**Enhancing Student Learning Motivation through Private Tutoring: An Analysis of Teaching Skills**

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| **Article Info** | **Abstract** |
| ***Article history:***Received: 06/14/2023Revised: 06/21/2023Accepted: 06/30/2023 | **Purpose** – The primary objective of this study was to analyze the influence of teaching skills in private tutoring on student learning motivation.**Design/methods**– The research adopted a quantitative approach, utilizing a descriptive correlational analysis method to understand the interaction between private tutoring teaching skills (independent variable) and student learning motivation (dependent variable). The sample consisted of 63 sixth-semester students from the Faculty of Tarbiyah and Teacher Training engaged in private tutoring. Data were collected through questionnaires and analyzed using SPSS and SmartPLS 4, focusing on validity, reliability, and hypothesis testing.**Findings** – The study revealed significant correlations between teaching skills in private tutoring and various motivational factors, including intrinsic and extrinsic motivation, relevance, and knowledge transfer. It demonstrated the substantial influence of private tutor teaching skills on enhancing student learning motivation.**Research implications/limitations** – This research contributes to the broader understanding of the role of teaching skills in student motivation, particularly in private tutoring contexts. However, the study acknowledges its limitations, including its sample size and focus, suggesting the need for further research with a more diverse sample and exploration of additional motivational factors.**Practical implications** – The findings have practical implications for teacher training programs, highlighting the necessity of developing personalized teaching strategies to foster student engagement and learning outcomes. The study suggests that private tutors with specific pedagogical competencies can significantly impact student motivation compared to regular classroom teaching.**Originality/value** – This research offers new insights into educational psychology by demonstrating the significant impact of private tutoring teaching skills on student learning motivation. It fills a gap in the existing literature by providing quantitative evidence of this relationship and suggesting practical applications in teacher training and educational practice. |
| ***Keywords:****Private Tutoring, Student Learning Motivation, Teaching Skills* |
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**Introduction**

The educational trajectory of students in higher education is pivotal in shaping their futures and societal development. In Indonesia, students are regarded as the highest stratum of education, necessitating academic solid abilities and robust motivation to realize their aspirations and objectives (Auliyanti et al., 2019). This study investigates the impact of teaching skills, particularly in private tutoring, on enhancing student motivation, an essential factor in academic and personal development. The role of private tutors in motivating students is increasingly recognized as crucial in the educational landscape (Eckes et al., 2018; Ratminingsih et al., 2018). This research aims to explore this dynamic and its implications for student success.

Globally, educational systems emphasize nurturing students' intrinsic motivation along with their knowledge. This is especially relevant in education faculties, where students prepare to become future educators. Intrinsic factors like personal interest and creativity, and external factors such as career opportunities and financial incentives, significantly influence their teaching motivation (Auliyanti et al., 2019; Drakulić, 2022; Wang & Lee, 2019). The interplay between these factors and their impact on student motivation forms a core focus of this study (Soltanian & Ghapanchi, 2021; Tsai et al., 2020). Understanding these dynamics is critical to enhancing teaching effectiveness in future educators.

The relationship between teaching and learning is critical in understanding student motivation. Students who engage in teaching, whether in schools or as private tutors, often demonstrate increased motivation to learn, driven by clear career goals or financial needs (Ismail et al., 2020). This motivation benefits their academic success and enhances their teaching effectiveness. However, sustaining and enhancing this motivation presents challenges this study seeks to address (Moote, 2019; Orsini et al., 2020).

Research indicates various strategies to boost the learning motivation of students who teach. Effective time management, structured study plans, and a supportive social and educational environment are vital for maintaining motivation and achieving academic success (Auliyanti et al., 2019; Cheng et al., 2020). Additionally, teacher autonomy support and differentiated structure in learning environments correlate with student motivation (Domen et al., 2020; Tam et al., 2020). These findings inform the current study's focus on the role of private tutoring in enhancing student motivation.

The literature reveals gaps and controversies regarding the most effective methods to enhance student motivation through teaching skills. This study aims to bridge these gaps by analyzing the influence of private tutoring as a teaching skill on student motivation (Borghouts et al., 2023; Descals-Tomás et al., 2021). It seeks to contribute to understanding the dynamic interplay between teaching and learning, focusing on private tutoring (Aničić & Divjak, 2022; Mahler et al., 2018). The findings are expected to provide new insights into practical teaching approaches and their impact on student motivation.

The research explores how private tutoring can enhance student motivation in teacher education programs. The findings aim to offer valuable insights into the effectiveness of private tutoring in boosting student motivation and contributing to the discourse on teaching practices and student success (Nakata, 2023; Sum et al., 2022). This study also examines the broader implications of private tutoring on educational outcomes and student development (Brandmiller et al., 2020; Oyserman et al., 2021). A key focus is the potential benefits of private tutoring in fostering a more motivated and effective learning environment.

This study analyzes how teaching skills employed in private tutoring can elevate student motivation, which is crucial in education. By focusing on the influence of teaching skills in private tutoring, the research provides new insights into enhancing student motivation through practical teaching approaches (Banegas et al., 2020; Telyani et al., 2021). This is particularly important in teacher education, where students must master the subject matter and motivate themselves and their students (Froment et al., 2022; Maldonado et al., 2019). The outcomes are expected to offer valuable insights for educators, policymakers, and practitioners in the field of education.

**Methods**

The research design of this study was rooted in a quantitative approach, explicitly utilizing a descriptive correlational analysis method. This approach was selected to systematically and accurately describe the conditions under study and elucidate the relationships between the investigated variables. The primary focus was on two variables: teaching skills as a private tutor (X), the independent variable, and student learning motivation (Y), the dependent variable. This methodological choice was informed by the objective of understanding how these variables interact and influence each other in private tutoring (Auliyanti et al., 2019). The population targeted for this study consisted of sixth-semester students at the Faculty of Tarbiyah and Teacher Training, all engaged in private tutoring. The total number of students in this population was 76. To select a representative sample, Slovin's formula was applied, resulting in 63 respondents chosen for the study. Data collection incorporated both primary and secondary sources. Primary data were obtained via questionnaires filled out by students who were private tutors in FITK, while secondary data were derived from existing journal articles and information media. The study's analytical techniques included validity, reliability, and hypothesis testing, ensuring a comprehensive data evaluation (Auliyanti et al., 2019).

The study employed a non-random sampling technique for data collection and analysis procedures. Closed-ended questionnaires were distributed to the selected FITK students working as private tutors. The responses provided a rich dataset for analysis, which was processed using percentage techniques and the product-moment correlation. To facilitate this analysis, two software tools were utilized: SPSS (Statistical Product and Service Solution) version 25.0 for Windows and SmartPLS 4. These tools enabled a detailed and accurate examination of the data, ensuring robust and reliable results. SPSS and SmartPLS 4 were instrumental in calculating the statistical relationships between teaching skills and student learning motivation, providing quantitative insights into these dynamics. Ririgrigal testing methods were applied to ensure the study's reliability and validity. The validity test assessed the appropriateness of the questionnaire items about the research objectives, while the reliability test confirmed the consistency of the responses. These tests were pivotal in establishing the accuracy and trustworthiness of the data, thus reinforcing the validity of the findings.

**Results**

1. Learning Motivation

In Frederick Herzberg's theory, two factors influence motivation and job satisfaction. According to Herzberg, hygiene factors such as working conditions, salary, and company policies can cause dissatisfaction if they do not meet expectations. Meanwhile, motivational factors such as achievement, recognition, responsibility, and personal growth can increase motivation and job satisfaction.

Motivation plays a crucial role in the learning process, where it can be described as factors that drive individuals to take action and achieve goals (Auliyanti et al., 2019). In this context, motivation reflects an energy change marked by compelling urges and responses that emerge in the effort to achieve goals. Motivation relates to movement or action as a guide and driver in producing behavioral changes. According to Bomia et al., learning motivation refers to the readiness, desire, need, and existence of a student's drive to be actively involved in the learning process until achieving goals or success. Students with high learning motivation generally have a more remarkable ability to persevere in completing tasks than those with low learning motivation (Auliyanti et al., 2019).

1. Teaching Skills

As explained by Kyriacou, teaching skills refer to the activities conducted by a teacher in the teaching process using specific approaches and procedures that can be applied to students. Teaching skills are an essential part of a teacher's pedagogical competence that must be mastered, including the ability to guide students' learning activities. Thus, teaching skills are actions taken to facilitate students' learning process, both directly and indirectly, to achieve desired learning outcomes. The success of teaching methods dramatically influences the entire situation in the teaching and learning process (Auliyanti et al., 2019).

Teaching skills can be acquired through an effective teacher education program. Furthermore, there are principles of learning that can be applied in the learning process, tailored to specific skills obtained by teachers through education and training. Teachers' teaching skills can be measured through eight indicators, namely: (1) set education, which is the skill of opening learning; (2) explaining, which is the skill of explaining; (3) closure, which is the skill of closing learning; (4) questioning, which is the skill of asking questions; (5) reinforcement, which is the skill of providing reinforcement; (6) stimulus variation, which is the skill of performing variations; (7) demonstration, which is the skill of demonstrating; (8) using blackboard, which is the skill of using the blackboard (Auliyanti et al., 2019).

1. Private Tutor

A private tutor is an educator who provides individual learning to their students outside of school hours. They are responsible for delivering instruction, transferring knowledge to their students, and providing a positive example. The main difference between a private tutor and a regular teacher lies in their approach to teaching. A private tutor focuses more on a personal approach, where one teacher teaches a few students, typically between one to four (maximum). In contrast, a regular teacher teaches more students in a class, usually between 20 to 30 students. One of the advantages of a private tutor is the flexibility in determining the time and place of learning for their students, such as at the student's home or other locations, depending on the agreement between the tutor and student (Auliyanti et al., 2019).

Being a private tutor is not just about being a teacher but also involves understanding the role of an educator. Being a teacher and educator means having unique skills that are useful in the teaching process. There are four components that a private tutor must master in conducting teaching, namely: (1) planning and implementing teaching and learning activities; (2) organizing; (3) approaching personally; and (4) guiding and facilitating the learning process (Manajemen et al., 2018).

1. Validity Test

To test the relationship between the score of each question and the total score of a variable, a validity test of the data is conducted using Pearson correlation. Pearson correlation is a statistical method used to analyze the extent of the relationship between two variables. A validity test is used to determine the validity or invalidity of a questionnaire.

Table 1. Validity Test

Source: Data processed by SPSS

Based on the testing results using SPSS version 25, it can be concluded that all the questions used to measure variables in this study have a correlation coefficient greater than 0.3, in line with the recommendations from Sugiyono. For qualitative data to be valid, the correlation coefficient r must reach at least 0.3. The significance level also shows a value of less than 5% or 0.05. Therefore, it can be stated that all questionnaires used in this study have good validity (Auliyanti et al., 2019).

1. Reliability Test

A reliability or reliability test is conducted to assess the extent to which a questionnaire used can produce consistent results if measured again on the same subject at a different time. A questionnaire is considered reliable if stable, so its repeated use will yield similar results.

According to (Auliyanti et al., 2019), reliability testing can be done using Cronbach's Alpha coefficient. The reliability index criteria are differentiated in the table 2:

Table 2. Reliability Test

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| No | Interval Alpha Cornbach | Level of Reliability |
|  | 0,000 – 0,20 | Less Reliable |
|  | 0,201 – 0,40 | Somewhat Reliable |
|  | 0,401 – 0,60 | Moderately Reliable |
|  | 0,601 – 0,80 | Reliable |
|  | 0,801 – 1,00 | Highly Reliable |

Source: (Auliyanti et al., 2019).

Cronbach's test is commonly used to determine the reliability level of a questionnaire. Cronbach's Alpha results range from 0 to 1. It is considered reliable if the Cronbach's Alpha value is more significant than 0.60 (Siregar, 2012).

Table 3. Reliability Test Results

Source: Data processed by SPSS

Based on the reliability test table, table 3, it can be concluded that each variable in this study, namely the variables of private teacher experience, interest and engagement, extrinsic motivation, intrinsic motivation, relevance and knowledge transfer, and learning motivation, have Cronbach's Alpha values ≥ 0.60. Therefore, it can be concluded that all tested variables have good reliability.

1. Hypothesis Testing

According to (Auliyanti et al., 2019), hypothesis testing is conducted using the bootstrapping method. To determine the significance of the hypothesis, regression analysis is conducted by comparing the p-value with the significance level of 5% (α=5%). A hypothesis is considered significant if the probability value (p-value) is less than 5%.

Table 4. Hypothesis Test

Source: Data processed by SmartPLS

**The relationship between private teacher experience and learning motivation**

Based on data analysis using SmartPLS, a p-value of 0.000 < 0.050 was obtained. Therefore, private teacher experience has a significant influence on learning motivation. An increase in the variable of private teacher experience will significantly impact the increase in learning motivation. In contrast, a decrease in the variable of private teacher experience will significantly impact the decrease in learning motivation.

**The relationship between interest and engagement with learning motivation**

Based on data analysis using SmartPLS, a p-value of 0.000 < 0.050 was obtained. Therefore, interest and engagement have a significant influence on learning motivation. An increase in the variable of interest and engagement will significantly impact the increase in learning motivation. In contrast, a decrease in the variable of interest and engagement will significantly impact the decrease in learning motivation.

**The relationship between extrinsic motivation and learning motivation**

Based on data analysis using SmartPLS, a p-value of 0.000 < 0.050 was obtained. This indicates that extrinsic motivation has a significant influence on learning motivation. An increase in the variable of extrinsic motivation will significantly impact the increase in learning motivation. In contrast, a decrease in the variable of extrinsic motivation will significantly impact the decrease in learning motivation.

**The relationship between intrinsic motivation and learning motivation**

Based on data analysis using SmartPLS, a p-value of 0.000 < 0.050 was obtained. Therefore, intrinsic motivation has a significant influence on teacher motivation. An increase in the variable of intrinsic motivation will significantly impact the increase in teacher motivation. In contrast, a decrease in the variable of intrinsic motivation will significantly impact the decrease in teacher motivation.

**The relationship between relevance and knowledge transfer with learning motivation**

Based on data analysis using SmartPLS, a p-value of 0.000 < 0.050 was obtained. This indicates that relevance and knowledge transfer significantly influence learning motivation. An increase in the variable of relevance and knowledge transfer will significantly impact the increase in learning motivation. In contrast, a decrease in the variable of relevance and knowledge transfer will significantly impact the decrease in learning motivation.

**Discussion**

The research question investigates how private tutoring skills enhance student learning motivation. Herzberg's theory identifies hygiene and motivational factors influencing motivation and job satisfaction (Auliyanti et al., 2019). Similarly, motivation in learning is essential, driving individuals to achieve goals and produce behavioral changes (Auliyanti et al., 2019). As defined by Kyriacou and elaborated by Auliyanti et al. (2019), teaching skills are crucial for guiding student learning activities. The role of a private tutor, as described by Auliyanti et al.(2019), emphasizes individualized teaching approaches.

The results demonstrate a significant relationship between teaching skills and learning motivation. Herzberg's theory underpins the study's findings, where motivational factors like achievement and recognition enhance learning motivation (Auliyanti et al., 2019). As supported by (Auliyanti et al., 2019), teaching skills contribute to effective learning processes. Moreover, the private tutor's role, focusing on individualized instruction (Auliyanti et al., 2019), aligns with the observed increase in student motivation.

Comparing the results with previous studies, the impact of teaching skills on motivation aligns with Eckes et al., (2018), who found that structured extracurricular settings positively affect student motivation when teachers support autonomy. This research supports Ratminingsih et al., (2018), who observed enhanced student motivation and academic achievement with interactive game-based English language teaching. In contrast, Tam et al., (2020) reported a negative impact of teacher boredom on student motivation, highlighting the importance of engaging teaching practices.

Further comparison with existing literature reveals congruence with studies emphasizing the role of teacher autonomy support and differentiation in student motivation (Domen et al., 2020). Wang & Lee (2019)noted differences in teacher and student perceptions of motivational factors in English as a Foreign Language learning, suggesting the significance of understanding student perspectives. Drakulić (2022) highlighted the importance of students' subjective perceptions of foreign language teachers in motivation, aligning with the current study's emphasis on personalized teaching approaches in private tutoring.

The findings suggest that practical teaching skills in a private tutoring context significantly enhance learning motivation. This is explained by the personalized attention and tailored teaching approaches private tutors provide (Manajemen et al., 2018). However, the study advises cautious interpretation of the results, considering the variability in teaching styles and student responses. The significance of these findings lies in their potential application in educational settings to foster increased student engagement and motivation.

Further explanation of the findings indicates their significance in understanding the dynamics of student motivation in learning environments. The research corroborates the role of teacher enthusiasm and subject-specific motivation in student performance (Mahler et al., 2018), emphasizing the impact of teacher behavior on student motivation. Additionally, the study highlights the need for ongoing professional development for teachers to enhance their teaching skills and, consequently, student motivation (Gomes et al., 2020).

The implications of this research are multifaceted. Firstly, it underscores the importance of teaching skills in enhancing student motivation, particularly in private tutoring contexts. This has practical implications for teacher training programs, emphasizing the development of personalized teaching strategies (Auliyanti et al., 2019). Furthermore, the study contributes to the broader understanding of educational motivation, suggesting that tailored teaching approaches can significantly impact student engagement and learning outcomes.

**Conclusion**

This study analyzed the impact of teaching skills, particularly in private tutoring, on student learning motivation. The findings indicate that motivation is a critical driver in the learning process, with factors such as achievement, recognition, responsibility, and personal growth playing significant roles. Teaching skills, including various pedagogical competencies, are essential in guiding student learning activities, and the study demonstrates their considerable influence on student motivation and engagement. With their individualized teaching approach, private tutors show a distinct advantage in enhancing student motivation compared to regular classroom teachers. The research employed validity and reliability tests to ensure data integrity, confirming the validity of the questionnaires through Pearson correlation and their reliability using Cronbach's Alpha. Hypothesis testing further established significant relationships between factors like private teacher experience, interest and engagement, extrinsic and intrinsic motivation, and relevance and knowledge transfer with learning motivation.

The implications of this research are multifaceted, highlighting the importance of teaching skills in student motivation, especially in private tutoring. The study suggests that teacher training programs should emphasize developing personalized teaching strategies. The research contributes to a broader understanding of educational motivation, proposing that tailored teaching approaches can significantly impact student engagement and learning outcomes. However, the study acknowledges its limitations and calls for further research with a more diverse sample and exploring additional motivational factors. This research provides a foundation for future studies to investigate the nuances of teaching skills and their effects on student motivation across different educational contexts.

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