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Examining How School Environment And Teacher Competence Affect Student Learning Motivation At MA AL Fatich Tambak Osowilangun Surabaya

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Abstract: Learning activities and educational quality are at the centre of the educational stage. The quality of education can be assessed based on the discipline of students in the school or community environment and the competence of teachers. This study aims to reveal the influence of the school environment and teacher competence on student learning motivation. Quantitative research methods collect data through surveys with questionnaires and direct observation of students. The research results show that a conducive school environment and high teacher competence have contributed positively to student learning motivation. Factors such as positive relationships between teachers and students, a supportive classroom atmosphere, adequate learning facilities, and the use of innovative teaching methods form a motivating environment for students. Teacher competence to understand student needs, provide appropriate challenges, and create positive relationships also plays an important role in increasing student learning motivation. It is hoped that these results can serve as a guide for educational policies and teacher professional development to increase student learning motivation in the school environment.

INTRODUCTION

Life at school is the basis for educational development for students. This will be the main foundation for quality human development (Sauri, 2010). One of the central elements that builds quality humans in an educational context is student learning motivation. Learning motivation plays an important role in determining the extent to which students can explore their potential, achieve high academic achievements, and develop into competitive individuals in society (Sucia, 2017).

Students are individuals who try to increase their potential by being involved in the learning process provided through various pathways, levels and types of education. They actively participate in the world of education, gaining knowledge through teaching and learning activities at school. The learning process can take place inside or outside the classroom according to the instructions of the educator. Through this education, students have the opportunity to understand the surrounding environment. Developing self-control is important, especially for students. Self-control reflects a person's ability to control themselves, so that they can control themselves from excessive desires. This self-control includes obedience and regularity to various rules, creating discipline and order in students' actions. Therefore, student discipline can grow through obedience to school rules.

The role of teaching staff is the main determinant in the success of the education system. Naidoo and Jamieson (2005), explained that all elements in the learning process, including media, materials and infrastructure, require optimal support from teaching staff so that they can be utilized optimally in improving the quality of the teaching and learning process and outcomes. Education does not only involve providing support without optimization, but requires the consistent presence of teaching staff to actualize ideas into behavior and attitudes in every task as a teacher. The learning stage is a series of actions between educators and students in educational conditions to achieve certain goals. Maehr and Midgley (1991), explained that in the learning process, educators have the task of directing, motivating,



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and providing facilities so that students can achieve learning goals. The learning process is not only determined by external factors such as structure and curriculum, but also depends greatly on the teacher's competence in providing guidance and teaching. De Jong and Harper. (2005), added that competent educators are able to create an effective, enjoyable learning environment, and can manage the classroom so that learning activities can run optimally.

Students' own learning motivation reflects their internal desire and drive to achieve academic goals (Yuliawan, 2016). Motivation to learn becomes a driving force that directs students to actively participate in the learning process. According to Marbun et al., (2018) student learning motivation includes a number of personal psychological and emotional dimensions. It is an internal drive that drives students to achieve their academic goals. This encouragement can come from various sources, including the desire to achieve high levels of achievement, deep interest in learning material, and positive perceptions of their learning experience (Putra et al., 2016). The desire to achieve high academic achievement is often the main driver for student learning motivation. When students have clear achievement targets, such as getting high grades or achieving certain academic achievements, this encouragement can be a force that encourages them to study diligently (Mardikaningsih, 2014). Awareness of the long-term benefits of good academic achievement can create enthusiasm to continue developing oneself through learning (Madjid, 2016).

As a dynamic phenomenon, student learning motivation needs to be managed and maintained on an ongoing basis (Baedowi, 2015). Teachers, parents, and the entire educational community have a responsibility to create an environment that triggers student motivation to learn. By understanding the various factors that influence learning motivation, we can design more effective and sustainable educational strategies to support students' development not only in an academic context but also as enthusiastic and competitive individuals. Each of these elements cannot be separated from one another, because they interact with each other and have a significant impact on the learning process (Pramujion et al., 2020).

The school environment, as a place where students spend most of their time, has a very important role in determining the quality of education (Akbar & Permana, 2019). The school environment is a factor that influences educational practices, as well as the place where the educational process is carried out. The school environment is an official educational institution that is structured in a structured manner to create various learning contexts. This environment provides students with the opportunity to gain knowledge through various learning activities. Its main function is to help children develop understanding and skills in various areas, so that they can face educational tasks more easily. In accordance with Norton's (2009) opinion, schools are considered formal educational institutions that are planned in detail to carry out education, guidance, training and teaching programs. The aim is to help develop children's potential, including aspects such as intelligence, morals, emotional, social and spiritual. A conducive and supportive environment can have a positive influence on students' enthusiasm for learning. School physical facilities play an important role in creating an environment that motivates students (Winei et al., 2023). Comfortable classrooms, adequate libraries and other learning support facilities create conditions that support learning activities. These factors influence students' perceptions of the importance of education and instill a sense of comfort that supports their motivation (Nugraha, 2018). A positive classroom atmosphere creates space for personal growth and development of soft skills, which in turn supports students' motivation to learn (Harjali, 2017). Social interaction in the school environment has a significant impact on student learning motivation (Afifah, 2019). Positive relationships between students, teachers and school staff create an environment that builds confidence and a sense of security. Students who feel accepted and supported by their classmates and the school environment tend to have higher learning motivation. Strategies to improve physical facilities, strengthen a positive classroom atmosphere, and promote healthy social interactions can be long-term investments to increase student learning motivation (Majid, 2013). For this reason, it can be explained that the school environment has an influence on student learning motivation (Arif, 2018). By understanding that the influence of the school environment includes physical, psychological, and social aspects, we can design policies and programs that form a solid foundation for students' academic and personal development.

According to Sari (2021), there is an important role of teacher competence in student learning motivation. The teacher's role in stimulating student learning motivation is key to the success of the educational process. Teacher competency, as the main element in the dynamics of teaching and learning,

forms the basis for creating motivating and memorable learning experiences (Darmawan, 2014). More than just understanding academic concepts, teacher competency includes interpersonal skills that play an important role in building positive relationships with students. Competent teachers are not only able to convey material in a clear and interesting way, but also have the ability to identify student interests and respond to them well (Andayani & Darmawan, 2004). Through creativity in delivering material, teachers can create a sense of enthusiasm and interest in learning among students. The use of teaching methods that are innovative and relevant to students' daily lives is one form of teacher competence that generates learning motivation (Dewi et al., 2020). Teacher interpersonal skills, such as the ability to listen, provide constructive feedback, and create an inclusive classroom environment, play an important role in shaping students' attitudes towards the learning process (Maulia, 2023). Teachers who can establish good relationships with students tend to be able to understand their needs and expectations, which in turn can increase students' learning motivation. Teacher competence is also reflected in their ability to relate learning material to students' daily lives. Therefore, developing teacher competency is not only about improving the quality of teaching, but also about shaping learning experiences that inspire and excite students to reach their full potential. Every teacher must have the awareness to develop their own competence to face the changing demands of the dynamics of the education industry. This is necessary in any form of organization (Darmawan et al., 2020).

Education is an important aspect in forming individual character and potential. One factor that has a big role in educational success is the school environment and teacher competence. This research aims to answer key questions related to the influence of the school environment and teacher competence on student learning motivation. It is hoped that the findings from this research can provide valuable input for policy makers, school principals and teachers to improve the effectiveness of learning in schools.

RESEARCH METHODS

This study uses quantitative research methods to numerically measure the influence of the school environment and teacher competence on student learning motivation. The population of this research was all students at MA Al Fatih Surabaya, totaling 196 students. The sample taken was 120 students taken randomly to ensure the research results could be applied more generally.

The independent variables in this research are the school environment, teacher competence, while the dependent variable is student learning motivation.

1. The school environment (X1) is the situation and conditions around the school which have a certain meaning and influence on students in the learning process. Indicators consist of the relationship between teachers and students, relationships between students, learning tools, curriculum, school discipline and condition of school buildings (Darmanto et al., 2014).
2. Teacher competency (X2) involves interpersonal skills, creativity in delivering material, and the ability to make relevant connections to students' lives. According to Hutomo et al. (2012), teacher competency consists of mastery of material, teaching skills, classroom management, and student-teacher interaction.
3. Student learning motivation (Y) is an internal drive that encourages someone to learn and achieve academic goals. According to Akmal et al. (2015), the indicators of this variable are interest in the subject matter, self-confidence, active participation, appreciation for learning outcomes, and a sense of responsibility for the learning process.

Data analysis will use statistical methods, such as regression analysis, to assess the extent to which the school environment and teacher competence influence student learning motivation. Validity and reliability tests are also involved in testing. Likewise the t test and F test. The results of this analysis provide an understanding of the relationship between variables and their impact.

RESULTS AND DISCUSSION

The number of respondents who responded correctly was 118 out of 120 students. They responded to all responses from variable indicators in the form of statement items in the questionnaire. Data was obtained from data collection at MA Al Fatih Tambak Osowilangun Surabaya.

The independent variables of this research are the school environment and teacher competency which is tested for validity, as is the dependent variable (student learning motivation). This test provides

1 a corrected item total correlation of more than 0.3 so that no statement items are invalidated. Apart from that, all variables show that Cronbach's Alpha has a value of more than 0.6. The mention of a Cronbach's Alpha value above 0.6 indicates that all variables in the research, namely school environment, teacher competence and learning motivation, have a good level of reliability. Cronbach's alpha is a measure of reliability that indicates how consistent and reliable a measurement instrument or test tool is. In this context, the Cronbach's Alpha values, respectively, are 0.693 for the school environment, 0.705 for teacher competence, and 0.728 for learning motivation, illustrating that all variables can be considered consistent and reliable as measuring tools. In other words, this measuring instrument can provide consistent results if reused on the same or similar samples, indicating that the questions or items in the category well measure the construct being measured.

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Table 1

Model Summary^b

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.792 ^a	.627	.621	4.82982

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This analysis of the coefficient of determination indicates the extent to which variations in the dependent variable (student learning motivation) can be explained by the independent variables (school environment and teacher competence). From the R Square value of 0.627, it can be interpreted that around 62.7% of the variation in student learning motivation at MA Al Fatich Tambak Osowilangun Surabaya can be attributed or explained by the school environment variables and teacher competency examined in this research. The remaining 37.3% of the variation in learning motivation is influenced by other factors not included in the scope of this research. This means that although the school environment and teacher competence make a significant contribution to student learning motivation, there are still other factors that also influence this learning motivation.

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Table 2

Uji t

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	11.104	2.589		4.289	.000
	X1	2.630	.436	.371	6.035	.000
	X2	3.685	.400	.567	9.210	.000

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The results of this research can be shown with the following regression model: $Y = 11.104 + 2.630X_1 + 3.685X_2$. The purpose of this model is that if all variables, namely the school environment and teacher competence, have a value of zero, then around 11.104 is the estimated value of learning motivation. As in Table 2, it is known that the significant value for the school environment is 0.000 and the teacher competency variable at MA Al Fatich Tambak Osowilangun Surabaya has a significant value, namely 0.000. This means that students' learning motivation at MA Al Fatich Tambak Osowilangun Surabaya is realized from the role of the school environment and teacher competence. In addition, the coefficient value for each variable shows that teacher competence has a higher value of 3.685 than the school environment value of 2.630. This shows that teacher competence dominates the role in realizing learning motivation compared to the school environment.

Table 3

ANOVA^a

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	4586.515	2	2293.257	98.308	.000 ^b
	Residual	2729.277	117	23.327		
	Total	7315.792	119			

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Table 3 shows the results of the F test with the F-count reaching a value of 98.308 and a significance level of 0.000. This analysis concluded that this regression equation had a strong level of

significance because the probability value showed a number less than 0.05. In more detail, the learning motivation of MA Al Fatih Tambak Osowilangun Surabaya students was proven to be jointly and significantly influenced by school environmental variables and teacher competency.

The school environment has a crucial role in shaping the learning motivation of MA Al Fatih Tambak Osowilangun Surabaya students. The results of this study validate research conducted by Hanrahan (1998); Asiyai (2014); Arif (2018) stated that the school environment has an impact on student learning motivation. A conducive and supportive school environment can be a catalyst for students' enthusiasm for learning (Mes et al., 2022). This is in line with research conducted by Jumrawarsi and Suhaili (2020) stating that a positive atmosphere also creates a more effective learning environment. Students tend to be more open to taking intellectual risks, participating in class discussions, and trying new things when they feel comfortable and supported. The school environment is an environment where students spend more of their time studying, so the influence of the school environment can increase students' learning motivation. As a place where social interaction, formal learning, and extracurricular activities occur, the school environment can have a significant impact on students' perceptions of learning. Learning achievement must also be supported by an effective and adequate school environment, such as the availability of advice and school infrastructure and other equipment that can help support the implementation of the student learning process. Understanding the role of the school environment on learning motivation can provide a basis for improving and developing more effective educational strategies, with a focus on creating an environment that encourages students' motivation and interest in learning.

Other findings state that teacher competence has a positive impact on increasing the learning motivation of MA Al Fatih Tambak Osowilangun Surabaya students and this makes a significant contribution to understanding the dynamics of learning in the school environment. This finding has the same indication as the study conducted by Marina et al (2019); Alif et al. (2020); Sari (2021) stated that increasing teacher competence is very necessary because teacher competence is a factor that can influence increasing student learning motivation by managing learning well and using various methods, models and learning media which will encourage the creation of student learning motivation. So the role of teacher competence plays a role in improving the quality of student learning motivation. In this effort, a teacher cannot be separated from the competence that is used as a teacher's provision in carrying out learning to students. In order for the educational process to run effectively and efficiently, teachers are required to have adequate competence, both in terms of type and content. Because teachers as educators who have the most contact with students are required to have good competence in implementing learning activities. A teacher needs to have a personality, master the learning materials and master teaching methods as part of his competence. Without this, teachers will fail in carrying out their duties. Teaching competency must be possessed by a teacher, which is the ability or skills in managing educational activities. Mastery of teaching techniques that are innovative and appropriate to students' needs can also trigger students' interest in learning (Sinambela et al., 2014). Teachers who can adapt learning methods to students' learning styles, provide challenges appropriate to their ability level, and create an inclusive classroom environment will be more successful in increasing learning motivation. A teacher's good communication skills also have a major role in building positive relationships with students (Akmal et al., 2015). Teachers who are able to convey material clearly, respond to students' questions, and provide constructive feedback will create a classroom atmosphere that supports and inspires enthusiasm for learning (Sutarjo et al., 2007). Teachers who are able to identify individual student interests and needs, provide appropriate challenges, and appreciate student efforts can increase student motivation.

CONCLUSIONS

The results of the research show that there is a significant influence of school environmental variables and teacher competence on the learning motivation of MA Al Fatih Tambak Osowilangun Surabaya students. By further exploring the impact of these variables, this research underscores the importance of the integral role of the school environment and teacher competence in shaping students' learning motivation. These results can provide guidance for educational policy and teacher professional development to strengthen key elements that contribute to student learning motivation in the school environment.

There are several suggestions that can be given, such as improving the school environment by identifying aspects of the school environment that can influence student learning motivation, such as physical facilities, classroom atmosphere, and availability of resources. Prioritize improvements to physical facilities that impact student comfort and safety. Create a classroom atmosphere that is conducive to learning by paying attention to spatial planning, lighting and ventilation. Developing teacher competency by providing ongoing training and development to improve teacher competency to design and provide interesting learning. Then carry out a comprehensive evaluation of the condition of the school environment, involving students, teachers and school staff. By implementing these suggestions, it is hoped that schools can create an environment that supports and motivates students to learn, as well as increasing the positive role of teachers to achieve this goal.

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