

## Original Research Article

# Increasing Student Learning Motivation is influenced by Teaching Techniques, Communication Styles of Educators and Work Environment

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**Abstract:** This research aims to analyze the influence of teaching techniques, communication styles of teaching staff, and the work environment on the learning motivation of Stukpa students at Adi Soemarmo Solo Air Base, both simultaneously and partially. This research also wants to analyze which variables, such as teaching techniques, communication styles of teaching staff, and work environment, influence the learning motivation of Stukpa students at Adi Soemarmo Air Base, Solo. The type of research used is explanatory research. This research was carried out at Stukpa at Adi Soemarmo Air Base, Solo, Jalan Cendrawasih II Tanjungsari Ngresep district. Ngemplak District. Boyolali. The population of this study was all Stukpa students at Adi Soemarmo Solo Air Base, namely 115 students. The sampling technique used in this research is purposive sampling, namely that all Stukpa students at Adi Soemarmo Solo Air Base will be research respondents. The analysis method uses multiple linear regression and hypothesis testing. The research results show that teaching techniques, communication styles of teaching staff, and the work environment affect the learning motivation of Stukpa students at Adi Soemarmo Solo Air Base, both simultaneously and partially. Furthermore, this research identified that teaching techniques had a dominant influence on the learning motivation of Stukpa students at Adi Soemarmo Air Base, Solo, Solo.

**Keywords:** Teaching Techniques, Communication Style, Work Environment, Learning Motivation.

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## 1. INTRODUCTION

The Officer Formation School (setukpa) is one of the patterns in soldier education in the TNI. The Officer Education School (setukpa) is carried out to improve personnel abilities and knowledge. Increase abilities and knowledge of personnel, which the Indonesian Air Force needs to carry out its duties and functions optimally. Hence, the Officer Formation Education School or Setukpa is the solution. In general, in the implementation of education, learning success is a measure of the success or failure of the learning process. Learning success is influenced by many things, including motivation, Syah, (2011: 136). About cognitive abilities, intrinsic motivation impacts learning success because intrinsic motivation comes from within the student and does not depend on encouragement from other people. Intrinsic motivation is generally more long-lasting than extrinsic motivation Syah, (2011: 137).

In order to increase students' learning motivation, educators must be able to foster students' motivation in the education process for officer formation.

This is because high motivation can improve learning outcomes. Satisfactory learning outcomes can improve the quality of human resources within the TNI-AU. Regarding learning motivation, educators also play a role in increasing student motivation. Djamarah stated that to increase learning motivation, one way is to increase student enthusiasm, Djamarah, (2011:169). Student enthusiasm can increase if educators provide an exciting atmosphere when learning (Djamarah, 2011, p. 169). An enjoyable atmosphere in the classroom can occur if educators can deliver material using varied teaching techniques Suparno, (2015:3).

Student learning motivation is essential because a decrease in learning motivation will impact the quality of graduates' setup, which is low and affects unit performance. The fact is that students often sleep in class, discussions lack enthusiasm, and weak self-motivation to learn among students, which can be seen from the often late submission of assignments; this turns out to be a very confusing problem for teaching staff. Definition of teaching techniques according to several

experts: According to Edward M. Anthony, the technique is a strategic method used by the teacher to achieve maximum results when teaching a specific part of the lesson.

In reality, teaching techniques and communication styles of teaching staff in delivering learning material differ between the communication styles of one teaching staff and the other. The material delivery uses teaching techniques, and the teaching staff's communication styles partly use oral communication. However, with poor notation and speaking style, there is too much use of verbal and written communication but with inappropriate facial expressions; as for teaching techniques and communication styles of teaching staff who have good facial expressions, notation, and speaking style but deliver the material, it is not conveyed well to Stukpa students.

Nurcahya (2018) stated that self-motivation to continue learning is essential for every student because this motivation will inspire students to remain enthusiastic about learning. On the other hand, with this motivation, students will find it easier to understand the material that the teaching staff has explained. Of course, this will hurt his quality and his future (Harjono *et al.*, 2024).

The pedagogical methods must align with the instructor's communication style when presenting educational content. Effective communication in teaching education enhances the ease, simplicity, and pleasure of lessons. Increased enjoyment of the learning process correlates with higher student motivation to engage with the supplied teachings. The findings of Sucia (2016) study demonstrate that the communication style of educators has a substantial impact on students' enthusiasm to learn.

Within the learning process, motivation serves as the primary force that propels students towards engaging in learning activities, ensuring their consistent participation and providing guidance towards achieving their desired learning objectives. Sardiman, (2018). When students possess strong motivation, they will effectively engage in the learning process. This includes displaying curiosity and attentiveness towards course explanations and reading materials, as well as identifying the most suitable approach to attain exceptional academic performance.

The work environment of Stukpa at Adi Soemarmo Air Base, Solo is characterized by favorable conditions, including adequate illumination and a moderate body temperature. Nevertheless, there is still room for improvement in the organization of the leader's room. For instance, the work desk is cluttered with books, which appears to hinder productivity. Similarly, the Yogyakarta Air Force Academy building is situated

in a vicinity close to Adi Soemarmo Air Base and Solo airport, both of which are frequented by motorized vehicles that contribute to pollution and make the office susceptible to vehicles entering and exiting via congested roads. Despite this, the office remains well-maintained, as stated by Irawan (1986:52).

The work environment is a component of the organization as a social system that exerts a significant impact on the development of human behavior and organizational performance (Rivai & Basri, 2014). The work environment has the potential to foster strong and enduring work relationships among individuals within that setting. Hence, it is imperative to make diligent endeavors to guarantee that the work environment is of exceptional quality and fosters a conducive atmosphere, thereby enabling employees to feel comfortable and contented, and to approach their task with enthusiasm and zeal. Execute each task.

This research aims to analyze the influence of teaching techniques, communication styles of teaching staff, and the work environment on the learning motivation of Stukpa students at Adi Soemarmo Solo Air Base, both simultaneously and partially. This research also wants to analyze which variables, such as teaching techniques, teaching staff communication styles, and work environment, influence the learning motivation of Stukpa students at Adi Soemarmo Air Base, Solo. Practically speaking, this research can be used as input for the Stukpa at Adi Soemarmo Air Base, Solo, so they can find out what the attitude of Stukpa students is towards technique teaching, the communication style of teaching staff and the work environment on student learning motivation and can also be used as a reference for taking strategic steps in order to increase the learning motivation of Stukpa students at Adi Soemarmo Air Base, Solo.

## 2. LITERATURE REVIEW

### 2.1 Learning Motivation

Learning motivation is a comprehensive element that serves as a powerful impetus for students to actively engage in the learning process (Sardiman, 2012, p. 75). Motivation to learn refers to the cognitive ability and determination that compels pupils to have aspirations, worries, or values that stimulate individuals to engage in behaviors, particularly those related to learning (Dimiyanti & Mudjiono, 2009, p. 80). Dimiyati and Mudjiono (2009:97-100) state that learning motivation can be influenced by aspects such as student desires, abilities, environmental conditions, and dynamic elements in learning. The indicators of learning motivation in this study are based on the criteria outlined by Sardiman (2012: 102), which include demonstrating perseverance in tackling tasks, not succumbing easily to challenges, displaying curiosity towards different types of problems, having a preference for working autonomously, and possessing the ability to articulate and defend one's own opinions.

## 2.2 Teaching Techniques

According to Mulyatiningsih, teaching techniques are specific ways educators implement learning methods. Learning techniques can use more than one learning technique. Therefore, one learning technique is specific, so it is not suitable to be applied to all learning situations Mulyatiningsih, (2011:2). From the definition above, it can be concluded that teaching techniques are the methods educators use in implementing education methods. Teaching technique indicators are tools to measure the success of the teaching technique applied. The teaching technique in this research uses the indicators described by Krismanto (2003:3-5), namely explanation techniques, questioning techniques, discussion techniques, and guided discovery.

## 2.3 Teaching Communication Style

In learning, communication is information educators provide students to convey learning material. Teaching communication style is a collection of behaviors of teaching staff in conveying lesson material to students (Supriadi *et al.*, 2024). Educators can use certain styles in certain materials. So, educators use more than one communication style in delivering learning. Novitasari (2016:20-21) states that various aspects can impact communication style, such as physical conditions, roles, historical context, chronology, language, relationships, and media. Urea (2013) identifies four markers of teaching communication styles: non-assertive, aggressive, manipulating, and assertive.

## 2.4 Work Environment

According to Isyandi (Pranitasari, 2018), states that the work environment refers to the conditions present in the workplace that can impact employees' performance. These conditions include factors like temperature, humidity, ventilation, lighting, noise, cleanliness, and the availability of sufficient work equipment (Saputra *et al.*, 2024). As stated by Nitisemito (2018:77), the work environment encompasses all elements that include workers and have the potential to impact their performance of given duties. Afandi (2016:52) states that the work environment is influenced by physical environmental variables and the psychological environment. Atrendi (2020) identifies three factors that impact the work environment: work atmosphere, interpersonal interactions with colleagues, and the availability of work facilities.

## 3. METHODS

### 3.1 Research Design

The study strategy utilizes a quantitative methodology, applying statistical methods such as multiple regression analysis to empirically examine a hypothesis. This study employed a causal-comparative methodology, incorporating three independent variables and one dependent variable. The results of the interaction between the variables being studied will be explained in more detail to give a thorough explanation for this type of research. The objective of this study is to examine the influence of teaching approaches, communication styles of teaching staff, and the work environment on the learning motivation of Stukpa students at Adi Soemarmo Air Base, Solo. Both the direct and indirect effects will be analyzed.

### 3.2 Research Location

Location this research was carried out at Stukpa at Adi Soemarmo Air Base, Solo, Jalan Cendrawasih II Tanjungsari Ngresep district. Ngemplak District. Boyolali. The choice of location for this research was because no one had researched the learning motivation of Stukpa students at Adi Soemarmo Air Base, Solo.

### 3.3 Research Population and Sample

The sample for this study consists of 158 students from the Stukpa program at Adi Soemarmo Air Base in Solo; of these, 18 are Wara and 140 are male. The Slovin formula was used to calculate the samples, and 115 samples were determined.

### 3.3 Data Analysis Techniques

The data was analysed using descriptive analysis techniques. The data in question can be analyzed quantitatively using statistical models in the SPSS version 25 computer application. A multiple regression analysis is used to determine the impact of teaching technique variables, communication style, and work environment on student learning motivation.

## 4. RESULTS AND DISCUSSION

### 4.1 Research Results

#### 4.1.1 Characteristics of Research Respondents Gender

The results of the classification tabulation according to the gender of Stukpa students at Adi Soemarmo Solo Air Base are presented in the table below.

**Table 1: Respondent Gender**

No	Gender	Number of Respondents	Percentage %
1	Man	98	85.2
2	Woman	17	14.8
		115	100%

Source: data processed 2023

Table 1 shows that there were 98 male responses (85.2%) and 17 female respondents (14.8%).

As a result, the number of male respondents was significantly higher.

**Age:** Tabulation results for stukpa students at Adi Soemarmo Solo Air Base according to age are presented in the table below.

**Table 2: Respondents by Age**

No	Age (Years)	Number of Respondents	Presentations%
1	30 - 35 Years	75	65.3
2	36 - 40 Years	25	21.7
3	41 - 47 Years	15	13.0
		115	100%

Source: data processed 2023

Table 2 shows that the number of responders aged 30 - 35 years is 75, or 65.3%. This demonstrates that the stukpa pupils go Adi Soemarmo Solo Air Base. The majority of them are of an advanced age and have extensive expertise and knowledge.

**Education**

Educational tabulation results for members of the Halim Perdanakusuma Jakarta TNI-Air Force base. They are presented in the table below.

**Table 3: Respondents Based on Education**

No	Education	Number of Respondents	Presentations%
1	Senior High School	70	60.9%
2	Diploma	35	30.4%
3	Bachelor	10	8.7%
		115	100%

Based on Table 3 above, it can be seen that the number of respondents with a high school education level dominates at 70 people or (60.9%). This shows that the high school education level of stukpa students at Adi Soemarmo Solo Air Base shows a good understanding of dealing with work problems.

**Years of Work**

The table below presents the tabulation results according to the length of service of Stukpa students at Adi Soemarmo Solo Air Base.

**Table 4: Respondents Based on Years of Work**

No	Age (Years)	Number of Respondents	Presentations%
1	<5 years	20	17.4%
2	6 – 10 years	60	52.2%
3	11 – 20 years	35	30.4%
		115	100%

Source: data processed in 2023

Based on Table 4 above, it can be seen that the number of respondents with a working period of 6 - 10 years dominates at 60 people or (52.2%). This shows that the work period of Stukpa students at Adi Soemarmo Solo Air Base shows a good understanding of dealing with work problems.

**4.1.2 Evaluation of Validity and Reliability of Research Instruments**

**Validity Test Results**

The validity test results for the 32 statement items that measure characteristics such as teaching methodologies, communication styles of teaching staff, work environment, and students' learning motivation are as follows:

**Table 5: Validity Test Results**

Variable	Items	Correlation coefficient	r. Table	Sig.	Information
Teaching Techniques (X1) Krismanto (2003:3-5)	X1.1	,476**	0.213	,000	Valid
	X1.2	,819**	0.213	,000	Valid
	X1.3	,761**	0.213	,000	Valid
	X1.4	,846**	0.213	,000	Valid
	X1.5	,600**	0.213	,000	Valid
	X1.6	,764**	0.213	,000	Valid
	X1.7	,823**	0.213	,000	Valid
	X1.8	,487**	0.213	,000	Valid

Variable	Items	Correlation coefficient	r. Table	Sig.	Information
Communication style of teaching staff (X2) Urea (2013)	X2.1	,770**	0.213	,000	Valid
	X2.2	,589**	0.213	,000	Valid
	X2.3	,751**	0.213	,000	Valid
	X2.4	,859**	0.213	,000	Valid
	X2.5	,636**	0.213	,000	Valid
	X2.6	,766**	0.213	,000	Valid
	X2.7	,702**	0.213	,000	Valid
	X2.8	,656**	0.213	,000	Valid
Work environment (X3) A trendy (2020)	X3.1	,520**	0.213	,000	Valid
	X3.2	,834**	0.213	,000	Valid
	X3.3	,763**	0.213	,000	Valid
	X3.4	,833**	0.213	,000	Valid
	X3.5	,632**	0.213	,000	Valid
	X3.6	,746**	0.213	,000	Valid
Student's motivation to study (Y) Sardiman (2012:102)	Y1.1	,455**	0.213	,000	Valid
	Y1.2	,822**	0.213	,000	Valid
	Y1.3	,755**	0.213	,000	Valid
	Y1.4	,871**	0.213	,000	Valid
	Y1.5	,566**	0.213	,000	Valid
	Y1.6	,720**	0.213	,000	Valid
	Y1.7	,785**	0.213	,000	Valid
	Y1.8	,560**	0.213	,000	Valid
	Y1.9	,646**	0.213	,000	Valid
	Y1.10	,783**	0.213	,000	Valid

Source: data processed 2023

Table 5 shows that the estimated r value for the 32 statement items is less than the specified r table figure (0.232), implying that the probability value (2-tailed Sig.) for the 32 questionnaire items is less than 0.05. The comparison reveals that the participants understood the 32 questionnaire items proposed by the researcher. As a result, all of the questionnaire items in this study were validated.

#### Reliability Test Results

Furthermore, it is anticipated that participants will furnish consistent and dependable responses for every item comprising the research instrument or questionnaire, with regard to each variable, in conjunction with the validity test. A variable is deemed reliable when the Cronbach's Alpha value derived from the computation meets or exceeds the predetermined threshold of 0.6.

Table 6: Reliability Test Results

Variable	Cronbach's Alpha	r. Table	Information
Teaching Techniques (X1)	,771	0.6	Reliable
Communication Style of Educators (X2)	,771	0.6	Reliable
Work environment (X3)	,779	0.6	Reliable
Student learning motivation (Y)	,767	0.6	Reliable

Source: data processed 2023

The test findings indicate that the Cronbach's Alpha value for the four variables representing the 32 study questionnaire items remained higher than the required cut-off value of 0.6. The analysis demonstrates that the participants provided consistent responses to all 32 items in the questionnaire as presented by the researcher. Therefore, all the items in the questionnaire used in this study were deemed to be reliable.

#### Multicollinearity Test Results

Multicollinearity develops when a regression model has a strong relationship between independent variables. Examining the VIF value allows one to find multicollinearity indicators. A VIF score of less than 10 indicates the lack of considerable multicollinearity.

**Table 7: Inflation Factor Variant Values**

Independent Variable		Collinearity Statistics	
		Tolerance	VIF
1	Student teaching techniques (X1)	.011	7,648
2	Communication Style of Educators (X2)	.095	6,572
3	Working environment (X3)	.018	5,547

Source: data processed in 2023

Based on the VIF calculation above, it can be seen that all independent variables, namely Work Discipline, Work Environment, and Organizational Citizenship Behavior (OCB), have VIF values below ten so that multicollinearity does not occur.

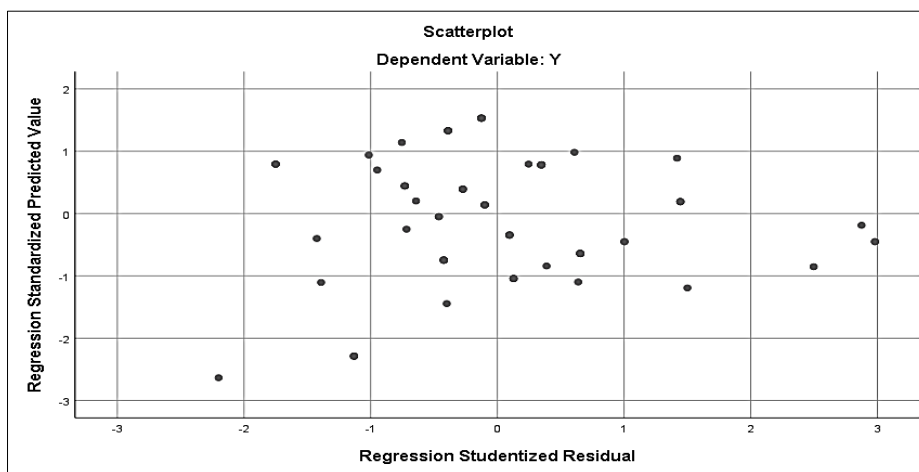
**Autocorrelation Test Results**

The Durbin-Watson (DW) method can be employed in a serial correlation test model to determine autocorrelation in a regression model. In the absence of autocorrelation symptoms, a regression model equation

has a Durbin-Watson value between -2 and 2, or  $-2 < DW < 2$ . The data show a Durbin-Watson value of 1.905, which is less than 2 but more significant than -2. Thus, the absence of autocorrelation in the regression model can be deduced.

**Heteroscedasticity Test Results**

The scatterplot results provide evidence of the heteroscedasticity test. If the scatter plot distribution is spread out, the regression equation does not contain heteroscedasticity.

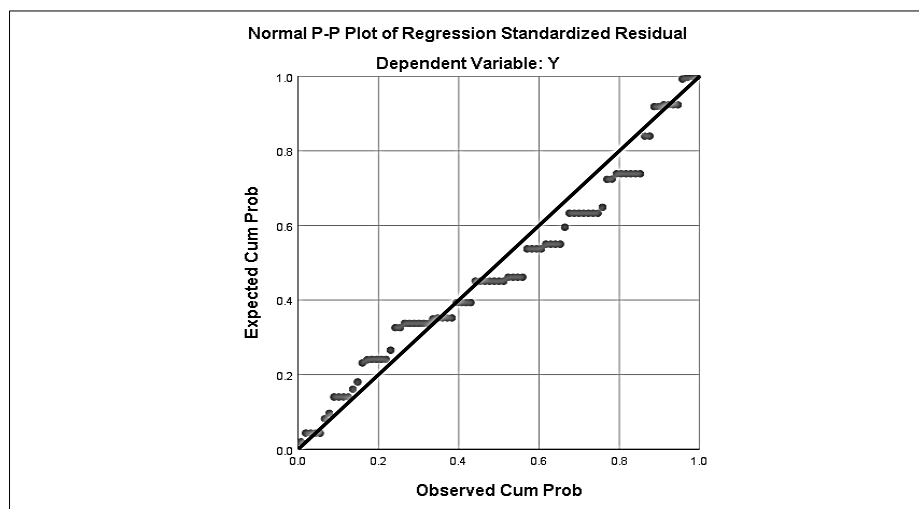


**Figure 1: Heteroscedasticity Test Results**

The image above is a scatterplot that explains why atttered dots do not form a pattern. According to the statistical analysis results, the pattern's irregularity above

shows no heteroscedasticity, meaning that the respondent's perception can be measured.

**Normality Test Results**



**Figure 2: Normality Test**

Figure 2 shows that the points are spread around and approaching the diagonal line, which shows that the research data is usually distributed.

**Multiple Linear Regression Results**

The results of multiple linear regression analysis between the variables of student teaching techniques, communication styles of teaching staff, and work environment on student learning motivation at Adi Soemarmo Solo Air Base are explained in Table 8 below:

**Table 8: Recapitulation of Multiple Linear Regression Analysis Results**

Variable	Information	Regression Coefficient (β)	count	Sig.
X1	Student teaching techniques (X1)	0.680	7,638	0.000
X2	Communication Style of Educators (X2)	0.409	4,819	0.000
X3	Work Environment (X3)	0.189	1,303	0.000
Constant	0.819			
R2	0.987			
Adjusted R Square	0.986			
F Count	2004.276			
Sig. F	0,000			
N	85			
Dependent variable = Student Learning Motivation (Y)				

Based on Table 9 above, a multiple linear regression equation can be prepared as follows:

$$Y = 0.876 + 0.452X1 + 0.461X2 + 1.032X3 + e$$

Based on the regression equation above, it can be seen that the regression is 0.819, indicating that when the independent variables (student teaching techniques, communication styles of teaching staff, and work environment) are assumed constant or a value of 0, then there is still or is motivation to learn from Stukpa students at Adi Soemarmo Solo Air Base. Based on the results of the regression coefficient values(β1), (β2), and (β3), all three show that student teaching techniques have a positive influence on the learning motivation of Stukpa students at Adi Soemarmo Sol Air Base.

Multiple correlation coefficient analysis can be used to assess the close association between the independent variables of student teaching strategies (X1), teacher communication styles (X2), work environment (X3), and the dependent variable of student learning motivation (Y). The R-value (the resulting correlation coefficient of 0.987a) indicates that the independent factors (student teaching methodologies, teaching staff communication styles, and work environment) have a 98.7% association with the dependent variable (student learning motivation). This figure shows a strong relationship between the independent variables chosen by the researcher and the dependent variable. The R2 (adjusted) value or coefficient of determination value is 0.987, which means that student teaching techniques, communication styles of teaching staff, and the work environment contribute to the learning motivation of Stukpa students at Adi Soemarmo Solo Air Base by 98.7%. The remaining 1.3% is another independent variable that should have been studied.

**4.1.3 Hypothesis Test Results 1**

In order to investigate the influence of student teaching technique variables, teaching staff

communication styles, and the work environment on student learning motivation at Adi Soemarmo Airport, Solo, the F test is used in this study to test hypothesis 1. The F test yielded the following results: the computed F value is 2004.276 with Sig. F of 0.000, and the F Table value (α:DF=nk-1) is 0.271 for α = 0.05 and DF = 85. The Fcount value (196.008) is more than the Ftable value (0.271) according to the comparison analysis; the Sig. F value (0.000) is less than the researcher's error rate of 0.05 or 5%. Therefore, it can be said that the work atmosphere, teaching staff communication style, and different student teaching techniques all have a big impact on the Stukpa students' motivation to learn at Adi Soemarmo Solo Air Base. Consequently, hypothesis 1 is verifiable.

**4.1.4 Hypothesis Test Results II**

In this study, hypothesis II is tested using the t-test, which quantifies the significance of each (partial) independent variable's impact on the dependent variable in the manner described below: The significant (Sig.) values for the next three variables are 0.000: The t values of variable X1 are 7.638; those of variable X2 are 4,819; and those of variable X3 are 1.303. According to the study's findings, the work environment, teaching staff communication methods, and student teaching strategies all have good significance values (Sig.t) and have some impact on how motivated students are to learn at Adi Soemarmo Airport in Solo. As a result, hypothesis II can be verified.

**4.1.5 Hypothesis Test Results III**

The work environment variable (X1) has the highest Unstandardized Coefficients value (7,638) when compared to the communication style variables of instructional staff and the work environment. Thus, Hypothesis III can be confirmed.

## **4.2 DISCUSSION OF RESEARCH RESULTS**

### **4.2.1 Teaching Techniques**

Two points measure teaching techniques in explaining. Educators use straightforward language to understand and communicate with Stukpa students and use various other methods in the learning process. The means analysis results show the highest value by measuring the techniques used to explain the stukpa students at Adi Soemarmo Solo Air Base, which educators demonstrate using various other methods in the learning process. The strongly agreed option indicates this. The teaching technique of asking questions is measured by two questionnaire items: educators can ask questions to motivate students, and educators can ask questions to encourage students to think. The means analysis results show the highest score by measuring the questioning techniques of Stukpa Adi Soemarmo Solo Air Base students, whom educators show to be able to ask questions to motivate students. The strongly agreed option indicates this. Teaching techniques and discussion techniques are measured by two questionnaire items consisting of educators using discussion techniques so that students can be motivated to learn, and discussion techniques need to be developed as a form of activity that supports life skills.

The means analysis results show the highest score by measuring the teaching techniques of Stukpa students at Adi Soemarmo Solo Air Base, which was shown by educators using discussion techniques to motivate students in learning. The choice of agree shows this. The guided discovery teaching technique was measured by two questionnaire items: the educator having a role in stating the problem and guiding students to find a solution, and the educator having a role in students following instructions and finding the solution themselves. The means analysis results show the highest score by measuring the teaching techniques of Stukpa students at Adi Soemarmo Solo Air Base, which educators show to have a role; students follow instructions and find their solutions. The agree option indicates this.

### **4.2.2 Teaching Communication Style**

The non-assertive communication style of teaching staff is measured by two questionnaire items: Educator style tends to delay the decision-making process, and educators prefer to remain silent rather than trigger crowds to create peace. The means analysis results show the highest value by measuring the style of educators who tend to delay the decision-making process. This is shown by the strongly agreed choice of 49.4%. The communication style of aggressive teaching staff is measured by two questionnaire items consisting of educators tending to show the power of authority and educators in conveying messages not only in the form of words but also accompanied by the use of body language. The means analysis results show the highest score for educators in conveying messages in words and

accompanied by body language. The strongly agreed choice indicates this.

The communication style of manipulative educators is measured by two questionnaire items: educators taking a more active role behind the stage and always taking the right momentum to convey something. The means analysis results show the highest score by measuring that educators always take the right momentum to convey something. The agree option indicates this. The communication style of Assertive teaching staff is measured by two questionnaire items consisting of educators with complete inner confidence expressing a person's opinions and educators also looking at needs and desires without violating students' rights. The means analysis results show the highest score by measuring educators and looking at needs and desires without violating students' rights. The agree option indicates this.

### **4.2.3 Work Environment**

Two elements assess the Working Environment Working Atmosphere. The stukpa students' atmosphere is clean and comfortable. The findings of the means analysis suggest that stukpa students have the highest environmental cleanliness score, which is classed as good. The strongly agreed-upon option demonstrates this. Two items assessed the work environment and connections with colleagues. Stukpa students received mutual help when doing nursing chores, and they were able to converse easily with one another. The means analysis results reveal the highest value when measuring mutual help among Stukpa students while performing nursing activities. The strongly agreed-upon option demonstrates this. The work environment and availability of work facilities are measured by two factors: where the Stukpa students are, the educational facilities available, and the facilities available at the Stukpa students' place of school, as determined by current technology breakthroughs. The means analysis results reveal the highest value when measuring the location of stukpa students' educational facilities. The "agree" option reflects this.

### **4.2.4 Learning Motivation**

Motivation to study diligently in facing tasks is measured by two items: Stukpa students are motivated to study diligently, and Stukpa students desire to study diligently. The means analysis results show the highest score by measuring stukpa students who desire to study diligently. The agree option indicates this. Students' motivation to be tenacious in facing difficulties (not giving up quickly) was measured by two questionnaire items: stukpa students being tenacious in facing problems and stukpa students being persistent in solving problems. The means analysis results show the highest score by measuring stukpa students who are tenacious in facing problems. The strongly agreed choice indicates this. Students' learning motivation shows interest in various kinds of problems, measured by two items:



Stukpa students have an interest in learning, and Stukpa students have an interest in solving problems.

The means analysis results show the highest score by measuring stukpa students' interest in learning. The agree option indicates this. Students learning motivation is that they prefer to work independently, as measured by two questionnaire items consisting of stukpa students having an independent attitude and stukpa students being able to solve their problems. The means analysis results show the highest score by measuring how well stukpa students can solve their problems. The agree option indicates this. Students' motivation to defend their opinions was measured by two questionnaire items: stukpa students who could defend their opinions and stukpa students who dared to express their opinions. The means analysis results show the highest score by measuring stukpa students who can defend their opinions. The agree option indicates this.

## CONCLUSIONS AND RECOMMENDATIONS

The results of this research show that there is a significant influence between the variables of student teaching techniques, the communication style of teaching staff, and the work environment, which shows that these three independent variables have a positive influence on the learning motivation of Stukpa students at Adi Soemarmo Airport, Solo. This means that the better the students' teaching techniques, the higher the learning motivation of Stukpa students at Adi Soemarmo Solo Air Base and vice versa. This also shows that the better the extrinsic motivation of training participants, the higher the learning motivation results of Stukpa students at Adi Soemarmo Solo Air Base and vice versa. Finally, the influence of the work environment on student learning motivation shows that the higher the work environment, the higher the learning motivation results of Stukpa students at Adi Soemarmo Airport, Solo.

Based on the research results, several suggestions can be good references for the Adi Soemarmo Solo air base. It would be better if the Adi Soemarmo Solo Air Base improved the teaching techniques and communication styles of the teaching staff. They can provide learning motivation for students at the Officer Formation School (Stukpa) at the Adi Soemarmo Solo Air Base with varied, innovative, creative, and stimulating learning methods and media and develop abilities and competencies. School teaching staff forming Stukpa officers to be adaptive to technological developments. For officers formation school students (Stukpa) to improve their ability to work, more is needed to have attitudes, interests, motivation, and skills to work.

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