Students' perceptions of teaching methods and learning interest effects on general administration outcomes

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Abstrak

Penelitian ini dilatarbelakangi dengan adanya permasalahan pada hasil belajar siswa kelas XI MPLB SMK Negeri 6 Surakarta pada mata pelajaran administrasi umum yang dipengaruhi oleh persepsi siswa tentang metode mengajar guru dan minat belajar siswa. Diketahui bahwa ketuntasan hasil belajar siswa kelas XI MPLB pada mata pelajaran administrasi umum hanya sebesar 32,08%. Penelitian ini bertujuan untuk mengetahui pengaruh (1) persepsi siswa tentang metode mengajar guru terhadap hasil belajar siswa, (2) minat belajar siswa terhadap hasil belajar siswa, dan (3) persepsi siswa tentang metode mengajar guru dan minat belajar siswa terhadap hasil belajar siswa. Penelitian ini merupakan penelitian kuantitatif dengan metode survei. Hasil penelitian menunjukkan bahwa (1) terdapat pengaruh positif dan siginifikan pada persepsi siswa tentang metode mengajar guru terhadap hasil belajar siswa yang dibuktikan dengan nilai signifikansi 0,004 < 0,05 (2) terdapat pengaruh negatif pada minat belajar siswa terhadap hasil belajar siswa yang dibuktikan dengan nilai signifikansi 0,034 < 0,05 dan nilai koefisien pada kolom B sebesai -0,315 (3) terdapat pengaruh secara simultan pada persepsi siswa tentang metode mengajar guru dan minat belajar siswa terhadap hasil belajar siswa pada mata pelajaran administrasi umum kelas XI MPLB SMK Negeri 6 Surakarta yang dibuktikan dengan nilai signifikansi sebesar 0,008 < 0,05.

Kata kunci: evaluasi pembelajaran; ketuntasan belajar; kuantitatif; survei

Abstract

This study investigated the relationship between students' perceptions of teachers' teaching methods and learning interest with learning outcomes among grade XI MPLB students at SMK Negeri 6 Surakarta in general administration. The learning completion rate was only 32.08%. This quantitative survey research examined: (1) the effect of students' perceptions of teaching methods on learning outcomes, (2) the effect of learning interest on learning outcomes, and (3) the simultaneous effect of both variables on learning outcomes. Results indicated that (1) students' perceptions of teaching methods had a significant positive effect on learning outcomes ($p = 0.004$), (2) learning interest had a significant negative effect on learning outcomes ($p = 0.034$,

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B = -0.315), and (3) both variables simultaneously and significantly affected learning outcomes (p = 0.008).

Introduction

Human capital constitutes a key driving factor in a nation's economic development. Education directly influences the qualitative development of a country's human resources (Hasan et al., 2023). Education represents one of the most critical components in shaping human resource quality and serves as the most effective tool for enhancing a nation's workforce capabilities. This aligns with Article 3 of Law Number 20 of 2003 concerning the National Education System, which states that national education functions to develop capabilities and shape the dignified character and civilization of the nation in order to educate the nation's life, aiming to develop students' potential to become faithful and pious human beings who believe in God Almighty, have noble character, are healthy, knowledgeable, capable, creative, independent, and become democratic and responsible citizens.

The learning process constitutes an educational activity involving interactions among teachers and students, among students themselves, and between students and their surrounding environment. Teachers play a crucial role in teaching and learning activities to ensure that students comprehend the knowledge being taught. The teaching methods employed by teachers significantly influence students' understanding of the material, particularly in general administration subjects that require a combination of theory and practice. Therefore, innovation in teaching methods becomes crucial for enhancing student engagement.

Research on factors influencing student learning outcomes has found that learning readiness and parental role affect student learning outcomes (Nafisah et al., 2015). However, other research demonstrates that student learning outcomes are influenced not only by learning readiness and parental role but also by students' perceptions of teachers' teaching methods (Az-Zahra, 2019) and students' learning interest (Dewi, 2023). This indicates a discrepancy between research findings and field reality. Therefore, researchers were interested in examining whether positive effects exist from students' perceptions of teachers' teaching methods and students' learning interest on student learning outcomes, particularly in general administration for grade XI MPLB at SMK Negeri 6 Surakarta. This study contributes to current literature by presenting new empirical evidence regarding the simultaneous influence of students' perceptions of teachers' teaching methods and students' learning interest on student learning outcomes, which has rarely been examined together previously.

Based on preliminary observations conducted in grade XI MPLB at SMK Negeri 6 Surakarta, problems existed in the learning process of general administration subjects related to student learning outcomes. Student learning outcomes in grade XI at SMK Negeri 6 Surakarta for general administration subjects were not optimal. This can be seen from the average daily test scores as follows:

Table 1
Daily Test Scores for Odd Semester in General Administration Subject

No	Class	Number of Students	Passed KKM	Did Not Pass KKM	% Learning Completion
1	XI MPLB 1	34 students	9	25	26,47%
2	XI MPLB 2	36 students	12	24	33,33%
3	XI MPLB 3	36 students	13	23	36,11%
	Total	106	34	72	32,08%

Table 1 demonstrates that learning completion for grade XI MPLB students at SMK Negeri 6 Surakarta in general administration subjects was only 32.08% with a KKM (Minimum Completion Criteria) of 70. After conducting interviews with several grade XI MPLB students at SMK Negeri 6 Surakarta and direct observation during the School Field Introduction (PLP) program, it was identified that students' learning interest in general administration subjects remained low. Furthermore, students' perceptions of teachers' teaching methods were less favorable, resulting in reduced student enthusiasm in participating in general administration learning.

In educational contexts, learning outcomes serve as the primary indicator of learning process success. Learning outcomes represent results given to students after the learning process concludes in the form of assessments that evaluate students' knowledge, attitudes, and skills with behavioral changes (Nurrita, 2018). According to Nabillah and Abadi (2020), learning outcomes are obtained as a result or effect of students' learning experiences and processes at school. It can be concluded that learning outcomes constitute results obtained by students through learning processes and experiences in the form of knowledge and skill assessments accompanied by behavioral changes. The domain of learning outcomes is classified into three domains as explained by Bloom in Mahmudi et al. (2022): cognitive domain, affective domain, and psychomotor domain. Factors influencing student learning outcomes include internal and external factors. Internal factors consist of interest, motivation, attention in learning, and learning readiness. Meanwhile, external factors consist of teachers' teaching methods, classroom space, and peers (Angraini, 2016). Measurement of learning outcomes in this study utilized formative test results measuring learning outcomes in cognitive aspects in the form of accumulated assignment grades for general administration subjects during half of the even semester.

Perception is the process by which individuals understand and give meaning to an object or stimulus using their senses to express opinions, responses, and perspectives about what they observe, which will subsequently influence their behavior (Triyono & Febriani, 2018). According to Krisnawan et al. (2024), teachers' teaching methods are methods used by teachers to establish relationships with students during the learning process that encompass interaction, communication, and approaches used by teachers to create an effective learning environment. Students' perceptions of teachers' teaching methods constitute the process by which students conclude information and interpret how teachers teach so that these methods have meaning and influence for students in the learning process. According to Hamid (2019), various teaching methods include assignment method (recitation), team teaching, drill method, resource person method, storytelling method, sociodrama method, role-playing method, and project method. Ilyas and Armizi (2020) mention factors that must be considered in teaching method selection: (1) guided by objectives; (2) individual student differences; (3) teacher capabilities; (4) nature of learning materials; (5) classroom situations; (6) method strengths and weaknesses; and (7) facility completeness. Indicators of students' perceptions of teachers' teaching methods used in this study are students' perceptions of teaching methods aligned with learning objectives, students' perceptions of teaching methods suited to learning situations and conditions, students' perceptions of teaching methods aligned with teacher capabilities, students' perceptions of teaching methods adapted to student characteristics, and students' perceptions of teaching methods suited to subjects.

Learning interest is the force that motivates individuals to achieve learning goals (Achru, 2019). Sirait (2016) argues that learning interest constitutes an individual's psychological aspect that can be observed from several symptoms such as enthusiasm, desire, and feelings of liking to make behavioral changes through various activities including seeking knowledge and experience. It can be concluded that learning interest is a desire or individual feeling characterized by high curiosity, feelings of liking, and interest in studying a field of study more deeply. When students feel interested in a field of study, they will actively participate during the learning process. According to Karwati and Priansa (2016), various types of learning interest include personal interest, situational interest, and psychological interest. The learning interest indicators used in this study are (1) presence of attention focus, feelings, and thoughts toward learning when attending general administration lessons; (2) presence of interest in studying general administration subjects; and (3) involvement during general administration subject learning.

In the MPLB major, general administration subjects constitute one of the important subjects for students to learn so that students can understand basic administrative concepts within institutions, thereby developing students' abilities in that competency expertise (Rachmawati & Rosy, 2021). Learning achievements that grade XI MPLB students at SMK Negeri 6 Surakarta must attain in general administration subjects are that at the end of the learning phase, students are capable of creating official letters, circulars, and instruction letters.

Research Method

This research was conducted at SMK Negeri 6 Surakarta with a research timeline from the preparation stage through analysis and report compilation over 11 months. The independent variables in this study were Students' Perceptions of Teachers' Teaching Methods (X1) and Students' Learning Interest (X2), while the dependent variable was Student Learning Outcomes (Y). Students' perceptions of teachers' teaching methods represent students' assessment of the alignment of teachers' teaching methods with learning objectives, classroom situations, teacher capabilities, student characteristics, and types of subjects, measured through 50 questionnaire statement items. Students' learning interest represents the drive within students to pay attention, be interested, and be involved in general administration learning, measured through 22 statement items distributed via questionnaire based on indicators of students' attention, interest, and involvement in learning. Student learning outcomes represent students' academic achievements in both knowledge and skills, measured through assignment grades for general administration subjects; grade data were obtained from teacher grade documentation. The type of research method used was survey method with a quantitative approach. Survey research method is a type of quantitative research that aims to collect data related to events that have occurred or current conditions, as well as hypothesis testing on specific samples from a population (Sugiyono, 2022). This study employed a quantitative approach with survey method because it is suitable for measuring relationships among variables objectively and systematically.

The population used in this study comprised all grade XI MPLB students at SMK Negeri 6 Surakarta totaling 106 students. Population selection determination was based on grade XI students from SMK Negeri 6 Surakarta who had received general administration subjects. Sampling employed simple random sampling technique and sample calculation using the Slovin formula, resulting in a sample of 84 individuals.

Data collection techniques utilized observation conducted to directly ascertain problems occurring in the classroom, which would subsequently be used as the research problem background; questionnaires using a Likert scale modified to four points; and documentation to obtain students' daily test score data and assignment grades. According to Arikunto (2020), the Likert scale modified to four scales aims to encourage respondents to provide more definitive answers without choosing a neutral position. Elimination of the neutral choice aims to reduce biased answers and increase clarity of respondents' attitudes or perceptions toward given statements.

Research instrument validation techniques employed validity testing and reliability testing. Research commenced by conducting instrument trials tested on 22 students outside the research sample. Data analysis techniques began with conducting prerequisite tests or classical assumption tests consisting of normality test, linearity test, multicollinearity test, and heteroscedasticity test. Subsequently, hypothesis testing was conducted consisting of multiple linear regression analysis, t-test, F-test, and coefficient of determination (R^2) analysis, and calculating the effective contribution and relative contribution of X1 and X2 to Y. Research data processing was performed using IBM SPSS 26 for Windows software. Research stages consisted of (1) preparing research proposal; (2) preparing research instruments; (3) conducting data collection; (4) processing and analyzing data; and (5) preparing research report. Before data collection was conducted, this research underwent an ethical approval process in accordance with applicable institutional guidelines. All respondents were provided informed consent explaining research objectives, rights as participants, and data confidentiality guarantees. Respondent identities were maintained using anonymous codes, and collected data were only used for academic purposes and analyzed collectively without revealing personal information.

Results and Discussion

Research Results

Validity Test

The validity test was used to ensure that the instrument or measurement tool truly measures the aspect that is the research object. Validity test results for variables X1 and X2 using rtable values at a 5% significance level (rtable value 0.432) indicated that all statement items for variable X1, totaling 50 statement items, were declared valid, with each item's rcalculated value > 0.432 and significance value < 0.05. Validity test results for variable X2 indicated that 22 statement items were declared valid and 8 items were declared invalid.

Reliability Test

The reliability test was used to determine whether a measurement tool can be used; an instrument can be considered reliable if Cronbach's alpha value > 0.60. Reliability test results for variables X1 and X2 obtained Cronbach's alpha values of 0.98 and 0.92, respectively. These Cronbach's alpha values were greater than 0.60.

Normality Test

The normality test was used to determine whether the dependent variable (Y) and independent variables (X) in the regression model were normally distributed. A good regression model has normal or near-normal distribution (Muthahharah & Fatwa, 2022). Based on normality test results using the one-sample Kolmogorov-Smirnov test, the significance value was 0.119 > 0.05. Therefore, it can be concluded that residual values were normally distributed.

Linearity Test

The linearity test was conducted after performing the normality test, and its purpose was to determine whether each independent variable had a linear relationship with the dependent variable. Based on linearity test results with linearity requirements that if significance value > 0.05, then the variable is declared to have a linear relationship, significance values of 0.752 > 0.05 were obtained for the students' perceptions of teachers' teaching methods variable and 0.176 > 0.05 for the students' learning interest variable; therefore, both variables were declared to have linear relationships with the dependent variable (student learning outcomes).

Multicollinearity Test

The multicollinearity test was conducted with requirements that if tolerance value > 0.100 and VIF (Variance Inflation Factor) < 10.00, then no multicollinearity symptoms occur between variables X1 and X2. Multicollinearity test results can be seen in the following table:

Table 2
*Multicollinearity Test Results*

Variable	Tolerance	VIF
Students' Perceptions of Teachers' Teaching Methods	.896	1.116
Students' Learning Interest	.896	1.116

Based on Table 2, the test results had tolerance values of 0.896 > 0.100 and VIF values of 1.116 < 10.00; therefore, it can be stated that no multicollinearity symptoms occurred among independent variables.

Heteroscedasticity Test

The heteroscedasticity test was conducted to determine whether there were differences in residual variance between one observation and another in the regression model. The heteroscedasticity test results in this study can be seen in the following figure 1:

Figure 1
Heteroscedasticity Test Results
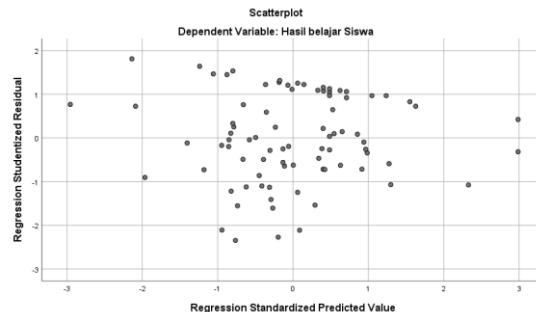
The figure demonstrates that points in the diagram (representing data) are randomly distributed without forming specific patterns and are evenly distributed above and below the zero line on the Y-axis. This condition indicates that the regression model did not experience heteroscedasticity symptoms; therefore, it can be stated that the regression model was suitable for use.

Multiple Linear Regression Analysis

This study conducted calculations including multiple linear regression analysis technique used to determine whether significant effects exist from two or more independent variables (X_1 & X_2) on the dependent variable (Y) (Mona et al., 2015). Multiple linear regression analysis results in this study can be seen in the following table:

Table 3
Multiple Linear Regression Analysis Results

	Unstandardized Coefficients		Standardized Coefficients		
	B	Std. Error	Beta	t	Sig.
(Constant)	72.102	9.594		7.515	.000
Students' Perceptions of Teachers' Teaching Methods	.155	.053	.324	2.930	.004
Students' Learning Interest	-.315	.146	-.239	-2.159	.034

From the multiple linear regression analysis results in Table 3, the following equation can be obtained:

Y = 72,102 + 0,155 X1 - 0,315 X2

In column B, the constant value of 72.102 indicates a positive influence from students' perceptions of teachers' teaching methods and students' learning interest variables. Based on this regression equation, it can be stated that the average increase or decrease in student learning outcomes is estimated at 0.155 or 15.5% for each decrease or increase in the students' perceptions of teachers' teaching methods variable (X_1), and if the students' learning interest variable (X_2) is increased by one unit, then student learning outcomes decrease by 0.315 or 31.5%. This negative coefficient indicates that students' learning interest negatively affects student learning outcomes.

t-Test

The t-test in this study aimed to determine whether partial effects exist between independent variables (X_1 and X_2) on the dependent variable (Y). Independent variables can be considered to significantly affect the dependent variable if significance value < 0.05 and t_calculated > t_table. t_table determination with significance level of 0.05/2 = 0.025 and n = 84 (formula: α/2; n-k-1, thus 0.025; 84-2-1 = 81) obtained t_table of 1.989. Following are t-test results in this study:

Table 4
t-Test Results

Variable	t	Sig.
(Constant)	7.515	.000
Students' Perceptions of Teachers' Teaching Methods	2.930	.004
Students' Learning Interest	-2.159	.034

Based on Table 4, the significance value for the students' perceptions of teachers' teaching methods variable (X_1) was $0.004 < 0.05$ and t_calculated was $2.930 > 1.989$, meaning H_0 was rejected and H_a was accepted; therefore, it can be concluded that the students' perceptions of teachers' teaching methods variable (X_1) significantly affected the student learning outcomes variable (Y). The significance value for the students' learning interest variable (X_2) was $0.034 < 0.05$ and t_calculated was $2.159 > 1.989$, meaning H_0 was rejected and H_a was accepted; therefore, it can be concluded that the students' learning interest variable (X_2) significantly affected the student learning outcomes variable (Y).

F-Test

The simultaneous test (F-test) was conducted to test the significance level of the simultaneous (combined) effect of independent variables on the dependent variable. Independent variables can be considered to have simultaneous effects if significance value < 0.05 and F_calculated $>$ F_table. F_table determination using formula k; n-k, thus 2; 84-2 = 82 = 3.105. Following are F-test results in this study:

Table 5
F-Test Results

	Sum of Squares	df	Mean Square	F	Sig.
Regression	1657.797	2	828.898	5.115	.008[b]
Residual	13127.346	81	162.066		
Total	14785.143	83			

Table 5 indicates that the significance value was $0.008 < 0.05$ and F_calculated was $5.115 > 3.105$, meaning that the students' perceptions of teachers' teaching methods variable (X_1) and students' learning interest variable (X_2) simultaneously (combined) affected the student learning outcomes variable (Y).

Coefficient of Determination (R^2) Analysis
Table 6
Coefficient of Determination Test Results

R	R Square	Adjusted R Square	Std. Error of the Estimate
.335[a]	.112	.090	12.731

Based on Table 6, the R^2 value obtained was 0.112, meaning the magnitude of contribution from students' perceptions of teachers' teaching methods variable (X_1) and students' learning interest variable (X_2) to student learning outcomes variable (Y) simultaneously (combined) was 11.2%, with the remaining 88.8% influenced by other variable factors not examined in this study.

Effective and Relative Contributions

Based on calculation results, the effective contribution of students' perceptions of teachers' teaching methods variable (X_1) to student learning outcomes (Y) was 8%, while the effective contribution of students' learning interest variable (X_2) to student learning outcomes (Y) was 3.2%. The relative contribution of students' perceptions of teachers' teaching methods variable (X_1) to

student learning outcomes (Y) was 71%, and the relative contribution of students' learning interest variable (X_2) to student learning outcomes (Y) was 29%.

Discussion

The research hypothesis stated that a significant positive effect exists between students' perceptions of teachers' teaching methods on student learning outcomes in general administration subjects for grade XI MPLB at SMK Negeri 6 Surakarta. This hypothesis was tested using partial t-test between the independent variable students' perceptions of teachers' teaching methods and the dependent variable student learning outcomes. Based on t-test results conducted, a significance value of 0.004, which was less than 0.05, was obtained. Therefore, it can be stated that the independent variable students' perceptions of teachers' teaching methods significantly affected the dependent variable student learning outcomes in general administration subjects. Based on multiple linear regression analysis results conducted, a regression coefficient value for the students' perceptions of teachers' teaching methods variable of 0.155 was obtained, meaning that increases or decreases in students' perceptions of teachers' teaching methods would affect increases or decreases in student learning outcomes by 0.155 or 15.5%. The students' perceptions of teachers' teaching methods variable had an effective contribution value of 8% and a relative contribution value of 71%.

Based on data processing conducted, it can be determined that the better students' perceptions of teachers' teaching methods, the better student learning outcomes for grade XI MPLB at SMK Negeri 6 Surakarta in general administration subjects. This aligns with research conducted by Sari et al. (2021), explaining that good teaching methods positively and significantly affect student learning outcomes. When teachers use varied teaching methods, students will feel enthusiastic and comfortable participating in learning. Consequently, this can make students' perceptions of teachers' teaching methods favorable, ultimately affecting student learning outcomes. These research results also align with research conducted by Wulandari et al. (2021), showing a significant effect between students' perceptions of teachers' teaching methods on student learning outcomes with an effect of 17.8%. With increased positive perceptions of teachers' teaching methods, student learning outcomes can also increase.

The second research hypothesis revealed a significant effect between the students' learning interest variable on student learning outcomes in general administration subjects. Based on research results conducted using the t-test, a significance value of 0.034 < 0.05 was obtained; therefore, the independent variable students' learning interest (X_2) was declared to significantly affect the dependent variable student learning outcomes (Y). However, based on multiple linear regression analysis results conducted, a regression coefficient value of -0.315 was obtained for the students' learning interest variable, indicating that this effect was negative. This means that each one-unit increase in students' learning interest was followed by a decrease in learning outcomes of 0.315 or 31.5%, assuming other variables were constant.

This finding appears inconsistent with learning theory stating that high learning interest generally encourages better learning achievement. These research results contradict research results by Putra and Dharmayasa (2024), stating that a significant and positive effect of students' learning interest on student learning outcomes exists at SMAN 1 Sawan. Research conducted by Kismurdiani et al. (2022) also concluded that learning interest provides a significant positive effect on learning outcomes of grade XI students at SMKN 11 Malang. High learning interest forms good learning attitudes and behaviors, thereby impacting optimal learning outcomes.

One possibility that can explain these results is that high learning interest is not always accompanied by effective learning strategies or consistency in students' learning processes. According to Firmansyah (2015), high learning interest alone is insufficient without appropriate learning strategies. This means learning intention must be accompanied by good learning strategies for maximum learning outcomes. Furthermore, high learning interest does not guarantee better learning outcomes. Other factors such as intelligence, effective learning strategies, learning environment support, and stable psychological conditions are required so that this interest can truly be realized in optimal academic achievement forms. Without these factors, high learning interest might not significantly impact increased student learning outcomes.

Besides learning interest, learning motivation is also greatly needed so that student learning outcomes can increase. If only relying on interest without motivation, results are not optimal or merely aspirations. In this study, students' learning interest did not positively affect student learning outcomes; this occurred because learning interest was not accompanied by learning motivation. This aligns with research by Heriyati (2017), explaining that learning interest and motivation together significantly affect student learning outcomes. Learning motivation becomes the driving force so that learning interest can be realized in real efforts, thereby increasing learning outcomes. Research conducted by Nurhayati and Nasution (2022) concluded that motivation and learning interest together have very strong relationships in influencing student learning outcomes. Without motivation, interest alone is insufficient to encourage students to achieve optimal learning outcomes.

Research data results indicated item number 12 with a score value of 201 and the statement "General Administration is one of my favorite subjects" had the lowest score value among 22 statement items. This demonstrates that general administration subjects did not become favorite subjects for most grade XI MPLB students at SMK Negeri 6 Surakarta.

The third research hypothesis stated that a significant positive effect exists between students' perceptions of teachers' teaching methods and students' learning interest together on student learning outcomes in General Administration subjects for grade XI MPLB at SMK Negeri 6 Surakarta. The F-test was conducted to prove that students' perceptions of teachers' teaching methods and students' learning interest variables affected student learning outcomes for grade XI MPLB at SMK Negeri 6 Surakarta together. Based on F-test results, $F_{calculated}$ was 5.115 and F_{table} was 3.11 (5.115 > 3.11), and significance value was 0.008 < 0.05, meaning that the independent variables students' perceptions of teachers' teaching methods and students' learning interest simultaneously had significant effects on learning outcomes in general administration subjects for grade XI MPLB students at SMK Negeri 6 Surakarta with positive direction. Based on coefficient of determination (R^2) analysis results, a coefficient of determination (R^2) value of 0.112 was obtained, which can be interpreted that the independent variables students' perceptions of teachers' teaching methods and students' learning interest simultaneously affected 11.2% of student learning outcomes for grade XI MPLB at SMK Negeri 6 Surakarta in general administration subjects, with 88.8% remaining influenced by other factors not examined in this study.

Students' perceptions of teachers' teaching methods constitute students' processes in concluding and interpreting teaching methods used by teachers so that these methods have meaning and significance for students. If students' perceptions of teachers' teaching methods are favorable, student learning outcomes can tend to increase. Research results conducted by Deswita and Dahen (2015) stated that students' perceptions of teachers' teaching methods and students' learning interest positively affected student learning outcomes. The better students' perceptions of teachers' teaching methods and the higher students' learning interest, the better learning outcomes obtained. Favorable students' perceptions of teachers' teaching methods make students enthusiastic about participating in learning. Similarly, students who have high learning interest will be consistently enthusiastic and actively involved in learning. This demonstrates that student learning outcomes for grade XI MPLB at SMK Negeri 6 Surakarta were simultaneously affected by students' perceptions of teachers' teaching methods and students' learning interest variables. Student learning outcomes, particularly in general administration subjects, will increase along with improved quality of teachers' teaching methods that affect students' perceptions and students' learning interest.

Conclusion

Based on hypothesis testing and data analysis results regarding the effects of students' perceptions of teachers' teaching methods and students' learning interest on student learning outcomes in general administration subjects for grade XI MPLB at SMK Negeri 6 Surakarta, it can be concluded that students' perceptions of teachers' teaching methods had positive and significant effects on learning outcomes, whereas learning interest had negative effects; simultaneously both contributed 11.2% to student learning outcomes, while the remainder was influenced by other factors. These findings support behaviorist theory that stimuli from the environment, such as teachers' teaching methods and students' learning interest, can affect learning outcomes, and

emphasize the importance of teachers adapting teaching methods to students' learning styles so that the learning process becomes more effective.

This study employed a quantitative approach; therefore, obtained results were limited to numbers and inter-variable relationships, without being able to explore more deeply the reasons behind students' perceptions regarding teachers' teaching methods or students' learning interest. However, information regarding factors underlying students' perceptions and learning interest is very important for understanding research result contexts more completely, which could actually be explored through qualitative methods such as interviews or observations. Furthermore, this study was limited to only two independent variables: students' perceptions of teachers' teaching methods and students' learning interest; however, learning outcomes can also be influenced by various other factors such as learning environment, intrinsic motivation, learning facilities, and parental support. Consequently, this study's scope remained relatively narrow and did not yet encompass all factors that might be relevant in affecting student learning outcomes.

For future researchers, it is recommended to be more careful in selecting independent variables that will be used in research. Ensure that each independent variable does not have strong relationships with one another or does not directly affect each other. This is important to avoid multicollinearity occurrence, namely conditions when two or more independent variables in the regression model have high correlations. Multicollinearity can cause biased analysis results, unstable regression coefficients, and difficulties in interpreting each independent variable's effect on the dependent variable. Future researchers are also expected to theoretically and empirically examine each variable used so that no independent variables illogically provide negative effects on the dependent variable. For instance, if a variable should theoretically increase student learning outcomes but in analysis results shows negative effects, then construct validity and contextual appropriateness of that variable need to be reviewed. Variable selection must consider topic appropriateness, empirical data support, and previous study results so that research results can accurately and relevantly depict research conditions.

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