INFLUENCE OF TEACHER COMPETENCE, SCHOOL ENVIRONMENT, AND LEARNING MEDIA ON MOTIVATION FOR LEARNING IPS

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Abstract

Learning motivation is an encouragement that arises both from within and outside the student, which is able to generate enthusiasm and enthusiasm for learning and provide direction to learning activities so that the desired goals can be achieved. Based on the results of the preliminary study, information was obtained that the learning motivation of students in grades III, IV, V, and VI of the Negororejo II State Elementary School, Lumbang District, Probolinggo Regency showed that 40 of the 67 students did remedial work because they had not met the Teaching Completion Criteria due to motivation to learn. Low student motivation is influenced by several factors, including teacher competence, school environment and learning media. This research aims to determine the influence of teacher competence, school environment and learning media on the learning motivation of students in grades III, IV, V and VI at Negororejo II State Elementary School. This type of research is quantitative with the student population being all students in grades III, IV, V and VI of the Negororejo II State Elementary School with a total research sample of 67 students. Data collection techniques use questionnaires and documentation. Hypothesis testing in this research uses multiple regression analysis, analysis of the coefficient of determination (R^2), F test and T test. The results of the research show that each variable of teacher competence, school environment and learning media has an influence on students learning motivation in social studies subjects. Either partially or simultaneously. It was concluded that teacher competence, school environment, and learning media had a positive and significant effect on the learning motivation of Negororejo II State Elementary School students.

Keywords: teacher competency, school environment, learning media, student motivation

INTRODUCTION

Education is an important element in the development of a nation. Education has an important role in preparing a better generation, cultured people, people who have good morals and personality. These educational goals will be achieved if the components in the learning process involve themselves actively in learning activities both physically, mentally and emotionally so that it will increase students' learning motivation. Student motivation in learning is a determining factor in students success in pursuing education, because with high learning motivation, students will tend to be more motivated to achieve what they want even though difficulties and obstacles sometimes arise in achieving it. Student

One of the external motivation factors is teacher competence. Teacher competence is needed to arouse students' learning motivation.

Students' motivation to learn can start from within themselves through teacher competence. Teachers need to have high competence in carrying out their work so that teachers are able to influence students to be more motivated in learning. Teachers who have a Strata 1 diploma and have an educator certificate also need to develop their competence by attending training, workshops, seminars and so on in order to increase student motivation. The school environment is also a factor that can influence student learning motivation. The school environment consisting of teachers, administrative staff and school friends can influence students' learning motivation, while physically, the physical condition of the school, facilities and infrastructure in the classroom, the condition of the school building and so on are also factors in the school environment. Students

interact with friends, teachers and other school residents while in the school environment, but sometimes some students are less able to interact with other students or teachers because they feel shy or inferior. This is certainly able to influence students' learning motivation.

Another factor that influences student learning motivation is learning media. Arsyad (2017) stated that media is an inseparable part of the teaching and learning process in order to achieve educational goals in general and learning goals at school in particular. Media limitations must be endeavored to avoid hampering the teaching and learning process. The media that can be obtained can come from around the school or around the student's home. are remedial is 40 out of 67 children.

RESEARCH METHODS

Based on the problems studied, the method used in this research is a descriptive method with a quantitative approach, with the type of research being a correlational survey. Descriptive correlation is a research method that aims to see the relationship between two or more variables.

From the questionnaire data collection results of respondents' answers, with a total sample of 67 students consisting of classes III, IV, V, and VI of Negororejo II State Elementary School, Lumbang District, testing was carried out using SPSS 26. The data collection technique used a questionnaire technique,

The following is a table of data analysis results.

Coefficients^a

Model		Unstandardized Coefficients B	Std. Error	Standardized Coefficients Beta	t	Sig.
1	(Constant)	4.538	.529		8.579	.000
	Teacher Competency	.594	.066	.749	8.939	.000

The results of the multiple linear regression equation with three independent variables (X) and a dependent variable (Y) are as follows:
a = 4,538
b1 = 0,594
b2 = 0,361

The teaching and learning process is basically the delivery of messages from the source of the message to the recipient of the message in a certain way or media. The results of observations at SDN Negororejo II showed that during the teaching and learning process there were still students who did not pay attention to the teacher's explanations and chatted with their friends several times, students did not seem enthusiastic about following the lesson, some students were less active in the question and answer process carried out by the teacher. This results in suboptimal learning of social studies material because in the odd semester of the 2023/2024 academic year the number of students from class III to class VI who
namely by giving written questions to respondents to be answered using a Likert scale and documentation techniques are used to obtain data that is already available in the form of notes, reports, photos. Data analysis in research uses several methods including descriptive analysis, multiple linear regression analysis, classical assumption tests (normality test, multicollinearity test, heteroscedasticity test, and autocorrelation test) and hypothesis testing (F test, t test, and R2 test).

I.   RESULT AND DISCUSSION

Result

	B	Std. Error	Beta	t	Sig.
School Environment	.361	.096	.321	3.766	.000
Learning Media	.196	.085	.195	2.301	.025

a. Dependent Variable: Student Motivation

Model Summary^b

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.764^a	.583	.564	.207

a. Predictors: (Constant), Learning Media (X3), School Environment (X2), Teacher Competency (X1)

b. Dependent Variable: Student Motivation (Y)

b3 = 0,196
Then the Multiple Linear Regression equation can be arranged as follows:
$Y = a + b_1X_1 + b_2X_2 + b_3X_3 + e$
$Y = 4{,}538 + 0{,}594\ X_1 + 0{,}361\ X_2 + 0{,}196\ X_3$

The explanation of the multiple regression equation is as follows:
1) The constant of 4.538 means that if the variables Student Competence (X1), School Environment (X2), and Learning Media (X3) are equal to 0, then Student Motivation (Y) is 4.538.
2) The regression coefficient for Teacher Competency (b1) of 0.594 shows the magnitude of the influence of Teacher Competency on Student Motivation. The regression coefficient is positive which means that Teacher Competency has a positive influence (in the same direction), meaning that an increase in Teacher

5) . The regression coefficient is positive which means that Learning Media has a positive (unidirectional) influence, meaning that an increase in Learning Media will cause an increase in student motivation and vice versa.

From the results of data processing, the coefficient of determination (R Square) value was obtained which shows the large contribution of all independent variables, namely Teacher Competence (X1), School Environment (X2), and Learning Methods (X3) to Student Motivation (Y). So R Square 0.583 means Teacher Competency (X1), School Environment (X2), and Learning Methods (X3) are able to contribute 58.3% to Student Motivation (Y), so the remaining 41.7% is determined by variables others not researched.

1. Hypothesis Testing
Before testing this hypothesis, the following hypothesis was first tested: "There is a significant influence on the influence of teacher competence, school environment, and learning media on student learning motivation at the Negororejo II State Elementary School, Lumbang District, Probolinggo Regency."
The hypotheses that must be tested are as follows:
H_o: The three variables are teacher competency, school environment, learning media on students learning motivation in social studies subjects
H_1: The three variables are teacher competency, school environment, learning media on

Competency causes an increase in student Motivation and vice versa.
3) The School Environment regression coefficient (b2) of 0.361 shows the magnitude of the influence of the School Environment on Student Motivation. The regression coefficient is positive which means the School Environment has a positive influence (in the same direction) meaning that an increase in the School Environment will cause an increase in student Motivation and vice versa.
4) The Learning Media regression coefficient (b3) of 0.196 shows the magnitude of the influence of Learning Media on Student Motivation
students learning motivation in social studies subjects

Decision rule:
a. If significant F (calculated) < 5% or 0.005 H_0 is rejected, then H_1 is accepted
b. If significant F (calculated) > 5% or 0.005 H_0 is accepted, then H_1 is rejected.
c. Based on statistical data, the research results show that H_0 is rejected if the calculated value is < table, so there is an influence of teacher competence, school environment, and learning media on students learning motivation in social studies subjects.

1. Simultaneous Testing
Simultaneous or simultaneous testing to test the hypothesis which states that perceptions about the influence of teacher competence, school environment, and student learning media have a simultaneous effect on student learning motivation in social studies subjects. The Fcount value is displayed, namely 29.419. Then, for hypothesis testing, this value is compared with the F_{table} value at the alpha level = 0.05 degrees of freedom 3: 63, namely 2.25. So F_{count} (29.419) > F_{table} (2.25) or Sig value. 0.000 < 0.05 then H_o is rejected (H_a is accepted) meaning that Teacher Competence, School Environment and Learning Media together (simultaneously) have a significant effect on Student Motivation.

2. Partial Testing

To determine the influence of each variable, namely teacher competency, school environment, and student learning media, which have a significant effect on learning motivation for social studies subjects, the following t-test (t-test) is used:

1) Teacher Competency Testing (X1) on Student Motivation (Y)
   Based on the analysis results, the value of $t_{count} = 8.939$, while $t_{table} = 1.998$ or $t_{count} > t_{table}$ with a Sig value. 0.000 is smaller than 0.05, so Ho is accepted (Ha is rejected), meaning that Teacher Competence (X1) has a significant influence on Student Motivation (Y).

2) Testing the School Environment (X2) on Student Motivation (Y)
   Based on the analysis results, the value of $t_{count} = 3.766$, while $t_{table} = 1.998$ or $t_{count} > t_{table}$ with a Sig value. 0.000 is smaller than 0.05, so H_o is rejected (Ha is accepted), meaning that the school environment (X2) has a significant influence on student motivation (Y).

3) Testing Learning Media (X3) on Student Motivation (Y)
   Based on the results of the analysis, the value of $t_{count} = 2.301$, while $t_{table} = 1.998$ or tcount > ttable with a value of Sig. 0.025 is smaller than 0.05, so H_o is rejected (H_a is accepted), meaning that Learning Media (X3) has a significant influence on Student Motivation (Y).

Thus, it can be studied that the influence of the dominant independent variable, namely Learning Media (X3), is the variable that has the dominant influence on Student Motivation (Y).

Discussion of Research Results
1. The Influence of Teacher Competence, School Environment, and Learning Media on Student Motivation

Based on the analysis that has been carried out, it is known that teacher competence, school environment, and learning media have a significant influence on the motivation of students in grades III, IV, V, and VI at Negororejo 2 State Elementary School. The research results show that the value of $F_{count} > F_{table}$ (29.419 > 2.25) and the significance value is 0.000 so that H_0 is rejected. This means that teacher competence, school environment, and learning media together influence the learning motivation of students in grades III, IV, V, and VI at Negororejo 2 State Elementary School. Based on multiple correlation analysis, the R value is 0.764. The r_{count} value > r_{table} value (0.764 > 0.169), so H_0 is rejected. This means that there is a positive correlation between teacher competence, school environment, and learning media together on student learning motivation. The multiple correlation value is located above the interval 0.20-0.399 so it can be concluded that there is a high influence or relationship between teacher competence, school environment, and learning media together on student learning motivation. These factors will influence students' enthusiasm for learning (Rahman, 2021).

The large contribution of the influence of teacher competence, school environment and learning media on student learning motivation can be seen by looking at the analysis table of the coefficient of determination in the Model Summary output. The R square value is 0.583. This means that the large contribution of the variable influence of teacher competence, school environment and learning media on Student learning motivation was 58.3%, and the remainder was influenced by other factors not examined in this research. Based on the results of this research, it can be seen that good teacher competence, a supportive school environment, and adequate learning media have an influence on increasing student learning motivation. A person will get the desired results in learning if within him there is a desire to learn (Rahman, 2021).

These results are in accordance with research by Anastasia (2022) which states that learning motivation can be influenced by the competency of student teachers in grade V science subjects at SDS Santo Markus 1 Jakarta. Teacher competency is considered an important factor in stimulating student learning motivation. When teacher competence becomes more qualified, it can certainly be used as a measure to increase student learning motivation. So the higher the teacher's

competence, the higher the student's learning motivation.

The school environment is the environment in the school, where learning takes place (Havidz, 2023). Students are enthusiastic about learning in a comfortable and safe environment. So the more positive the school environment, the more students' learning motivation will increase. Meanwhile, good, correct and interesting learning media can have an influence in increasing student learning motivation. Through various learning media, students will be able to interact actively by utilizing all the potential that students have, of course the media used in the process of achieving educational goals.

2. The Influence of Teacher Competence on Learning Motivation

Teacher competency is an adequate task of possessing the knowledge, skills and abilities required by one's position (Istiqomah, 2022). Competence also means knowledge, skills and basic values that are reflected in habits of thought and action. Teacher competence consists of professional competence, pedagogic competence, social competence, and personality competence. Professional competence includes teacher mastery in providing lessons, mastery of core and basic competencies, and creative development of learning materials.

Pedagogical competence includes teacher mastery in understanding the characteristics of students, organizing educational learning, utilizing information and communication technology, communicating effectively with students, carrying out assessments, and reflective actions to improve the quality of learning. Social competence includes teachers being objective, teacher adaptation in the workplace, and the way teachers communicate verbally and in other forms. Personality competencies include teachers acting in accordance with applicable norms, honest teacher personalities, authoritative personalities, and teachers showing a high work ethic (Istiqomah, 2022).

Teacher competence consists of professional competence, pedagogic competence, social competence, and personality competence. According to students' perceptions, the four most influential competencies are professional competencies. Professional competence consists of mastery of material, mastery of basic competencies, and creative development of subject matter. Adequate professional competence from a teacher is what students need to increase their learning motivation (Janawi, 2019).

Teacher competence has a huge influence on students learning motivation because teachers who are good at teaching social studies will be easy for students to understand, teachers various ways of teaching, full of creative ideas, also influence the success of teaching for students. Apart from teaching, teachers also educate students. The way teachers educate students will form good students too. Teachers also need to be objective in giving assessments to students (Novauli, 2021). Establishing communication with parents is also necessary to provide improvements or problems related to students. The teacher's personality also needs to be considered because teachers who have a high personality will be an example for students.

Teachers must continue to improve their competency abilities because being a teacher must be done professionally. This principle of professionalism will support quality science. To realize teacher professionalism, lifelong learning is necessary. Apart from that, teachers also have to keep up with technological, social and cultural developments which require teachers to learn new knowledge and respond to all changes due to digital technology. Teachers also have to adapt to the use of technology. Also the character of students, from generation to generation the character of students experiences changes, both socially and mentally. So, teachers must understand the character of students well according to their generation (Novauli, 2021).

Based on the results of the analysis, the t_{count} was 8.939, while the t_{table} was 1.998, so from the calculations it can be seen that the $t_{count} > t_{table}$, with a sig of $0.000 < 0.05$, which means that partially teacher competence has a significant effect on student learning motivation. Research that is in accordance with this research is research conducted by Amelia Zikrifah, Firdaus Suhaimy, (2023) with the title

The Influence of Teacher Competence on Students' Interest in Learning.

3. The Influence of the School Environment on Student Learning Motivation

The school environment is a place where students carry out educational activities to gain knowledge, change attitudes and skills both in the classroom and outside the classroom by following and obeying the rules in the established educational system (Syarifah, 2023). This environment includes two factors, namely the situation in the classroom and the physical situation outside where the teaching and learning process takes place. The school environment, such as teachers, administration, and friends can influence a student's learning process. The harmonious relationship of the three can be a motivation for students to study better at school. Sympathetic and exemplary behavior by a teacher or administrator can be an incentive for students to learn.

The school environment has a huge influence on students learning motivation because with a comfortable, safe and peaceful environment for fellow school members, the learning process can run well. Apart from interactions between students and teachers, learning motivation can also be influenced by interactions between students and students. Student relationships in helping friends who have difficulty learning and friendship relationships between students from different classes (Kadek, 2023). In implementing learning, of course teachers need props to present learning. Teaching aids are closely related to the facilities and infrastructure in the school. If the facilities and infrastructure are inadequate it will certainly affect students' learning motivation at school. One of the facilities related to learning motivation is the school building. Inadequate school buildings, especially classrooms or study rooms, can affect learning motivation

The physical environment consists of the physical environment and the non-physical environment. According to students' perceptions of the two competencies, the most influential is the physical environment. The physical environment consists of the condition of the school building, school facilities, school infrastructure, school equipment, order and school hours. A supportive physical environment will be able to increase student learning motivation (Kadek, 2023).

The benefits of the school environment in learning, including learning carried out in a good school environment, has great potential to increase students' understanding and interest in the material being taught. A good learning atmosphere in a school environment can also make the learning atmosphere enjoyable (Syarifah, 2023). As a result, students become more motivated by the lesson material. Apart from that, studying in a good school environment, not just in the classroom, can indirectly provide students with other lessons about independence. By utilizing the environment around the school as a learning object, students are required to learn to understand with real observations so as to trigger student independence in learning and its relationship to life.

Studying in a healthy and good school environment also helps students and teachers, especially students, to broaden their horizons about the surrounding environment. This can also trigger a broader and deeper way of thinking about nature, society and life. Learning achievement can increase with the support of a good school environment. If students and teachers work together to create a comprehensive school environment, students can more easily absorb learning material. The deeper students' understanding of theory coupled with the practice applied in the school environment can certainly increase the achievement scores of the students involved. The school environment also influences the relationships between individuals within it. Therefore, creating a good school environment can also bring closer relationships between students, students and teachers, and teachers and teachers. As a result, students can be more open and more easily resolve conflicts that often occur due to differences of opinion (Syarifah, 2023).

The results of this research state that the school environment consists of the following two indicators: physical factors (condition of school buildings, school facilities, school infrastructure, school equipment, order, school time) and non-physical factors (interaction

between teachers and students, interaction between participants learn with students). Based on the results of the analysis, the t_{count} is 3.766, while the t_{table} is 1.998, so from the calculations it can be seen that the $t_{count} > t_{table}$, with a sig of $0.000 < 0.05$, which means that partially the school environment has a significant effect on student learning motivation. Research that is in accordance with this research is research conducted by Kadek Eny Trisnayanthi, Putu Mutiara Vista Diliya Putri, Ni Luh Yunia Trisna Dewi, Ni Luh Wayan Desi Priastini, Basilius Redan Werang, (2023), with the title The Influence of the School Environment on Motivation and Results Learning by Sambangan 3 State Elementary School Students.

4. The influence of learning media on student learning motivation

Learning media is a tool or supporting facility that a teacher can use to convey information so that it is well received (Amelia, 2023). Learning media is used to make it easier for teachers and students to understand the material, provide enthusiasm for learning for students, and students will not feel bored. Media is any tool that can be used as a channel for messages in the learning process from teachers to students in order to achieve learning goals. However, when using learning media, a teacher must always remember that the use of learning media must be in accordance with the content and learning objectives that have been formulated in the Learning Implementation Plan so that the media used can function optimally.

Utilizing relevant media in the classroom can optimize the learning process (Anastasia, 2022). For teachers, learning media helps concretize concepts or ideas and helps motivate active learning participants. For students, media can be a bridge for critical thinking and action. In this way, the media can help teachers and students to achieve the basic competencies that have been determined. So that learning media can be used well, teachers need to know their learning needs and the problems students face regarding the material to be taught. Related to this, media needs to be developed based on interest, material content, appearance and implementation.

Learning media consists of interest, material content, appearance and implementation. According to students' perceptions of the four learning media, the most influential is the content of the material. The content of the material consists of completeness, systematicity, and suitability to the learning material. Complete material content will support increased student learning motivation (Anastasia, 2022).

The advantage of media in general is that it can motivate students in the learning process (Amelia, 2023). Apart from that, to increase the effectiveness of using learning media is by improving the skills possessed by teachers in mastering the use of learning media, teachers are able to develop learning strategies that do not just convey information, but encourage students to learn to use learning media, so that students will feel the impact positive aspects of using learning media.

The use of learning media will really help make the teaching and learning process active and convey messages and lesson content during teaching and learning activities in the classroom. Learning media can also help students improve understanding, present interestingly and reliably, and obtain information that helps students improve their ability to think at a higher level.

The results of this research state that learning media consists of the following indicators: interest, material content, appearance, and implementation (Pratiwi and Meilani, 2018). Based on the results of the analysis, the t count is 2.301, while the t table is 1.998, so from the calculations it can be seen that the t count > t table, with a sig of $0.025 < 0.05$, which means that partially the learning media has a significant effect on student learning motivation. Research that is in accordance with this research is research conducted by Oktafiani, Mujazi, (2022), with the title The Effect of Nearpod Learning Media on Learning Motivation in Social Sciences Subjects.

With this study, it is hoped that teachers and school principals will realize the importance of teacher competence, a supportive school environment, and the use of learning media in the social studies learning process, because all three have an influence on

increasing student learning motivation. Based on the results of multiple linear regression analysis, it is known that each variable of teacher competence, school environment, and learning media has an influence on motivation to learn social studies subjects, both partially and simultaneously.

II. Conclusions and Suggestions

Several conclusions that can be drawn based on the research results and analysis results above are as follows:

1. There is a significant influence of teacher competence, school environment, and learning media on students' learning motivation for social studies subjects at the Negororejo II State Elementary School, Lumbang District, Probolinggo Regency simultaneously.
2. There is a significant influence of teacher competence on students' learning motivation for social studies subjects at Negororejo II State Elementary School, Lumbang District, Probolinggo Regency, partially.
3. There is a significant influence of the school environment on the learning motivation of students in social studies subjects at Negororejo II State Elementary School, Lumbang District, Probolinggo Regency, partially.
4. There is a significant influence of learning media on students' learning motivation in social studies subjects at Negororejo II State Elementary School, Lumbang District, Probolinggo Regency, partially

Therefore, a teacher needs to pay attention to the factors that influence students' learning motivation, and continue to improve themselves for improvements related to teacher competence, school environment, and learning media in carrying out the learning process at Negororejo II State Elementary School, Negororejo Village, Lumbang District. Apart from that, school principals are also expected to be able to facilitate the learning process in schools by ensuring adequate facilities, the availability of good teachers and adequate numbers.

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