

SYNERGY OF THE SCHOOL ENVIRONMENT AND THE ROLE OF TEACHERS AS KEYS TO ENHANCING ELEMENTARY SCHOOL STUDENTS' LEARNING MOTIVATION

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ABSTRACT

The purpose of this study was to determine the relationship between the school environment and the role of teachers on the learning interests of elementary school students in cluster 1, Anggeraja District, Enrekang Regency. The type used in this study is *post facto* and includes a quantitative approach. The population in this study were elementary school students in cluster 1, Anggeraja District, Enrekang Regency as many as 557, using a sampling technique, namely cluster random sampling, the sample used was 233 students. Data were collected through 3 types of questionnaires, namely school environment questionnaires, teacher roles, and learning interests. The data analysis technique used was regression. The conclusion of this study is that the relationship between the school environment and the role of teachers on the learning interests of elementary school students in cluster 1, Anggeraja District, Enrekang Regency is in the strong category and there is a positive and significant relationship between the school environment and the role of teachers on students' learning interests.

Keywords: School Environment, Teacher Role, Interest in Learning

1.0 INTRODUCTION

Education is a conscious effort made by humans to develop their own potential through the learning process. Education plays an important role in the progress of a nation. Education is tasked with producing quality human resources for the development of the nation and state (Bong & Chen, 2024). The definition of education as stated in Law Number 20 of 2003 Article 1 is: A planned and purposeful effort to provide an educational environment and teaching process that empowers students to reach their full intellectual, personal, social and spiritual potential while equipping them to contribute to society, nation and state (Nurdin et al., 2023). (Sahabuddin et al. 2020)

Education is a place of trust to produce knowledgeable young people, it is the responsibility of educational institutions to fulfill their mission in facilitating an active and effective teaching and learning process (Wellington, 2024). School that have a conducive environment can have a major impact on students' ability to learn and retain information during their time at school. Students' interest and outlook on the value of learning, both now and in the future, is positively influenced by their comfort level in the classroom (Anapey, 2024) (Sahabuddin, Liskawati, and Syamsiah 2023). Students will be able to develop an inner understanding of the most efficient ways of learning, which will result in impressive learning outcomes in the long run. In addition, a positive school climate will motivate teachers to implement the best possible learning

methods (Huang, 2024). This is due to the fact that the atmosphere will make teachers feel comfortable. The educational environment is where learning takes place and includes all aspects of the process, says (Frányó, et al., 2024)

Interest is a condition that shows a relationship between one's own needs and desires and everything that is seen or experienced. In other words, people tend to associate what they see and observe with their own wants and needs. Since there is a direct correlation between a child's hobbies and their level of interest in learning, it makes sense that a child would not put in as much effort to succeed academically. Their interests are not aligned with the subjects taught at school (Sulfemi, 2023). Students will find it easier to learn new subjects if presented with content that interests them. A key element of educational activities is curiosity. Interest relates to things like enjoying, paying attention and having a fairly strong interest in certain things, such as learning activities, and it can give children the boost they need to keep learning (Nugraha et al., 2024). Like, attention and interest all have a role to play in a person's motivation to learn. It is important to enjoy learning to encourage enthusiasm for learning and to ensure that the learning process at school is followed (Harefa et al., 2023).

The results in the study are based on information gathered through a telephone conversation with one of the teachers in Anggeraja Sub-district, Enrekang Regency. In this interview, the prospective researcher observed several problems in the school environment and the role of teachers in increasing students' interest in learning, namely: the school environment which is currently in the process of being revamped, not all teachers use unattractive methods that make students bored in the teaching and learning process. And prospective researchers saw that in cluster 01 elementary schools, namely: 1) Students prefer to be outside the classroom than in the classroom, 2) Students still pay less attention when the teacher explains certain teaching materials, 3) Students are more likely to participate in group games when they are actively learning.

Based on the above issues, the researcher conducted a study titled "The Synergy of the School Environment and the Role of Teachers as Keys to Enhancing Elementary School Students' Learning Motivation.

2.0 LITERATURE REVIEW

2.1 School Environment

Schools are institutions that can be formal, non-formal, or informal, whose main purpose is to provide a place for everyone to gain knowledge. Schools are educational institutions that are expressly intended to educate students under the guidance of instructors (Chujan, 2024). Schools are also known as educational institutions. Schools have a responsibility to ensure that their school environment meets the requirements set out in this context (Yuhang, Xiaoyu, and jiang, 2023).

This is because a student's surroundings are intentionally manipulated to facilitate learning. According to Sartain (Siregar et al., 2023), an American psychologist, the following elements make up the overall educational environment:

- a. Location, or physical environment; weather, soil, and other environmental factors.

- b. The cultural environment, or culture, is defined by a particular cultural heritage that includes religion, philosophy, art, language, economics, and science.
- c. Communities consisting of multiple dwelling units include families, playgroups, cities, and organizations.

Looking at the concepts given earlier, it can be concluded that the school environment is an interdependent space that performs different but complementary roles.

2.2 Teacher's Role

Teachers in (Boeve-De Pauw et al., 2024) have a crucial role in helping learners achieve their life goals in the most efficient way. According to (Asare et al., 2024) instructors have a role in developing a set of interrelated behaviors that are executed in a specific context. The purpose of these actions is to facilitate students' growth and their behavioral progress. There are several roles of teachers, namely (a) The task of shaping and molding students' identity and character rests entirely on the shoulders of educators. (b) Role as a Mentor. Teachers have many duties, including helping children determine what they are good at and what they need to improve on, and also providing guidance on how to learn and what works best for them. (c) Serves as an Inspiration, providing guidance, support, and motivation to students in all aspects of their learning, whether in a formal classroom environment or not (Ioanna et al., 2023).

2.3 Learning Interest

A person's interest in learning manifests in a variety of ways, including strong motivation to seek out new information and experiences, as well as desire, excitement, passion, and a general preference for doing so (Hendrawijaya, 2022). Simply put, student learning interest manifests as excitement, engagement, and actively following a defined learning process, and is characterized by attention, liking, and interest in the learning process itself (Ridluwan et al., 2021). Being involved in that can help a person remember more of what they have learned, which can then be applied to other situations. Motivated by the desire to achieve something, interest guides and drives one to take action (Shofwan et al., 2021). One potential interpretation of interest in learning is the desire to change oneself from a state of ignorance to knowledge and from a state of incompetence to competence, according to one's own preferences. The above reasoning allows one to arrive at this conclusion (Purnadewi et al., 2023).

3.0 METHODOLOGY

This study uses the term *ex post facto* research to describe its methodology. More precisely, it relies on quantitative methods, which include descriptive and analytical data collection from individuals' written or oral statements and observed actions (Johnson, 2024). Normativity, linearity, and hypothesis testing of the data are the next steps in inferential analysis. Correlation design planning.

This research was conducted in November 2022 based on the attached research implementation schedule and took place at Gugus I Elementary School, Anggeraja District. With the consideration that the researcher includes people who live in the area.

Gugus I is located in Anggeraja District, Enrekang Regency, and the main objective of this descriptive-correlational study was to consider the influence of school environment and instructor responsibility on primary school children's interest in learning in this region. This study used three different variables. Learning interest (Y) is the dependent variable, while school climate (X1) and teacher role (X2).

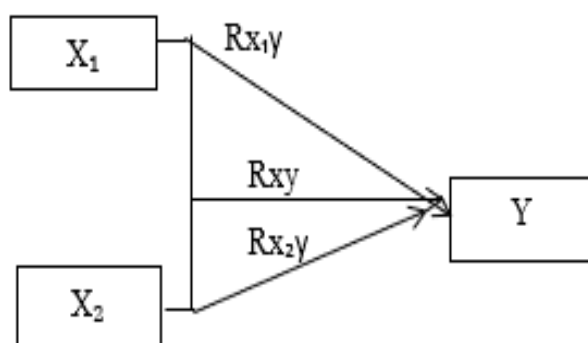


Figure 1: Research Desain

Description:

X₁ : School Environment

X₂ : Teacher's Role

Yes : Student Learning Interest

R_{X₁Y} : X₁ There is a relationship with Y

R_{X₂Y} : X₂ has a relationship with Y

R_{XY} : There is a relationship between X₁ and X₂ with Y Population and Sample

X₁ and X₂ to Y is to determine whether there is a relationship between the school environment and the role of teachers on the interest in learning of elementary school students in cluster I, Anggeraja District, Enrekang Regency (R_{xy}).

The population of this study was elementary schools in Gugus 1 Anggeraja District, where the number of elementary schools in cluster 1 was 10. But in this study the researchers only took 5 schools, namely SDN 62 Baturampun, SDN 111 Pasaran, SDN 39 Cakke, SDN 104 Tontonan, and SDN 110 Lura with a total of 557 students.

4.0 RESULTS

SPSS was used to analyze the statistical data on the distribution of Numbers 1, 2, 3, 4, and 5 of the Likert scale used in the survey. The results of the analysis show that based on the distribution of the questionnaires, it can be seen that:

Table 1. Description of Data from the Distribution of School Environment Questionnaires

N Valid	
Missing	0
Mean	76,26
Median	76,00

<i>Mode</i> (Frequently occurring values)	70
Range	40
<i>Minimum</i> (Lowest Value)	53
<i>Maximum</i> (Highest Value)	93
<i>Sum</i> (Sum of Data)	6482

Source: Primary Data Processed in 2023

The data presented in the school environment table was collected using descriptive statistics (appendix SPSS test results) with a sample size of 233 students. There is a range from 53, the smallest, to 93, the largest. The data is presented as follows: mean 76.26, range 40, median 76.00, mode 70, and total 6482. The information comes from the school environment subject questionnaire. After that, we can see the value of learning interest based on the frequency distribution.

Table 2: Frequency Distribution of School Environment Score

Score	Category	Frequency	presentation
0-20	Very Low	0	0%
21-40	Low	0	0%
41-60	Medium	4	2%
61-80	High	150	73%
80-100	Very High	79	25%

The average result is 76.26, as shown in table 3.8 and the descriptive statistical analysis test attached to the SPSS test data. This shows that the school environment is in interval IV, which is also in the high category of the 61-80 interval. In addition, two percent of respondents in the medium criteria, fifty percent in the high criteria, and seventy-nine percent in the low criteria expressed the importance of the school environment. Thus, it is reasonable to assume that the school maintains a high-quality environment.

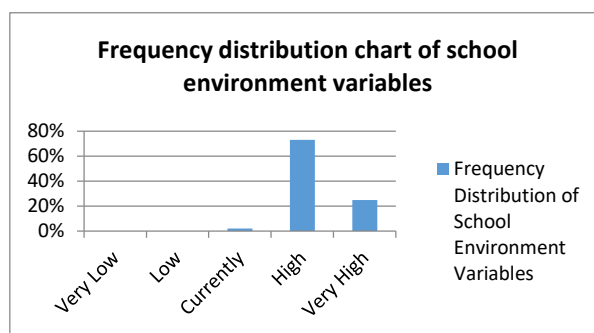


Figure 2: Frequency Distribution Chart of School Environment Variables

After collecting statistical data from the school environment questionnaire using Likert scales 1, 2, 3, 4, and 5. SPSS was used to analyze the results. Based on the results of the analysis, it is clear from the distribution of the questionnaire:

1. Teacher's Role

SPSS version 26 was used to analyze statistical data regarding the distribution of the teacher role questionnaire using a Likert scale of 1, 2, 3, 4, and 5. The results of the analysis show that based on the distribution of the questionnaire, it can be seen that:

Table 3 Description of Data from the Teacher Role Questionnaire Distribution Results.

<i>Mean</i>	79.13
<i>Median</i>	79.00
<i>Mode</i> (Value that appears frequently)	80
<i>Range</i>	31
<i>Minimum</i> (Lowest Value)	62
<i>Maximum</i> (Highest Value)	93
<i>Sum</i> (Sum of Data)	6726

Source: Primary Data Processed in 2023

The results in table 3 clearly reveal that, out of 233 students, data from the teacher role questionnaire was obtained. Values ranged from a minimum of 62 to a maximum of 93. A total of 6726 were collected, with a mean of 79.13, a range of 80, a median of 79.00, and a frequently occurring value of 80 (mode). The following table shows how the values related to the instructor's job are distributed in terms of frequency:

Table 4 Frequency Distribution of Teacher Role Score

Score	Category	frequency	presentation
0-20	Very Low	0	0%
21-40	Low	0	0%
41-60	Medium	0	0%
61-80	High	140	60%
80-100	Very High	93	40%

With an average score of 79.13, it can be concluded that the role of the teacher is in the fourth interval, which is in the range 61-80, and occupies a high category. In addition, it is known that the importance of learning motivation is in the high criteria for 140 respondents (60%) and very high criteria for 93 respondents (40%) of the respondents interviewed. The following is a breakdown of the frequency distribution of variables representing the role of the teacher:

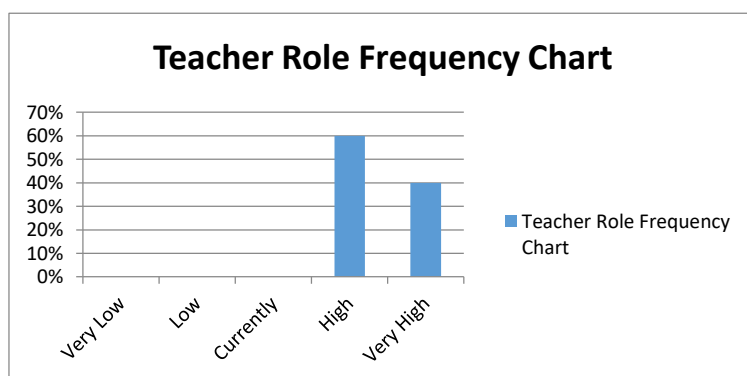


Figure 3: Frequency Distribution of Teacher Role Variables

Statistical data on the distribution of the survey regarding the school environment was analyzed using a Likert scale with a range of 1 to 5. To conduct this research, the SPSS Learning Interest Questionnaire was used. With the help of SPSS, we were able to calculate the statistical distribution of the study interest survey which uses a Likert scale with five possible responses: 1, 2, 3, and 4.

Table 5 Description of Data from the Distribution of Learning Interest Questionnaires

<i>Mean</i>	79.32
<i>Median</i>	80.00
<i>Mode</i> (Value that appears frequently)	75
<i>Range</i>	25
<i>Minimum</i> (Lowest Value)	70
<i>Maximum</i> (Highest Value)	95
<i>Sum</i> (Sum of Data)	6742

Source: Primary Data Processed in 2023

The data collected from the questionnaire in the learning interest table shows that there is a range of scores from 70 to 95, a mean of 79.32, a median of 80.00, a mode of 75, and a total of 6742. The range is 25 marks, and the maximum value is 95 marks. The information is obtained from the table above, which has a sample size of 233 students. Furthermore, the table below displays statistics about the frequency distribution of learning interest scores:

Table 6 Frequency Distribution of Learning Interest Score

Score	Category	frequency	presentation
0-20	Very Low	0	0%
21-40	Low	0	0%
41-60	Medium	0	0%
61-80	High	152	65%
80-100	Very High	81	35%

Based on the descriptive statistical analysis test and the table above, the average result (mean) is 79.13. Based on this data, it can be concluded that the level of learning motivation is in the high group, namely in the fourth interval (61-80). Furthermore, the value of interest in learning is known to be 152 respondents (60%) high criteria, and 81 respondents (40%) very high criteria.

Data can be examined using descriptive statistics, which are part of statistical analysis. These statistics provide a detailed description of the facts on the data collected as they are, not to generalize or make conclusions relevant to a wider audience. Graphs and tables are commonly used ways of presenting data in descriptive statistics generated by SPSS 26.

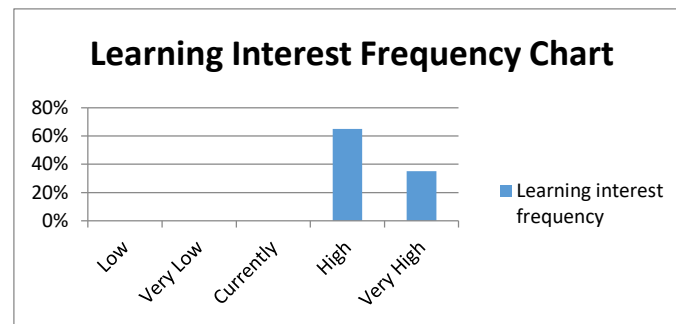


Figure 4: Frequency Distribution of Learning Interest Variables

Using SPSS, statistical data regarding the distribution of questionnaires about the school environment based on a Likert scale with numbers 1, 2, 3, 4, and 5 were analyzed.

5.0 CONCLUSIONS

Based on the data analysis of the research results and subsequent discussion, several conclusions emerge, namely as follows:

1. The description of the school environment criteria % produced good quality results, and the questionnaire's depiction of the environment in SD Gugus I (schools located in Anggeraja sub-district, Enrekang district) fully matched this description.
2. The Criterion Description for presenting the role of teachers produced good quality results, indicating that the questionnaire effectively describes the function of teachers in primary schools in Gugus I, Anggeraja sub-district, Enrekang district. The criteria were classified as high, which clarifies the rationale for this status.
3. The results of the students' categories on the questionnaire indicate a high level of interest, which is in line with the interest in learning reported by students at primary schools in Gugus I, located in Anggeraja sub-district.
4. In SD Gugus I, located in Anggeraja sub-district, Enrekang district, there is a strong and significant relationship between students' interest in education and the entire school ecosystem. The validity of this research is supported by the t-test which yielded a value of 20.726 with a significance level of 0.000.
5. In Gugus I primary schools located in Anggeraja sub-district, Enrekang district, there is a strong and reliable correlation between the role of teachers and students' interest in learning. Based on the t-test results which show a value of 5.259 and a significance level of 0.000, the conclusion is justified.

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