

Learning Dynamics In Economic Education: The Effect of the Joyful Learning Approach, Learning Motivation, and Teacher's Role on Students' Learning Outcomes at SMA Negeri 8

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Abstract

This study seeks to analyze the influence of the joyful learning approach, learning motivation, and the role of teachers on the learning achievement of grade X students of SMA Negeri 8 Kediri in the subject of Economics. This research is motivated by the fact that there are still students who have not achieved the Minimum Completeness Criteria (in Indonesia called KKM), so efforts are needed to identify factors that can improve learning outcomes. This research applies a quantitative analytical method with an associative design. The study sample comprised 124 students who were selected using purposive sampling techniques. A questionnaire served as the primary tool for gathering data, while multiple linear regression was processed analyzed through SPSS software. The findings showed that the joyful learning approach contributed positively and significantly to the improvement of student learning outcomes. ($t = 4.121$; $p < 0,05$). A statistically significant positive effect was identified between learning motivation and learning outcomes. ($t = 3.399$; $p < 0.05$), along with the role of teachers which similarly demonstrated a positive and significant influence ($t = 2.710$; $p < 0.05$). Taken together, the joyful learning approach, learning motivation, and the teacher's role had a significant influence on student learning outcomes ($F = 12.252$; $p < 0.05$). The value of the determination coefficient of 0.215 confirms that these three variables are able to explain 21.5% of the differences in student learning outcomes. These This finding shows that the joyful learning approach, high learning motivation, and optimization of the role played by teachers are decisive factors in improving students' learning outcomes

Keywords: Joyful Learning Approach, Learning Motivation, Role Of Teachers, Learning Outcomes.

INTRODUCTION

Education holds a vital role in fostering the development of competent and high-quality human resources.. Through education, learners are expected to achieve their fullest potential, improve their knowledge, skills, and form the character needed in community life. The success of the educational process can be identified from students' learning outcomes. Learning outcomes are indicators that show the level of students' mastery of the learning materials that have been given during the learning process. According to (Yandi, 2023) Learning outcomes are behavioral changes that include cognitive, affective, and psychomotor domains developed through learning experiences obtained by students. Therefore, improving learning outcomes is one of the main goals that must be achieved in the implementation of education. Students' academic outcomes are formed through the interplay between factors originating inside and outside the learner. Among these various factors, the learning approach used by teachers, Students' learning motivation and teachers' roles are factors that make a significant contribution in determining learning success. These three factors play an important role in creating an effective learning atmosphere and being able to encourage students to achieve optimal learning outcomes. (Ambrosiani, 2025). One of the learning approaches that has been developed in recent years is the joyful learning. In (Rohani et al., 2021), joyful learning approach. It is defined as a learning approach developed to create an engaging learning experience. so that material becomes simpler or students to grasp.. Fun learning can heighten student attention, participation, and engagement throughout the learning process.

Besides the learning approach, students' learning outcomes are also significantly affected by their learning motivation. According to Sadirman, learning motivation is an encouragement that arises from within and outside students to carry out learning activities to achieve certain goals (Yogi Fernando et al., 2024). Students who have high learning motivation usually display perseverance, eagerness, and seriousness in participating in learning activities. On the other hand, weak motivation to learn may result in students becoming passive, give up easily, and have difficulty achieving optimal learning achievement. Therefore, motivation to learn ranks among the central aspects that should be considered in efforts to enhance students' learning outcomes.

Another factor that is no less important is the role of teachers. Teachers are not only in charge of delivering learning materials, but also act as facilitators, motivators, mediators, supervisors, and evaluators in the educational process (Surindra & Irmayanti, 2025). According to (Novi Andri Yanti, 2025), the achievement of learning is greatly affected by how well teachers manage their classrooms, choose the right learning strategy, and build positive interactions with students.

The phenomenon found at SMA Negeri 8 Kediri shows that the achievement of learning outcomes in Economics subjects has yet to attain optimal results.. Based on student learning outcome data, there are still a number of students who fall short of the Minimum Mastery Criteria (In Indonesia called KKM) set by the educational institution. This condition shows that efforts are necessary to identify factors behind the improvement of students' learning outcomes. A closer examination is therefore warranted on the factors contributing to students' learning outcomes

After conducting a literature review, research that examines the effect of the joyful learning approach, learning motivation, and the teacher's role simultaneously on the learning outcomes of students is still relatively limited, especially in Economics subjects. This research is relevant with previous research (Kusmana & Putri, 2025), which revealed that the learning process at the research site was still predominantly characterized by conventional teaching methods, resulting in students passive participation during classroom instruction. Consequently, students learning outcomes had not yet reached an optimal level. Following the implementation of the joyful learning approach, students became more actively engaged, demonstrated greater willingness to participate, and showed increased interest in the learning process. The study conclude that the joyful learning approach can serve as an effective strategy for improving student's learning outcomes by fostering a more enjoyable, student centered learning environment. After that, the result of the present research is relevant with previous research (Ali et al., 2022), which revealed that learning motivation plays a crucial role in encouraging students to achieve better learning outcomes. Learning motivation serves as a driving force, a guiding factor, and a regulator of student's learning behavior. The result of the present study are also relevant with previous research (Putri, 2023). In the previous research entitled '*The Influence Of Teacher's Role On Student's Learning Outcomes*'. The result found that the teacher's role makes a significant contribution to improving student's learning outcomes. It also emphasized that positive teacher-student interactions are a key factor in successful learning, with stronger interactions increasing the likelihood of achieving optimal learning outcomes.

This condition is a research gap that underlies the importance of this research being conducted. Based on this description, the present study sets out to examine the effects of the joyful learning approach, learning motivation, along with teacher role on the learning outcomes of Grade X students of SMA Negeri 8 Kediri in the subject of Economics, both partially and simultaneously. The results are expected to make a meaningful theoretical contribution to research concerning the determinants of learning outcomes and become a consideration to guide schools and teachers in crafting learning strategies that work better to improve the overall quality of learning and student outcomes.

RESEARCH METHODS

This study relies on a quantitative method and an associative research framework to assess the impact of the joyful learning approach, learning motivation, and the role of teachers on student learning outcomes. According to Sugiyono as cited in (Syahroni, 2022), quantitative research is a method used to examine relationships among variables through statistical analysis. Therefore, this study employed a quantitative approach with an associative research design. The location of the research is at SMA Negeri 8 Kediri. The study population was class X students, from which 124 respondents were drawn 124 respondents chosen through purposive sampling. A questionnaire employing a Likert-scale questionnaire functioned as the research instrument for data collection which measured the variables of joyful learning approach (X1), learning motivation (X2), and the role of teachers (X3). Learning outcome data was obtained through school documentation. Data analysis was performed with the assistance of SPSS software and involved a series of procedures, starting with a validity test, reliability test, classical assumption test, multiple linear regression test, partial test (t), simultaneous test (F), and determination coefficient. $Y = \alpha + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + e$

The statistical test was performed at the 0.05 significance level in order to gauge how the variable joyful learning approach approach, learning motivation, and the teacher's role shape student learning outcomes both partially and simultaneously.

RESULTS AND DISCUSSION

Results

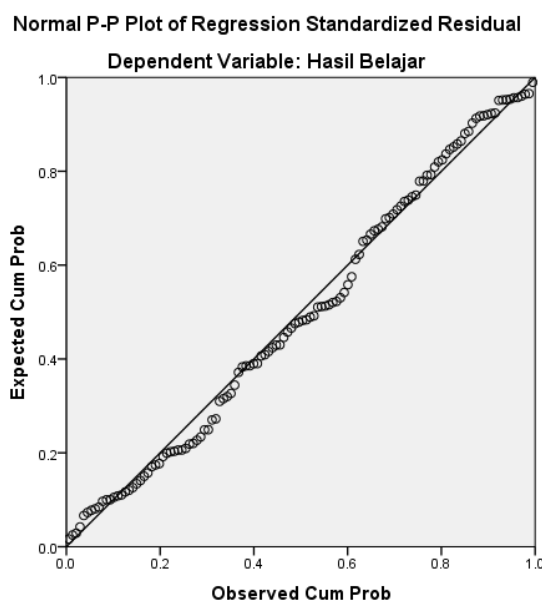
This study involved 124 students of class X of SMA Negeri 8 Kediri as respondents. Data were collected via questionnaire distribution to measure the joyful learning approach variable, learning motivation, and the role of teachers, as well as documentation of student learning outcomes in Economics subjects. Before hypothesis testing, the research instrument is first carried out a validity test and a reliability test on the statement instrument to ensure that the instrument is capable of measuring the research variables accurately and consistently. Statements are made from the indicators of each independent variable. The indicators of each independent variable are presented as follows:

According to Trinova in (Rohani et al., 2021), indicators of the variables of the joyful learning approach: 1) Pleasant and non-stressful classroom atmosphere 2) Active involvement of students 3) Use of learning media or learning strategies that are active and interactive 4) Positive interaction of students such as the courage to try 5) The relationship of learning materials with daily life. According to (Ahmad Farhan Sagara & Lina Sugiarti, 2023) mentioned the indicators of student motivation variables approach: 1) Having a strong drive to achieve success 2) An impulse to improve knowledge 3) Having goals or aspirations 4) Appreciation for the achievement of the learning process 5) There are motivating activities 6) There is a conducive environment. According to (Viktory N.J. Rotty, Apilena Isir, 2024), mentioned the indicators of the teacher's role variables: 1) Teachers as organizers 2) Teachers as evaluators 3) Teachers as motivators 4) Teachers as innovators 5) Teachers as transmitters 6) Teachers as facilitators 7) Teachers as mediators.

The validity testing revealed indicated that that every statement item measuring the joyful learning approach, learning motivation, and teacher role variables had correlation coefficients exceeding the r-table threshold at a 5% significance level. Consequently, all items were considered suitable and usable for the study. Furthermore, the results of the reliability test indicated that the joyful learning approach produced a Cronbach's Alpha of 0.619, learning motivation of 0.716, and the role of the teacher of 0.718. All values are above 0.60, confirming

the reliability of the research instrument. These results show that the instrument consistently and dependably measuring each of the research variables and is feasible to be disseminated to respondents to measure the influence of independent variables. After the instrument is declared valid and reliable, testing of the classical assumptions testing is carried out as a condition in multiple linear regression analysis. Procedures comprising the classical assumption test; 1) Normality test 2) Non-heteroscedasticity test 3) Non-multicollinearity test.

Based on the normality check, the research data proved found to be to follow a normal distribution as shown by the spread of residual points that follow a diagonal line on the normal probability plot, shown below as a normal probability plot graph:



Source: Primary data processed through *SPS software*

After the normality test was carried out, it was followed by a non-heteroscedasticity test. The Glejser test was used to test for non-heteroscedasticity in this study which was chosen because it was considered more objective than the scatterplot graph method whose interpretation tends to be subjective and depends on the researcher's observations. The decision rule states that the significance value must be greater than 0,05 for each variable confirms that the regression model is considered no heteroscedasticity. The output obtained from the Glejser test for non-heteroscedasticity appear in the table below:

Table 1. Result of Glejser Test

		Coefficients			t	Sig.
Model		Unstandardized Coefficients		Standardized Coefficients		
		B	Std. Error	Beta		
1	(Constant)	.344	.615		.558	.578
	Joyful Learning Approach	.002	.009	.021	.226	.821
	Learning Motivation	-.001	.007	-.018	-.195	.846
	The Role of the Teacher	.007	.005	.129	1.421	.158

Based on the results of the Glejser test, every independent variable returned significance values independent exceeding 0.05. These results show the absence of any significant influence between independent variables on absolute residual values. Therefore, the model is therefore free

from heteroscedasticity. After that was carried out, the classical assumption test was followed by a non-multicollinearity test which aimed to ensure that there was no strong correlation between independent variables in the multiple linear regression model. The following is presented a table of coefficients:

Table 2. Result of Non-Multicollinearity Test

Coefficients		
Model	Collinearity Statistics	
	Tolerance	VIF
1 (Constant)		
Joyful Learning Approach	.998	1.002
Learning Motivation	.998	1.002
The Role of the Teacher	.997	1.003

a. Dependent Variable: Learning Outcomes

Drawing on the data processing results presented in the coefficient table above, the output show that each independent variable have tolerance figures above 0.10, with VIF figures under 10. Such results point to no meaningful correlation between the independent variables, and the model is free from multicollinearity problems. Furthermore, with all every classical assumption being met being satisfied, the model is considered appropriate to proceed with hypothesis testing. To assess the effects of the joyful joyful learning approach, learning motivation, and teacher role variables on students' learning outcomes, multiple linear regression was run, yielding the regression equation below:

Tabel 3. Result of Partial Hypothesis Test

Coefficients					
Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	83.635	1.097		76.254	.000
Joyful Learning Approach	.065	.016	.329	4.121	.000
Learning Motivation	.045	.013	.272	3.399	.001
The Role of the Teacher	.025	.009	.217	2.710	.008

a. Dependent Variable: Learning Outcomes

The regression equation reveals positive coefficients across all independent variables, meaning that stronger application of the joyful learning approach, learning motivation, and the teacher's role generally accompanies a rise in student learning outcomes. The constant of 83.635 indicates that when all independent variables are considered constant, the score of students' learning outcomes remains at 83,635. The regression coefficients indicate that, holding the remaining variables fixed, a one-unit increase in the joyful learning approach variable is associated with an increase of 0.065 units in students' learning outcomes. Similarly, a one-unit increase in learning motivation and teacher role variables is associated with increases of 0.045 and 0.025 units, respectively, in students' learning outcomes.

Testing the first hypothesis produced that the joyful learning approach variable had a t-value of 4.121 with a significance level of $0.000 < 0.05$ indicating that the joyful learning approach variable had a statistically significant positive influence on students' learning outcomes. The second hypothesis test revealed that the learning motivation variable obtained a t-value of 3.399 with a significance level of 0.001, which is lower than 0.05. These findings indicate that learning motivation has a positive and statistically significant effect on students' learning outcomes. The third hypothesis testing confirmed that the role of the teacher had a t-

count value of 2.710 with a significance level of $0.008 < 0.05$. These results show that the role of teachers has a favorable and significant influence on student learning outcomes.

Table 4. Result of Simultaneous Hypothesis Test

ANOVA						
	Model	Sum of Squares	df	Mean Square	F	Sig.
1	Regression	44.537	3	14.846	12.252	.000b
	Residual	145.339	120	1.212		
	Total	189.935	123			

a. Dependent Variable: Learning Outcomes

b. Predictors: (Constant), Role of the Teacher, Joyful Learning Approach, Learning Motivation

Analysis produced an F-statistic of 12.252, surpassing the F-table figure of 2.68, at a significance level of 0.000. Because the significance falls under 0.05, it indicates that the joyful learning approach, learning motivation, together with teacher role have a simultaneous meaningful influence on student learning outcomes. These findings show that the learning outcomes of students emerge as the result of the interaction of various factors that support each other. To gauge the extent to which the joyful learning approach, learning motivation, and the role of teachers in explaining the variation in student learning outcomes, a determination coefficient (R^2) analysis was conducted. The table below reports the findings of the coefficient of determination (R^2) test:

Table 5. Result of Determination Coefficient

Model Summary					
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	.484a	.234	.215	1.101	1.755

a. Predictors: (Constant), Role of the Teacher, Joyful Learning Approach, Learning Motivation

b. Dependent Variable: Learning Outcomes

Furthermore, the determination coefficient analysis yielded an R^2 of 0.215, or 21.5%. This indicates that the variables of the joyful learning approach, learning motivation, and the teacher's role were able to account for the spread in student learning outcomes by 21.5%, while the remaining 78.5% were shaped by additional factors that were not studied in this study.

Discussion

The result of this research indicate that each independent variable contributes to improving student's learning outcomes, both partially or simultaneously. The discussion of each variable is presented as follows:

First, the results showed that the joyful learning approach had a positive and significant effect on student's learning outcomes. This indicate that the better the applying fun learning, the stronger the learning outcomes students reach, the higher their outcomes achieved by students, reduce boredom, and push students toward greater activity in understanding the material presented.

In addition to the learning approach, learning motivation also emerged as an important factor influencing student's learning outcomes. These findings indicate that highly motivated students tend to show greater effort in following learning, completing assignments, and achieving expected academic goals. Learning motivation serves as the force that steers student behavior in learning tasks. Students with a strong motivation to achieve success will be more active in seeking information, participating in learning, and trying to overcome various obstacles faced during the learning process. Conversely, students who demonstrate students with weak motivation prove less enthusiastic and fall short of their best learning outcomes.

Furthermore, the effectiveness of the learning process is also influenced by the role played by teachers. This shows that the better the teacher carries out his role throughout the learning process, the higher the learning outcomes that students can achieve. Here the teacher's role extends study is well beyond merely delivering material, but also as facilitators, motivators, mediators, evaluators, and supervisors. Teachers who effectively cultivate a positive atmosphere for learning and provide support to students will help increase student engagement and enthusiasm for learning. Additionally, teachers who actively provide feedback and guidance can help students understand the learning material better.

Taken together, the results demonstrate that student's learning outcomes are not determined by a single factor but by the interaction of several supporting factors. These results show that the learning outcomes of students emerge as the result of the interaction of various factors that support each other. This interpretation is also supported by the coefficient of determination, which indicates that the joyful learning approach, learning motivation, and the teacher's role can explain 21,5% of the variations in student's learning outcomes, while the remaining 78,5% is influenced by other factors beyond the scope of this research. These factors can be in the form of students' intellectual abilities, learning interests, family conditions, social environment, learning facilities, other learning strategies, and psychological factors that also affect the achievement of learning outcomes. Overall, the results indicate that the joyful learning approach, learning motivation, and teacher role significantly contribute to improving student learning outcomes.. These findings confirm that successful learning is not entirely determined by students' individual abilities, but also influenced by the quality of the learning process implemented by teachers and the psychological condition of students during learning processes. Therefore, the use of fun learning strategies, the improvement of learning motivation and the optimization of teacher roles need to be continuously developed to lift the quality of education along with student learning outcomes.

CONCLUSION

This research shows that the joyful learning approach, learning motivation, and the teacher's role demonstrate a positive and significant impact on learning outcomes of grade X students of SMA Negeri 8 Kediri in the subject of Economics. Partially, the joyful learning approach showed a positive and significant effect on learning outcomes ($t = 4,121 > 1,979$; significant $0,000 < 0,05$) indicating that creating a pleasant, interactive, and engaging learning environment contributes to better academic achievement. Likewise, learning motivation showed a positive and significant effect ($t = 3,399 > 1,979$; significant $0,001 < 0,05$) suggesting that students with stronger motivation tend to participate more actively in the learning process and achieve better learning outcomes. The teacher's role also had a positive and significant effect ($t = 2,710 > 1,979$; significant $0,008 < 0,05$), confirming that teachers play an essential role not only in delivering learning materials but also in facilitating, motivating, guiding, and supporting students throughout the learning process. Partially, these three variables have been shown capable of improve the learning outcomes of students through the creation of a pleasant learning atmosphere, high student learning motivation, and optimal role teachers play in managing the learning process.

Simultaneously, independent variable the joyful learning approach, learning motivation, and teacher's role had a significant contribution to student's learning outcomes ($F = 12,252$; significant $0,000 < 0,05$). Simultaneously, the joyful learning approach, learning motivation, and the teacher's role make a significant contribution to the learning outcomes of students. These findings indicate that improving raising the quality of learning must be supported by applying fun learning strategies, strengthening learning motivation, together with optimizing the role of

teachers to achieve better learning outcomes. Furthermore, the coefficient of determination showed ($R^2 = 0,215$) indicates that these independent variable can explained 21,5% of the variation in student's learning outcomes, while remaining 78,5% was influenced by other factors outside the scope of this research. Therefore, schools are encouragd to promote the implementation of joyful learning strategies, foster student's learning motivation, and strengthen teacher's professional roles in creating meaningful and engaging classroom experiences. Future studies are recommended to investigate additional variables, such as student's learning interest, family support, learning environment, self-efficacy, or learning facilities in order to provide a more comprehensive explanation of the factors affecting student's learning outcomes.

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