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The Influence of Teaching Methods, Learning Media, and School Facilities on Students' Learning Motivation

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ABSTRACT

Learning motivation is a critical factor in vocational education, yet many students at SMK Negeri 2 Pekanbaru show suboptimal motivation levels, potentially linked to the quality of teaching methods, learning media, and school facilities. This study aims to analyze the influence of these three variables on students' learning motivation at SMK Negeri 2 Pekanbaru. Using a *correlational quantitative survey design with an ex post facto* approach, the study involved 67 students from class X.2 selected through *purposive sampling*. Data were collected through a validated Likert-scale questionnaire (40 items) and analyzed using Pearson correlation and multiple linear regression. The results show that all three variables are significantly correlated with learning motivation: teaching methods ($r = 0.319$; $p = 0.008$), learning media ($r = 0.463$; $p < 0.001$), and school facilities ($r = 0.411$; $p < 0.001$). Simultaneously, the three variables significantly influence learning motivation ($F = 7.150$; $p < 0.05$), explaining 25.4% of its variance. Partially, only learning media exerts a significant influence ($\beta = 0.333$; $p = 0.019$). These findings highlight the importance of optimizing learning media as a primary strategy to enhance student motivation in vocational high school settings.

1. INTRODUCTION

Education is one of the fundamental pillars in the development of quality human resources. In the context of vocational education, particularly at Vocational High Schools (SMK), the primary goal is not only to produce graduates with theoretical knowledge but also practical skills ready to meet the demands of the workforce. To achieve these objectives, students' learning motivation is a crucial factor that determines the success of the learning process. High learning motivation encourages students to actively participate, remain diligent in completing tasks, and be driven to continuously develop their competencies (Ministry of Culture, 2020). However, in practice, not all students possess an optimal level of learning motivation. Various factors can influence students' learning motivation, both internal and external. External factors originating from the school environment play a significant role in shaping students' learning motivation. Among these factors, teaching methods, learning media, and school facilities are three important components that directly contribute to the learning process at school (Supriyadi & Yuliana, 2021). Appropriate and varied teaching methods can create an engaging and dynamic learning atmosphere. Innovative teaching methods facilitate students in understanding the material more easily, developing critical thinking skills, and increasing active engagement in the learning process. Conversely, conventional and monotonous teaching methods can cause students to feel bored and lose interest in learning. In the SMK context, where learning is more oriented toward practice and competency, the selection of appropriate teaching methods becomes very important to ensure students not only understand theory but are also capable of applying it in practice (Ardiansyah, 2020).

Learning media also plays an important role in supporting the effectiveness of the teaching and learning process. The appropriate use of learning media can help students visualize abstract concepts more concretely, simplify the understanding of complex material, and increase the appeal of learning. In the current digital era, the use of technology as a learning medium has become an unavoidable necessity. Interactive and technology-based learning media can provide a more engaging and relevant learning experience, thereby improving students' learning motivation (Iskandar & Nurdin, 2023). In addition to teaching methods and learning media, the availability of adequate school facilities is also an equally important supporting factor. Complete and well-maintained school facilities will facilitate a more optimal learning process. Comfortable classrooms, adequate laboratories, complete practical equipment, and other supporting facilities will create a conducive learning environment. Conversely, limited school facilities can hinder the learning process and negatively impact students' learning motivation (Budianto, 2021).SMK Negeri 2 Pekanbaru, as one of the vocational education institutions in Pekanbaru City, has a responsibility to produce graduates who are competent and ready to compete in the workforce (Annual Report of SMK Negeri 2 Pekanbaru, 2022). To achieve this goal, the school needs to ensure that various aspects of learning support, including teaching methods, learning media, and school facilities, function optimally in enhancing students' learning motivation. Based on preliminary observations, students' learning motivation at SMK Negeri 2 Pekanbaru was found to vary. Some students demonstrated high enthusiasm in following the lessons, while others appeared less motivated. This phenomenon highlights the need for more in-depth research to identify the factors influencing students' learning motivation, particularly regarding the teaching methods applied by teachers, the learning media used, and the condition of the school facilities available.Learning motivation refers to the internal and external drive that moves students to engage in learning activities in order to achieve certain goals. It plays an important role in determining the intensity of students' learning efforts and their perseverance in facing learning difficulties (Supriyadi & Yuliana, 2021).

Teaching method is the approach used by teachers to deliver learning material to students so that learning objectives can be achieved effectively and efficiently. Varied teaching methods that align with students' characteristics can enhance students' interest and learning motivation (Ardiansyah, 2020). Learning media refers to anything that can be used to convey messages from sender to receiver in a way that stimulates students' thinking, feelings, attention, and interest in the learning process. The appropriate use of media can help students understand material more easily and improve learning motivation. School facilities encompass all physical resources needed in the learning process, both movable and immovable, in order for educational goals to be achieved smoothly. The availability of adequate school facilities will create a conducive learning environment and support the improvement of students' learning motivation (Iskandar & Nurdin, 2023).This study aims to analyze the influence of teaching methods, learning media, and school facilities on students' learning motivation at SMK Negeri 2 Pekanbaru. Specifically, this study aims to: (1) identify the relationship between teaching methods and students' learning motivation; (2) identify the relationship between learning media and students' learning motivation; (3) identify the relationship between school facilities and students' learning motivation; (4) analyze the simultaneous influence of teaching methods, learning media, and school facilities on students' learning motivation; and (5) identify which variable exerts the greatest influence on students' learning motivation. Through Several prior studies have investigated factors related to student learning motivation. Pratiwi and Wulandari (2021) found that varied teaching methods significantly improved motivation among SMK students in Yogyakarta, though their study was limited to a single teaching variable without considering media or facilities. Rahmat and Sari (2022) demonstrated that technology-based learning media positively influenced motivation at

senior high schools in Jakarta, yet did not include school facilities as a variable. Hidayat et al. (2021) reported that school facility conditions significantly shaped student motivation in West Java, but focused exclusively on facilities without examining teaching methods or media. Kurniawan and Putri (2023) explored the combined effect of teaching methods and learning media on motivation in vocational schools in Surabaya and found a significant combined influence; however, their study omitted school facilities as a variable. Mulyadi and Fajar (2022) examined learning motivation in SMK from the perspective of school environment and found that both physical and social environments matter, but their instrument did not distinguish between school facilities and teaching approaches as separate constructs.

Despite these valuable contributions, a research gap remains: no previous study has simultaneously examined the combined influence of teaching methods, learning media, and school facilities on student learning motivation in a vocational high school context using a multiple regression approach that allows for identifying the relative contribution of each variable. Most prior studies either focus on one or two variables or use simple correlation without controlling for the others. This gap is significant because in practice these three factors operate simultaneously in the classroom, and understanding their relative weights is essential for evidence-based policy. The novelty of the present study lies in its simultaneous examination of all three variables teaching methods, learning media, and school facilities within a single vocational school setting using multiple linear regression, enabling identification of which variable exerts the greatest independent influence on learning motivation when the others are controlled. This integrated approach provides more actionable guidance for school administrators and teachers compared to previous single-variable studies.Based on the foregoing, this study is guided by the following research questions: (1) Is there a significant relationship between teaching methods and students' learning motivation at SMK Negeri 2 Pekanbaru? (2) Is there a significant relationship between learning media and students' learning motivation? (3) Is there a significant relationship between school facilities and students' learning motivation? (4) Do teaching methods, learning media, and school facilities simultaneously have a significant influence on students' learning motivation? (5) Which variable exerts the greatest influence on students' learning motivation?

2. METHODS

The type of research used in this study is quantitative research with a correlational method. The correlational method is a research method used to determine the relationship or influence between two or more variables without manipulating those variables. The research design employed is a correlational design with an ex post facto approach, which is a research design used to investigate events that have already occurred and then trace back to identify the factors that may have caused such events. This study aims to analyze the relationship or influence between independent variables (teaching methods, learning media, and school facilities) and the dependent variable (learning motivation) through direct measurement on a single sample group.This study was conducted at SMK Negeri 2 Pekanbaru, one of the leading public vocational high schools in Pekanbaru City, Riau Province. This school was selected as the research site because it is a vocational education institution that offers various areas of expertise and has student characteristics that align with the research objectives. The population in this study comprised all students of SMK Negeri 2 Pekanbaru. The sampling technique used was Purposive Sampling, which is a sampling technique based on certain criteria adjusted to the research objectives. Based on this technique, class X.2 was selected as the research sample due to the compatibility of its student characteristics with the research needs. The research sample consisted of 67 students from

class X.2, with the following composition: Male students: 49 (73.1%) and Female students: 18 (26.9%). This study used a questionnaire instrument with a Likert scale consisting of five response options: Strongly Disagree (SD), Disagree (D), Neutral (N), Agree (A), and Strongly Agree (SA). The research instruments consisted of four measurement tools, each with 10 statement items: Teaching Methods (X1), Learning Media (X2), School Facilities (X3), and Learning Motivation (Y).

Validity Test

The validity test in this study used the Pearson Product Moment correlation technique with a significance level of $p < 0.05$. The validity test results showed that all items across the four measurement instruments were declared valid.

Table 1.1 Validity of Teaching Methods (X1)

Item	Validity (r)	p	Valid
X1.1	0.534	0.00	Valid
X1.2	0.603	0.00	Valid
X1.3	0.675	0.00	Valid
X1.4	0.434	0.00	Valid
X1.5	0.579	0.00	Valid
X1.6	0.611	0.00	Valid
X1.7	0.474	0.00	Valid
X1.8	0.534	0.00	Valid
X1.9	0.498	0.00	Valid
X1.10	0.618	0.00	Valid

Based on Table 1.1, the product moment test shows that all items of the Teaching Methods variable have correlation values ranging from 0.434 to 0.675, with $p < 0.05$. These results indicate that all statement items are valid, as they exceed the correlation threshold of 0.239.

Table 1.2 Validity of Learning Media (X2)

Item	Validity (r)	p	Valid
X2.1	0.660	0.00	Valid
X2.2	0.560	0.00	Valid
X2.3	0.623	0.00	Valid
X2.4	0.414	0.00	Valid
X2.5	0.777	0.00	Valid
X2.6	0.369	0.00	Valid
X2.7	0.418	0.00	Valid
X2.8	0.303	0.00	Valid
X2.9	0.348	0.00	Valid
X2.10	0.640	0.00	Valid

Based on Table 1.2, all items of the Learning Media variable have correlation values ranging from 0.303 to 0.777 with $p < 0.05$, confirming that all statement items are valid.

Table 1.3 Validity of School Facilities (X3)

Item	Validity (r)	p	Valid
X3.1	0.597	0.00	Valid
X3.2	0.709	0.00	Valid
X3.3	0.612	0.00	Valid
X3.4	0.607	0.00	Valid
X3.5	0.721	0.00	Valid
X3.6	0.416	0.00	Valid
X3.7	0.591	0.00	Valid
X3.8	0.577	0.00	Valid
X3.9	0.576	0.00	Valid

X3.10	0.686	0.00	Valid

Based on Table 1.3, all items of the School Facilities variable have correlation values ranging from 0.416 to 0.721 with $p < 0.05$, confirming that all statement items are valid.

Table 1.4 Validity of Learning Motivation (Y)

Item	Validity (r)	p	Valid
Y.1	0.600	0.00	Valid
Y.2	0.800	0.00	Valid
Y.3	0.598	0.00	Valid
Y.4	0.739	0.00	Valid
Y.5	0.686	0.00	Valid
Y.6	0.546	0.00	Valid
Y.7	0.439	0.00	Valid
Y.8	0.514	0.00	Valid
Y.9	0.678	0.00	Valid
Y.10	0.717	0.00	Valid

Based on Table 1.4, all items of the Learning Motivation variable have correlation values ranging from 0.439 to 0.800 with $p < 0.05$, confirming that all statement items are valid.

Reliability Test

The reliability test in this study used Cronbach's Alpha technique. An instrument is considered reliable if its Cronbach's Alpha coefficient is ≥ 0.60. The reliability test results showed that all measurement instruments had good to very good reliability levels.

Table 1.5 Reliability

Measurement Instrument	Number of Items	Cronbach's Alpha
Teaching Methods (X1)	10	0.746
Learning Media (X2)	10	0.692
School Facilities (X3)	10	0.805
Learning Motivation (Y)	10	0.830

Based on Table 1.5, the Cronbach's Alpha reliability test results are as follows: Teaching Methods (X1): $\alpha = 0.746$ (reliable – good category); Learning Media (X2): $\alpha = 0.692$ (reliable – sufficient category); School Facilities (X3): $\alpha = 0.805$ (reliable – good category); Learning Motivation (Y): $\alpha = 0.830$ (reliable – good category). Based on these validity and reliability results, all four research instruments are suitable and reliable for use in data collection. The data analysis techniques used in this study include: (1) Descriptive Analysis, used to describe the characteristics of the research data through the calculation of mean and standard deviation; (2) Pearson Correlation Test, used to measure the strength and direction of the relationship between independent variables (teaching methods, learning media, and school facilities) and the dependent variable (learning motivation); and (3) Multiple Linear Regression Analysis, used to determine the simultaneous and partial influence of the independent variables on the dependent variable.

3. RESULTS AND DISCUSSION

RESULTS

Variable Frequency Distribution

Table 2.1 Gender Distribution

Gender	F	%
Male	49	73.1
Female	18	26.9

Total	67	100.0

Table 2.1 presents the demographic profile of the respondents. The results show that male respondents (73.1%) outnumber female respondents (26.9%).

Table 2.2 Hobbies Distribution

Hobby	F	%
Reading	8	11.9
Sports	45	67.2
Arts	14	20.9
Total	67	100.0

Table 2.2 presents the hobbies profile of the respondents. Sports dominates with the highest percentage at 67.2% (45 respondents), followed by arts at 20.9% (14 respondents), while reading has the lowest percentage at 11.9% (8 respondents) out of a total of 67 participating respondents.

Table 2.3 Frequency of Teaching Methods

Teaching Methods	F	%
Low Level (score 10–23)	0	0
Medium Level (score 24–37)	38	56.7
High Level (score 38–50)	29	43.3
Total	67	100.0

The categorization results show that no respondent (0%) falls in the low level. A total of 38 respondents (56.7%) are at the medium level (score 24–37), and 29 respondents (43.3%) are at the high level (score 38–50). This indicates that the majority of students have a fairly good to good perception of the teaching methods applied.

Table 2.4 Frequency of Learning Media

Learning Media	F	%
Low Level (Score 24-37)	-	-
Medium Level (Score 24-37)	3	4.5
High Level (Score 38-50)	63	95.5
Total	66	100.0

The categorization of Learning Media shows no respondents at the low level (0%). A total of 36 respondents (53.7%) are at the medium level, and 31 respondents (46.3%) are at the high level. This nearly balanced distribution indicates that nearly half of the students already have a very positive perception of the learning media used.

Table 2.5 Frequency of School Facilities

School Facilities	F	%
Low Level (score 10–23)	0	0
Medium Level (score 24–37)	29	43.3
High Level (score 38–50)	38	56.7
Total	67	100.0

The categorization of School Facilities shows no respondents at the low level (0%). A total of 29 respondents (43.3%) are at the medium level, and 38 respondents (56.7%) are at the high level. This indicates that more than half of the students have a very positive perception of the school's facilities, which is consistent with this variable having the highest mean among the independent variables.

Table 2.6 Frequency of Learning Motivation

Learning Motivation	F	%
Low Level (score 10–23)	1	1.5
Medium Level (score 24–37)	30	44.8
High Level (score 38–50)	36	53.7
Total	67	100.0

The categorization of Learning Motivation shows that only 1 respondent (1.5%) is at the low level, 30 respondents (44.8%) are at the medium level, and 36 respondents (53.7%) are at the high level. These results indicate that the majority of students (53.7%) possess high learning motivation, which is a positive indicator for the learning process at SMK Negeri 2 Pekanbaru.

Descriptive Statistics

Table 2.7 Descriptive Statistics of Variables

Variable	Mean	SD
Teaching Methods	36.92	4.60
Learning Media	37.16	4.16
School Facilities	38.61	5.30
Learning Motivation	37.61	5.86

Table 2.7 presents the descriptive statistics for all variables. The Teaching Methods score has a mean of 36.92 (SD = 4.60), indicating a medium level. The Learning Media score has a mean of 37.16 (SD = 4.16), also indicating a medium level. The School Facilities score has a mean of 38.61 (SD = 5.30), indicating a high level and the highest mean among all independent variables. The Learning Motivation score has a mean of 37.61 (SD = 5.86), also indicating a medium level.

Correlation Analysis

Table 2.8 Correlation Results

	Learning Motivation		
Independent Variable	r	ρ	Significance
Teaching Methods	0.319**	0.008	Significant
Learning Media	0.463**	< 0.001	Significant
School Facilities	0.411**	< 0.001	Significant

Based on Table 2.8, the Pearson Correlation test reveals a significant relationship between Teaching Methods and Learning Motivation ($r = 0.319$; $p < 0.05$), between Learning Media and Learning Motivation ($r = 0.463$; $p < 0.05$), and between School Facilities and Learning Motivation ($r = 0.411$; $p < 0.05$). These results indicate that all independent variables are significantly correlated with the dependent variable.

Regression Analysis

Table 2.9 Multiple Linear Regression Results

Independent Variable	Learning Motivation				
	B	Std. Error	β	t	Sig
Teaching Methods	0.027	0.174	0.021	0.156	0.876
Learning Media	0.470	0.195	0.333	2.404	0.019
School Facilities	0.250	0.148	0.226	1.687	0.097
$R^2 = 0.254$ (25.4%); $F(3,63) = 7.150$; $p < 0.05$					

Based on Table 2.9, the multiple linear regression analysis shows a significant simultaneous influence of Teaching Methods, Learning Media, and School Facilities on Learning

Motivation, as indicated by F = 7.150 ($p < 0.05$). The combined contribution of these three variables to Learning Motivation is 25.4% ($R^2 = 0.254$). In terms of partial effects, Learning Media has the greatest influence ($\beta = 0.333$; $p = 0.019$), followed by School Facilities ($\beta = 0.226$; $p = 0.097$), and Teaching Methods ($\beta = 0.021$; $p = 0.876$).

DISCUSSION

Based on the descriptive analysis, the mean score for Teaching Methods among students at SMK Negeri 2 Pekanbaru is at the medium level (mean = 36.92; SD = 4.60), with the majority of students (56.7%) in the medium category. This indicates that students' perceptions of the teaching methods applied by teachers are fairly positive, although further development and greater variation are still needed. For Learning Media, the mean score is also at the medium level (mean = 37.16; SD = 4.16), with a nearly balanced distribution between the medium (53.7%) and high (46.3%) categories. This finding suggests that the use of learning media at the school is already fairly varied and is beginning to be utilized optimally in the learning process, though there is still room for further improvement. School Facilities recorded the highest mean score among the three independent variables (mean = 38.61; SD = 5.30), with the majority of students (56.7%) in the high category. This indicates that the school facilities at SMK Negeri 2 Pekanbaru are already fairly adequate and are positively perceived by students.For the dependent variable, students' learning motivation is at the medium level (mean = 37.61; SD = 5.86), with the majority of students (53.7%) exhibiting high learning motivation. Nevertheless, 44.8% of students remain in the medium category and 1.5% in the low category, indicating the need for broader efforts to enhance learning motivation.

Relationship Between Teaching Methods and Learning Motivation

The correlation analysis results show that teaching methods have a significant positive relationship with learning motivation ($r = 0.319$; $p = 0.008$). This finding indicates that the better the teaching methods applied by teachers, the higher the students' learning motivation. Although the strength of the relationship is in the medium category, this still demonstrates that teaching methods play an important role in shaping students' learning motivation at SMK Negeri 2 Pekanbaru. However, the partial multiple regression analysis shows that teaching methods do not have a significant influence on learning motivation ($\beta = 0.021$; $p = 0.876$). This contradictory finding can be explained through several possibilities. First, the medium-level teaching methods (mean = 36.92) suggest that the variation in teaching methods applied by teachers at SMK Negeri 2 Pekanbaru has not yet been optimized. In the context of vocational education, teaching methods that are only at a medium level may not be sufficiently varied or innovative to exert a significant influence on students' learning motivation.Second, the influence of teaching methods on learning motivation may be more indirect and may require mediation from other factors, such as alignment with learning media and the availability of school facilities. Good teaching methods without the support of adequate learning media and complete school facilities tend to be less effective in enhancing students' learning motivation. Third, in vocational school learning that is more oriented toward practical skills, students may be more interested in concrete aspects of learning such as the use of media and practical tools rather than the variation of teaching methods employed by teachers.

Relationship Between Learning Media and Learning Motivation

Learning Media shows the strongest significant positive correlation with learning motivation among the three independent variables ($r = 0.463$; $p < 0.001$). More importantly, in the partial regression analysis, learning media proves to have a significant influence on learning motivation ($\beta = 0.333$; $p = 0.019$). This finding indicates that learning media is the key factor most strongly determining students' learning motivation at SMK Negeri 2 Pekanbaru.Students

who are exposed to good and varied learning media will feel more interested and motivated in following the learning process. The distribution of learning media across the medium to high levels (mean = 37.16), with a nearly balanced distribution between the medium (53.7%) and high (46.3%) categories, indicates that the use of learning media at SMK Negeri 2 Pekanbaru is already fairly good, although there is still room for improvement. In the context of vocational education, learning media becomes particularly crucial because learning at SMK requires not only theoretical mastery but also visual and practical understanding of vocational competencies. Interactive and technology-based learning media can help students visualize abstract concepts more concretely, simplify the understanding of complex material, and increase the appeal of learning. The use of media such as demonstration videos, digital simulations, or practical props can provide a more engaging and relevant learning experience aligned with current industrial technology developments. Students' interest in modern and interactive learning media encourages them to be more active, focused, and enthusiastic in learning activities. They tend to understand material more easily, remain engaged longer, and possess an intrinsic drive to continue exploring further. The sense of enjoyment and satisfaction in learning with the aid of attractive media allows students to feel less burdened even when facing difficult material or tasks.

Relationship Between School Facilities and Learning Motivation

School Facilities show a significant positive correlation with learning motivation ($r = 0.411$; $p < 0.001$); however, in the partial regression analysis, its influence is not significant ($\beta = 0.226$; $p = 0.097$). Although the majority of students have a high perception of school facilities (56.7%) with the highest mean among the independent variables (mean = 38.61), its influence on learning motivation becomes non-significant when analyzed together with the other variables.This finding can be understood within the context of learning at SMK Negeri 2 Pekanbaru. Although the available school facilities are already fairly good and complete, their effectiveness in enhancing learning motivation is highly dependent on how these facilities are utilized in the learning process. Complete school facilities without optimal utilization through appropriate teaching methods and learning media tend to have no significant impact on students' learning motivation. Furthermore, the availability of school facilities may already be perceived as a basic requirement that must be provided by a vocational school, so their presence no longer serves as a factor that directly increases learning motivation. Students may be more motivated by how teachers utilize these facilities in engaging and interactive learning, rather than simply by their availability.

Simultaneous Influence on Learning Motivation

Simultaneously, the three independent variables (teaching methods, learning media, and school facilities) have a significant influence on learning motivation, contributing 25.4% ($R^2 = 0.254$; $F = 7.150$; $p < 0.05$). Although the contribution is not particularly large, this finding demonstrates that external learning factors still play an important role in determining students' learning motivation.The remaining 74.6% is influenced by other factors outside this study, such as students' internal factors (learning interest, self-efficacy, locus of control), teacher factors (pedagogical competence, personality, professionalism), environmental factors (family support, peer influence, school climate), as well as curriculum and evaluation system factors. In the SMK context, factors such as the relevance of the area of expertise to students' interests, curriculum alignment with industry needs, and opportunities for internships and industrial work practices are also highly influential in determining students' learning motivation.

Practical Implications

The findings of this study provide important practical implications for SMK Negeri 2 Pekanbaru. The school needs to design learning strategies that prioritize the optimization of learning media, given that learning media is the only variable that significantly influences learning

motivation in the partial analysis. Strategies that can be implemented include: (1) developing and procuring more interactive and technology-based learning media in line with Industry 4.0 developments, such as digital simulations, interactive instructional videos, and mobile learning applications; (2) providing teacher training on the use of modern learning media and strategies for integrating technology into vocational learning; (3) providing adequate technological infrastructure such as stable internet connections, LCD projectors in every classroom, and sufficient computer devices to support digital media-based learning; (4) developing digital libraries and learning media repositories accessible to students independently for self-directed learning outside school hours; and (5) involving industry stakeholders in the development of relevant learning media, such as videos documenting industrial work processes or simulations of real work situations. In addition to focusing on learning media, the school should also continue to improve the quality of teaching methods and school facilities, even though their partial influences are not significant. All three variables maintain positive relationships with learning motivation and contribute collectively in the research model. A holistic and integrated approach to developing these three aspects of learning will create an optimal and conducive learning environment to comprehensively improve students' learning motivation.Teachers need to continue innovating in applying varied teaching methods suited to the characteristics of vocational learning, such as problem-based learning, project-based learning, and the teaching factory approach. These methods not only make learning more engaging but also train students to think critically and solve problems as they will encounter in the workforce.Meanwhile, the optimization of existing school facilities should continue to be improved through efficient scheduling of laboratory and workshop use, regular maintenance of practical equipment, and procurement of tools and equipment aligned with the latest industrial technological developments. Good school facilities will be more meaningful when integrated with appropriate teaching methods and learning media.

4. CONCLUSION

This study presents conclusions based on the five research questions posed in the introduction. First, there is a significant positive relationship between teaching methods and students' learning motivation ($r = 0.319$; $p = 0.008$), indicating that better teaching methods are associated with higher motivation. Second, there is a significant positive relationship between learning media and learning motivation ($r = 0.463$; $p < 0.001$), the strongest among the three variables. Third, school facilities also show a significant positive relationship with learning motivation ($r = 0.411$; $p < 0.001$). Fourth, teaching methods, learning media, and school facilities simultaneously and significantly influence students' learning motivation, contributing 25.4% of the total variance ($F = 7.150$; $p < 0.05$). Fifth, learning media is the variable that exerts the greatest influence on students' learning motivation in the partial analysis ($\beta = 0.333$; $p = 0.019$), while teaching methods and school facilities are not significant partial predictors. These conclusions affirm that optimizing the use of learning media is the most effective strategy for enhancing student motivation in a vocational high school context.The remaining 74.6% of variance in learning motivation is influenced by other factors not examined in this study, such as students' internal factors (self-efficacy, learning interest, locus of control), teacher competency, peer influence, and family support. Future studies are recommended to investigate these factors, particularly using structural equation modeling to examine mediating and moderating relationships among variables.Therefore, the development of innovative, interactive, and technology-based learning media, along with the improvement of teachers' competencies in utilizing modern learning media, becomes a priority in efforts to enhance the quality of education

at SMK Negeri 2 Pekanbaru. An integrated approach to developing all three aspects of learning (teaching methods, learning media, and school facilities) will create an optimal synergy to improve students' learning motivation and ultimately produce graduates who are competent and ready to meet the demands of the workforce.

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