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The Influence Of Learning Quality And Learning Motivation On The Learning Achievement Of Undergraduate Students UPGRIP Indonesian Language Education

Muthiara Afifah
PGRI University, Palembang, Indonesia
Dessy Wardiah
PGRI University, Palembang, Indonesia
Muhammad Ali
PGRI University, Palembang, Indonesia

Corresponding Author:*xxxxxxxxx*

Abstract

This study aims to determine and analyze the influence of learning quality and learning motivation on the learning achievement of undergraduate students of the Indonesian Language Education Study Program in the Pewara Course at PGRI Palembang University. The data used in this study are primary data using a questionnaire as an instrument to measure the research variables. The questionnaire was distributed to 91 respondents of students of the Pewara Course at PGRI Palembang University. Data collected from the questionnaire instrument were processed using the SPSS program with multiple linear regression analysis. The results of the study indicate that learning quality has a positive and significant effect on student learning achievement and learning motivation has a positive and significant effect on student learning achievement. The results of this study are used as information and implications for PGRI Palembang University in establishing policies related to learning quality and learning motivation on the achievement of undergraduate students of the Indonesian Language Education Study Program in the Pewara Course, so that it can be used as evaluation material and consideration for subsequent policies.

Keywords:Learning Quality; Learning Motivation; Learning Achievement

INTRODUCTION

Future-oriented education is becoming increasingly relevant in today's era of globalization

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and change (J.A. Smith, 2022). Universities worldwide need to respond to changing global trends and demands in terms of academic standards, academic quality, research knowledge, and filling knowledge gaps in society (Mohamed Hashim et al., 2022). The education sector is a crucial fundamental asset for the progress and development of future generations of a nation, requiring the involvement of all stakeholders and the implementation of a robust regulatory framework for its future. This requires a concerted effort aimed at improving the quality of education and pedagogical practices (Dito & Pujiastuti, 2021). Education is a structured and deliberate process designed to optimize the potential of each individual, with the goal of preparing them to develop their abilities and contribute to their social life (Pratomo & Herlambang, 2021). Education today faces a number of pressing challenges involving social, technological, and environmental changes that influence the way we learn and teach (Muliadi & Nasri, 2023).

Academic achievement is a crucial factor in determining individual success, as it serves as a concrete indicator for assessing material understanding, which is influenced by various factors such as personality, attitude, cognitive style, and the ability to process, store, and retrieve learning information (Tus, 2020). Student achievement is influenced by personal characteristics, learning methods, and relationships with educators and educational institutions. Close interpersonal relationships make relationship management in educational institutions increasingly important (Göktaş & Kaya, 2023). Good academic achievement is one of the primary goals at all levels of education, while also positively impacting both students and the education system. The concept of academic achievement refers to the results achieved by individual students after engaging in educational activities, as measured through a numerical or alphabetical assessment system (Ghufron & Risnawita, 2021). Increases and decreases in student academic achievement, which indicate their level of educational attainment, can be influenced by many determinants, including intrinsic (internal) and extrinsic (external) influences on students (Mona & Yunita, 2021).

There are two main determinants that influence academic performance: these include students' internal attributes, specifically physiological and psychological factors, as well as external influences, which include non-social and social factors. Internal student characteristics consist of motivation and discipline, which are classified as psychological factors. Motivation serves as a catalyst that inspires students to increase their perseverance in their studies, thereby fostering persistence and enabling them to maintain full focus during learning activities (Kristiani & Pahlevi, 2021).

Improving the quality of education in today's academic institutions is crucial. This is a fundamental aspect of building a sustainable educational framework; therefore, educators must

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adhere to a management paradigm when determining the level of transformation or progress towards quality education (Halawa & Mulyanti, 2023). One crucial component that has a substantial impact on higher education is the crucial role of educators in the transmutation of scientific knowledge for students. Educators strive to improve the quality of education through the pedagogical processes they provide to their students, along with responsibilities related to the advancement of teaching practices within the educational framework. It is crucial to emphasize that proficiency in subject matter and technical competence throughout the educational process are strict prerequisites for educators (Julianti, 2022). In the field of educational administration, the efficacy of lecturers can be assessed by the results of their efforts in implementing the Tri Dharma of Higher Education, which includes efforts in education, research, community service, and administrative functions (Warisno, 2022).

METHODS

This research was conducted at Universitas PGRI Palembang, located at Jl. Jend. A. Yani Lorong Gotong Royong, 9/10 Ulu, Seberang Ulu II District, Palembang City, South Sumatra 30116. PGRI Universitas Palembang is recognized as one of the private higher education institutions in South Sumatra Province, Indonesia. The methodological approach used in this research is quantitative research, which can be defined as a scientific paradigm in which data is represented numerically and can receive processing and analysis through mathematical and statistical methodologies.(Sekaran & Bougie, 2017).

The population in this study isThe number of samples in this study was all active students of the 3rd semester of the Indonesian Language Education Study Program, the Pewara Course, PGRI Palembang University, totaling 91 people.

The data collection techniques in this study were carried out using questionnaires, documentation, and interviews. The stages of data processing techniques before conducting data analysis were as follows: editing, coding, scoring, and tabulating. In this study, there are two variables, namely the independent variable and the dependent variable. The independent variables are the quality of learning and learning motivation. While the dependent variable is learning achievement. Instrument trials, validity tests, and reliability tests were carried out. Data analysis techniques in this study include classical assumption tests which include normality tests, multicollinearity tests, and heteroscedasticity tests. Multiple Linear Regression Analysis includes model feasibility tests, correlation coefficient (R) and determination coefficient (R2) tests, multiple linear regression equation models, and hypothesis tests (t-test).

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RESULTS AND DISCUSSION

Results of the Validity Test of the Learning Quality Variable

Table 1. Results of the Validity Test of the Learning Quality Variable

No.	Indicator	r-count	r-table	Information
1.	Teacher learning behavior	0.725	0.207	Valid
2.	Mastering the curriculum	0.451	0.207	Valid
3.	Mastering the substance of the material	0.693	0.207	Valid
4.	Mastering learning methods & evaluation	0.731	0.207	Valid
5.	Responsibility for tasks	0.733	0.207	Valid
6.	Discipline	0.605	0.207	Valid
7.	Student behavior & learning impact	0.603	0.207	Valid
8.	Learning Climate	0.776	0.207	Valid
9.	Learning materials	0.5625	0.207	Valid
10.	Instructional Media	0.679	0.207	Valid

Source: Primary data processed from SPSS (2025)

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The results of the work environment variable validity test in Table 1 show that the calculated r-value for each indicator is greater than the calculated r-value (r-value > r-value). Therefore, it can be concluded that all indicators have met the validity requirements and can proceed to the next testing stage.

Results of the Validity Test of the Learning Motivation Variable

Table 2. Results of the Validity Test of the Learning Motivation Variable

No.	Indicator	r-count	r-table	Information
1.	The desire to succeed	0.591	0.207	Valid
2.	Motivation and need in learning	0.703	0.207	Valid
3.	Hopes and aspirations for the future	0.725	0.207	Valid
4.	Rewards in learning	0.790	0.207	Valid
5.	Interesting activities in learning	0.770	0.207	Valid
6.	Conducive learning environment	0.642	0.207	Valid

Source: Primary data processed from SPSS (2025)

The results of the validity test for the learning motivation variable in Table 2 show that the calculated r-value for each indicator is greater than the calculated r-value (r-value > r-value). Therefore, it can be concluded that all indicators have met the validity requirements (valid) and can proceed to the next testing stage.

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Results of the Validity Test of Learning Achievement Variables

Table 3. Results of the Validity Test of Learning Achievement Variables

No.	Indicator	r-count	r-table	Information
1.	Cognitive domain	0.641	0.207	Valid
2.	Affective domain	0.574	0.207	Valid
3.	Psychomotor domain	0.715	0.207	Valid

Source: Primary data processed from SPSS (2025)

The results of the validity test for the learning achievement variables in Table 3 show that the calculated r-value for each indicator is greater than the calculated r-value (r-value > r-value). Therefore, it can be concluded that all indicators have met the validity requirements (valid) and can proceed to the next testing stage.

Reliability Test Results

In a reliability test, if the Cronbach's Alpha value is > 0.60, then a variable is declared reliable. After further data processing, the following results were obtained.

Table 4. Reliability Test Results

No.	Variables	*Cronbach's Alpha*	Information
1.	Learning Quality (X1)	0.904	Reliable
2.	Learning Motivation (X2)	0.885	Reliable
3.	Learning Achievement (Y)	0.791	Reliable

Source: Primary data processed from SPSS (2025)

The reliability test results in Table 4 show that the Cronbach's Alpha value for the three

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research variables, namely learning quality, learning motivation, and learning achievement, is greater than 0.60 (Cronbach's Alpha > 0.60). Therefore, it can be concluded that all variables proposed in this research model have met the reliability requirements and can proceed to the next testing stage.

DISCUSSION

Improving the quality of education for educational institutions is currently a top priority. This is a crucial part of building sustainable education. Therefore, educators/educational staff must possess management principles in implementing changes or development towards quality education (Halawa & Mulyanti, 2023). The quality of learning is highly influential for higher education institutions, as it has significant consequences for the quality of educational outcomes and the development of students' critical thinking skills. An effective learning process embodies the concepts of efficacy and precision, as well as the overall efficiency of the various components that contribute to the educational experience. These components include, among others: careful design of instructional materials, duration of instructional engagement, diversity of pedagogical strategies used, regularity of assignments and homework distribution, frequency of evaluative assessments of student learning progress, distribution of appropriate media and educational resources, supportive learning environments (characterized by interactivity, inspiration, enjoyment, challenge, and encouragement for active student participation), and the application of appropriate assessment methodologies (Warisno, 2022). The above theory aligns with several studies that demonstrate the influence of learning quality on academic achievement (Biringkanae et al., 2023); (Budiyarti, 2020); and (Fatimah et al., 2022).

Universitas PGRI Palembang is one of the universities in Indonesia that continues to strive to improve the quality of higher education, by carrying out a long-term vision that by 2027 this university will be able to become an excellent, competitive, and character-based institution in the development of quality-based science, technology, and arts (IPTEKS) at the national level. In order to realize this vision, Universitas PGRI Palembang has a number of superior study programs, one of which is the Indonesian Language Education Study Program, which not only focuses on providing theoretical material on language and literature, but also emphasizes the importance of the quality of the learning process through the integration of innovative teaching methods adapted to the development of educational technology. This approach is expected to be able to prepare students to have comprehensive competencies in the fields of linguistics, literature, and communication skills, so that they are ready to compete and able to meet professional demands

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in various relevant fields (Universitas PGRI Palembang, 2024). The population in this study includes all active students in the 3rd semester who are taking the Pewara course in the Indonesian Language Education Undergraduate Study Program, Universitas PGRI Palembang, totaling 91 people. Thus, the number of samples in this study is all students in the population, namely 91 active students in semester 3 who are registered in the Pewara course of the Indonesian Language Education Undergraduate Study Program at PGRI Palembang University.

The results of the actions taken inEfforts to improve learning activities and narrative writing skills of eighth grade students through the problem solving learning model at SMP Negeri 1 Saling, Empat Lawang Regency can be said that the cycle 1 actions that have been implemented have not achieved the expected completeness. Student learning activities can be said to be still low. This is evident from the results of the cycle 1 action research, students who actively participated in the learning process were enthusiastic in listening and following the learning process as well as asking things that were unknown or not understood as many as 7 students or 23.3%. Students who were passive in cycle 1 actions, students listened and followed the learning process but were only silent and did not ask things that were unknown or not understood as many as 18 students or 60%. Inactive students, namely students who tended to be silent and did not respond to the results of learning activities and did not ask things that were unknown or not understood even when the teacher delivered the learning, students talked with their friends and did not pay attention as many as 5 students or 16.7%.

Based on the results of observations of student learning activities in the learning process in cycle 2, the results obtained were students who actively participated in the learning process, students were enthusiastic in listening and following the learning process while asking things that were unknown or not understood as many as 21 students or 70%. Students who were passive in cycle 2, students listened and followed the learning process but were only silent and did not ask things that were unknown or not understood as many as 6 students or 20%. Students who were inactive, namely students who tended to be silent and did not respond to the results of learning activities and did not ask things that were unknown or not understood even when the teacher delivered the learning, students talked with their friends and did not pay attention as many as 3 students or 10%. Based on the results of observations of student learning activities in the learning process in cycle 3, very good results were obtained, where students who actively participated in the learning process, students were enthusiastic in listening and following the learning process while asking things that were unknown or not understood as many as 28 students or 93.3%. Two students, or 6.7%, were passive in cycle 3. They listened and participated in the learning process

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but remained silent and did not ask questions about things they did not understand. Meanwhile, there were no inactive students.

The researcher can explain the students' learning activities from each action that has been carried out in the recapitulation table below.

Table 1. Recapitulation of Student Learning Activities in Each Cycle

No.	Student Learning Activities	Cycle 1	%	Cycle 2	%	Cycle 3	%
1	Active	7	23.3%	21	70%	28	93.3%
2	Passive	18	60%	6	20%	2	6.7%
3	Not active	5	16.7%	3	10%	0	0%
Number of Students		**30**	**100%**	**30**	**100%**	**30**	**100%**

Based on the results achieved in the table above, it appears that there has been an increase in the learning activities of class VIII3 students at SMP Negeri 1 Saling, Empat Lawang Regency, where activities from cycle 1, cycle 2, and cycle 3 have increased.

Based on the results of the cycle 1 action of narrative essay writing skills of class VIII3 students through the problem solving learning model at SMP Negeri 1 Saling, Empat Lawang Regency, it is known that 12 students achieved learning mastery with a percentage of 40%. The average value achieved was 66.97. This means that the achievement of mastery in narrative essay writing skills of class VIII3 students through the problem solving learning model at SMP Negeri 1 Saling, Empat Lawang Regency has not been said to be complete.

Based on the results of cycle 1 of this classroom action research, it can be said that the expected results have not been achieved. After being given actions in the learning process through the problem-solving learning model, the following events can be noted during the learning and teaching process: 1) There were still several students who were busy with their own activities while the teacher was explaining the material. This resulted in the teacher often reprimanding students in between giving explanations. Even when the teacher reprimanded students who were being noisy, it would only calm the students for a few moments. When the teacher returned to explaining the material, quite a few students returned to making noise. They instead played by themselves with their deskmates or even just rested their chins and lay down with their heads on

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the table. Seeing this situation, the teacher was unable to do much other than reprimand them.

Likewise, the narrative writing skills of class VIII3 students through the problem solving learning model at SMP Negeri 1 Saling, Empat Lawang Regency have not yet achieved the expected completeness. Students who achieved learning completeness were 12 students with a completeness percentage of 40%. The average value achieved was 66.97. This means that the achievement of completeness in narrative writing skills of class VIII3 students through the problem solving learning model at SMP Negeri 1 Saling, Empat Lawang Regency has not been said to be complete. Related to the actions of cycle 1 that have been implemented and indicate that the scores obtained by the majority of students are still below the learning completeness standard that has been set, namely 70, so the researcher feels the need to hold cycle 2 as an improvement on cycle 1.

Based on the results of observations of student learning activities in the learning process in cycle 2, the results obtained were students who actively participated in the learning process, students were enthusiastic in listening and following the learning process while asking things that were unknown or not understood as many as 21 students or 70%. Students who were passive in cycle 2 actions, students listened and followed the learning process but were only silent and did not ask things that were unknown or not understood as many as 6 students or 20%. Students who were not active, namely students who tended to be silent and did not respond to the results of learning activities and did not ask things that were unknown or not understood even when the teacher delivered the learning, students talked with their friends and did not pay attention as many as 3 students or 10%.

Based on the results of the cycle 2 action of narrative essay writing skills of class VIII3 students through the problem solving learning model at SMP Negeri 1 Saling, Empat Lawang Regency, it is known that 21 students achieved learning mastery with a percentage of 70%. The average value achieved was 76.53. This means that the achievement of mastery in narrative essay writing skills of class VIII3 students through the problem solving learning model at SMP Negeri 1 Saling, Empat Lawang Regency in cycle 2 has not been said to be complete.

Based on the results of cycle 2 of this classroom action research, it can be said that the expected results have not been achieved. After being given actions in the learning process through the problem-solving learning model, the following events can be noted during the learning and teaching process: 1) There are still some students who are busy with their own activities while the teacher is explaining the material. This results in the teacher often reprimanding students in between giving explanations. Even when the teacher reprimands students who are being noisy, it

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only calms them down for a few moments. When the teacher returns to explaining the material, quite a few students return to making noise. They instead play by themselves with their deskmates or even just rest their chins and lie down with their heads on the table. Seeing this situation, the teacher is unable to do much other than reprimand them.

Likewise, the narrative writing skills of class VIII3 students through the problem-solving learning model at SMP Negeri 1 Saling, Empat Lawang Regency have not yet reached the expected mastery. Students who achieved learning mastery were 21 students with a mastery percentage of 70%. The average value achieved was 76.53. This means that the achievement of mastery in narrative writing skills of class VIII3 students through the problem-solving learning model at SMP Negeri 1 Saling, Empat Lawang Regency has not been said to be complete.

In relation to the actions of cycle 2 that have been implemented and indicate that the scores obtained by the majority of students are still below the learning completion standard that has been set, namely 70, so the researcher feels the need to hold cycle 3 as an improvement on cycle 2.

Based on the results of observations of student learning activities in the learning process in cycle 3, very good results were obtained, where students who actively participated in the learning process were enthusiastic in listening and following the learning process while asking things they did not know or did not understand as many as 28 students or 93.3%. Students who were passive in cycle 3, students listened and followed the learning process but were only silent and did not ask things they did not know or did not understand as many as 2 students or 6.7%. Meanwhile, students who were inactive could be said to be non-existent.

Based on the results of the cycle 3 action of narrative essay writing skills of class VIII3 students through the problem solving learning model at SMP Negeri 1 Saling, Empat Lawang Regency, it is known that 28 students achieved learning completeness with a percentage of completeness of 93.33%. The average value achieved was 87.10. This means that the achievement of completeness in narrative essay writing skills of class VIII3 students through the problem solving learning model at SMP Negeri 1 Saling, Empat Lawang Regency in this cycle 3 can be said to be complete, and classically it has also met the requirements, namely more than 85% of the learning completeness achievement has been met. This means that in the research activities in this cycle 3 action, the researcher did not continue the research activities anymore, because the results obtained had met the requirements for completeness in the research activities, namely efforts to improve learning activities and narrative essay writing skills of class VIII students through the problem solving learning model at SMP Negeri 1 Saling, Empat Lawang Regency.

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Based on the results of the research activities that have been carried out, there appears to be an increase in the narrative writing skills of class VIII students through the problem solving learning model at SMP Negeri 1 Saling, Empat Lawang Regency. Research activities in cycle 1 showed that the results obtained by students were 12 people or 40% complete, in the action activities of cycle 2 research showed an increase, students who completed were 21 students or 70%. Likewise with research activities in cycle 3 action, the results of student completeness achievement were 28 people or 93.3%. Thus, it can be said that the expected results have met the completeness requirements, so the researcher did not continue to the next action, because the results that have been achieved are in accordance with the established KKM, which is 70 and the classical student learning completeness of 85% has been achieved.

Based on the research results obtained through the classroom action research conducted, it can be said that there is an increase in learning activities and narrative writing skills of eighth grade students through the problem solving learning model at SMP Negeri 1 Saling, Empat Lawang Regency. This is known from the learning process implemented that from each action cycle there is an increase in learning activities and narrative writing skills of eighth grade students through the problem solving learning model.

Based on the results of observations of student learning activities in the learning process in cycle 1, the results obtained were students who actively participated in the learning process, students were enthusiastic in listening and following the learning process while asking things that were unknown or not understood as many as 7 students or 23.3%. Students who were passive in cycle 1, students listened and followed the learning process but were only silent and did not ask things that were unknown or not understood as many as 18 students or 60%. Students who were not active, namely students who tended to be silent and did not respond to the results of learning activities and did not ask things that were unknown or not understood even when the teacher delivered the learning, students talked with their friends and did not pay attention as many as 5 students or 16.7%.

Based on the results of the cycle 1 action of narrative essay writing skills of class VIII3 students through the problem solving learning model at SMP Negeri 1 Saling, Empat Lawang Regency, it is known that 12 students achieved learning mastery with a percentage of 40%. The average value achieved was 66.97. This means that the achievement of mastery in narrative essay writing skills of class VIII3 students through the problem solving learning model at SMP Negeri 1 Saling, Empat Lawang Regency has not been said to be complete.

Based on the results of cycle 1 of this classroom action research, it can be said that the

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expected results have not been achieved. After being given actions in the learning process through the problem-solving learning model, the following events can be noted during the learning and teaching process: 1) There were still several students who were busy with their own activities while the teacher was explaining the material. This resulted in the teacher often reprimanding students in between giving explanations. Even when the teacher reprimanded students who were being noisy, it would only calm the students for a few moments. When the teacher returned to explaining the material, quite a few students returned to making noise. They instead played by themselves with their deskmates or even just rested their chins and lay down with their heads on the table. Seeing this situation, the teacher was unable to do much other than reprimand them.

Likewise, the narrative writing skills of class VIII3 students through the problem solving learning model at SMP Negeri 1 Saling, Empat Lawang Regency have not yet achieved the expected completeness. Students who achieved learning completeness were 12 students with a completeness percentage of 40%. The average value achieved was 66.97. This means that the achievement of completeness in narrative writing skills of class VIII3 students through the problem solving learning model at SMP Negeri 1 Saling, Empat Lawang Regency has not been said to be complete. Related to the actions of cycle 1 that have been implemented and indicate that the scores obtained by the majority of students are still below the learning completeness standard that has been set, namely 70, so the researcher feels the need to hold cycle 2 as an improvement on cycle 1.

Based on the results of observations of student learning activities in the learning process in cycle 2, the results obtained were students who actively participated in the learning process, students were enthusiastic in listening and following the learning process while asking things that were unknown or not understood as many as 21 students or 70%. Students who were passive in cycle 2 actions, students listened and followed the learning process but were only silent and did not ask things that were unknown or not understood as many as 6 students or 20%. Students who were not active, namely students who tended to be silent and did not respond to the results of learning activities and did not ask things that were unknown or not understood even when the teacher delivered the learning, students talked with their friends and did not pay attention as many as 3 students or 10%.

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writing skills of class VIII3 students through the problem solving learning model at SMP Negeri 1 Saling, Empat Lawang Regency in cycle 2 has not been said to be complete.

Based on the results of cycle 2 of this classroom action research, it can be said that the expected results have not been achieved. After being given actions in the learning process through the problem-solving learning model, the following events can be noted during the learning and teaching process: 1) There are still some students who are busy with their own activities while the teacher is explaining the material. This results in the teacher often reprimanding students in between giving explanations. Even when the teacher reprimands students who are being noisy, it only calms them down for a few moments. When the teacher returns to explaining the material, quite a few students return to making noise. They instead play by themselves with their deskmates or even just rest their chins and lie down with their heads on the table. Seeing this situation, the teacher is unable to do much other than reprimand them.

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Based on the results of observations of student learning activities in the learning process in cycle 3, very good results were obtained, where students who actively participated in the learning process were enthusiastic in listening and following the learning process while asking things they did not know or did not understand as many as 28 students or 93.3%. Students who were passive in cycle 3, students listened and followed the learning process but were only silent and did not ask things they did not know or did not understand as many as 2 students or 6.7%. Meanwhile, students who were inactive could be said to be non-existent.

Based on the results of the cycle 3 action of narrative essay writing skills of class VIII3 students through the problem solving learning model at SMP Negeri 1 Saling, Empat Lawang Regency, it is known that 28 students achieved learning completeness with a percentage of completeness of 93.33%. The average value achieved was 87.10. This means that the achievement

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of completeness in narrative essay writing skills of class VIII3 students through the problem solving learning model at SMP Negeri 1 Saling, Empat Lawang Regency in this cycle 3 can be said to be complete, and classically it has also met the requirements, namely more than 85% of the learning completeness achievement has been met. This means that in the research activities in this cycle 3 action, the researcher did not continue the research activities anymore, because the results obtained had met the requirements for completeness in the research activities, namely efforts to improve learning activities and narrative essay writing skills of class VIII students through the problem solving learning model at SMP Negeri 1 Saling, Empat Lawang Regency.

Based on the results of the cycle 3 action, it can be said that all activities from the cycle 1, cycle 2 and cycle 3 actions resulting from efforts to improve learning activities and narrative writing skills of class VIII students through the problem solving learning model at SMP Negeri 1 Saling, Empat Lawang Regency can be said to be complete. However, in Indonesian language learning activities at school and in order to achieve better results, the researcher handed over this learning process to the school, because the sub-material in Indonesian language learning is not only writing narrative essays, but there are still many other sub-materials that must be fulfilled from the RPP that has been designed each semester.

The classification of these activities shows that student learning activities are very complex. Learning activities can be created by implementing enjoyable learning by presenting a variety of learning models that further stimulate student activity. Thus, students will be more active in learning activities. There are nine aspects to foster student activity in learning activities (Yamin, 2017), namely: 1) Providing motivation for students to be active in learning activities. 2) Providing explanations to students regarding the objectives to be achieved in learning. 3) Reminding students of prerequisite competencies. 4) Providing topics or problems as a stimulus for students to think related to the material to be learned. 5) Providing instructions to students on how to learn it. 6) Eliciting student activity and participation in learning activities. 7) Providing feedback. 8) Monitoring student knowledge by giving tests. 9) Summarizing each material presented at the end of the lesson. Some of the methods above are carried out to foster student learning activities. Of course, in this case, the teacher becomes a motivator for students in learning. Teachers are able to carry out their role in students' learning, guiding, directing, and even giving tests to measure how much students' abilities in learning.

The theory supporting the study of narrative writing is explained by Rahim (2017) that writing skills are language skills that are productive, producing, giving or conveying. Writers convey information/thoughts/feelings to others (readers). Didi (2022) argues that teaching writing

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is the basis for writing skills. In relation to good writing, the writing must at least have the following characteristics: (1) easy; (2) simple; (3) the presence of introductory means; and (4) accurate (Gie, 1996). Easy means that the writing is easy for readers to understand and every reader likes the writing because the writing can be understood without difficulty. Simple means that the sentences and words used in the writing are not excessive. Direct means that the writing is not convoluted in expressing the main topic. Accurate means that the writing can truly reflect the writer's thoughts so that it can be accepted by the reader.

This opinion clearly reflects the importance of writing skills for everyone, especially students. Meanwhile, Marahimin (2022) states that the purpose of writing is to express facts, feelings, attitudes, and thoughts clearly and effectively to readers. Based on Keraf's opinion, it can be said that writing is a creative activity that uses language as a means to actualize ideas and concepts using appropriate language conventions so that they can be understood by readers.

According to Komaruddin (2020), narrative writing is a form of writing that aims to narrate an event or incident chronologically, whether real or imaginary. Narrative can also be understood as a form of communication that tells a story, event, or experience with the aim of providing information, entertaining, or inspiring readers. Narrative is writing that recounts an event. Narratives are mostly in the form of fiction such as novels, short stories, fairy tales, and so on. Narratives are not always fictional; there are also factual narratives (better known as recounts) such as historical series, narrative interview results, interrogation transcripts, and so on (Zainurrahman, 2021).

Besides being based on facts, narrative writing can also be based on fiction, which is the result of imagination or fabrication, not based on actual events. Then, the next characteristic of narrative writing is a series of events, the relationship between one event and another. Furthermore, the most distinctive characteristic of narrative writing is telling (chronological events). Narratives are built by a storyline. This storyline will not be interesting if there is no conflict. In addition to the storyline, conflict and chronological order, the characteristics of narratives are more fully expressed by Rusyana (2021) as follows: 1) in the form of a story about events or experiences of the author, 2) the events or incidents conveyed are events that actually happened, can be purely imaginary or a combination of both, 3) based on conflict, because without conflict, narratives are usually not interesting, 4) have aesthetic value, and 5) emphasize chronological order.

To improve students' problem-solving skills, teachers should pose a variety of engaging problems. An engaging problem is one that is novel, meaning it has never been presented to

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students before. Furthermore, the problems presented should be within the students' reach, meaning they should align with their existing knowledge and skills. To ensure students' success in problem-solving, teachers should provide clear guidance. This guidance can take the form of questions to recall concepts, laws, or rules relevant to the problem at hand. It can also be guidance to guide students' thinking.

Several relevant studies on writing have been researched by Missriani, Fitriani (2020) with the title, "Efforts to Improve Students' Descriptive Writing Skills Through Direct Learning Models in Grade IV of SDN 1 Tanjung Agung, Musi Banyuasin Regency." The results of this study explain that there is an increase in students' descriptive writing abilities after being given action through learning using the direct learning model in grade IV of SDN 1 Tanjung Agung, Musi Banyuasin Regency. The researcher concluded that this study has similarities with the current study, namely both examining writing abilities. Furthermore, what differentiates this study from the current study is writing narratives and the learning model used.

Furthermore, research on problem solving was examined by Aditya's research (2019) entitled, "Improving Short Story Writing Learning by Using the Problem Solving Learning Model for Students of SMP Negeri 1 Cijambe." The results of this study concluded that learning to write short stories using the problem solving learning model can improve students' skills in writing short stories. This can be seen from the increase in research results in each cycle. The results of the implementation of this research action in each cycle experienced an increase. Starting from the average value of students in the pre-cycle which was only 56.1, in cycle I it increased to 62.9. Even so, the level of student completion in cycle I was still very low, namely only 7 people or 20.58% of students who were able to achieve the KKM. In cycle II there was another increase in all aspects, both student values and activities. In cycle II, the average value of students increased to 76.3. Here, many students have begun to reach the KKM limit, namely 27 people or 79.4%. However, this was deemed insufficient because there were still many students who had not reached the KKM limit. Then continued to cycle III where in this cycle the researcher decided to stop the research because it was deemed sufficient with 100% of students being able to achieve the KKM score. In addition, the average student score also increased to 82.05 in this cycle. Thus, it can be concluded that students experienced improvement in each cycle in learning to write short stories using the Problem Solving learning model. This study can be said to have similarities and differences with the current study, namely both examining writing skills using the problem solving learning model. The difference is that the current study examines, "Efforts to Improve Learning Activities and Narrative Writing Skills of Grade VIII Students through the Problem Solving Learning

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Model at SMP Negeri 1 Saling, Empat Lawang Regency."

CONCLUSION

Based on the results of data analysis and discussion that have been carried out comprehensively regarding the Influence of Learning Quality and Learning Motivation on Learning Achievement of Students of the Indonesian Language Education Undergraduate Study Program, the Speaker Course, PGRI Palembang University, several important conclusions can be formulated as follows.

The quality of learning has been proven to have a positive and significant effect on student learning achievement. The results of the partial test (t-test) show that the learning quality variable obtained a significance value of less than 0.05 and a calculated t-value greater than the t-table. This condition indicates that the quality of learning implemented by lecturers—which includes mastery of course material, selection and application of appropriate teaching methods, clarity of lecturers in delivering explanations, and the lecturer's ability to provide relevant and constructive learning evaluations—has a real contribution in improving student academic achievement. In other words, the higher the quality of learning applied, the greater the opportunity for students to achieve more optimal learning outcomes.

Learning motivation also has a positive and significant impact on student achievement. Based on statistical testing, the learning motivation variable makes a strong and significant contribution to improving student achievement. Students with high intrinsic motivation, an internal drive to succeed, clear learning goals, and a passion for self-development tend to demonstrate better academic performance than students with low levels of motivation. This indicates that learning motivation is a crucial internal factor in helping students achieve maximum academic achievement.

Learning quality and learning motivation simultaneously have a positive and significant influence on student learning achievement. The correlation coefficient (R) value of 0.611 indicates a fairly strong relationship between the two independent variables—learning quality and learning motivation—and the dependent variable, namely student learning achievement. Meanwhile, the Adjusted R^2 value of 0.359 indicates that the two variables together are able to explain 35.9% of the variation in changes in student learning achievement. The remaining 64.1% is influenced by various other factors not analyzed in this study, such as the learning environment, learning habits, mental readiness, family factors, learning interests, and students' psychological conditions.

Thus, it can be emphasized that improving the quality of learning implemented by

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lecturers, accompanied by efforts to strengthen students' learning motivation, plays a very strategic role in supporting the academic success of undergraduate students in the Indonesian Language Education Study Program. These two factors not only contribute individually but also have a significant collective influence in encouraging students to achieve higher learning achievements.

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