THE INFLUENCE OF TEACHER READINESS ON STUDENTS' LEARNING MOTIVATION IN ISLAMIC RELIGIOUS EDUCATION AT SMP PAHLAWAN NASIONAL

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A B S T R A C T

Teacher readiness is a key element in supporting the achievement of learning objectives, particularly in the subject of Islamic Religious Education (PAI). This study aims to analyze the influence of teacher readiness on students' learning motivation in PAI learning at SMP Pahlawan Nasional, Medan. Employing a quantitative method with an ex post facto approach, the study involved 60 eighth-grade students using a total sampling technique. The research instrument was a Likert scale questionnaire, and the data were analyzed using a t-test through SPSS. The results indicated a significant influence of teacher readiness on students' learning motivation (sig. 0.000 < 0.05) with a contribution of 89.5%, while the remaining 10.5% was influenced by other factors. The novelty of this study lies in its empirical focus on the direct relationship between teacher readiness and learning motivation within the context of PAI at the junior high school level, which has rarely been examined quantitatively. These findings emphasize the importance of pedagogical readiness in fostering students' enthusiasm for learning. PAI teachers are advised to enhance planning and instructional preparedness in order to maximize learning outcomes.

A R T I C L E I N F O

1. INTRODUCTION

Islamic Religious Education (PAI) holds a fundamental role in the national education system, not only as a means of transferring religious knowledge but also as a medium for shaping students' character and morals. This education aims to develop individuals who are not only intellectually intelligent but also noble in character, full of integrity, and strong in personality (Adil Winata Surya Pratama et al., 2024). In this context, PAI teachers play a key role as facilitators, motivators, and role models for students. A teacher's readiness in fulfilling this role is crucial and can significantly affect students' learning motivation (Sumiati, 2018).

Teachers are not only tasked with implementing the predetermined curriculum but must also be creative and responsive to the surrounding environment during the learning process (Sundari, 2017). Thus, teachers must serve as good role models to attract and motivate students in learning. As Allah SWT states in QS. Al-Ahzab verse 21ا

"Indeed, in the Messenger of Allah you have an excellent example for whoever has hope in Allah and the Last Day, and remembers Allah often" (Ministry of Religious Affairs of the Republic of Indonesia, 2015).

In his interpretation Al-Misbah, Prof. Quraish Shihab explains that the Prophet Muhammad (peace be upon him) is a barometer of life and an exemplary model for humankind. As the bearer of Allah's message, the Prophet successfully embodied and actualized the divine message in himself and those around him. His character, attitudes, and values represent the teachings of the Qur'an (Quraish Shihab, 2009).

All teachers can emulate the Prophet as a role model in all aspects, including teaching readiness. Teacher readiness encompasses deep understanding of the subject matter, effective teaching methods, and good attitude. Just as the Prophet was always prepared and earnest in delivering Islamic teachings, teachers must also be well-prepared to convey knowledge effectively (Nurdin, 2019).

A teacher who is prepared and competent will be able to motivate students to learn. Teacher readiness creates a more engaging and enjoyable learning atmosphere, fostering comprehension and interest in students, which in turn sparks their learning motivation. Learning motivation is a mental drive that encourages a more active and enjoyable teaching-learning process.

Teacher readiness not only impacts students' motivation but also their overall academic achievement (Ningsih, 2020). The Qur'an itself emphasizes the importance of readiness, as Allah SWT commands in QS. Al-Anfal verse 60:

وَاَعِدُّوْا لَهُمْ مَّا اسْتَطَعْتُمْ مِّنْ قُوَّةٍ وَّمِنْ رِّبَاطِ الْخَيْلِ تُرْهِبُوْنَ بِهٖ عَدُوَّ اللّٰهِ وَعَدُوَّكُمْ وَاٰخَرِيْنَ مِنْ دُوْنِهِمْۚ لَا تَعْلَمُوْنَهُمْۚ اَللّٰهُ يَعْلَمُهُمْۗ وَمَا تُنْفِقُوْا مِنْ شَيْءٍ فِيْ سَبِيْلِ اللّٰهِ يُوَفَّ اِلَيْكُمْ وَاَنْتُمْ لَا تُظْلَمُوْن

Meaning: "And prepare against them whatever force you can and horses tethered for battle, to strike terror into the enemy of Allah and your enemy, and others besides them whom you do not know but Allah knows. Whatever you spend in the way of Allah will be fully repaid to you, and you will not be wronged." (Ministry of Religious Affairs, 2019).

According to Tafsir Jalalayn, the verse emphasizes the need for preparation in all matters, particularly in warfare, which requires careful management to achieve victory.

Preparation here refers to readiness in terms of strategy, attitude, and support to reach success (Al-Mahali & Jalaludin, 2008). This also strengthens the notion that in teaching, teachers must prepare all aspects necessary for the success of the learning process, including readiness in delivering content, using appropriate methods, media, and conducting evaluations.

Based on observations at SMP Pahlawan Nasional in PAI subjects, it was found that teachers often paid little attention to students' developmental characteristics, resulting in monotonous learning. Teachers rarely prepared detailed lesson plans, making classroom activities appear sudden and unplanned. The teaching methods employed were less varied, causing students to feel bored and less enthusiastic about learning. Available facilities were underutilized, making the learning process less meaningful and still conventional. The challenges teachers face in preparing effective lessons are diverse, ranging from limited resources, curriculum changes, to heavy administrative demands (Amin Nur Ihsan et al., 2021).

In terms of evaluation, teachers often failed to design assessment processes in line with standards and indicators. Enrichment programs for advanced students or remedial support for struggling students were not adequately provided. Consequently, motivated students tended to develop more positive attitudes toward learning, became more enthusiastic in completing tasks, and showed persistence in facing academic challenges (Rahman, 2021). This, in turn, can contribute to improved academic achievement in PAI subjects. Thus, support from schools, government, and society is essential to enhance teachers' readiness. Continuous professional development and training are key steps to improve teacher competence and readiness (Sumiati, 2018).

Previous studies have shown that student motivation is strongly influenced by teacher readiness. For example, Junita's research entitled "The Influence of Teacher Readiness and Learning Motivation on Students' Learning Outcomes in Economics for Class X at SMA Negeri 4 Pematangsiantar" found that teacher readiness significantly affected student learning outcomes (Pasaribu, 2024). Likewise, Ngaifah's study entitled "The Influence of Teacher Readiness and Learning Motivation on Civic Education Outcomes for Grade IV Students at RA Kartini Cluster, Adiwerna District, Tegal Regency" also confirmed a significant effect of teacher readiness on student learning outcomes (Ngaifah, 2020).
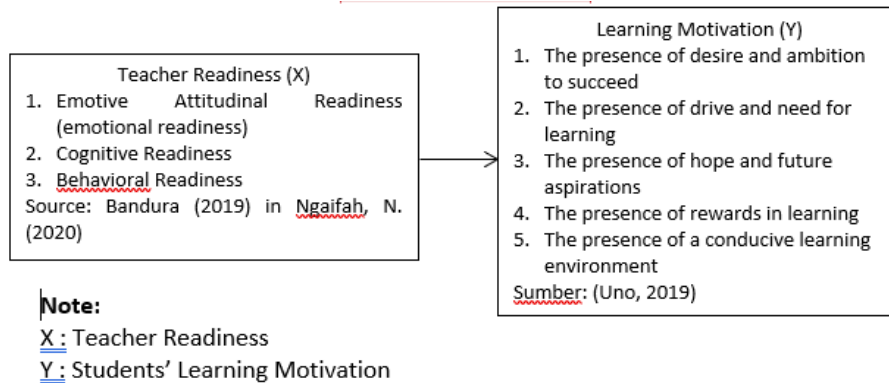
Another study by Mustiko & Trisnawati (2021), "The Influence of Teaching Skills, Learning Readiness, and Motivation as Intervening Variables on Student Learning Outcomes", found that: (1) Teaching skills did not significantly affect student outcomes, (2) Learning readiness significantly affected outcomes, (3) Motivation had no direct effect on outcomes, (4) Teaching skills influenced motivation, (5) Learning readiness influenced motivation, (6) There was no indirect effect of teaching skills on outcomes, and (7) There was an indirect effect of learning readiness on outcomes.

This study offers novelty by exploring the relationship between teacher readiness and student learning motivation, particularly in the context of PAI at SMP Pahlawan Nasional. The originality lies in its focus on how aspects of teacher readiness—including lesson preparation, mastery of teaching methods, and the ability to build interaction with students—directly influence motivation in a subject designed to foster religious character. Furthermore, this research contextualizes the effect of teacher readiness in a junior high school setting with its unique student characteristics. Unlike previous studies, this research

highlights an integrative approach linking pedagogical and spiritual aspects of learning, thereby contributing to the development of more effective and relevant PAI learning strategies. To date, no similar study has been conducted at SMP Pahlawan Nasional, making this study necessary to enhance the achievement of PAI learning objectives.

Considering these factors, this research discusses in depth the influence of teacher readiness on students' learning motivation in PAI at SMP Pahlawan Nasional. The main focus is on how teacher readiness in various aspects can affect motivation, as well as the challenges and strategies that can be implemented to strengthen teacher preparedness in PAI instruction.

Conceptual Framework

Teacher Readiness (X)
1. Emotive Attitudinal Readiness (emotional readiness)
2. Cognitive Readiness
3. Behavioral Readiness
Source: Bandura (2019) in Ngaifah, N. (2020)

Learning Motivation (Y)
1. The presence of desire and ambition to succeed
2. The presence of drive and need for learning
3. The presence of hope and future aspirations
4. The presence of rewards in learning
5. The presence of a conducive learning environment
Sumber: (Uno, 2019)

Note:
X : Teacher Readiness
Y : Students' Learning Motivation

2. RESEARCH METHODS

2.1 Operational Identification of Variables

When a hypothesis is established in a study, it is necessary to first identify the research variables. The variables involved in this research are as follows:

a. Independent Variable

The independent variable is the variable that influences or causes changes in the dependent variable (Y). In this study, the independent variable is teacher readiness (variable X).

b. Dependent Variable

The dependent variable is the variable that is influenced by the independent variable (X). In this study, the dependent variable is students' learning motivation (variable Y).

2.2 Operational Identification of Variables

The operational definition of a variable is a sign, characteristic, or value of an object (activity) that has certain variations determined by the researcher to be studied, which then allows drawing conclusions (Sugiono, 2020). Below is an explanation of each variable in this study, consisting of variables, indicators, and their operational definitions:

Table 2.1 Operational Definition of Variables

Variable	Indicator	Operational Definition	Scale
Teacher Readiness (X)		I feel that my teacher understands the character and habits of the students well.	**Likert 1-5**

	Emotional Readiness	I feel that my teacher encourages me to express my opinion during lessons so that I become more confident.	
		I feel that my teacher often invites me and my classmates to work together in groups so that we can help one another.	
	Cognitive Readiness	I feel that my teacher prepares the lessons well and makes them useful for everyday life.	
		I feel that my teacher uses the results of tests or assignments to improve their teaching methods.	
		I feel that my teacher tries to understand each student's ability so that the lessons are appropriate.	
	Behavioral Readiness	I feel that my teacher teaches in various ways so that I do not get bored and can easily understand the lessons.	
		I feel that my teacher assigns tasks that train me to solve problems independently.	
		I feel that my teacher explains the material using language that is easy for me to understand.	
Students' Learning Motivation (Y)	**The Desire and Ambition to Succeed**	I want to achieve the highest score in every subject.	
		I am confident in my learning abilities.	
		I will strive to improve any unsatisfactory grades.	
	The Drive and Need to Learn	When I do not understand the lesson, I immediately ask the teacher.	
		I prefer studying over playing during my free time.	
		I still attend lessons even if I do not like the subject matter.	

	Hopes and Future Aspirations	I believe I will succeed if I become a teacher.	**Likert 1-5**
		I chose a major in education because I want to become a teacher.	
		I aspire to be a professional teacher.	
	Recognition in Learning	I study harder when I receive praise or recognition from teachers or parents harder.	
		When I do not get good grades or recognition, I lose the motivation to study	
		I am less motivated to learn because I rarely receive praise for my academic achievements.	
	A Conducive Learning Environment	I do not like learning only through lectures.	
		I find it difficult to study when the classroom is noisy.	
		I enjoy participating in learning activities outside the classroom, such as group discussions.	

2.3 Measurement Scale

In this study, the Likert scale was used as a reference for measuring the research instruments. The Likert scale is applied to measure attitudes, opinions, and perceptions related to social phenomena (Sugiyono & Lestari, 2021). The researcher employed the Likert Scale due to its flexibility in assessing various psychological and social aspects, its simplicity in instrument construction, and its ability to provide more objective results compared to other subjective measurement methods. Moreover, this scale facilitates researchers in interpreting data using both descriptive and inferential statistical methods. The following is the Likert scale used for each variable in this study:

Table 2.2 Likert Scale Scores

Variable	Response Options	Score
Teacher Readiness (X)	Strongly Agree (SA)	5
	Agree (A)	4
	Neutral (N)	3
	Disagree (D)	2
	Strongly Disagree (SD)	1
Variable	**Response Options**	**Score**

Students' Learning Motivation (Y)	Strongly Agree (SA)	5
	Agree (A)	4
	Neutral (N)	3
	Disagree (D)	2
	Strongly Disagree (SD)	1

2.4 Population and Sample

Population refers to the entire object of research, which may consist of living beings, objects, phenomena, test scores, or events that serve as data sources representing certain characteristics in a study (Abdullah, K., Jannah, M., Aiman, U., Hasda, S., Fadilla, Z., Taqwin, Masita, & Ardiawan, 2021). The population in this study consists of 60 eighth-grade students.

A sample is a portion of the population selected using specific techniques. In this study, the researcher employed the total sampling technique. According to Arikunto (2020), Total Sampling is a sampling method in which all members of the population are included as the sample if the total number is fewer than 100. If it exceeds 100, only a portion may be taken, provided it adequately represents the population. Based on this principle, the researcher used total sampling since the population in this study consisted of fewer than 100 respondents.

2.5 Data Collection Technique

Data collection techniques are methods used by researchers to obtain data so that valid results can be produced. The data collection technique applied in this study was a questionnaire. A questionnaire is a series of research instrument questions constructed based on the measurement indicators of the research variables (Sahir, 2021).

3. RESULTS AND DISCUSSION
RESULT
3.1 Test of Validity and Reliability
A. Validity Test

Validity and reliability are the main concepts in assessing the quality of quantitative research instruments (Peeters & Harpe, 2020). Validity refers to the extent to which an instrument is able to measure the concept it is intended to measure, so that the results truly reflect the reality being studied. Pearson correlation was used to test whether the instrument met the validity requirements. The analysis was carried out by calculating the correlation coefficient between each questionnaire item score and the total score of that question. The obtained correlation coefficient (r) must then be tested for significance, either using the t-test or by comparing it with the critical value from the r table. If *tcount > ttable* or *rcount > rtable*, then the item is considered valid. Furthermore, if the obtained r is followed by a *p*-value < 0.05, the item is valid (Sihombing, 2024).

The researcher conducted a validity test by distributing 9 statement items for the variable of teacher readiness and 15 statement items for the variable of student learning

motivation to 60 eighth-grade respondents at SMP Pahlawan Nasional. The *rtable* value for 60 respondents was 0.254. The results of the validity test in this study are as follows:

Table 3.1 Validity Test Results for Variable X (Teacher Readiness) and Variable Y (Learning Motivation)

Variable	Category	r-count	r-table	Ddescription
Teacher Readiness (X)	Questions 1	0.677	0.254	Valid
	Questions 2	0.641	0.254	Valid
	Questions 3	0.559	0.254	Valid
	Questions 4	0.638	0.254	Valid
	Questions 5	0.661	0.254	Valid
	Questions 6	0.616	0.254	Valid
	Questions 7	0.648	0.254	Valid
	Questions 8	0.644	0.254	Valid
	Questions 9	0.461	0.254	Valid
Students' Learning Motivation (Y)	Questions 1	0.619	0.254	Valid
	Questions 2	0.688	0.254	Valid
	Questions 3	0.508	0.254	Valid
	Questions 4	0.619	0.254	Valid
	Questions 5	0.698	0.254	Valid
	Questions 6	0.572	0.254	Valid
	Questions 7	0.628	0.254	Valid
	Questions 8	0.601	0.254	Valid
	Questions 9	0.475	0.254	Valid
	Questions 10	0.64	0.254	Valid
	Questions 11	0.518	0.254	Valid
	Questions 12	0.652	0.254	Valid
	Questions 13	0.675	0.254	Valid
	Questions 14	0.693	0.254	Valid
	Questions 15	0.742	0.254	Valid

Source: Processed Research Data, IBM SPSS 22, 2025

Based on Table 3.1, which presents the validity test results for Variable X (Teacher Readiness) and Variable Y (Learning Motivation), this table includes several question items measured using correlation values, where each item has an *r* value indicating the extent to which it is valid in measuring the intended variable. The results of the validity test show that all items have *r* values greater than 0.254, indicating that all items are valid for use in this study.

The validity of this instrument is crucial to ensure that the data collected accurately reflects real conditions in the field and can be reliably used to analyze the relationship between teacher readiness and students' learning motivation. This study aims to provide a

clearer picture of the extent to which teacher readiness influences students' learning motivation in the subject of Islamic Religious Education.

B. Reliability Test

Reliability refers to the consistency of the results obtained by an instrument when used in different measurements under similar conditions (Subhaktiyasa, 2024). The reliability test ensures that the instrument produces similar or consistent results if repeated with the same or a comparable sample. An instrument is considered reliable if the Cronbach's Alpha value is greater than 0.60 (Purwanto, 2019). The results of the reliability test in this study are as follows:

Table 3.2 Reliability Test Results for Variable X (Teacher Readiness) and Variable Y (Learning Motivation)

Variable	Cronbach's Alpha	N of items
Teacher Readiness	0.794	9
Learning Motivation	0.886	15

Source: Processed Research Data, IBM SPSS 22, 2025

Based on Table 3.2, this study presents the results of the reliability test for the variables of teacher readiness (X) and learning motivation (Y). The purpose of the reliability test is to ensure that the instrument used in the study provides consistent and dependable results. Based on the obtained Cronbach's Alpha values, teacher readiness scored 0.794, while learning motivation reached 0.886. Both values exceed the minimum threshold of 0.60 established in the literature, indicating that the instrument is reliable. Thus, these results support the accuracy and consistency of the data to be analyzed in this study and provide confidence that the measurements conducted are trustworthy in understanding the influence of teacher readiness on students' learning motivation.

3.2 Classical Assumption Test

Before analyzing the collected data, a classical assumption test was conducted, which included:

A. Normality Test

The normality test aims to examine whether, in the regression method, both the dependent and independent variables have a normal distribution (Ghozali, 2018). Several techniques can be used to test data normality, including normal probability plots, the Chi-Square test, the Liliefors test, and the Kolmogorov-Smirnov test using SPSS. Decision-making guidelines to assess the normality of data are as follows:

a) The significance level is set at 0.05.
b) If the significance value > 0.05, then the sample is considered to come from a normally distributed population.

c) If the significance value < 0.05, then the sample is considered not to come from a normally distributed population.

Table 3.3 Normality Test Results Using the One-Sample Kolmogorov-Smirnov Test

		Unstandardized Residual
N		60
Normal Parameters(a,b)	Mean	.0000000
	Std. Deviation	2.39978532
Most Extreme Differences	Absolute	.087
	Positive	.040
	Negative	-.087
Kolmogorov-Smirnov Z		.671
Asymp. Sig. (2-tailed)		**.759**

Source: Processed Research Data, IBM SPSS 22, 2025

Based on Table 3.3, this study presents the results of the normality test using the One-Sample Kolmogorov-Smirnov Test. This test was conducted to determine whether the obtained data originated from a normally distributed population. With a sample size (N) of 60, the analysis results showed that the mean of the residuals was 0.000000, with a standard deviation of 2.39997832. Furthermore, the Kolmogorov-Smirnov Z value was 0.420 with an Asymp. Sig. (2-tailed) value of 0.759. Since the probability value (p-value) is greater than 0.05, it can be concluded that the residual data are normally distributed. This finding is important because data normality is a prerequisite for further statistical analysis, ensuring that the research results are valid in examining the effect of teacher readiness on students' learning motivation.

B. Multicollinearity Test

The multicollinearity test is conducted to determine whether the independent variables in the regression model have a perfect or near-perfect linear relationship, indicated by high correlation coefficients approaching 1. The criteria are as follows:

a) If the VIF value < 10, then no multicollinearity occurs among the independent variables.

b) If the VIF value > 10, then multicollinearity exists among the independent variables.

Table 3.4 Multicollinearity Test Results

Variable	Kolienaritas		Description
	Tolerance	**VIF**	
Teaching Readiness	1.000	1.000	Tidak Terjadi Multikolineritas

Source: Processed Research Data, IBM SPSS 22, 2025

Based on Table 3.4, this study presents the results of the multicollinearity test conducted to evaluate the presence of strong linear relationships among the independent

variables, namely teaching readiness. In the table, the Tolerance value for teaching readiness is recorded at 1.000, indicating no multicollinearity. Furthermore, the Variance Inflation Factor (VIF) is also recorded at 1.000. A VIF value less than 10 indicates that there are no significant multicollinearity issues within the analytical model. This finding is important because it ensures that the variable of teaching readiness can be interpreted independently, allowing the analysis in this study to produce valid conclusions regarding its effect on students' learning motivation.

C. Heteroscedasticity Test

Heteroscedasticity refers to a condition in which the variance of the variables in a regression model is not constant. The consequence of heteroscedasticity in a regression model is that the obtained estimators are inefficient, both in small and large samples. A good regression model is one that demonstrates homoscedasticity or the absence of heteroscedasticity (Ghozali, 2018).

The method used in this study to test for heteroscedasticity was the Scatterplot analysis. In the scatterplot, if a specific pattern is observed, such as points forming a systematic shape (wavy, widening, then narrowing), it indicates the presence of heteroscedasticity. However, if no clear pattern is found and the points are randomly spread above and below zero on the Y-axis, it indicates that heteroscedasticity is not present.

Figure 3.1 Heteroscedasticity Test
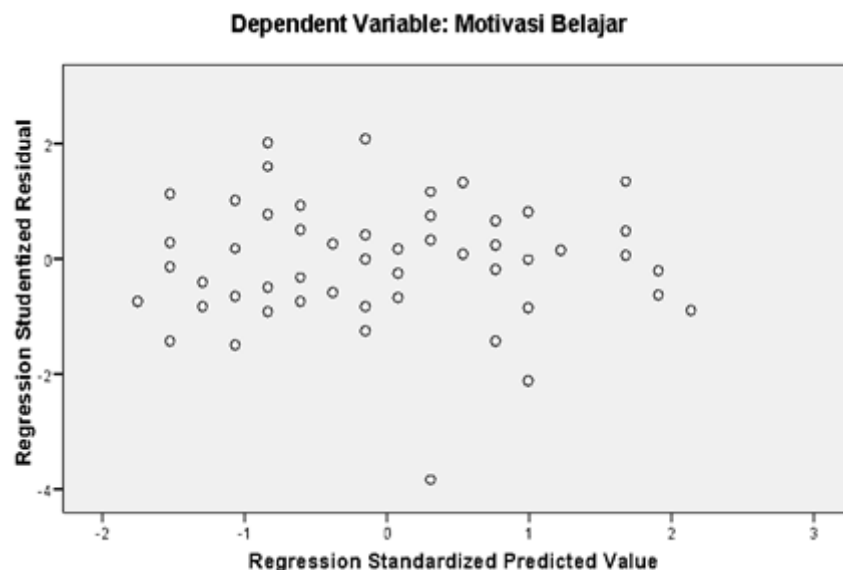
Source: Processed Research Data, IBM SPSS 22, 2025

Based on Figure 3.1, this study presents the results of the heteroscedasticity test conducted to identify the presence of non-constant variability in the residuals of the regression model. The scatterplot shows that the distribution of residual points is random around the zero line, without a clear pattern. This indicates that there is no specific tendency in the dependent variable that could affect the independent variable, and therefore,

heteroscedasticity does not occur. This condition is crucial in regression analysis, as it ensures that the basic assumptions of the regression model are met, thereby supporting the validity of the research findings regarding the influence of teacher readiness on students' learning motivation.

3.3 Hypothesis Testing
A. Partial Test (t-test)

The partial test, also known as the t-test, is used to examine the regression coefficients individually. This test is conducted to determine the partial significance of each independent variable on the dependent variable (Sahir, 2021). The proposed hypotheses are accepted or rejected by comparing the significance value (p), as follows:

a) If the significance value (p) < 0.05, then H_0 is rejected and H_a is accepted. This means that there is a significant effect between the independent and dependent variables.
b) If the significance value (p) > 0.05, then H_0 is accepted and H_a is rejected. This means that there is no significant effect between the independent and dependent variables.

Table 3.5 t-test Results

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta	Tolerance	VIF
1	(Constant)	1.893	2.449		.773	.443
	Teaching Readiness	1.608	.072	.946	22.288	.000

Source: Processed Research Data, IBM SPSS 22, 2025

Based on Table 3.5, this study presents the results of regression analysis measuring the effect of the variable Teaching Readiness on students' learning motivation. The unstandardized regression coefficient (B) for teaching readiness is 1.608 with a standard error of 0.072, indicating the estimated influence of this variable on learning motivation. In addition, the Tolerance value is recorded at 0.946 and the VIF at 22.288, suggesting that there is no multicollinearity problem in the model. However, the significance value (Sig.) of 0.773 indicates that the effect of teaching readiness on students' learning motivation is not significant, as the value is greater than 0.05. These findings highlight the importance of considering other factors that may influence students' learning motivation, although teaching readiness remains recognized as an essential element in the learning process.

B. Simple Linear Regression Test

Simple linear regression is a statistical analysis technique used to examine the relationship between one independent variable and one dependent variable. This model aims to determine the extent to which the independent variable influences or predicts the dependent variable by using the linear regression equation:

$$Y=a+bX+e$$

where Y is the dependent variable, X is the independent variable, a is the constant, b is the regression coefficient, and e is the error term.

The researcher employed a simple regression test because this technique provides a clear and straightforward picture of the causal relationship between two variables. This test is particularly useful when the researcher aims to determine the extent to which changes in the independent variable affect the dependent variable without involving other variables. Furthermore, simple regression is widely applied in economics, social sciences, and education research due to its ease of interpretation and broad applicability across disciplines.

Table 3.6 Simple Linear Regression Test Results

Model		Unstandardized Coefficients		Standardized Coefficients
		B	**Std. Error**	**Beta**
1	(*Constant*)	1.893	2.449	
	Teaching Readiness	1.608	.072	.946

Source: Processed Research Data, IBM SPSS 22, 2025

Based on Table 3.6, this study presents the results of the simple linear regression test measuring the relationship between Teaching Readiness and students' learning motivation. In the table, the unstandardized regression coefficient (B) for teaching readiness is recorded at 1.608, with a standard error of 0.072. This indicates that for every one-unit increase in teaching readiness, students' learning motivation is expected to increase by 1.608 units. The regression coefficient provides insight into the direction and strength of the relationship between the two variables. However, it is important to note that while this result suggests a relationship, the significance value (not shown in this table) must be considered to determine whether the effect is statistically significant. These findings serve as a foundation for a deeper understanding of the factors influencing students' learning motivation within the educational context.

C. Coefficient of Determination Test (R^2)

The coefficient of determination is used to measure the extent to which the independent variable influences the dependent variable. If the coefficient of determination in the regression model is small or closer to zero, it indicates that the influence of all independent variables on the dependent variable is small. Conversely, if the value approaches 100%, it means the independent variables explain a larger portion of the dependent variable's variation (Sahir, 2021). The formula for the coefficient of determination is as follows:

$$KP = R^2 \times 100\%$$

Description:

KP = coefficient of determination value

R^2 = correlation coefficient value

Table 3.7 Coefficient of Determination Test (R^2)

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.946(a)	.895	.894	2.420

Source: Processed Research Data, IBM SPSS 22, 2025

Based on Table 3.7, this study presents the results of the coefficient of determination test (R^2), which measures the proportion of the dependent variable, namely students' learning motivation, that can be explained by the independent variable, namely teaching readiness. The R^2 value is recorded at 0.895, indicating that 89.5% of the variability in students' learning motivation can be explained by teaching readiness. In addition, the Adjusted R^2 value is reported at 0.894, which provides adjustment for the number of variables in the model. The standard error of the estimate, recorded at 2.420, indicates the accuracy of the model's predictions against the existing data. These findings indicate that teaching readiness has a considerable influence on students' learning motivation, although other factors still play a role in influencing such motivation.

DISCUSSION

The results of this study show that teaching readiness has a significant effect on students' learning motivation. The analysis reveals an F-value of 496.761 with $p < .001$, which is smaller than 0.05. This means that H_1 is accepted and H_0 is rejected, indicating that the variable of teaching readiness significantly affects students' learning motivation.

The analysis also shows an R value of 0.946, which means a significant correlation. The coefficient of determination (based on Adjusted R^2) obtained in this study is 0.895, which indicates that the influence of teaching readiness on learning motivation is 89.5%, while the remaining 10.5% is influenced by other variables outside this study. These factors may include a conducive learning environment, social support from peers and parents, as well as the teaching methods used. For example, a teacher's readiness to teach does not only involve mastery of material but also the ability to build good relationships with students and create an enjoyable learning atmosphere.

In addition, the results indicate that although teaching readiness is an essential element in the learning process, students' motivation is also influenced by their individual characteristics, such as interest, attitude toward the subject, and prior learning experiences. Therefore, it is important for educators not only to focus on teaching readiness but also to understand and address the needs and challenges faced by students in the classroom.

This study emphasizes that in order to improve students' learning motivation, a more comprehensive approach is required. This includes teacher professional development, the

application of innovative teaching methods, and the creation of a supportive learning environment. By taking into account various factors influencing motivation, the process of Islamic Religious Education learning at SMP Pahlawan Nasional is expected to become more effective and to positively impact both students' academic development and character formation. In conclusion, although teacher readiness plays an important role, success in increasing students' learning motivation requires collaboration across various aspects of education.

4. CONCLUSION

Based on the results of the study, it can be concluded that teacher teaching readiness has a significant effect on students' learning motivation in Islamic Religious Education (PAI) learning at SMP Pahlawan Nasional. Teacher readiness in emotive attitudinal readiness, cognitive readiness, and behavioral readiness directly creates a conducive learning environment, stimulates students' enthusiasm, and increases active participation in learning. This shows that the higher the teaching readiness of teachers, the higher the students' motivation to learn in PAI classes.

5. REFERENCES

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