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# The Influence of Learning Facilities, Learning Motivation and Learning Methods on Student Learning Achievement at Darul Ulum Waru Sidoarjo Junior High School

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**ABSTRACT**

Student learning achievement is a benchmark for the quality of education in Indonesia. Various internal and external factors influence the current decline in the quality of education in Indonesia. The purpose of this study is to analyze the influence of learning facilities, learning motivation, and learning methods on student learning achievement at Darul Ulum Waru Middle School, Sidoarjo. A quantitative explanatory survey was applied in this study with 255 respondents at Darul Ulum Waru Middle School, Sidoarjo. The 255 students who constitute the population were also used as the research sample. Primary and secondary data are the sources of this research obtained through the distribution of questionnaires in the form of Google Forms, while secondary data were obtained from written sources, such as previous surveys. This study collected data through interviews with the Deputy Curriculum at Darul Ulum Waru Middle School, Sidoarjo, and by reviewing documents related to this study, such as lists of academic and non-academic achievements. The data obtained will be tested using the multiple linear regression method. The results of the study illustrate that three factors contribute to student achievement at Darul Ulum Waru Sidoarjo Middle School: learning motivation has a significant effect on student achievement, learning facilities do not have a significant effect on student achievement, and learning methods have a significant effect on student achievement.

## I. INTROUCTION

Human resources and their welfare can be improved through quality education. Equitable and high-quality education can contribute to sustainable economic growth and community well-being [1]. Quality education plays a role in realizing a society with superior quality that benefits many people. This statement is based on Article 1 Paragraph 1 of Law Number 20 of 2003 concerning the National Education System [2]. The quality of education in Indonesia is an important and interesting focus, so it requires special attention for its development and improvement. The quality of education can be assessed through student achievement.

The Programme for International Student Assessment (PISA) explained that the condition of achievement in Indonesia has decreased compared to the results of 2018 compared to the results of 2015. The results of PISA 2022 also explain that the quality of student achievement in Indonesia is still considered to be low compared to the average of OECD countries in the fields of reading, mathematics, and science literacy. This statement shows that achievement in Indonesia continues to decline and improving the quality of education in Indonesia should be the main focus of education practitioners. Student learning achievement is supported by many factors.

Learning motivation is intended to be an internal factor of this study, while external factors in this study are learning facilities and learning methods. Learning achievement is proof of a person's ability to complete tasks according to the weight given [3]. Daily task rankings and grades are some ways to measure improved learning achievement. If learning achievement increases compared to the previous level, learning achievement can be considered to have increased [4]. In accordance with the facts presented by PISA, the learning achievement of students in Indonesia has decreased from the achievement of OECD countries and the same fact is also found in the object of this research, namely SMP Darul Ulum Waru Sidoarjo.

In accordance with the results of school observations and information obtained from the WAKA curriculum of Darul Ulum Waru Sidoarjo Junior High School, it illustrates that the learning achievement of students at Darul Ulum Waru Junior High School, Sidoarjo, has not been consistent, because there has been a decrease and increase. Students who have good learning achievement tend to be the same every year, which suggests that students are still uneven when it comes to learning. Student achievement in non-academic fields is rated better than achievement in academic fields. Student participation in the national level Olympiad is clear evidence of Darul Ulum's efforts to improve student learning achievement. From August 28, 2022 to December 28, 2024, Darul Ulum Waru Junior High School, Sidoarjo, actively participated in the Olympics at the national level to support student achievements in the academic and non-academic fields.

Learning facilities are a factor that can affect student learning achievement. Learning facilities have a positive effect on student learning achievement so these factors need to be considered to improve the quality of education [5]. Learning facilities are a supporting factor in supporting the learning process [6]. The learning process is supported by the feasibility of learning facilities [7]. Darul Ulum Waru Junior High School, Sidoarjo, has learning facilities such as its own school building, computer laboratory, library, sports room, *smart* TV, LCD projector, UKS, student council, and CCTV in each classroom.

Darul Ulum Waru Junior High School, Sidoarjo strives to provide optimal learning facilities by improving and developing existing facilities. However, some facilities are still in the process of being repaired and developed, such as providing *smart* TVs or LCD projectors in each classroom. In addition, various other efforts are being made to improve the condition and comfort of the classroom, such as providing ventilation, maintaining cleanliness, and improving the aesthetics of the classroom. The leaking roof of Class 8A is also being repaired, and efforts are being made to prepare a science laboratory.

Learning motivation is an internal factor that can increase student learning achievement. The influence of student motivation on learning achievement is quite significant [8]. Students who are happy when they are involved in learning are students with high learning motivation [9]. Increased curiosity encourages students to learn independently, which in turn results in increased learning achievement [10].

Students at Darul Ulum Waru Junior High School, Sidoarjo, have inconsistent learning motivation, sometimes increasing and decreasing. The school has tried to encourage students to learn by giving awards or prizes to outstanding students. The giving of this prize has been proven to increase students' enthusiasm for learning and the achievements obtained are also better. The role of homeroom teachers is essential to increase students' motivation to learn. Homeroom teachers at Darul Ulum Waru Junior High School, Sidoarjo, always try to encourage their students to be more active and diligent in learning. The learning achievement of students at SMP Darul Ulum Waru Sidoarjo can be improved through high learning motivation.

Learning facilities and learning methods are supporting factors for improving learning achievement in this study. Learning achievement can be supported by effective learning methods during learning [11]. Learning methods are teachers' efforts to build closeness with students during the learning process and to form effective, fun, and interesting learning, the learning process and quality must be improved. These efforts are made so that students reach their best potential [12]. To demonstrate that learning objectives can only be achieved if methods are used correctly and meet success standards, teachers must innovate extensively in implementing learning methods [13].

Being a teacher should always keep up with the times and technology so that not only using monotonous learning methods but also applying learning methods that can adapt to students' learning methods and students become younger in understanding the material, so that students' learning achievement will increase [14]. The interactive learning method at SMP Darul Ulum Waru, Sidoarjo, utilizes digital media and Erlangga books. This method can be accessed through LCD projectors and *smart* TVs. Experienced teachers will assist and guide less experienced teachers in the use of learning technology. The learning achievement of students at SMP Darul Ulum Waru Sidoarjo has gradually increased due to the application of innovative and interactive learning methods.

The purpose of this study is to determine and understand how learning facilities, learning motivation, and learning methods affect student learning achievement if these factors work together to achieve learning objectives. This research is used as a benchmark to assess learning facilities, learning motivation and the application of learning methods to encourage improvement in learning achievement.

## II. METHODS

The research method applied is quantitative *explanatory survey*. Arikunto stated that the type of research that focuses on numerical data which is then analyzed through several tests is quantitative [15]. *Explanatory surveys* are conducted to examine hypotheses between variables. The goal is to use statistical analysis to understand data on a large number of cases [16]. The research can use questionnaires to get information about the variables studied. The data collected are also used to describe the characteristics of specific populations [17].

According to Nazir's theory, populations are defined as the object of research and are based on the collection of data of the entire population in the field [18]. This study included all 255 students at SMP Darul Ulum Waru Sidoarjo as a population. 138 students were male or 54.1% of the total students, and 117 were female students, or 45.9%. The majority of respondents were male. The statement is the number of respondents based on gender and percentage by class consisting of 75 grade VII students or 29.4% of the total respondents, 76 grade VIII students or 29.8% of the total respondents, and 104 grade IX students or 40.8% of the total respondents.

According to Cochran, the general characteristics of the population in this study are represented by samples. *Total sampling* was applied in this study [19]. According to Sugiyono, the sampling method using the entire population of this study is commonly known as total sampling. The survey results show the primary data needed, while the secondary data in this study are articles and journals related to the research topic [20].

The respondents' answers through *google form* and measured through the Likert scale are used as a primary data source. The 8 points of the Likert scale used are 1) strongly disagree, 2) strongly disagree, 3) disagree, 4) disagree, 5) somewhat agree, 6) agree, 7) strongly agree, 8) strongly agree. The variables measured in this study include learning achievement as a bound variable and the independent variable in this study is learning facilities, learning motivation and learning methods.

According to Bloom *et al,* the indicators of learning achievement are 1) the cognitive domain, 2) affective domain and 3) psychomotor domain [21]. Indicators of learning facilities according to Higgins *et al.* among others 1) Study room design; 2) Natural lighting; 3) Acoustic quality; 4) Temperature and Ventilation; 5) Learning Technology [22]. According to Amrai et al. consists of six indicators of learning motivation, namely: 1) interest in task; 2) inclination to effort; 3) Competitiveness; 4) social power (social power or influence in the social environment); 5) social concern for affiliation; 6) praise and token (in learning there is an appreciation) [23].

According to Leiber, indicators of learning methods include 1) The learning environment includes elements such as facilities that support the implementation of interactive learning methods, digital resources, and administrative support available to support the learning process; 2) The learning process, which includes pedagogical approaches, the use of technology, and interaction between teachers and students. Indicators of the next learning method; 3) individual and group learning activities; 4) Assessment of student achievement after the learning process takes place. The indicators of each variable are used as a benchmark in the questionnaire that will be answered by the respondents [24].

After respondents filled out the questionnaire and all data was collected, the data was analyzed using data quality checks, classical assumption tests, and multiple linear regression. Reliability and validity tests are carried out as part of the data quality check. This study examines classical assumptions such as normality distribution, autocorrelation, multicollinearity, and heteroscedasticity. The multiple linear regression algorithm allows the determination of the influence between one

dependent variable and several independent variables [25]. This method measures the influence of factors on dependent and independent variables. This study uses multiple linear regression with determination coefficients, t-test, and F-test. To ensure the validity and reliability of the data collected, *SPSS for Windows* version 26.0 is used.

## III. RESULTS AND DISCUSSION

### RESULTS

The questionnaire given to respondents was not only assessed through a likert scale but also given multiple-choice questions to get more in-depth analysis results.

**Table 1. Description of Learning Facility Variables**

| Answer Description | Sum | Percentage |
|---|---|---|
| Clean and comfortable conditions | 189 | 74,1% |
| Complete study aids | 48 | 18,8% |
| Wi-Fi *or internet* access | 18 | 7,1% |
| Total | 255 | 100 % |

**Source: SPSS Processing Results 26, 2025**

The results of the question "What facilities make you comfortable studying" showed that the majority of students (74.1%, or 189 students) considered clean and comfortable conditions to be the most important factors. The completeness of learning aids was considered most important by 18.8%, or 48 students, and internet access or *wifi* was considered most important by 7.1%, or 18 students. This statement suggests that learning facilities, such as classrooms, need a clean and comfortable environment because an unconducive environment, such as a dirty, noisy, or disorderly environment, can disrupt students' focus and reduce their enthusiasm for learning.

**Table 2. Description of Learning Motivation Variables**

| Answer Description | Sum | Percentage |
|---|---|---|
| Earn a reward or award | 39 | 15,3% |
| Easy tasks | 35 | 13,7% |
| A fun teacher or teacher | 181 | 71,0% |
| Total | 255 | 100 % |

**Source: SPSS Processing Results 26, 2025**

As a result of the data collected through the question "What motivates you to learn?", the majority of students (71.0%, or 181 out of 255 students) stated that a pleasant teacher or instructor is the main factor that makes students motivated and comfortable in the learning process. According to 15.3% or the equivalent of 39 students in the study, rewards or rewards also increase students' motivation to learn. As many as 13.7% or 35 students stated that easy assignments support students' interest in learning. Students will be more comfortable and confident to complete schoolwork with less difficult assignments.

**Table 3. Description of Learning Method Variables**

| Answer Description | Sum | Percentage |
|---|---|---|
| Just listen to the teacher's explanation | 69 | 27,1% |
| Learning that actively engages students | 152 | 59,6% |
| Learning through digital media | 34 | 13,3% |

| | | |
|---|---|---|
| Total | 255 | 100 % |

**Source: SPSS Processing Results 26, 2025**

The answer to the question "What type of learning do you prefer?" revealed that 59.6%, or 152 out of 255 students, said they preferred learning that actively engaged students. This statement shows that several approaches such as discussions, questions and answers, group work, and practical activities are considered to support engagement and make it easier for students to understand the material. However, 27.1%, or 69 students, stated that they did not enjoy the learning. Meanwhile, 13.3%, or 34 students, prefer learning through digital media. According to most respondents' answers, learning that actively engages students increases student participation, improves critical thinking skills, and increases the desire to learn.

**Table 4. Description of Learning Achievement Variables**

| Answer Description | Sum | Percentage |
|---|---|---|
| Friendship environment | 96 | 37,6% |
| Family environment | 45 | 17,6% |
| School environment | 114 | 44,7% |
| Total | 255 | 100 % |

**Source: SPSS Processing Results 26, 2025**

The research data obtained from respondents through the question "What factors affect your learning process so that you achieve good learning achievement?" explained that the school environment has the highest percentage of 44.7% (114 students), followed by the friend environment of 37.6% (96 students), and the family environment of 17.6% (45 students) out of a total of 255 respondents. Interactions and atmospheres in schools more often affect students than family and friendship environments towards observed behaviors or outcomes Because students spend a lot of time in school, including participating in extracurricular activities and interacting with educators and peers.

The validity test is the first step in testing the data quality in this study. An item is considered valid if the CICT value is above 0.3, which indicates a sufficient and good contribution to the construct measurement [26]. Based on the results of the study, items with a value greater than 0.3 are considered valid, while items with a value below 0.3 are considered invalid. All statements about the variables of learning methods and learning achievement are declared valid. 2 statements of the learning motivation variable are considered invalid, and 10 statements of the learning motivation variable are considered valid. 4 statements about the learning facility variables were also declared invalid. Then, 6 statements about the variables of learning facilities were declared valid.

In addition to validity tests, reliability tests as well as quality tests are used in the data analysis process. A variable statement is considered consistent and reliable if *the Cronbach's Alpha value* in this study is higher than 0.60 [27]. The results of the study, based on 255 students of Darul Ulum Waru Junior High School who answered the questionnaire, showed that all items were reliable, with *a Cronbach's Alpha value* above 0.60. The following table describes the results of the reliability test in this study:

**Table 5. Reliability Test Results**

| Variable | *Cronbach's Alpha* | *N of Items* | Information |
|---|---|---|---|
| Learning Facilities (X1) | 0,610 | 10 | Reliable |
| Learning Motivation (X2) | 0,757 | 12 | Reliable |
| Learning Method (X3) | 0,773 | 8 | Reliable |
| Learning Achievement (Y) | 0,745 | 7 | Reliable |

**Source: SPSS Processing Results 26, 2025**

Furthermore, classical assumption tests were carried out, which included normality, heteroscedasticity, multicollinearity, and autocorrelation tests. *The P-P standardized regression plot* is the benchmark used in the normality test. Data scattered around the diagonal line is declared as normal data [28]. The results of the study explained that the dots spread along the diagonal line and around the line, according to the results obtained illustrating that the data is distributed normally. This statement can be explained through the following image:

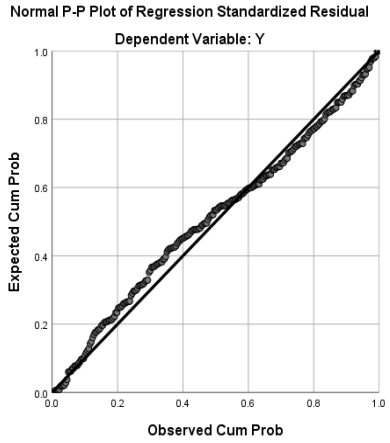


**Figure 1. Results of the P-Plot Normality Test**
**Source: SPSS Processing Results 26, 2025**

Autocorrelation tests provide the basis for the importance of autocorrelation analysis in research, especially to find relationships or correlations between residual or error in linear regression models. Autocorrelation can be assessed through the Durbin Watson (DW) method, and if the standard value is more than 2, then there is no autocorrelation [29].

**Table 6. Autocorrelation Test Results**

| Type | *Durbin Watson* | Information |
|---|---|---|
| 1. | 2.049 | No Autocorrelation |

**Source: SPSS Processing Results 26, 2025**

The data in the table above is stated to be non-autocorrelated because the standard value of Durbin Watson's decision-making is above 2, and this value is in accordance with the decision-making standard of 2,049 which is a value above 2.

The next step after performing the autocorrelation test is the multicollinearity test. Multicollinearity testing includes two or more variables. Therefore, identifying and addressing multicollinearity is essential before proceeding with the analysis. VIF and tolerance values can be compared to test multicollinearity. If the VIF is less than 10 and the tolerance is greater than 0.1, no symptoms of multicollinearity are found [28]. The results of data analysis showed that the VIF value was less than 10 and the tolerance was more than 0.1, so the data stated that there were no symptoms of multicollinearity. The statement is shown in this table:

**Table 7. Multicollinearity Test Results**

| Variable | VIVID | *Tolerance* | Information |
|---|---|---|---|
| Learning Facilities | 1.498 | 0,668 | No Multicollinearity |
| Learning Motivation | 2.027 | 0,493 | No Multicollinearity |
| Learning Methods | 2.045 | 0,489 | No Multicollinearity |

**Source: SPSS Processing Results 26, 2025**

The last classical assumption test is the heteroscedasticity test. The heteroscedasticity test aims to determine whether there is an inequality of variance in the regression model between residuals from one observation to another, as stated by Ghozali. S*catter* plots were applied to test the assumption of heteroscedasticity in this study. Scale and ratio data are used to determine the pattern of relationships between variables. Heteroscedasticity does not occur if the pattern is above and below the value of 0, does not overlap, and does not show a clear wave pattern. The data in this study did not show heteroscedasticity: the pattern was above and below the value of 0 and did not show a clear wave pattern. Therefore, the data collected do not show heteroscedasticity.

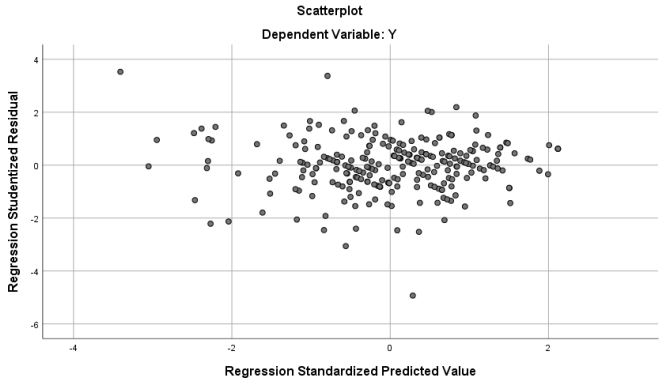


**Figure 2. Results of the Sactter Plot Heteroscedasticity Test**
**Source: SPSS Processing Results 26, 2025**

Multiple linear regression is used to analyze how independent variables affect dependent variables after classical hypothesis testing. This regression analyzes the influence of each independent variable on the observation results. This method allows us to determine the influence of independent variables on dependent variables. The values of the independent variables are then used to determine the target value of the dependent variables [30].

**Table 8. Multiple Linear Regression Test Results**

| Type | | *Unstandardized Coefficients* | | *Standardized Coefficients* |
|---|---|---|---|---|
| | | **B** | **Std. error** | **Beta** |
| 1 | (Constant) | 4.925 | 2.178 | |
| | Learning Facilities | .027 | .049 | .027 |
| | Learning Motivation | .219 | .045 | .280 |
| | Learning Methods | .470 | .050 | .536 |

**Source: SPSS Processing Results 26, 2025**

The results of the Multiple linear regression table show that the value Y = 4.925 + 0.027X1 + 0.219X2 + 0.470X3. The constant value in these results was 5.047, while the regression coefficient in the learning facility variable was 0.027, the learning motivation variable was 0.219, and the learning method variable was 0.470.

Statistical techniques analyze the significant differences between the average of two or more groups, namely the t-test. Its main function is to understand the difference in data. The t-test showed an expected significance value of no more than 0.05 [27]. 2 independent variables have a partial significant effect on the bound variable because their significance value does not exceed 0.05, and because the significance value is greater than 0.05 one independent variable has no significant effect on the bound variable, as seen in the following table:

**Table 9. Test Results t**

| Type | T | Sig. | Information |
|---|---|---|---|
| (Constant) | 2.261 | .025 | |
| Learning facilities | 0.543 | .588 | Has no significant influence |
| Learning Motivation | 4.896 | .000 | Has a Significant Influence |
| Learning Methods | 9.322 | .000 | Has a Significant Influence |

**Source: SPSS Processing Results 26, 2025**

The influence of the free variable on the partially bound variable is determined by the t-test, while the F test measures the effect of the free variable on the bound variable simultaneously. Mardiatmoko stated that the F test is used to test the influence of independent variables on dependent variables [31]. According to Montgomery *et al*, the decision-making criterion for the F test is H0 accepted (H1 is rejected), if the gain of sig. $F>a$ (0.05) and H1 are accepted (H0 is deducted), if the gain of sig. $F<a$ (0.05) [32]. In this study, the significance value obtained was 0.000, then, because the significant value was less than 0.05, the variables of learning facilities, learning motivation and learning methods had a significant effect simultaneously on the variables of learning achievement. The description of the statement is described in the following table:

**Table 10. F Test Results**

| Type | | *Sum of Squares* | Df | *Mean Square* | F | Sig |
|---|---|---|---|---|---|---|
| 1 | Regression | 4859.964 | 3 | 1619.988 | 122.856 | .000b |
| | Residual | 3309.707 | 251 | 13.186 | | |
| | Total | 8169.671 | 254 | | | |

**Source: SPSS Processing Results 26, 2025**

The determination coefficient is the final analysis of the data, and is used to determine the extent to which the variance of variable X can be explained by variable Y in a regression model [33]. The variables of learning facilities, learning motivation, and learning methods had a significant influence on the variables of learning achievement, with an adjusted round value of R of 0.590, or 59.0%. The remaining 41.0% was influenced by other variables. The results of the determination efficiency analysis in this study are presented in the following table:

**Table 11. Determination Coefficient Test Results**

| Type | R | *R Square* | *Adjusted R Square* | *Std. Error of the Estimate* |
|---|---|---|---|---|
| 1 | .771a | .595 | .590 | 3.631 |

**Source: SPSS Processing Results 26, 2025**

## DISCUSSION

### The Influence of Learning Facilities on Student Learning Achievement at SMP Darul Ulum Waru Sidoarjo

Learning facilities, which include learning technology, libraries, laboratories, and comfortable classrooms are supporting factors that affect student learning achievement. The learning achievement of students at SMP Darul Ulum Waru Sidoarjo is positively influenced significantly by the learning facilities and several relevant previous studies support this fact. According to Japar *et al*, has been proven to be a good classroom state, such as a bright and clean classroom, improving students' concentration and making students feel comfortable while studying [34].

Rahmawati and Rosy stated that learning facilities are very important for schools because they directly affect student learning achievement because the good and bad achievements obtained affect students' cognitive, affective, and psychomotor abilities, in other words, students' learning experiences can be developed through good learning facilities [35]. Unfortunately, the significance value obtained

is higher than 0.05 which means that the learning facilities do not have a positive and significant effect on the learning achievement of students at SMP Darul Ulum Waru Sidoarjo. The results of this study are more in-depth because the population as a whole is used as a sample so that the results obtained are more extensive. Similar results were found in the study Due *et al,* which states that learning facilities do not have a positive impact on student learning achievement [36].

Based on the exploratory questionnaire, it was shown that comfortable conditions were the main factor that supported learning. Unhealthy environments, such as dirty, noisy, and unventilated environments, can interfere with students' focus and lower their enthusiasm for learning, this clean and comfortable environment is essential. Limited internet access can limit the ability of educators and students to use the growing digital education resources. The implication is that the school maximizes the provision of learning facilities needed by students.

**The Effect of Learning Motivation on Student Learning Achievement at SMP Darul Ulum Waru Sidoarjo**

Good learning achievement is supported by learning motivation. Motivated students are better at managing their abilities and time effectively to study and prepare for exams, according to Hafidz *et al,* internal and external motives that encourage, direct, and maintain learning behaviors are called learning motivation [37]. Wahab *et al*, that students' enthusiasm and persistence are determined by learning achievement, resulting in an increase in learning achievement [38]. Learning motivation has a significant and positive effect on student learning achievement at Darul Ulum Waru Sidoarjo Junior High School, with a significance value of less than 0.05. The use of *total sampling* provides broader research results.

Darul Ulum Waru Junior High School, Sidoarjo, can improve the learning achievement of its students through awarding outstanding students. For example, the highest scoring student can get free tuition fees for one semester. Giving these gifts or awards will make other students motivated to improve their learning and become outstanding students. Students with high learning motivation do not give up easily when facing problems. Instead, they will try to find ways to complete the task and stay focused on academic goals [39]. The implication is to continue to make efforts to increase student motivation through giving gifts consistently so that student motivation is also always consistent.

**The Influence of Learning Methods on Student Learning Achievement at SMP Darul Ulum Waru Sidoarjo**

Understanding the material and improving learning achievement are also influenced by the existence of technology in the learning process. Learning methods are a factor that supports student learning achievement because an effective learning process will support students' understanding, activeness, and motivation [40]. Approaches such as collaborative and interactive learning support students to be more active in the classroom and acquire the critical thinking skills necessary for better achievement [41].

The results of previous studies support the idea that learning methods affect student learning achievement and are supported by the acquisition of a significance score lower than the standard value of decision-making, thus showing the accepted hypothesis, however, in this study it tries to use the entire population as a sample to obtain more comprehensive results. Learning achievement can be improved through learning methods as the results of research by Yani *et al*, that the application of learning methods will make it easier for students to understand the material [40]. Interactive learning will improve the way students think and work together while learning [42]. The implication is that it is hoped that student learning achievement can be improved through the application of innovative learning methods to the maximum so that students can understand the material easily and the achievements achieved also increase.

## IV. CONCLUSION

The learning facilities at SMP Darul Ulum Waru Sidoarjo do not have a significant positive effect on student learning achievement. The reason is the lack of optimal access to facilities, as some facilities are still in the process of development and improvement, so students cannot take full advantage of them. Students of Darul Ulum Waru Junior High School in Sidoarjo feel a significant positive influence on learning motivation. Schools can further increase this enthusiasm by rewarding outstanding students. This fact is considered to be able to motivate students to achieve success in learning. The statistical test has a significance value that is smaller than the standard value of the decision which can be interpreted that motivation has a significant positive effect on student learning achievement.

The learning method at SMP Darul Ulum Waru Sidoarjo supports the improvement of student learning achievement. The application of innovative and interactive methods will make the learning environment more interesting and enjoyable. In contrast to learning through lectures, where students will get bored of just listening to the teacher's explanation. Students will be actively involved in learning indirectly through the application of interactive learning methods, which in turn will increase interest in the topics being taught. One of the learning applications used at SMP Darul Ulum Waru Sidoarjo is Erklika. This application has features that will help teachers apply the most creative methods possible as a form of business to make it easier for students to understand the learning material.

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