluding that learning motivation mediates the influence of teacher pedagogical competence on learning achievement.

The results of testing the seventh hypothesis with the Sobel test, namely that learning motivation mediates the influence of the learning climate on learning outcomes, are declared significant, referring to Table 9, this is shown by the tcount value of 1.738 $<t_{table}$ 1.652 and the significance value of 0.041<0.05. The contribution of the learning climate to learning outcomes through learning motivation is 17.7%. The magnitude of this indirect influence is smaller than the direct influence of 20.5%. This effect shows partial mediation where learning motivation is unable to completely mediate the influence of learning climate on learning outcomes. The results of this research show that students who have a good learning climate will be more easily encouraged to be enthusiastic about learning. Having a good learning climate, such as a good learning atmosphere in the classroom, harmonious relationships between class members, good teaching and learning activities, good physical condition, tidiness and cleanliness of the classroom, as well as good student discipline will encourage students to have motivation to learn. tall one. So, to get high learning outcomes, learning motivation must be generated. A high level of learning motivation will influence the achievement of high learning outcomes, because learning motivation can provide encouragement to students to accelerate their efforts in order to achieve high learning outcomes. The results of the research and analysis of the influence of the learning climate on learning outcomes are in accordance with Loree's three component PBM theory which explains that learning outcomes are influenced by environmental input, which in this case is the learning climate and learning motivation. The results of this research are also in line with research conducted by Husna et al. (2013) which states that the learning climate has a positive effect on learning outcomes.

4. Conclusion

Based on the results of the analysis, hypothesis testing, and discussion as described, the following conclusions are obtained: (a) In general, the level of teacher pedagogical competence, learning climate, learning motivation and learning outcomes are in the medium category in economics subjects. (b) Teacher pedagogical competence has no effect on learning motivation. (c) The learning climate has a positive effect on learning motivation. (d) Teacher pedagogical competence has no effect on learning outcomes. (e) The learning climate has a positive effect on learning outcomes. (f) Learning motivation has a positive effect on learning outcomes. (g) Learning motivation does not mediate the influence of teacher pedagogical competence on learning outcomes. (h) Learning motivation mediates the influence of learning climate on learning outcomes.

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