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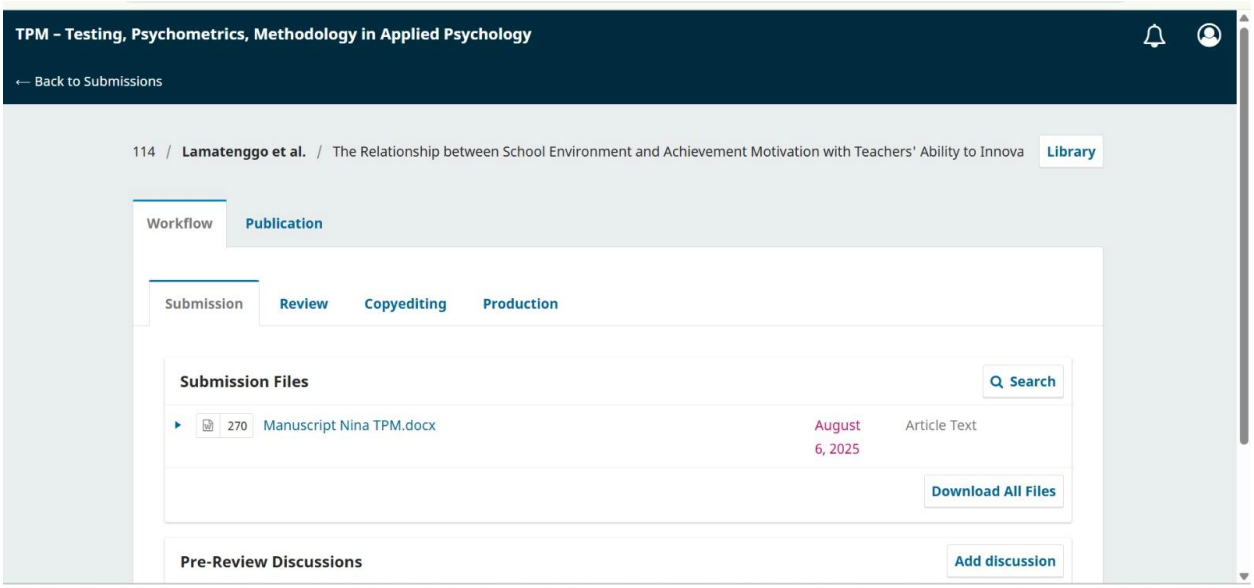

The Relationship between School Environment and Achievement Motivation with Teachers' Ability to Innovate in Learning in Elementary Schools in Sipatana District

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Abstract

This study aims to find out: (1) the relationship between the school environment and the ability to innovate teachers in learning in elementary schools in Sipatana district, (2) the relationship between achievement motivation and teachers' ability to innovate in learning in elementary schools in Sipatana district, and (3) the relationship between the school environment and achievement motivation with teachers' ability to innovate in learning in elementary schools in Sipatana district. The research uses a quantitative design with a correlational design. The data collection techniques in the approach are questionnaires and documentation. Data analysis uses data validity tests and reliability tests, data normality tests, data linearity tests, significance tests, and hypothesis tests with correlation coefficient calculation. The results of this study show that: (1) The school environment has a positive and significant relationship with teachers' ability to innovate in learning, which is 31%, (2) Motivation for achievement has a positive and significant relationship with the ability of teachers to innovate in learning, which is 63.8%, (3) The school environment and motivation for achievement have a positive and significant relationship with teachers' ability to innovate in learning, which is 80.5%.

Keywords: School Environment, Motivation to Achieve, and Teachers' Ability to Innovate.

Introduction

The ability of teachers to innovate in learning is something that every teacher must have in the current era because the monotonous concept of learning in the classroom will only cause boredom for students to learn. Teachers play the main role in teaching and learning activities. This important role is held by teachers because teachers are the holders of control over learning. The requirement for teachers to innovate is also a requirement of the Law, including Law of the Republic of Indonesia Number 20 of 2003 concerning the National Education System, Law of the Republic of Indonesia Number 14 of 2005 concerning the Law on Teachers and Lecturers, and Government Regulation Number 19 of 2005 concerning National Education Standards stating that teachers are professional educators with the requirement to have a minimum academic qualification of bachelor (S-1) or relevant Diploma IV and mastering competence as a learning agent. As a learning agent, teachers must have pedagogical competence, personality competence, professional competence, and social competence as evidenced by an educator's certificate.

Teachers must prepare many things for learning, especially when facing innovations in education. Some of the abilities that teachers must possess include creating techniques, methods, approaches, and learning models. In addition to the ability to create techniques, methods, approaches, and learning models, teachers must also have knowledge to support learning activities (Zulhafizh & Permatasari, 2020:16). Not all the material that will be given to students is supported by learning resources. So, teachers can facilitate learning activities through their insights. Mustafa and Zulhafizh (2019:10); Govindasamy (2001:56) explained that teachers must upgrade and develop various information in order to have a broad insight. Teachers can easily transfer information even if learning resources are not available. If the certainty of information is constrained, then learning achievement efforts can also be disrupted. Do not let the teacher be able to explain students' expectations in learning. Mustafa and Zulhafizh (2019:10) provide the view that teachers are believed to be informants and guides when students do not know and cannot solve their problems.

Sammons et al (2016:7) revealed that teachers are figures who provide inspiration so as to strengthen students' emotions in participating in learning activities. Schools and other educational institutions need an environment that continues to grow positively and is conducive to global human resource competition. Therefore, it is undeniable that schools need synergy between teachers and the work environment that is able to make continuous improvements in innovation and performance. growth (Asbari, Fayzhall, Goestjahjanti, et al., 2020; Fayzhall et al., 2020; Goestjahjanti et al., 2020:112). The point is that in this era of the knowledge economy, a

knowledge society has emerged that requires innovation and flexibility as energy to survive competition. Therefore, the strategic development of educational institutions in the future is on increasing knowledge resources, especially teachers, which opens up space for innovation and growth. To ensure that educational institutions, especially schools, can be competitive and adaptive, teachers need to be directed and involved in shaping the school environment plays an important role in the learning process. Facilities and infrastructure in schools are indispensable in the learning process. Incomplete facilities and infrastructure will hamper the learning process. Likewise, the role of teachers in the learning process is used in delivering material to students. A comfortable school is a school that is able to create a safe environment so that everyone in it, both educators and students, can carry out their roles well.

Teacher achievement motivation can be defined as the element that arouses, directs, and encourages a teacher to take action and overcome all challenges and obstacles to achieve educational goals. This motivation for achievement causes a teacher to be enthusiastic in carrying out his duties as a teacher because his need to excel has been met. Mansi School. Teachers must be empowered and empowering. From the results of observations in schools, there are still teachers who do not use learning media to add an interesting impression in the learning process, there is still a lack of teachers who apply varied learning methods so that the learning process is only monotonous, there is a lack of teachers designing learning media, there is a lack of implementing outdoor or outdoor learning to further increase students' insights, teachers do not create an active classroom atmosphere, There are still many teachers who do not plan diverse learning, lack of teachers who provide teaching aids in the learning process.

Method

The method carried out in this study is a quantitative method with a type of collateral research that aims to find out whether there is a relationship between the three variables, namely, School Environment (X1), Achievement Motivation (X2), with the dependent variable, namely, the Teacher's Ability to Innovate (Y). The population is 114 with a sample of 82 orang. The sampling of members of the population is carried out randomly, regardless of the strata in that population. The sample in this study is teachers in elementary schools in the Sipatana District.

Results and Discussion

Teachers' Ability to Innovate in Learning (Y)

The frequency distribution for the teacher performance variable is presented in the following table:

Table 1
List of Variable Observation Frequency Distribution (Y)

No	Interval Classes	F
1	108-110	6
2	111-113	9
3	114-116	10
4	117-119	19
5	120-122	18
6	123-125	11
7	126-128	9
Sum		82

Based on the table above shows that the largest frequency is located in the 117-119 interval class with a total frequency of 19 teachers, while the one with the lowest frequency is located in the 108-110 interval class with 6 teachers. The following is a table diagram of the frequency distribution list above, which is as follows:

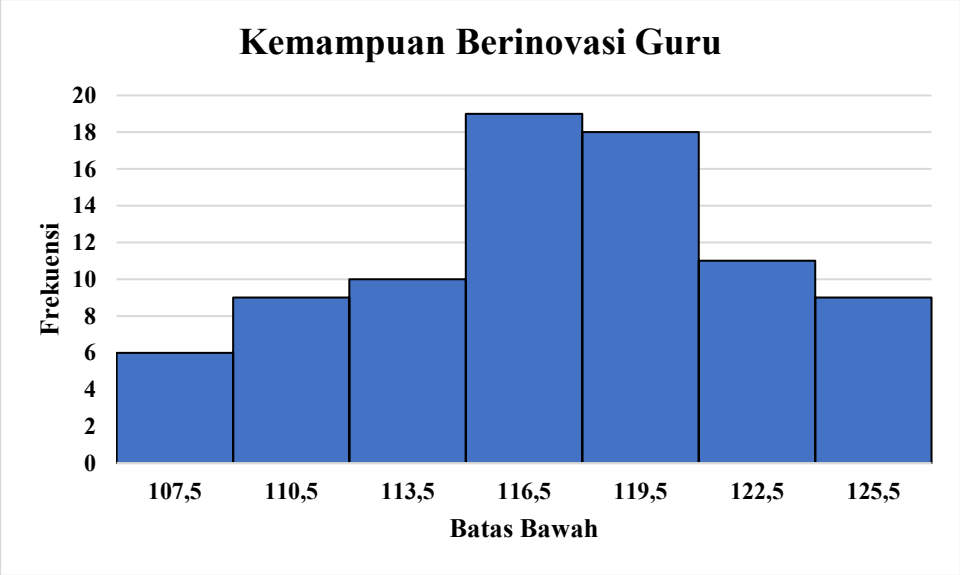

Figure 1: Histogram of Variable Frequency Distribution of Teachers' Ability to Innovate in Learning

Based on the frequency distribution histogram above, the results of the score calculation for the variable of teachers' innovation ability can be seen as follows:

$$Pr.Skor\ Pernyataan = \frac{SR}{Skr}\ x\ 100\%$$

Skr = Number of respondents *x* number of statements *x* highest option answer question
= 82 x 28 x 5 = 11480

SR = Total scores of all respondents
= 9669

$$Pr.Statement\ Score = \frac{9669}{11480}\ x\ 100\% = 84{,}22\ (\text{Good})$$

So the qualification of Teachers' Ability to innovate in Learning is at a Good level.

School Environment (X1)

The frequency distribution for the school environment variables is presented in the following table:

Table 2: List of Variable Observation Frequency Distributions (X1)

No	Interval Classes	F
1	84-86	3
2	87-89	7
3	90-92	18
4	93-95	25
5	96-98	18
6	99-101	6
7	102-104	5
Sum		82

Based on the table above shows that the largest frequency is located in the 93-95 interval class with a total frequency of 25 teachers, while the one with the lowest frequency is located in the 84-86 interval class with 3 teachers. The following diagram from the frequency distribution list table above is as follows:

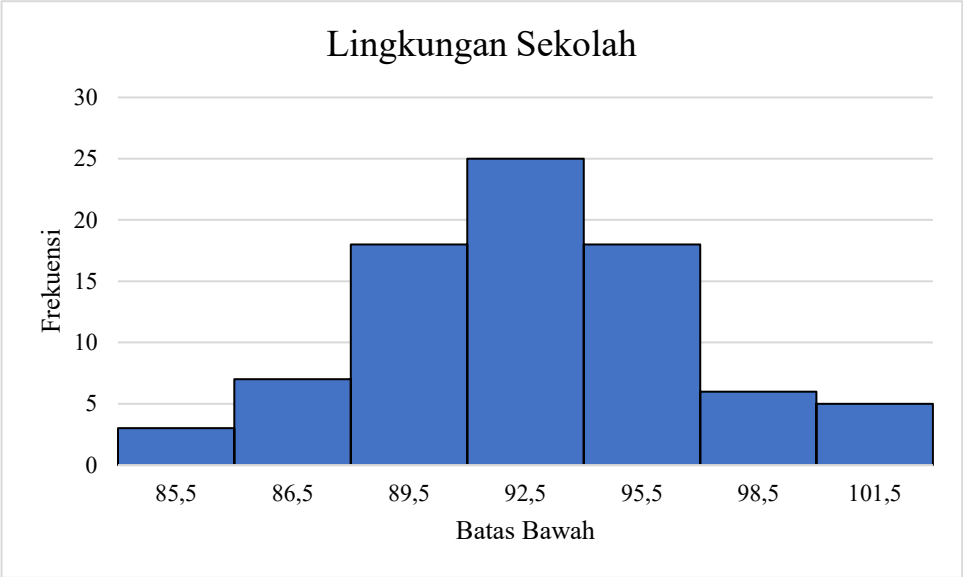

Figure 2: School Environment Variable Frequency Distribution Histogram

Based on the frequency distribution histogram above, the results of the score calculation for the school environment variables can be seen as follows:

$$Pr.Statement\ Score = \frac{SR}{Skr}\ x\ 100\%$$

Skr = Number of respondents *x* number of statements *x* highest option answer question
= 82 x 21 x 5 = 8610

SR = Total scores of all respondents
= 7908

$$Pr.Statement\ Score = \frac{7908}{8610}\ x\ 100\% = 91{,}84\ \text{(Excellent)}$$

So the School Environment qualification is at the Excellent level.

Motivation to Excel (X2)

The frequency distribution for the Achievement Motivation variable is presented in the following table:

Table 3: List of Variable Observation Frequency Distributions (X2)

No	Interval Classes	F
1	69-71	3
2	72-74	6
3	75-77	13
4	78-80	14
5	81-83	20
6	84-86	17
7	87-89	5
8	90-92	4
Sum		82

Based on the table above shows that the largest frequency is located in the 81-83 interval class with a total frequency of 20 teachers, while the one with the lowest frequency is located in the 69-71 interval class with 3 teachers. The following diagram from the frequency distribution list table above is as follows:

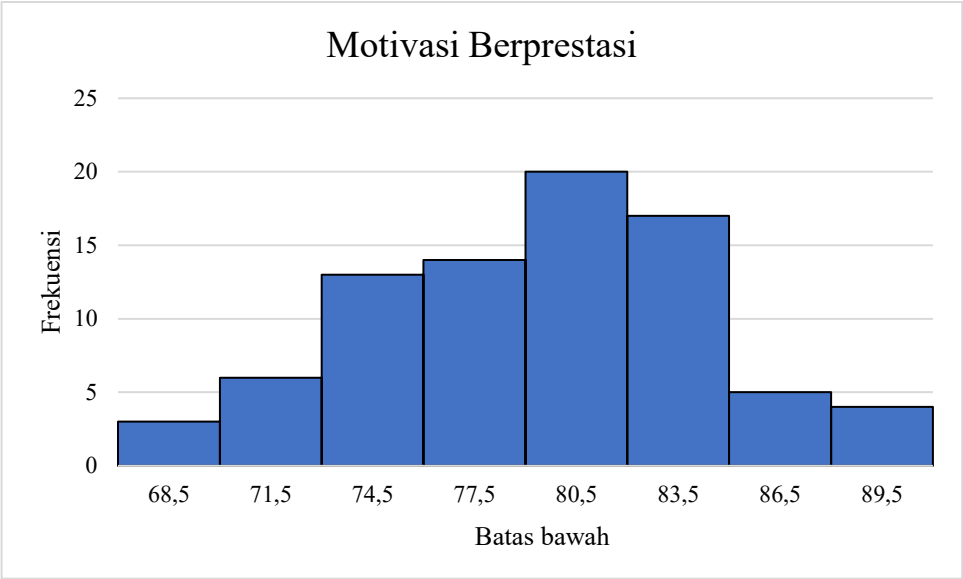

Figure 3: Histogram of Frequency Distribution of Achievement Motivation Variables

Based on the frequency distribution histogram above, the results of the score calculation for the achievement motivation variable can be seen as follows:

$$Pr.Statement\ Score = \frac{SR}{Skr}\ x\ 100\%$$

Skr = Number of respondents *x* number of statements *x* highest answer option.

Soal = 82 x 21 x 5 = 8610
SR = Total scores of all respondents
= 6599

$$Pr.Statement\ Score = \frac{6599}{8610}\ x\ 100\% = 76{,}64\ (\text{Good})$$

So the qualification of Achievement Motivation is at the Good level.

Normality Testing

Normality testing of data used the Chi-Square test at a real level α = 0.1 or 10%. With the hypothesis that the variable scores X1 (School Environment), X2 (Achievement Motivation), and Y (Teachers' Ability to Innovate in Learning) were tested whether they were normally distributed.

1. Teachers' Ability to Innovate in Learning

The results of the data normality test for variable Y (Teacher's Ability to Innovate in Learning) showed a score of $x2_{calculated}$ = - 139.02 while from the list of frequency distributions data was obtained $x2_{list}$ data = 10.645 thus $x2_{calculated} \leq x2_{list}$ which is -139.02 ≤ 10, 645, then it can be concluded that the data of the research results for variable Y came from a normally distributed population.

2. School Environment

The results of the data normality test for variable Y (Teacher's Ability to Innovate in Learning) showed a score of $x2_{calculation}$ = - 155.27 while from the frequency distribution list data was obtained $x2_{list}$ data = 10.645 thus $x2_{calculation} \leq x2_{list}$ was -155.27 ≤ 10, 645, it can be concluded that the data of the research results for variable Y come from a normally distributed population.

3. Motivation to Excel.

The results of the data normality test for variable Y (Teacher's Ability to Innovate in Learning) showed a score of $x2_{calculated}$ = - 148.45 while from the list of frequency distributions data obtained $x2_{list}$ data = 10.645 thus

$x2_{calculated} \leq x2_{list}$ namely -148.45 ≤ 10, 645, then it can be concluded that the data of the research results for variable Y came from a normally distributed population.

Testing the Linearity and Significance of Regression Equations

Linearity and significance testing are a regression equation that describes linear relationships and mean or not. The results of the linearity test X1 to Y were obtained, namely the price of Fcount of 0.45 and the value of Fdaftar (0.9) (15.72) obtained 2.53 because Fcount was smaller than Fdaftar, which was 0.45 ≤ 2.53 (linear). Meanwhile, the results of the X1 to Y significance test were obtained, namely the price of Fcal of 24.69 and the value of Fdaftar (0.9) (1.80), which is 8.49 because Fcount is greater than Fdaftar, which is 24.69 ≥ 8.49 (Meaning).

The results of the linearity test of X2 to Y were obtained, namely the price of Fcal of 0.23 and the value of Fdaftar (0.9) (19.72) obtained 2.39 because Fcount was smaller than Fdaftar, which was 0.23 ≤ 2.39 (linear). Meanwhile, the results of the X2 to Y significance test were obtained, namely the price of Fcal of 22.63 and the value of Fdaftar (0.9) (1.80), which is 8.49 because Fcal is greater than Fdaftar, which is 22.63 ≥ 8.49 (Meaning). So it can be concluded that the regression in this study is a regression that has met the model goodness test (*Goodness of Fit*).

Partial Hypothesis Testing

The hypothesis test of this study used Pearson's correlation. Pearson's correlation is a test used to find the relationship between two variables, namely independent variables and dependent variables. The correlation coefficient value is the relationship value of the independent variable (School Environment and Achievement Motivation) with the dependent variable (Teacher's Ability to Innovate in Learning).

The Relationship between the School Environment and Teachers' Ability to Innovate in Learning

The results of the above analysis show that the r-calculation value for the School Environment variable is 0.557, while the r-table value is at a significance level of 10% and the free degree n-2, 82-2 = 80 is 0.256. If these two rho values are compared, the r-calculated value is greater than the r-table value which is 0.557 > 0.256. Thus, the hypothesis that there is a relationship between the School Environment and the Teacher's Ability to Innovate in Learning, is accepted.

It can be concluded that at the 90% confidence level there is a significant relationship between the School Environment and the Teacher's Ability to Innovate in Learning in SDNs in Sipatana District. Thus, teachers must be able to create a good school environment so that they can improve their ability to innovate in managing learning. If teachers are able to create a good school environment, it will have an impact on the teacher's ability to manage learning in the classroom, so that it can become an active classroom and an interesting learning experience.

The Relationship between Achievement Motivation and Teachers' Ability to Innovate in Learning

The results of the above analysis show that the r-calculation value for the Achievement Motivation variable is 0.799, while the r-table value at the significance level is 10% and the free degree n-2, 82-2 = 80, is 0.256. If these two rho values are compared, the r-calculated value is greater than the r-table value, which is 0.799 > 0.256. Thus, the hypothesis that there is a relationship between Motivation for Achievement and Teachers' Ability to Innovate in Learning is accepted.

It can be concluded that at the 90% confidence level, there is a significant relationship between Motivation for Achievement and Teachers' Ability to Innovate in Learning at SDN in Sipatana sub-district. Thus, teachers must be able to improve and maintain their motivation for achievement so that teachers become more able to find an innovation in the learning process. If teachers can maintain their motivation to excel, they can create an interesting learning atmosphere.

Based on the results of the simultaneous correlation calculation above, it was found that the calculation value of 0.805 or the relationship between the free variable (X1X2) and the bound variable (Y) was 80.5%. This shows that the variables of School Environment and Achievement Motivation have a close relationship with the variables of Teachers' Ability to Innovate in Learning.

Then, in the simultaneous correlation significance test it was shown that the Fcount was 81 while the Ftabel obtained from the formula n-k-1 or 82-2-1 (79), so that the Ftable value was 3.112. If these two rho values are compared, the value of Fcal is greater than the value of Ftable (81 > 3.112). Therefore, the hypothesis that there

is a relationship between the School Environment and Achievement Motivation and the Teacher's Ability to Innovate in Learning, is accepted.

Thus, it can be concluded that the confidence level of 90% has a significant relationship between the school environment and achievement motivation and teachers' ability to innovate in learning at elementary schools in the Sipatana sub-district.

Hypothesis Acceptance

Based on the results of the above hypothesis, it is shown that the r-calculation value for the independent variable, namely the school environment and achievement motivation with the bound variable, namely the teacher's ability to innovate in learning, is obtained at 0.805 while the r-table value at the significance level is 10% and the free degree n-2, 82-2=80 is 0.256. If these two rho values are compared, the r-calculated value is greater than the rtable value, which is 0.805 > 0.256. This means that there is a relationship between the school environment and motivation to excel, with teachers' ability to innovate. Thus H0 is rejected and Ha is accepted.

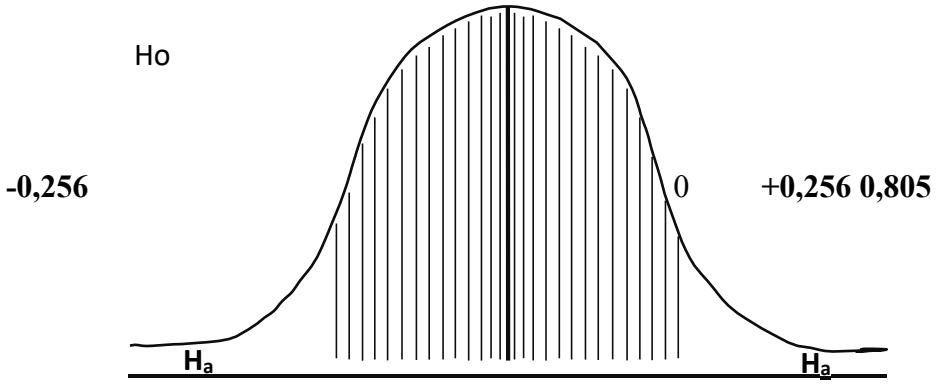

Figure 4 Ho's Rejection and Acceptance Curve

Based on the results of the analysis of the coefficients in the calculation and the curve above, it shows that the magnitude of the correlation coefficient is 0.805, or the relationship between the independent variable (X1X2) and the bound variable (Y) is 80.5%.

Based on the results of the research that has been stated above, the discussion is described on: (1) the relationship between the school environment and the teacher's ability to innovate in learning; (2) the relationship between achievement motivation and teachers' ability to innovate in learning; (3) the relationship between the school environment and the motivation to excel with teachers' ability to innovate in learning.

The Relationship between the School Environment and Teachers' Ability to Innovate in Learning

The results of research on the school environment with teachers' ability to innovate in learning are 31%. This shows that there is a significant relationship between the school environment and teachers' ability to innovate in learning.

The school environment is a formal environment that contains teaching and learning processes and all kinds of learning media and buildings that can provide a sense of comfort and safety to every school resident, not only students but teachers and principals. Schools are often said to be a second home for students to pursue knowledge, and a place for teachers to be able to help them develop their teaching potential as a teacher. A comfortable school environment can be a teaching and learning place that will be liked by teachers and students.

The school environment is a formal educational institution, where teaching and learning activities take place, science is taught and imbued to students (Tulus Tu'u, 2004:1). In line with this opinion, according to Muhammad Saroni (2006: 82-84) the school environment is: Everything related to the place where the learning process is carried out. The school environment is all the scope of formal education that can have an influence on the formation of a person's attitude and can develop the potential possessed by students (Samsyu Yusuf, 2012:30). Then according to Hasbullah (2008:46), what is meant by the school environment is education that is given to a

person in a systematic, orderly way, and can follow the conditions that must be followed clearly and strictly.

Schools are educational institutions that officially organize systematic, planned, deliberate and directed learning activities carried out by professional educators with programs that are poured into a certain curriculum and followed by students at every specific level, from the children's level to college. According to Sumitro et al. School is an educational environment that develops and continues the education of children to become intelligent, skilled, and well-behaved citizens (Sumitro et al., 2006:81)

From the explanation above, it can be concluded that the school environment is a formal environment where teachers and students interact, as well as where teachers develop their potential professionally.

The Relationship between Achievement Motivation and Teachers' Ability to Innovate in Learning

The results of the research on achievement motivation with teachers' ability to innovate in learning were 63.8%. This shows that there is a significant relationship between achievement motivation and teachers' ability to innovate in learning.

Achievement motivation is something that a teacher must have, because achievement motivation is an encouragement to do a good job in order to get maximum results and an encouragement to have achievements in doing work as a teacher. A motivated person is a person who makes substantial efforts to support the production goals of their work unit and the organization in which he work. Glickman (in Bafadal, 2003) emphasized that a person will work professionally if the person has the ability and motivation, meaning that a person will work professionally if a person have high work ability and motivation to do something well.

Motivation to excel, according to Usman (2006), is the encouragement from within to overcome all challenges and obstacles in an effort to achieve goals. Kusuma (2004), explained that achievement motivation is a person's motivation to do tasks as well as possible because of needs based on a reference framework for success, which is described through two indicators, namely internal and external. Kristyani (in Kusuma, 2004) also provides a definition of achievement motivation, which is the basic desire to achieve and complete work as effectively as possible. From some of the expert opinions above, the author concludes that achievement motivation is an encouragement that comes from within and outside a person to excel, achieve, complete tasks as well as possible, and as effectively as possible to achieve a predetermined goal.

The emergence of achievement motivation is due to the need for achievement in a person. The existence of high achievement motivation from a teacher will be seen from the teacher's efforts in carrying out the tasks given to him. Teachers who have high achievement motivation accompanied by their abilities, will provide professional performance to achieve predetermined goals. In other words, there is a high motivation to achieve in a person, in which there is also high performance (Loekmono and Pobas, 2005).

So it can be concluded that teachers who have high achievement motivation will do their duties as a teacher professionally, with the motivation to have achievements, teachers will further develop their teaching potential in the classroom, and be able to create interesting and innovative learning.

The Relationship between School Environment and Achievement Motivation with Teachers' Ability to Innovate in Learning

The results of the research on the school environment and the motivation to excel, with the teacher's ability to innovate in learning, was 80.5%. This shows that there is a significant relationship between the school environment and achievement motivation, and teachers' ability to innovate in learning.

The ability to innovate must be possessed by a teacher, especially in the current era where students are more addicted to the virtual world than the real world, the task of a teacher today is how the teacher can create and realize an idea and ideas that they have to develop the learning process from what was previously only monotonous, can be even better. Teachers must be able to use learning media well so that students when studying, will not feel bored, especially if what they are facing are elementary school students who tend to seem to want to learn while playing, so at this time, teachers must have the ability to innovate in learning.

The requirement for teachers to innovate is also a requirement of the Law, including Law of the Republic of Indonesia Number 20 of 2003 concerning the National Education System, Law of the Republic of Indonesia Number 14 of 2005 concerning the Law on Teachers and Lecturers, and Government Regulation Number 19 of 2005 concerning National Education Standards stating that teachers are professional educators with the requirement to have a minimum academic qualification of bachelor (S-1) or relevant Diploma IV and mastering

competence as a learning agent.

Innovation can be understood as the basis of personal contribution and not just for the fulfillment of a situation that is needed or just a culture of habit. The basis for innovation is more on the basic level of one's activity or improvement. Innovation is more about product development and behavioral responses to differences (Stephen Carter, 1999:44). Innovative teaching staff are those who actively seek new ideas, and experience a continuous implementation process, not stopped at one time but continuously. And undergo a process of change. These changes must show new and original properties to achieve success in the implementation of the curriculum in schools. The proficiency and success of using innovative approaches need to be adjusted to their cost, time, energy, and use. The results of teacher innovations that have been implemented in schools can be proven to be successful.

So with this, it can be concluded that the school environment and achievement motivation are very closely related to the teacher's ability to innovate in learning because a teacher develops his teaching potential, and is able to create new ideas in the teaching and learning process so that it becomes a fun and interesting learning atmosphere, of course it must be supported by a good and comfortable school environment and high achievement motivation.

Conclusion

1. There is a positive and significant relationship between the school environment and the ability of teachers to innovate in learning in elementary schools throughout the Sipatana District. The better and more comfortable the condition of the school environment, the more capable teachers will be in creating innovations in managing learning in the classroom so as to create an interesting learning atmosphere.
2. There is a positive and significant relationship between motivation to excel and teachers' ability to innovate in learning in elementary schools in Sipatana District. The higher the motivation to achieve possessed by teachers, the better the teacher's ability to innovate in learning in the classroom,
3. There is a positive and significant relationship between the school environment and achievement motivation, with teachers' ability to innovate in learning in elementary schools throughout the Sipatana District.

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The Relationship between School Environment and Achievement Motivation with Teachers' Ability to Innovate in Learning in Elementary Schools in Sipatana District

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Abstract

This study aims to find out: (1) the relationship between the school environment and the ability to innovate teachers in learning in elementary schools in Sipatana district, (2) the relationship between achievement motivation and teachers' ability to innovate in learning in elementary schools in Sipatana district, and (3) the relationship between the school environment and achievement motivation with teachers' ability to innovate in learning in elementary schools in Sipatana district. The research uses a quantitative design with a correlational design. The data collection techniques in the approach are questionnaires and documentation. Data analysis uses data validity tests and reliability tests, data normality tests, data linearity tests, significance tests, and hypothesis tests with correlation coefficient calculation. The results of this study show that: (1) The school environment has a positive and significant relationship with teachers' ability to innovate in learning, which is 31%, (2) Motivation for achievement has a positive and significant relationship with the ability of teachers to innovate in learning, which is 63.8%, (3) The school environment and motivation for achievement have a positive and significant relationship with teachers' ability to innovate in learning, which is 80.5%.

Keywords: School Environment, Motivation to Achieve, and Teachers' Ability to Innovate.

Introduction

The ability of teachers to innovate in learning is something that every teacher must have in the current era because the monotonous concept of learning in the classroom will only cause boredom for students to learn. Teachers play the main role in teaching and learning activities. This important role is held by teachers because teachers are the holders of control over learning. The requirement for teachers to innovate is also a requirement of the Law, including Law of the Republic of Indonesia Number 20 of 2003 concerning the National Education System, Law of the Republic of Indonesia Number 14 of 2005 concerning the Law on Teachers and Lecturers, and Government Regulation Number 19 of 2005 concerning National Education Standards stating that teachers are professional educators with the requirement to have a minimum academic qualification of bachelor (S-1) or relevant Diploma IV and mastering competence as a learning agent. As a learning agent, teachers must have pedagogical competence, personality competence, professional competence, and social competence as evidenced by an educator's certificate.

Teachers must prepare many things for learning, especially when facing innovations in education. Some of the abilities that teachers must possess include creating techniques, methods, approaches, and learning models. In addition to the ability to create techniques, methods, approaches, and learning models, teachers must also have knowledge to support learning activities (Zulhafizh & Permatasari, 2020:16). Not all the material that will be given to students is supported by learning resources. So, teachers can facilitate learning activities through their insights. Mustafa and Zulhafizh (2019:10); Govindasamy (2001:56) explained that teachers must upgrade and develop various information in order to have a broad insight. Teachers can easily transfer information even if the certainty of information is constrained, then learning achievement efforts can also be disrupted. Do not let the teacher be able to explain students' expectations in learning. Mustafa and Zulhafizh (2019: informants be

10) provide the view that teachers are believed to their and guides when students do not know and cannot solve problems.

Sammons et al (2016:7) revealed that teachers are figures who provide inspiration so as to strengthen students' emotions in participating in learning activities. Schools and other educational institutions need an environment that continues to grow positively and is conducive to global human

resource competition. Therefore, it is undeniable that schools need synergy between teachers and the work environment that is able to make continuous improvements in innovation and performance. growth (Asbari, Fayzhall, Goestjahjanti, et al., 2020; Fayzhall et al., 2020; Goestjahjanti et al., 2020:112). The point is that in this era of the knowledge economy, a knowledge society has emerged that requires innovation and flexibility as energy to survive competition. Therefore, the strategic development of educational institutions in the future is on increasing knowledge resources, especially teachers, which opens up space for innovation and growth. To ensure that educational institutions, especially schools, can be competitive and adaptive, teachers need to be directed and involved in shaping the school environment plays an important role in the learning process. Facilities and infrastructure in schools are indispensable in the learning process. Incomplete facilities and infrastructure will hamper the learning process. Likewise, the role of teachers in the learning process is used in delivering material to students. A comfortable school is a school that is able to create a safe environment so that everyone in it, both educators and students, can carry out their roles well.

Teacher achievement motivation can be defined as the element that arouses, directs, and encourages a teacher to take action and overcome all challenges and obstacles to achieve educational goals. This motivation for achievement causes a teacher to be enthusiastic in carrying out his duties as a teacher because his need to excel has been met. Mansi School. Teachers must be empowered and empowering. From the results of observations in schools, there are still teachers who do not use learning media to add an interesting impression in the learning process, there is still a lack of teachers who apply varied learning methods so that the learning process is only monotonous, there is a lack of teachers designing learning media, there is a lack of implementing outdoor or outdoor learning to further increase students' insights, teachers do not create an active classroom atmosphere, There are still many teachers who do not plan diverse learning, lack of teachers who provide teaching aids in the learning process.

Method

The method carried out in this study is a quantitative method with a type of collateral research that aims to find out whether there is a relationship between the three variables, namely, School Environment (X1), Achievement Motivation (X2), with the dependent variable, namely, the Teacher's Ability to Innovate (Y). The population is 114 with a sample of 82 orang. The sampling of members of the population is carried out randomly, regardless of the strata in that population. The sample in this study is teachers in elementary schools in the Sipatana District.

Results and Discussion

Teachers' Ability to Innovate in Learning (Y)

The frequency distribution for the teacher performance variable is presented in the following table:

Table 1

List of Variable Observation Frequency Distribution (Y)

No	Interval Classes	F
1	108-110	6
2	111-113	9
3	114-116	10
4	117-119	19
5	120-122	18
6	123-125	11
7	126-128	9
Sum		82

Based on the table above shows that the largest frequency is located in the 117-119 interval class with a total frequency of 19 teachers, while the one with the lowest frequency is located in the

108-110 interval class with 6 teachers. The following is a table diagram of the frequency distribution list above, which is as follows:

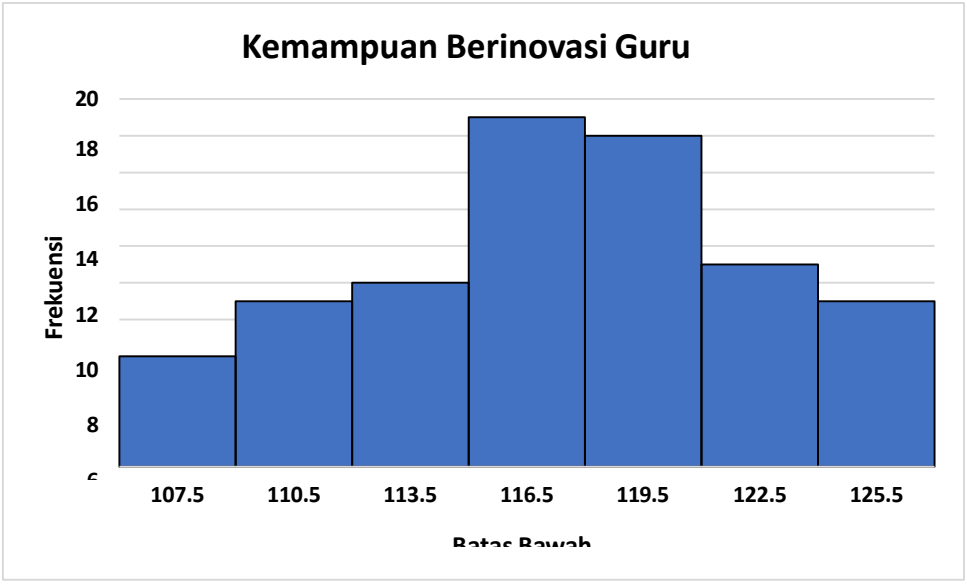

Figure 1: Histogram of Variable Frequency Distribution of Teachers' Ability to Innovate in Learning

Based on the frequency distribution histogram above, the results of the score calculation for the variable of teachers' innovation ability can be seen as follows:

$$Pr.Skor\ Pernyataan = \frac{SR}{Skr}\ x\ 100\%$$

Skr = Number of respondents x number of statements x highest answer question option
= 82 x 28 x 5 = 11480

SR = Total scores of all respondents
= 9669

$$Pr.Statement\ Score = \frac{9669}{11480}\ x\ 100\% = 84,22\ (Good)$$

So the qualification of Teachers' Ability to innovate in Learning is at a Good level.

School Environment (X1)

The frequency distribution for the school environment variables is presented in the following table:

Table 2: List of Variable Observation Frequency Distributions (X1)

No	Interval Classes	F
1	84-86	3
2	87-89	7
3	90-92	18
4	93-95	25
5	96-98	18
6	99-101	6
7	102-104	5

Sum	82

8 Based on the table above shows that the largest frequency is located in the 93-95 interval class with a total frequency of 25 teachers, while the one with the lowest frequency is located in the 84-86 interval class with 3 teachers. The following diagram from the frequency distribution list table above is as follows:

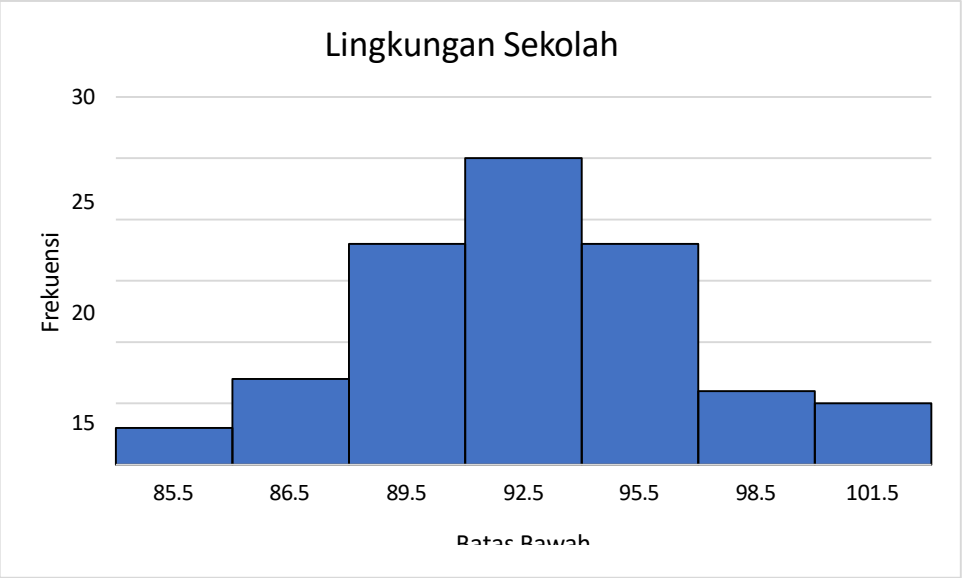

Figure 2: School Environment Variable Frequency Distribution Histogram

Based on the frequency distribution histogram above, the results of the score calculation for the school environment variables can be seen as follows:

$$Pr.Statement\ Score = \frac{SR}{Skr}\ x\ 100\%$$

Skr = Number of respondents x number of statements x highest option answer question
= 82 x 21 x 5 = 8610
SR = Total scores of all respondents
= 7908

$$Pr.Statement\ Score = \frac{7908}{8610}\ x\ 100\% = 91{,}84\ \text{(Excellent)}$$

So the School Environment qualification is at the Excellent level.

Motivation to Excel (X2)

The frequency distribution for the Achievement Motivation variable is presented in the following table:

Table 3: List of Variable Observation Frequency Distributions (X2)

No	Interval Classes	F
1	69-71	3
2	72-74	6
3	75-77	13
4	78-80	14
5	81-83	20
6	84-86	17

7	87-89	5
8	90-92	4
Sum		82

8 Based on the table above shows that the largest frequency is located in the 81-83 interval class with a total frequency of 20 teachers, while the one with the lowest frequency is located in the 69-71

interval class with 3 teachers. The following diagram from the frequency distribution list table above is as follows:

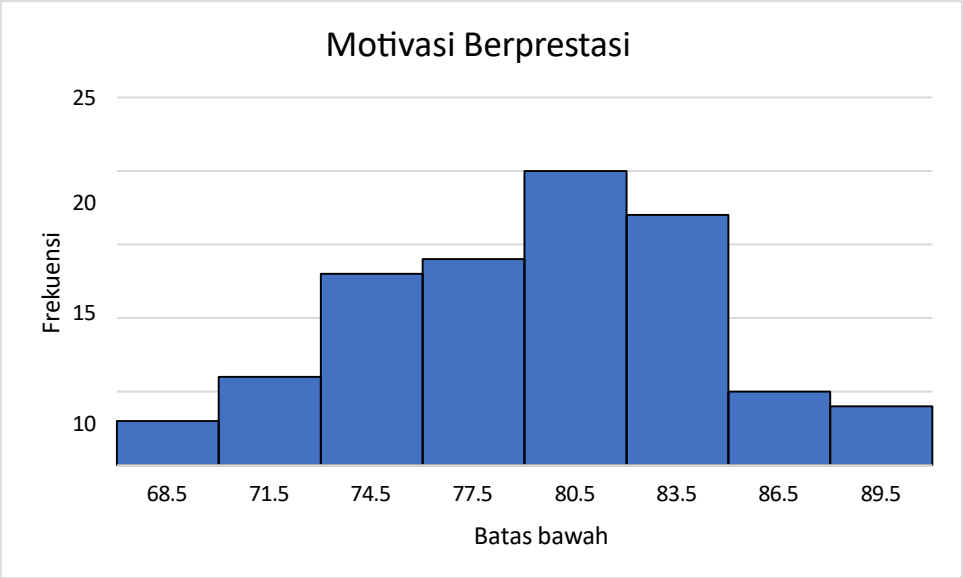

Figure 3: Histogram of Frequency Distribution of Achievement Motivation Variables

Based on the frequency distribution histogram above, the results of the score calculation for the achievement motivation variable can be seen as follows:

$$Pr.Statement\ Score = \frac{SR}{Skr}\ x\ 100\%$$

Skr = Number of respondents x number of statements x highest answer option.

Soal = 82 x 21 x 5 = 8610

SR = Total scores of all respondents

= 6599

$$Pr.Statement\ Score = \frac{6599}{8610}\ x\ 100\% = 76{,}64\ (Good)$$

So the qualification of Achievement Motivation is at the Good level.

Normality Testing

Normality testing of data used the Chi-Square test at a real level α = 0.1 or 10%. With the hypothesis that the variable scores X1 (School Environment), X2 (Achievement Motivation), and Y (Teachers' Ability to Innovate in Learning) were tested whether they were normally distributed.

1. Teachers' Ability to Innovate in Learning

The results of the data normality test for variable Y (Teacher's Ability to Innovate in Learning) showed a score of $x2_{calculated}$ = - 139.02 while from the list of frequency distributions data was obtained $x2_{list}$ data = 10.645 thus $x2_{calculated} \leq x2_{list}$ which is -139.02 ≤ 10, 645, then it can be concluded that the data of the research results for variable Y came from a normally distributed population.

2. School Environment

The results of the data normality test for variable Y (Teacher's Ability to Innovate in Learning) showed a score of $x2_{calculation}$ = - 155.27 while from the frequency distribution list data was obtained $x2_{list}$ data = 10.645 thus $x2_{calculation} \leq x2_{list}$ was -155.27 ≤ 10, 645, it can be concluded that the data of the research results for variable Y come from a normally distributed population.

3. Motivation to Excel.

The results of the data normality test for variable Y (Teacher's Ability to Innovate in Learning) showed a score of $x2_{calculated}$ = - 148.45 while from the list of frequency distributions data obtained x2

$_{list}$ data = 10.645 thus x2 $_{calculated} \leq$ x2 $_{list}$ namely -148.45 ≤ 10, 645, then it can be concluded that the data of the research results for variable Y came from a normally distributed population.

Testing the Linearity and Significance of Regression Equations

Linearity and significance testing are a regression equation that describes linear relationships and mean or not. The results of the linearity test X1 to Y were obtained, namely the price of Fcount of 0.45 and the value of Fdaftar (0.9) (15.72) obtained 2.53 because Fcount was smaller than Fdaftar, which was 0.45 ≤ 2.53 (linear). Meanwhile, the results of the X1 to Y significance test were obtained, namely the price of Fcal of 24.69 and the value of Fdaftar (0.9) (1.80), which is 8.49 because Fcount is greater than Fdaftar, which is 24.69 ≥ 8.49 (Meaning).

The results of the linearity test of X2 to Y were obtained, namely the price of Fcal of 0.23 and the value of Fdaftar (0.9) (19.72) obtained 2.39 because Fcount was smaller than Fdaftar, which was 0.23 ≤ 2.39 (linear). Meanwhile, the results of the X2 to Y significance test were obtained, namely the price of Fcal of 22.63 and the value of Fdaftar (0.9) (1.80), which is 8.49 because Fcal is greater than Fdaftar, which is 22.63 ≥ 8.49 (Meaning). So it can be concluded that the regression in this study is a regression that has met the model goodness test (*Goodness of Fit*).

Hypothesis Testing

Partial

The hypothesis test of this study used Pearson's correlation. Pearson's correlation is a test used to find the relationship between two variables, namely independent variables and dependent variables. The correlation coefficient value is the relationship value of the independent variable (School Environment and Achievement Motivation) with the dependent variable (Teacher's Ability to Innovate in Learning).

The Relationship between the School Environment and Teachers' Ability to Innovate in Learning

The results of the above analysis show that the r-calculation value for the School Environment variable is 0.557, while the r-table value is at a significance level of 10% and the free degree n-2, 82-2 = 80 is 0. is greater than the r-table which is 0. 256. If these two rho values are compared, the r-calculated value that there is a relationship between the School Environment and the EE7 > 0.256. Thus, the hypothesis

It can be concluded that at the 90% confidence level there is a significant relationship between the School Environment and the Teacher's Ability to Innovate in Learning in SDNs in Sipatana District. Thus, teachers must be able to create a good school environment so that they can improve their ability to innovate in managing learning. If teachers are able to create a good school environment, it will have an impact on the teacher's ability to manage learning in the classroom, so that it an

The Relationship between Achievement Motivation and Teachers' Ability to Innovate in Learning

The results of the above analysis show that the r-calculation value for the Achievement Motivation variable is 799, while the r-table value at the significance level is 10% and the free degree n-2, 82-2 = 80, is 0.256. If these two rho values are compared, the r-calculated value is greater than the r-table value, which is 0. 799 > 0.256. Thus, the hypothesis that there is a relationship between Motivation for Achievement and Teachers' Ability to Innovate in Learning is accepted.

It can be concluded that at the 90% confidence level, there is a significant relationship between Motivation for Achievement and Teachers' Ability to Innovate in Learning at SDN in Sipatana sub-district. Thus, teachers must be able to improve and maintain their motivation for achievement so that teachers become more able to find an innovation in the learning process. If teachers can maintain their motivation to excel, they can create an interesting learning atmosphere.

Based on the results of the simultaneous correlation calculation above, it was found that the calculation value of 0.805 or the relationship between the free variable (X1X2) and the bound variable (Y) was 80.5%. This shows that the variables of School Environment and Achievement Motivation have a close relationship with the variables of Teachers' Ability to Innovate in Learning.

Then, in the simultaneous correlation significance test it was shown that the Fcount was 81 while the Ftabel obtained from the formula n-k-1 or 82-2-1 (79), so that the Ftable value was 3.112. If these two rho values are compared, the value of Fcal is greater than the value of Ftable (81 > 3.112).

that there is a relationship between the School Environment and Teacher's Ability to Innovate in Learning, is accepted.

Therefore, the hypothesis
Achievement Motivation and the

Thus, it can be concluded that the confidence level of 90% has a significant relationship between the school environment and achievement motivation and teachers' ability to innovate in learning at elementary schools in the Sipatana sub-district.

Hypothesis Acceptance

Based on the results of the above hypothesis, it is shown that the r-calculation value for the independent variable, namely the school environment and achievement motivation with the bound variable, namely the teacher's ability to innovate in learning, is obtained at 0.805 while the r-table value at the significance level is 10% and the free degree n-2, 82-2=80 is 0256. If these two rho values are compared, the r-calculated value is greater than the rtable value, which is 0.805 > 0.256. This means that there is a relationship between the school environment and motivation to excel, with teachers' ability to innovate. Thus H0 is rejected and Ha is accepted.

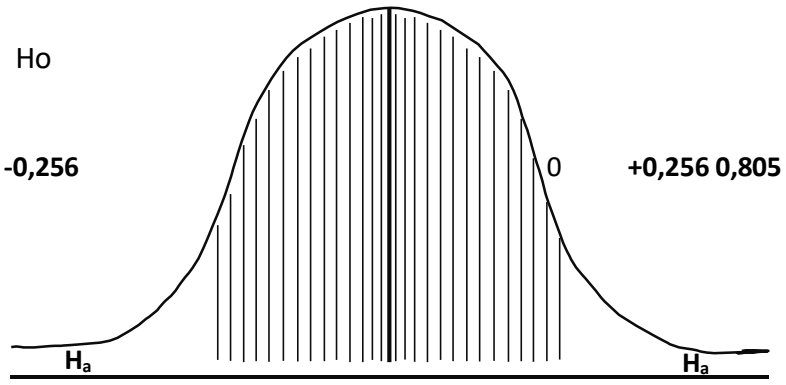

Figure 4 Ho's Rejection and Acceptance Curve

Based on the results of the analysis of the coefficients in the calculation and the curve above, it shows that the magnitude of the correlation coefficient is 0.805 or the relationship between the independent variable (X1X2) and the bound variable (Y) is 80.5%.

Based on the results of the research that has been stated above, the discussion is described on: (1) the relationship between the school environment and the teacher's ability to innovate in learning; (2) the relationship between achievement motivation and teachers' ability to innovate in learning; (3) the relationship between the school environment and the motivation to excel with teachers' ability to innovate in learning.

The Relationship between the School Environment and Teachers' Ability to Innovate in Learning

The results of research on the school environment with teachers' ability to innovate in learning are 31%. This shows that there is a significant relationship between the school environment and teachers' ability to innovate in learning.

The school environment is a formal environment that contains teaching and learning processes and all kinds of learning media and buildings that can provide a sense of comfort and safety to every school resident, not only students but teachers and principals. Schools are often said to be a second home for students to pursue knowledge, and a place for teachers to be able to help them develop their teaching potential as a teacher. A comfortable school environment can be a teaching and learning place that will be liked by teachers and students.

The school environment is a formal educational institution, where teaching and learning activities take place, science is taught and imbued to students (Tulus Tu'u, 2004:1). In line with this opinion, according to Muhammad Saroni (2006: 82-84) the school environment is: Everything related to the place where the learning process is carried out. The school environment is all the scope of formal education that can have an influence on the formation of a person's attitude and can develop the potential possessed by students (Samsyu Yusuf, 2012:30). Then according to Hasbullah (2008:46), what

is meant by the school environment is education that is given to a person in a systematic, orderly way, and can follow the conditions that must be followed clearly and strictly.

Schools are educational institutions that officially organize systematic, planned, deliberate and directed learning activities carried out by professional educators with programs that are poured into a certain curriculum and followed by students at every specific level, from the children's level to college. According to Sumitro et al. School is an educational environment that develops and continues the education of children to become intelligent, skilled, and well-behaved citizens (Sumitro et al., 2006:81)

From the explanation above, it can be concluded that the school environment is a formal environment where teachers and students interact, as well as where teachers develop their potential professionally.

The Relationship between Achievement Motivation and Teachers' Ability to Innovate in Learning

The results of the research on achievement motivation with teachers' ability to innovate in learning were 63.8%. This shows that there is a significant relationship between achievement motivation and teachers' ability to innovate in learning.

Achievement motivation is something that a teacher must have, because achievement motivation is an encouragement to do a good job in order to get maximum results and an encouragement to have achievements in doing work as a teacher. A motivated person is a person who makes substantial efforts to support the production goals of their work unit and the organization in which he work. Glickman (in Bafadal, 2003) emphasized that a person will work professionally if the person has the ability and motivation, meaning that a person will work professionally if a person have high work ability and motivation to do something well.

Motivation to excel, according to Usman (2006), is the encouragement from within to overcome all challenges and obstacles in an effort to achieve goals. Kusuma (2004), explained that achievement motivation is a person's motivation to do tasks as well as possible because of needs based on a reference framework for success, which is described through two indicators, namely internal and external. Kristyani (in Kusuma, 2004) also provides a definition of achievement motivation, which is the basic desire to achieve and complete work as effectively as possible. From some of the expert opinions above, the author concludes that achievement motivation is an encouragement that comes from within and outside a person to excel, achieve, complete tasks as well as possible, and as effectively as possible to achieve a predetermined goal.

The emergence of achievement motivation is due to the need for achievement in a person. The existence of high achievement motivation from a teacher will be seen from the teacher's efforts in carrying out the tasks given to him. Teachers who have high achievement motivation accompanied by their abilities, will provide professional performance to achieve predetermined goals. In other words, there is a high motivation to achieve in a person, in which there is also high performance (Loekmono and Pobas, 2005).

So it can be concluded that teachers who have high achievement motivation will do their duties as a teacher professionally, with the motivation to have achievements, teachers will further develop their teaching potential in the classroom, and be able to create interesting and innovative learning.

The Relationship between School Environment and Achievement Motivation Teachers' Ability to Innovate in Learning

The results of the research on the school environment and the motivation to excel, with the teacher's ability to innovate in learning, was 80.5%. This shows that there is a significant relationship between the school environment and achievement motivation, and teachers' ability to innovate in learning.

The ability to innovate must be possessed by a teacher, especially in the current era where students are more addicted to the virtual world than the real world, the task of a teacher today is how the teacher can create and realize an idea and ideas that they have to develop the learning process from what was previously only monotonous, can be even better. Teachers must be able to use learning media well so that students when studying, will not feel bored, especially if what they are facing are

elementary school students who tend to seem to want to learn while playing, so at this time, teachers must have the ability to innovate in learning.

The requirement for teachers to innovate is also a requirement of the Law, including Law of the Republic of Indonesia Number 20 of 2003 concerning the National Education System, Law of the Republic of Indonesia Number 14 of 2005 concerning the Law on Teachers and Lecturers, and

Government Regulation Number 19 of 2005 concerning National Education Standards stating that teachers are professional educators with the requirement to have a minimum academic qualification of bachelor (S-1) or relevant Diploma IV and mastering competence as a learning agent.

Innovation can be understood as the basis of personal contribution and not just for the fulfillment of a situation that is needed or just a culture of habit. The basis for innovation is more on the basic level of one's activity or improvement. Innovation is more about product development and behavioral responses to differences (Stephen Carter, 1999:44). Innovative teaching staff are those who actively seek new ideas, and experience a continuous implementation process, not stopped at one time but continuously. And undergo a process of change. These changes must show new and original properties to achieve success in the implementation of the curriculum in schools. The proficiency and success of using innovative approaches need to be adjusted to their cost, time, energy, and use. The results of teacher innovations that have been implemented in schools can be proven to be successful.

So with this, it can be concluded that the school environment and achievement motivation are very closely related to the teacher's ability to innovate in learning because a teacher develops his teaching potential, and is able to create new ideas in the teaching and learning process so that it becomes a fun and interesting learning atmosphere, of course it must be supported by a good and comfortable school environment and high achievement motivation.

Conclusion

1. There is a positive and significant relationship between the school environment and the ability of teachers to innovate in learning in elementary schools throughout the Sipatana District. The better and more comfortable the condition of the school environment, the more capable teachers will be in creating innovations in managing learning in the classroom so as to create an interesting learning atmosphere.
2. There is a positive and significant relationship between motivation to excel and teachers' ability to innovate in learning in elementary schools in Sipatana District. The higher the motivation to achieve possessed by teachers, the better the teacher's ability to innovate in learning in the classroom,
3. There is a positive and significant relationship between the school environment and achievement motivation, with teachers' ability to innovate in learning in elementary schools throughout the Sipatana District.

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Reviewer's Report

Article Title: **The Relationship between School Environment and Achievement Motivation with Teachers' Ability to Innovate in Learning in Elementary Schools in Sipatana District**

General impression of the Chapter

	CONCEPTUALISATION OF THE RESEARCH							
	Unacceptable	Poor	Average	Good	Excellent			
	0	1	2	3	4			
Focus of the chapter in line with Call					✓			
Problem statement					✓			
Rationale for and significance of the Chapter				✓				
	LITERATURE REVIEW							
	Unacceptable	Poor	Average	Good	Excellent			
	0	1	2	3	4			
Structure					✓			
Comprehensiveness and seminal authors utilised					✓			
Coverage and relevance					✓			
Integration of content				✓				
	RESEARCH METHODOLOGY (where applicable)							
	Unacceptable	Poor	Average	Good	Excellent			
	0	1	2	3	4			
Process, research approach and design					✓			
Sampling and adequacy								
Techniques and instruments								
Data collection methods and procedures								
Data analysis methods and process								
Data Interpretation								
	RESULTS AND DISCUSSION (where applicable)							
	Unacceptable	Poor	Average	Good	Excellent			
	0	1	2	3	4			
Presentation of results					✓			
Discussion of results				✓				
Contribution to knowledge					✓			
	REPORTING							
	Unacceptable	Poor	Average	Good	Excellent			
	0	1	2	3	4			
Structure					✓			

Content mastery					✓			
Reasoning				✓				
Conclusions					✓			
Referencing – in-text and reference list					✓			
	STYLE AND PRESENTATION							
	Unacceptable	Poor	Average	Good	Excellent			
	0	1	2	3	4			

Technical quality and style in line with Harvard referencing					✓			
	CONTRIBUTION TO KNOWLEDGE							
	Unacceptable	Poor	Average	Good	Excellent			
	0	1	2	3	4			
Value of contribution to the Book					✓			

REVIEWING GUIDELINES (NARRATIVE):

In a narrative format, please comment on the following:

Contribution to the field

The research is well articulated. The problem statement, research objectives and questions are well-stated and in line with the chapter and book titles.

Technical Quality

The chapter is well structured.

Findings and conclusions

The literature review and discussions of the findings are good.

SUMMARY OF DECISION: (Please indicate in the box)

Please rate, each category where:

	Unacceptable	Poor	Average	Good	Excellent	
	0	**1**	**2**	**3**	**4**	
Contribution to the field					✓	
Thoroughness of research				✓		
Technical quality					✓	
Findings and Conclusions					✓	

(Please place X where appropriate.)

Suitable for publication without any alterations?	X

Suitable for publication with minor alterations?	
Suitable for publication after major alterations?	
Not suitable for publication?	

TPM – Testing, Psychometrics, Methodology in Applied Psychology

Letter of Acceptance

Date:08 Aug, 2025

Dear Nina Lamatenggo*, Ansar, Warni Tune Sumar

It is a great pleasure to inform you that your article titled "The Relationship between School Environment and Achievement Motivation with Teachers' Ability to Innovate in Learning in Elementary Schools in Sipatana District" has been accepted for publication in "TPM – Testing, Psychometrics, Methodology in Applied Psychology", ISSN:1972- 6325.

Hence, the article is accepted for publication in the upcoming issue.

EDITORIAL OFFICE

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THE RELATIONSHIP BETWEEN SCHOOL ENVIRONMENT AND ACHIEVEMENT MOTIVATION WITH TEACHERS' ABILITY TO INNOVATE IN LEARNING IN ELEMENTARY SCHOOLS IN SIPATANA DISTRICT

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Abstract
This study aims to find out: (1) the relationship between the school environment and the ability to innovate teachers in learning in elementary schools in Sipatana district, (2) the relationship between achievement motivation and teachers' ability to innovate in learning in elementary schools in Sipatana district, and (3) the relationship between the school environment and achievement motivation with teachers' ability to innovate in learning in elementary schools in Sipatana district. The research uses a quantitative design with a correlational design. The data collection techniques employed in this approach include questionnaires and documentation. Data analysis involves data validity tests and reliability tests, data normality tests, data linearity tests, significance tests, and hypothesis tests, as well as correlation coefficient calculations. The results of this study show that: (1) The school environment has a positive and significant relationship with teachers' ability to innovate in learning, which is 31%, (2) Motivation for achievement has a positive and significant relationship with the ability of teachers to innovate in learning, which is 63.8%, (3) The school environment and motivation for achievement have a positive and significant relationship with teachers' ability to innovate in learning, which is 80.5%.

Keywords: School Environment, Motivation to Achieve, Teachers' Ability to Innovate.

INTRODUCTION

The ability of teachers to innovate in learning is something that every teacher must have in the current era because the monotonous concept of learning in the classroom will only cause boredom for students to learn. Teachers play the main role in teaching and learning activities. This important role is held by teachers because teachers are the holders of control over learning. The requirement for teachers to innovate is also a requirement of the Law, including Law of the Republic of Indonesia Number 20 of 2003 concerning the National Education System, Law of the Republic of Indonesia Number 14 of 2005 concerning the Law on Teachers and Lecturers, and Government Regulation Number 19 of 2005 concerning National Education Standards stating that teachers are professional educators with the requirement to have a minimum academic qualification of bachelor (S-1) or relevant Diploma IV and mastering competence as a learning agent. As a learning agent, teachers must have pedagogical competence, personality competence, professional competence, and social competence as evidenced by an educator's certificate.

Teachers must prepare many things for learning, especially when facing innovations in education. Some of the abilities that teachers must possess include creating techniques, methods, approaches, and learning models. In addition to the ability to create techniques, methods, approaches, and learning models, teachers must also have knowledge to support learning activities (Zulhafizh & Permatasari, 2020:16). Not all the material that will be given to students is supported by learning resources. So, teachers can facilitate learning activities through their insights. Mustafa and Zulhafizh (2019:10); Govindasamy (2001:56) explained that teachers must upgrade and develop various information to have a broad insight. Teachers can easily transfer information even if learning resources are not available. If the certainty of information is constrained, then learning achievement efforts can also be disrupted. Do not let the teacher be able to explain students' expectations in learning. Mustafa and Zulhafizh (2019:10) provide the view that teachers are believed to be informants and guides when students do not know and cannot solve their problems.

Sammons et al (2016:7) revealed that teachers are figures who inspire so as to strengthen students' emotions in participating in learning activities. Schools and other educational institutions need an environment that continues

to grow positively and is conducive to global human resource competition. Therefore, it is undeniable that schools need synergy between teachers and the work environment that is able to make continuous improvements in innovation and performance. growth (Asbari, Fayzhall, Goestjahjanti, et al., 2020; Fayzhall et al., 2020; Goestjahjanti et al., 2020:112). The point is that in this era of the knowledge economy, a knowledge society has emerged that requires innovation and flexibility as energy to survive competition. Therefore, the strategic development of educational institutions in the future is on increasing knowledge resources, especially teachers, which opens up space for innovation and growth. To ensure that educational institutions, especially schools, can be competitive and adaptive, teachers need to be directed and involved in shaping the school environment plays an important role in the learning process. Facilities and infrastructure in schools are indispensable in the learning process. Incomplete facilities and infrastructure will hamper the learning process. Likewise, the role of teachers in the learning process is used in delivering material to students. A comfortable school is a school that is able to create a safe environment so that everyone in it, both educators and students, can carry out their roles well.
Teacher achievement motivation can be defined as the element that arouses, directs, and encourages a teacher to take action and overcome all challenges and obstacles to achieve educational goals. This motivation for achievement causes a teacher to be enthusiastic in carrying out his duties as a teacher because his need to excel has been met. Mansi School. Teachers must be empowered and empowering. From the results of observations in schools, there are still teachers who do not use learning media to add an interesting impression in the learning process, there is still a lack of teachers who apply varied learning methods so that the learning process is only monotonous, there is a lack of teachers designing learning media, there is a lack of implementing outdoor or outdoor learning to further increase students' insights, teachers do not create an active classroom atmosphere, There are still many teachers who do not plan diverse learning, lack of teachers who provide teaching aids in the learning process.

METHOD

The method carried out in this study is a quantitative method with a type of collateral research that aims to find out whether there is a relationship between the three variables, namely, School Environment (X1), Achievement Motivation (X2), with the dependent variable, namely, the Teacher's Ability to Innovate (Y). The population is 114 with a sample of 82 orang. The sampling of members of the population is carried out randomly, regardless of the strata in that population. The sample in this study is teachers in elementary schools in the Sipatana District.

RESULTS AND DISCUSSION

Teachers' Ability to Innovate in Learning (Y)
The frequency distribution for the teacher performance variable is presented in the following table:

Table 1
List of Variable Observation Frequency Distribution (Y)

No	Interval Classes	F
1	108-110	6
2	111-113	9
3	114-116	10
4	117-119	19
5	120-122	18
6	123-125	11
7	126-128	9
Sum		82

Based on the table above shows that the largest frequency is located in the 117-119 interval class with a total frequency of 19 teachers, while the one with the lowest frequency is located in the 108-110 interval class with 6 teachers. The following is a table diagram of the frequency distribution list above, which is as follows:

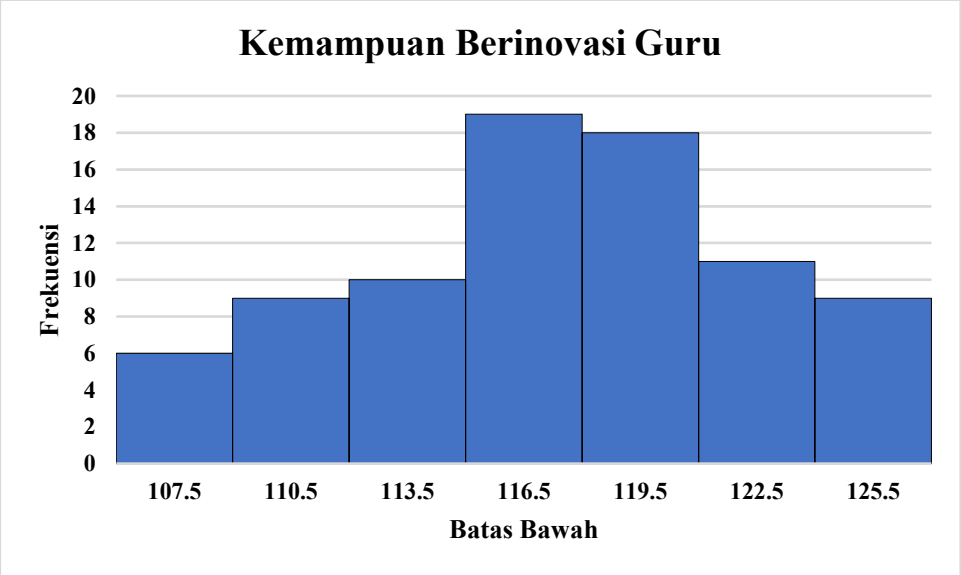

Figure 1: Histogram of Variable Frequency Distribution of Teachers' Ability to Innovate in Learning

Based on the frequency distribution histogram above, the results of the score calculation for the variable of teachers' innovation ability can be seen as follows:

Pr. Skor Pernyataan= SRSkr x 100%
Skr = Number of respondents *x* number of statements *x* highest option answer question
= 82 x 28 x 5 = 11480
SR = Total scores of all respondents
= 9669
Pr. Statement Score= 966911480 x 100%=84,22 (Good)

So the qualification of Teachers' Ability to innovate in Learning is at a Good level.
School Environment (X1)
The frequency distribution for the school environment variables is presented in the following table:

Table 2: List of Variable Observation Frequency Distributions (X1)

No	Interval Classes	F
1	84-86	3
2	87-89	7
3	90-92	18
4	93-95	25
5	96-98	18
6	99-101	6
7	102-104	5
Sum		82

Based on the table above shows that the largest frequency is located in the 93-95 interval class with a total frequency of 25 teachers, while the one with the lowest frequency is located in the 84-86 interval class with 3 teachers. The following diagram from the frequency distribution list table above is as follows:

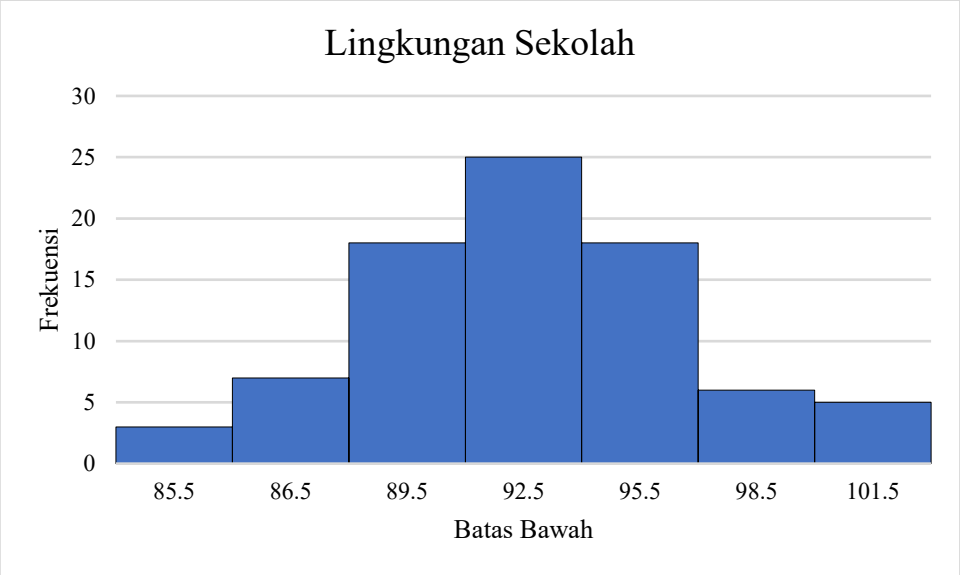

Figure 2: School Environment Variable Frequency Distribution Histogram

Based on the frequency distribution histogram above, the results of the score calculation for the school environment variables can be seen as follows:

Pr. Statement Score= SRSkr x 100%
Skr = Number of respondents *x* number of statements *x* highest option answer question
= 82 x 21 x 5 = 8610
SR = Total scores of all respondents
= 7908
Pr. Statement Score= 79088610 x 100%=91,84 (Excellent)

So the School Environment qualification is at the Excellent level.
Motivation to Excel (X2)
The frequency distribution for the Achievement Motivation variable is presented in the following table:

Table 3: List of Variable Observation Frequency Distributions (X2)

No	Interval Classes	F
1	69-71	3
2	72-74	6
3	75-77	13
4	78-80	14
5	81-83	20
6	84-86	17
7	87-89	5
8	90-92	4
Sum		82

Based on the table above shows that the largest frequency is located in the 81-83 interval class with a total frequency of 20 teachers, while the one with the lowest frequency is located in the 69-71 interval class with 3 teachers. The following diagram from the frequency distribution list table above is as follows:

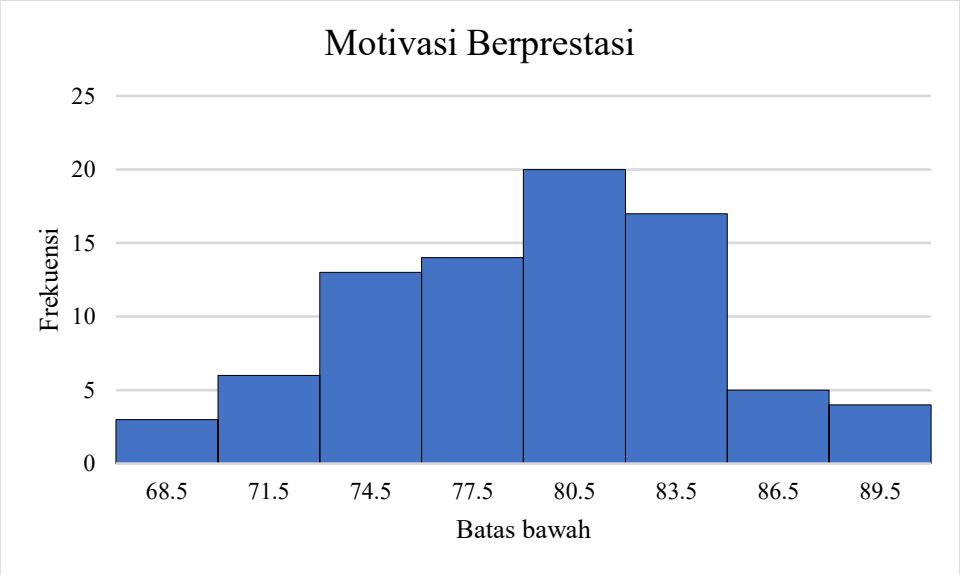

Figure 3: Histogram of Frequency Distribution of Achievement Motivation Variables

Based on the frequency distribution histogram above, the results of the score calculation for the achievement motivation variable can be seen as follows:

Pr. Statement Score= SRSkr x 100%
Skr = Number of respondents *x* number of statements *x* highest answer option.

Soal = 82 x 21 x 5 = 8610
SR = Total scores of all respondents
= 6599
Pr. Statement Score= 65998610 x 100%=76,64 (Good)

So the qualification of Achievement Motivation is at the Good level.

Normality Testing

Normality testing of data used the Chi-Square test at a real level α = 0.1 or 10%. With the hypothesis that the variable scores X1 (School Environment), X2 (Achievement Motivation), and Y (Teachers' Ability to Innovate in Learning) were tested whether they were normally distributed.

1. Teachers' Ability to Innovate in Learning

The results of the data normality test for variable Y (Teacher's Ability to Innovate in Learning) showed a score of $x2_{calculated}$ = - 139.02 while from the list of frequency distributions data was obtained $x2_{list}$ data = 10.645 thus $x2_{calculated} \leq x2_{list}$ which is -139.02 ≤ 10, 645, then it can be concluded that the data of the research results for variable Y came from a normally distributed population.

2. School Environment

The results of the data normality test for variable Y (Teacher's Ability to Innovate in Learning) showed a score of $x2_{calculation}$ = - 155.27 while from the frequency distribution list data was obtained $x2_{list}$ data = 10.645 thus $x2_{calculation} \leq x2_{list}$ was -155.27 ≤ 10, 645, it can be concluded that the data of the research results for variable Y come from a normally distributed population.

3. Motivation to Excel.

The results of the data normality test for variable Y (Teacher's Ability to Innovate in Learning) showed a score of $x2_{calculated}$ = - 148.45 while from the list of frequency distributions data obtained $x2_{list}$ data = 10.645 thus $x2_{calculated} \leq x2_{list}$ namely -148.45 ≤ 10, 645, then it can be concluded that the data of the research results for variable Y came from a normally distributed population.

Testing the Linearity and Significance of Regression Equations

Linearity and significance testing are a regression equation that describes linear relationships and mean or not. The results of the linearity test X1 to Y were obtained, namely the price of Fcount of 0.45 and the value of Fdaftar (0.9) (15.72) obtained 2.53 because Fcount was smaller than Fdaftar, which was 0.45 ≤ 2.53 (linear). Meanwhile, the results of the X1 to Y significance test were obtained, namely the price of Fcal of 24.69 and the value of Fdaftar (0.9) (1.80), which is 8.49 because Fcount is greater than Fdaftar, which is 24.69 ≥ 8.49 (Meaning).

The results of the linearity test of X2 to Y were obtained, namely the price of Fcal of 0.23 and the value of Fdaftar (0.9) (19.72) obtained 2.39 because Fcount was smaller than Fdaftar, which was 0.23 ≤ 2.39 (linear). Meanwhile, the results of the X2 to Y significance test were obtained, namely the price of Fcal of 22.63 and the value of Fdaftar (0.9) (1.80), which is 8.49 because Fcal is greater than Fdaftar, which is 22.63 ≥ 8.49 (Meaning). So it can be concluded that the regression in this study is a regression that has met the model goodness test (*Goodness of Fit*).

Partial Hypothesis Testing

The hypothesis test of this study used Pearson's correlation. Pearson's correlation is a test used to find the relationship between two variables, namely independent variables and dependent variables. The correlation coefficient value is the relationship value of the independent variable (School Environment and Achievement Motivation) with the dependent variable (Teacher's Ability to Innovate in Learning).

The Relationship between the School Environment and Teachers' Ability to Innovate in Learning

The results of the above analysis show that the r-calculation value for the School Environment variable is 0.557, while the r-table value is at a significance level of 10% and the free degree n-2, 82-2 = 80 is 0.256. If these two rho values are compared, the r-calculated value is greater than the r-table value which is 0.557 > 0.256. Thus, the hypothesis that there is a relationship between the School Environment and the Teacher's Ability to Innovate in Learning, is accepted.

It can be concluded that at the 90% confidence level there is a significant relationship between the School Environment and the Teacher's Ability to Innovate in Learning in SDNs in Sipatana District. Thus, teachers must be able to create a good school environment so that they can improve their ability to innovate in managing learning. If teachers are able to create a good school environment, it will have an impact on the teacher's ability to manage learning in the classroom, so that it can become an active classroom and an interesting learning experience.

The Relationship between Achievement Motivation and Teachers' Ability to Innovate in Learning

The results of the above analysis show that the r-calculation value for the Achievement Motivation variable is 0.799, while the r-table value at the significance level is 10% and the free degree n-2, 82-2 = 80, is 0.256. If these two rho values are compared, the r-calculated value is greater than the r-table value, which is 0.799 > 0.256. Thus, the hypothesis that there is a relationship between Motivation for Achievement and Teachers' Ability to Innovate in Learning is accepted.

It can be concluded that at the 90% confidence level, there is a significant relationship between Motivation for Achievement and Teachers' Ability to Innovate in Learning at SDN in Sipatana sub-district. Thus, teachers must be able to improve and maintain their motivation for achievement so that teachers become more able to find an innovation in the learning process. If teachers can maintain their motivation to excel, they can create an interesting learning atmosphere.

Based on the results of the simultaneous correlation calculation above, it was found that the calculation value of 0.805 or the relationship between the free variable (X1X2) and the bound variable (Y) was 80.5%. This shows that the variables of School Environment and Achievement Motivation have a close relationship with the variables of Teachers' Ability to Innovate in Learning.

Then, in the simultaneous correlation significance test it was shown that the Fcount was 81 while the Ftabel obtained from the formula n-k-1 or 82-2-1 (79), so that the Ftable value was 3.112. If these two rho values are compared, the value of Fcal is greater than the value of Ftable (81 > 3.112). Therefore, the hypothesis that there is a relationship between the School Environment and Achievement Motivation and the Teacher's Ability to Innovate in Learning, is accepted.

Thus, it can be concluded that the confidence level of 90% has a significant relationship between the school environment and achievement motivation and teachers' ability to innovate in learning at elementary schools in the Sipatana sub-district.

Hypothesis Acceptance

Based on the results of the above hypothesis, it is shown that the r-calculation value for the independent variable, namely the school environment and achievement motivation with the bound variable, namely the teacher's ability to innovate in learning, is obtained at 0.805 while the r-table value at the significance level is 10% and the free degree n-2, 82-2=80 is 0.256. If these two rho values are compared, the r-calculated value is greater than the rtable value, which is 0.805 > 0.256. This means that there is a relationship between the school environment and motivation to excel, with teachers' ability to innovate. Thus H0 is rejected and Ha is accepted.

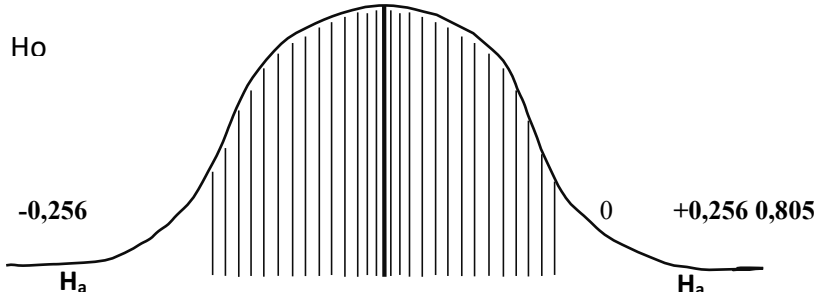

Figure 4 Ho's Rejection and Acceptance Curve

Based on the results of the analysis of the coefficients in the calculation and the curve above, it shows that the magnitude of the correlation coefficient is 0.805, or the relationship between the independent variable (X1X2) and the bound variable (Y) is 80.5%.

Based on the results of the research that has been stated above, the discussion is described on: (1) the relationship between the school environment and the teacher's ability to innovate in learning; (2) the relationship between achievement motivation and teachers' ability to innovate in learning; (3) the relationship between the school environment and the motivation to excel with teachers' ability to innovate in learning.

The Relationship between the School Environment and Teachers' Ability to Innovate in Learning

The results of research on the school environment with teachers' ability to innovate in learning are 31%. This shows that there is a significant relationship between the school environment and teachers' ability to innovate in learning.

The school environment is a formal environment that contains teaching and learning processes and all kinds of learning media and buildings that can provide a sense of comfort and safety to every school resident, not only students but teachers and principals. Schools are often said to be a second home for students to pursue knowledge, and a place for teachers to be able to help them develop their teaching potential as a teacher. A comfortable school environment can be a teaching and learning place that will be liked by teachers and students.

The school environment is a formal educational institution, where teaching and learning activities take place, science is taught and imbued to students (Tulus Tu'u, 2004:1). In line with this opinion, according to Muhammad Saroni (2006: 82-84) the school environment is: Everything related to the place where the learning process is carried out. The school environment is all the scope of formal education that can have an influence on the formation of a person's attitude and can develop the potential possessed by students (Samsyu Yusuf, 2012:30). Then according to Hasbullah (2008:46), what is meant by the school environment is education that is given to a person in a systematic, orderly way, and can follow the conditions that must be followed clearly and strictly.

Schools are educational institutions that officially organize systematic, planned, deliberate and directed learning activities carried out by professional educators with programs that are poured into a certain curriculum and followed by students at every specific level, from the children's level to college. According to Sumitro et al. School is an educational environment that develops and continues the education of children to become intelligent, skilled, and well-behaved citizens (Sumitro et al., 2006:81)

From the explanation above, it can be concluded that the school environment is a formal environment where teachers and students interact, as well as where teachers develop their potential professionally.

The Relationship between Achievement Motivation and Teachers' Ability to Innovate in Learning

The results of the research on achievement motivation with teachers' ability to innovate in learning were 63.8%. This shows that there is a significant relationship between achievement motivation and teachers' ability to innovate in learning.

Achievement motivation is something that a teacher must have, because achievement motivation is an encouragement to do a good job in order to get maximum results and an encouragement to have achievements in doing work as a teacher. A motivated person is a person who makes substantial efforts to support the production goals of their work unit and the organization in which he work. Glickman (in Bafadal, 2003) emphasized that a person will work professionally if the person has the ability and motivation, meaning that a person will work professionally if a person have high work ability and motivation to do something well.

Motivation to excel, according to Usman (2006), is the encouragement from within to overcome all challenges and obstacles in an effort to achieve goals. Kusuma (2004), explained that achievement motivation is a person's motivation to do tasks as well as possible because of needs based on a reference framework for success, which is described through two indicators, namely internal and external. Kristyani (in Kusuma, 2004) also provides a definition of achievement motivation, which is the basic desire to achieve and complete work as effectively as

possible. From some of the expert opinions above, the author concludes that achievement motivation is an encouragement that comes from within and outside a person to excel, achieve, complete tasks as well as possible, and as effectively as possible to achieve a predetermined goal.

The emergence of achievement motivation is due to the need for achievement in a person. The existence of high achievement motivation from a teacher will be seen from the teacher's efforts in carrying out the tasks given to him. Teachers who have high achievement motivation accompanied by their abilities, will provide professional performance to achieve predetermined goals. In other words, there is a high motivation to achieve in a person, in which there is also high performance (Loekmono and Pobas, 2005).

So it can be concluded that teachers who have high achievement motivation will do their duties as a teacher professionally, with the motivation to have achievements, teachers will further develop their teaching potential in the classroom, and be able to create interesting and innovative learning.

The Relationship between School Environment and Achievement Motivation with Teachers' Ability to Innovate in Learning

The results of the research on the school environment and the motivation to excel, with the teacher's ability to innovate in learning, was 80.5%. This shows that there is a significant relationship between the school environment and achievement motivation, and teachers' ability to innovate in learning.

The ability to innovate must be possessed by a teacher, especially in the current era where students are more addicted to the virtual world than the real world, the task of a teacher today is how the teacher can create and realize an idea and ideas that they have to develop the learning process from what was previously only monotonous, can be even better. Teachers must be able to use learning media well so that students when studying, will not feel bored, especially if what they are facing are elementary school students who tend to seem to want to learn while playing, so at this time, teachers must have the ability to innovate in learning.

The requirement for teachers to innovate is also a requirement of the Law, including Law of the Republic of Indonesia Number 20 of 2003 concerning the National Education System, Law of the Republic of Indonesia Number 14 of 2005 concerning the Law on Teachers and Lecturers, and Government Regulation Number 19 of 2005 concerning National Education Standards stating that teachers are professional educators with the requirement to have a minimum academic qualification of bachelor (S-1) or relevant Diploma IV and mastering competence as a learning agent.

Innovation can be understood as the basis of personal contribution and not just for the fulfillment of a situation that is needed or just a culture of habit. The basis for innovation is more on the basic level of one's activity or improvement. Innovation is more about product development and behavioral responses to differences (Stephen Carter, 1999:44). Innovative teaching staff are those who actively seek new ideas, and experience a continuous implementation process, not stopped at one time but continuously. And undergo a process of change. These changes must show new and original properties to achieve success in the implementation of the curriculum in schools. The proficiency and success of using innovative approaches need to be adjusted to their cost, time, energy, and use. The results of teacher innovations that have been implemented in schools can be proven to be successful.

So with this, it can be concluded that the school environment and achievement motivation are very closely related to the teacher's ability to innovate in learning because a teacher develops his teaching potential, and is able to create new ideas in the teaching and learning process so that it becomes a fun and interesting learning atmosphere, of course it must be supported by a good and comfortable school environment and high achievement motivation.

CONCLUSION

1. There is a positive and significant relationship between the school environment and the ability of teachers to innovate in learning in elementary schools throughout the Sipatana District. The better and more comfortable the condition of the school environment, the more capable teachers will be in creating innovations in managing learning in the classroom so as to create an interesting learning atmosphere.
2. There is a positive and significant relationship between motivation to excel and teachers' ability to innovate in learning in elementary schools in Sipatana District. The higher the motivation to achieve possessed by teachers, the better the teacher's ability to innovate in learning in the classroom,
3. There is a positive and significant relationship between the school environment and achievement motivation, with teachers' ability to innovate in learning in elementary schools throughout the Sipatana District.

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The Relationship between School Environment and Achievement Motivation with Teachers' Ability to Innovate in Learning in Elementary Schools in Sipatana District

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Abstract

This study aims to find out: (1) the relationship between the school environment and the ability to innovate teachers in learning in elementary schools in Sipatana district, (2) the relationship between achievement motivation and teachers' ability to innovate in learning in elementary schools in Sipatana district, and (3) the relationship between the school environment and achievement motivation with teachers' ability to innovate in learning in elementary schools in Sipatana district. The research uses a quantitative design with a correlational design. The data collection techniques employed in this approach include questionnaires and documentation. Data analysis involves data validity tests and reliability tests, data normality tests, data linearity tests, significance tests, and hypothesis tests, as well as correlation coefficient calculations. The results of this study show that: (1) The school environment has a positive and significant relationship with teachers' ability to innovate in learning, which is 31%, (2) Motivation for achievement has a positive and significant relationship with the ability of teachers to innovate in learning, which is 63.8%, (3) The school environment and motivation for achievement have a positive and significant relationship with teachers' ability to innovate in learning, which is 80.5%.

Keywords: School Environment, Motivation to Achieve, Teachers' Ability to Innovate.

Introduction

The ability of teachers to innovate in learning is something that every teacher must have in the current era because the monotonous concept of learning in the classroom will only cause boredom for students to learn. Teachers play the main role in teaching and learning activities. This important role is held by teachers because teachers are the holders of control over learning. The requirement for teachers to innovate is also a requirement of the Law, including Law of the Republic of Indonesia Number 20 of 2003 concerning the National Education System, Law of the Republic of Indonesia Number 14 of 2005 concerning the Law on Teachers and Lecturers, and Government Regulation Number 19 of 2005 concerning National Education Standards stating that teachers are professional educators with the requirement to have a minimum academic qualification of bachelor (S-1) or relevant Diploma IV and mastering competence as a learning agent. As a learning agent, teachers must have pedagogical competence, personality competence, professional competence, and social competence as evidenced by an educator's certificate.

Teachers must prepare many things for learning, especially when facing innovations in education. Some of the abilities that teachers must possess include creating techniques, methods, approaches, and learning models. In addition to the ability to create techniques, methods, approaches, and learning models, teachers must also have knowledge to support learning activities (Zulhafizh & Permatasari, 2020:16). Not all the material that will be given to students is supported by learning resources. So, teachers can facilitate learning activities through their insights. Mustafa and Zulhafizh (2019:10); Govindasamy (2001:56) explained that teachers must upgrade and develop various information to have a broad insight. Teachers can easily transfer information even if learning resources are not available. If the certainty of information is constrained, then learning achievement efforts can also be disrupted. Do not let the teacher be able to explain students' expectations in learning. Mustafa and Zulhafizh (2019:10) provide the view that teachers are believed to be informants and guides when students do not know and cannot solve their problems.

Sammons et al (2016:7) revealed that teachers are figures who inspire so as to strengthen students' emotions in participating in learning activities. Schools and other educational institutions need an environment that continues to grow positively and is conducive to global human resource competition. Therefore, it is undeniable that schools need synergy between teachers and the work environment that is able to make continuous improvements in innovation and performance. growth (Asbari, Fayzhall, Goestjahjanti, et al., 2020; Fayzhall et al., 2020; Goestjahjanti et al., 2020:112). The point is that in this era of the knowledge economy, a knowledge society has emerged that requires innovation and flexibility as energy to survive competition. Therefore, the strategic development of educational institutions in the future is on increasing knowledge resources, especially teachers, which opens up space for innovation and growth. To ensure that educational institutions, especially schools, can be competitive and adaptive, teachers need to be directed and involved in shaping the school environment plays an important role in the learning process. Facilities and infrastructure in schools are indispensable in the learning process. Incomplete facilities and infrastructure will hamper the learning process. Likewise, the role of teachers in the learning process is used in delivering material to students. A comfortable school is a school that is able to create a safe environment so that everyone in it, both educators and students, can carry out their roles well.

Teacher achievement motivation can be defined as the element that arouses, directs, and encourages a teacher to take action and overcome all challenges and obstacles to achieve educational goals. This motivation for achievement causes a teacher to be enthusiastic in carrying out his duties as a teacher because his need to excel has been met. Mansi School. Teachers must be empowered and empowering. From the results of observations in schools, there are still teachers who do not use learning media to add an interesting impression in the learning process, there is still a lack of teachers who apply varied learning methods so that the learning process is only monotonous, there is a lack of teachers designing learning media, there is a lack of implementing outdoor or outdoor learning to further increase students' insights, teachers do not create an active classroom atmosphere, There are still many teachers who do not plan diverse learning, lack of teachers who provide teaching aids in the learning process.

Method

The method carried out in this study is a quantitative method with a type of collateral research that aims to find out whether there is a relationship between the three variables, namely, School Environment (X1), Achievement Motivation (X2), with the dependent variable, namely, the Teacher's Ability to Innovate (Y). The population is 114 with a sample of 82 orang. The sampling of members of the population is carried out randomly, regardless of the strata in that population. The sample in this study is teachers in elementary schools in the Sipatana District.

Results and Discussion

Teachers' Ability to Innovate in Learning (Y)

The frequency distribution for the teacher performance variable is presented in the following table:

Table 1
List of Variable Observation Frequency Distribution (Y)

No	Interval Classes	F
1	108-110	6
2	111-113	9
3	114-116	10
4	117-119	19
5	120-122	18
6	123-125	11
7	126-128	9
Sum		82

Based on the table above shows that the largest frequency is located in the 117-119 interval class with a total frequency of 19 teachers, while the one with the lowest frequency is located in the 108-110 interval class with 6 teachers. The following is a table diagram of the frequency distribution list above, which is as follows:

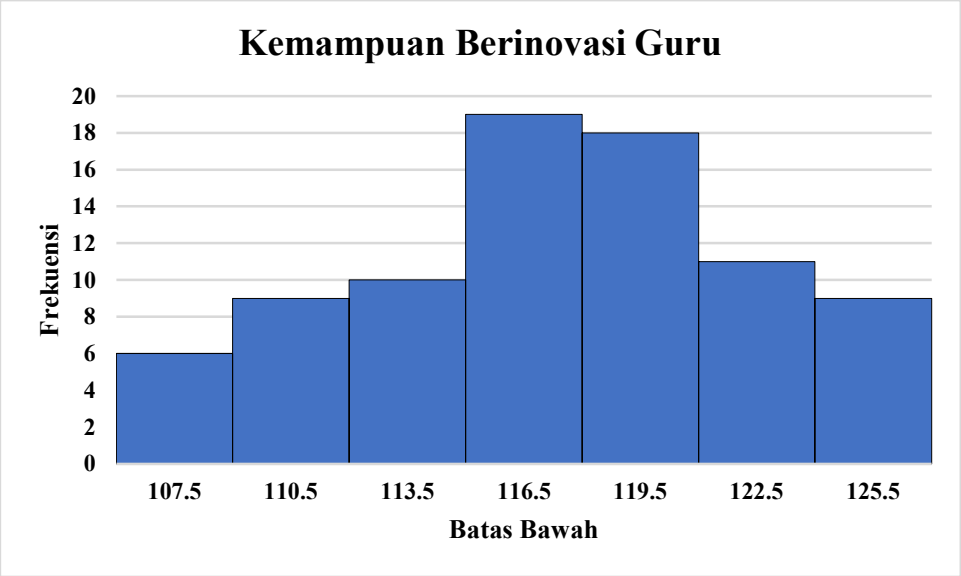

Figure 1: Histogram of Variable Frequency Distribution of Teachers' Ability to Innovate in Learning

Based on the frequency distribution histogram above, the results of the score calculation for the variable of teachers' innovation ability can be seen as follows:

Pr. Skor Pernyataan= SRSkr x 100%

Skr = Number of respondents *x* number of statements *x* highest option answer question
= 82 x 28 x 5 = 11480

SR = Total scores of all respondents
= 9669

Pr. Statement Score= 966911480 x 100%=84,22 (Good)

So the qualification of Teachers' Ability to innovate in Learning is at a Good level.

School Environment (X1)

The frequency distribution for the school environment variables is presented in the following table:

Table 2: List of Variable Observation Frequency Distributions (X1)

No	Interval Classes	F
1	84-86	3
2	87-89	7
3	90-92	18
4	93-95	25
5	96-98	18
6	99-101	6
7	102-104	5
Sum		82

Based on the table above shows that the largest frequency is located in the 93-95 interval class with a total frequency of 25 teachers, while the one with the lowest frequency is located in the 84-86

interval class with 3 teachers. The following diagram from the frequency distribution list table above is as follows:

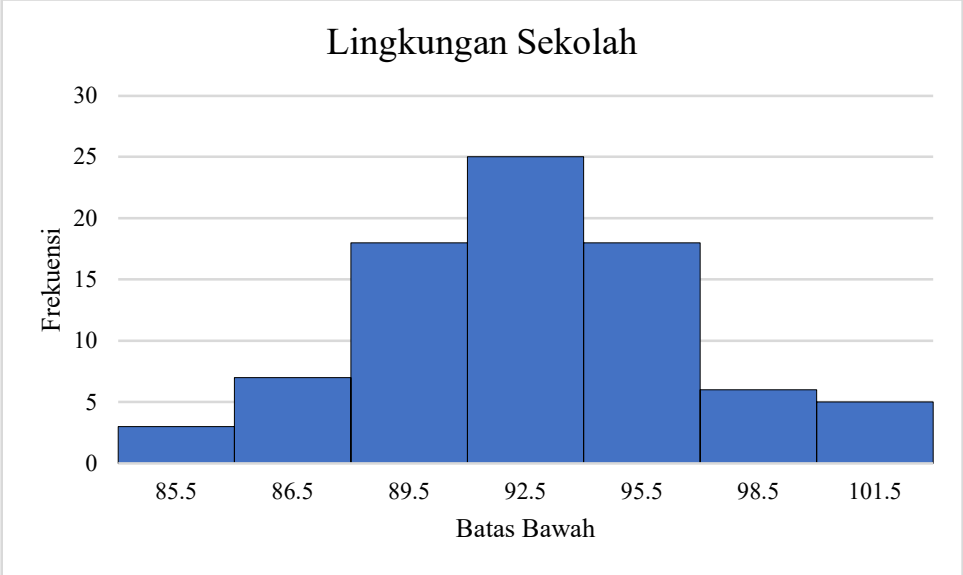

Figure 2: School Environment Variable Frequency Distribution Histogram

Based on the frequency distribution histogram above, the results of the score calculation for the school environment variables can be seen as follows:

Pr. Statement Score= SRSkr x 100%
Skr = Number of respondents *x* number of statements *x* highest option answer question
= 82 x 21 x 5 = 8610
SR = Total scores of all respondents
= 7908
Pr. Statement Score= 79088610 x 100%=91,84 (Excellent)

So the School Environment qualification is at the Excellent level.

Motivation to Excel (X2)

The frequency distribution for the Achievement Motivation variable is presented in the following table:

Table 3: List of Variable Observation Frequency Distributions (X2)

No	Interval Classes	F
1	69-71	3
2	72-74	6
3	75-77	13
4	78-80	14
5	81-83	20
6	84-86	17
7	87-89	5
8	90-92	4
Sum		82

Based on the table above shows that the largest frequency is located in the 81-83 interval class with a total frequency of 20 teachers, while the one with the lowest frequency is located in the 69-71

interval class with 3 teachers. The following diagram from the frequency distribution list table above is as follows:

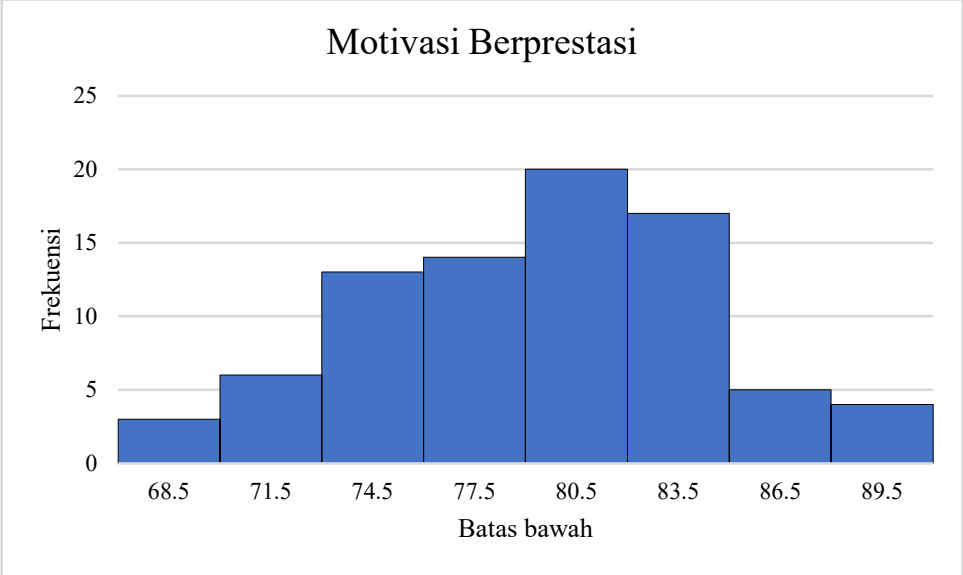

Figure 3: Histogram of Frequency Distribution of Achievement Motivation Variables

Based on the frequency distribution histogram above, the results of the score calculation for the achievement motivation variable can be seen as follows:

Pr. Statement Score= SRSkr x 100%
Skr = Number of respondents *x* number of statements *x* highest answer option.

Soal = 82 x 21 x 5 = 8610
SR = Total scores of all respondents
= 6599
Pr. Statement Score= 65998610 x 100%=76,64 (Good)

So the qualification of Achievement Motivation is at the Good level.

Normality Testing

Normality testing of data used the Chi-Square test at a real level α = 0.1 or 10%. With the hypothesis that the variable scores X1 (School Environment), X2 (Achievement Motivation), and Y (Teachers' Ability to Innovate in Learning) were tested whether they were normally distributed.

1. Teachers' Ability to Innovate in Learning

The results of the data normality test for variable Y (Teacher's Ability to Innovate in Learning) showed a score of $x2_{calculated}$ = - 139.02 while from the list of frequency distributions data was obtained $x2_{list}$ data = 10.645 thus $x2_{calculated} \leq x2_{list}$ which is -139.02 ≤ 10, 645, then it can be concluded that the data of the research results for variable Y came from a normally distributed population.

2. School Environment

The results of the data normality test for variable Y (Teacher's Ability to Innovate in Learning) showed a score of $x2_{calculation}$ = - 155.27 while from the frequency distribution list data was obtained $x2_{list}$ data = 10.645 thus $x2_{calculation} \leq x2_{list}$ was -155.27 ≤ 10, 645, it can be concluded that the data of the research results for variable Y come from a normally distributed population.

3. Motivation to Excel.

The results of the data normality test for variable Y (Teacher's Ability to Innovate in Learning) showed a score of $x2_{calculated}$ = - 148.45 while from the list of frequency distributions data obtained $x2_{list}$ data = 10.645 thus $x2_{calculated} \leq x2_{list}$ namely -148.45 ≤ 10, 645, then it can be concluded that the data of the research results for variable Y came from a normally distributed population.

Testing the Linearity and Significance of Regression Equations

Linearity and significance testing are a regression equation that describes linear relationships and mean or not. The results of the linearity test X1 to Y were obtained, namely the price of Fcount of 0.45 and the value of Fdaftar (0.9) (15.72) obtained 2.53 because Fcount was smaller than Fdaftar, which was 0.45 ≤ 2.53 (linear). Meanwhile, the results of the X1 to Y significance test were obtained, namely the price of Fcal of 24.69 and the value of Fdaftar (0.9) (1.80), which is 8.49 because Fcount is greater than Fdaftar, which is 24.69 ≥ 8.49 (Meaning).

The results of the linearity test of X2 to Y were obtained, namely the price of Fcal of 0.23 and the value of Fdaftar (0.9) (19.72) obtained 2.39 because Fcount was smaller than Fdaftar, which was 0.23 ≤ 2.39 (linear). Meanwhile, the results of the X2 to Y significance test were obtained, namely the price of Fcal of 22.63 and the value of Fdaftar (0.9) (1.80), which is 8.49 because Fcal is greater than Fdaftar, which is 22.63 ≥ 8.49 (Meaning). So it can be concluded that the regression in this study is a regression that has met the model goodness test (*Goodness of Fit*).

Partial Hypothesis Testing

The hypothesis test of this study used Pearson's correlation. Pearson's correlation is a test used to find the relationship between two variables, namely independent variables and dependent variables. The correlation coefficient value is the relationship value of the independent variable (School Environment and Achievement Motivation) with the dependent variable (Teacher's Ability to Innovate in Learning).

The Relationship between the School Environment and Teachers' Ability to Innovate in Learning

The results of the above analysis show that the r-calculation value for the School Environment variable is 0.557, while the r-table value is at a significance level of 10% and the free degree n-2, 82-2 = 80 is 0.256. If these two rho values are compared, the r-calculated value is greater than the r-table value which is 0.557 > 0.256. Thus, the hypothesis that there is a relationship between the School Environment and the Teacher's Ability to Innovate in Learning, is accepted.

It can be concluded that at the 90% confidence level there is a significant relationship between the School Environment and the Teacher's Ability to Innovate in Learning in SDNs in Sipatana District. Thus, teachers must be able to create a good school environment so that they can improve their ability to innovate in managing learning. If teachers are able to create a good school environment, it will have an impact on the teacher's ability to manage learning in the classroom, so that it can become an active classroom and an interesting learning experience.

The Relationship between Achievement Motivation and Teachers' Ability to Innovate in Learning

The results of the above analysis show that the r-calculation value for the Achievement Motivation variable is 0.799, while the r-table value at the significance level is 10% and the free degree n-2, 82-2 = 80, is 0.256. If these two rho values are compared, the r-calculated value is greater than the r-table value, which is 0.799 > 0.256. Thus, the hypothesis that there is a relationship between Motivation for Achievement and Teachers' Ability to Innovate in Learning is accepted.

It can be concluded that at the 90% confidence level, there is a significant relationship between Motivation for Achievement and Teachers' Ability to Innovate in Learning at SDN in Sipatana sub-district. Thus, teachers must be able to improve and maintain their motivation for achievement so that teachers become more able to find an innovation in the learning process. If teachers can maintain their motivation to excel, they can create an interesting learning atmosphere.

Based on the results of the simultaneous correlation calculation above, it was found that the calculation value of 0.805 or the relationship between the free variable (X1X2) and the bound variable (Y) was 80.5%. This shows that the variables of School Environment and Achievement Motivation have a close relationship with the variables of Teachers' Ability to Innovate in Learning.

Then, in the simultaneous correlation significance test it was shown that the Fcount was 81 while the Ftabel obtained from the formula n-k-1 or 82-2-1 (79), so that the Ftable value was 3.112. If these two rho values are compared, the value of Fcal is greater than the value of Ftable (81 > 3.112). Therefore, the hypothesis that there is a relationship between the School Environment and Achievement Motivation and the Teacher's Ability to Innovate in Learning, is accepted.

Thus, it can be concluded that the confidence level of 90% has a significant relationship between the school environment and achievement motivation and teachers' ability to innovate in learning at elementary schools in the Sipatana sub-district.

Hypothesis Acceptance

Based on the results of the above hypothesis, it is shown that the r-calculation value for the independent variable, namely the school environment and achievement motivation with the bound variable, namely the teacher's ability to innovate in learning, is obtained at 0.805 while the r-table value at the significance level is 10% and the free degree n-2, 82-2=80 is 0.256. If these two rho values are compared, the r-calculated value is greater than the rtable value, which is 0.805 > 0.256. This means that there is a relationship between the school environment and motivation to excel, with teachers' ability to innovate. Thus H0 is rejected and Ha is accepted.

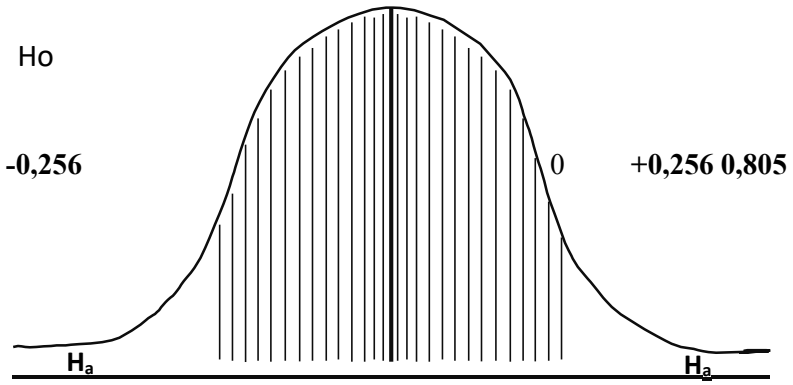

Figure 4 Ho's Rejection and Acceptance Curve

Based on the results of the analysis of the coefficients in the calculation and the curve above, it shows that the magnitude of the correlation coefficient is 0.805, or the relationship between the independent variable (X1X2) and the bound variable (Y) is 80.5%.

Based on the results of the research that has been stated above, the discussion is described on: (1) the relationship between the school environment and the teacher's ability to innovate in learning; (2) the relationship between achievement motivation and teachers' ability to innovate in learning; (3) the relationship between the school environment and the motivation to excel with teachers' ability to innovate in learning.

The Relationship between the School Environment and Teachers' Ability to Innovate in Learning

The results of research on the school environment with teachers' ability to innovate in learning are 31%. This shows that there is a significant relationship between the school environment and teachers' ability to innovate in learning.

The school environment is a formal environment that contains teaching and learning processes and all kinds of learning media and buildings that can provide a sense of comfort and safety to every school resident, not only students but teachers and principals. Schools are often said to be a second home for students to pursue knowledge, and a place for teachers to be able to help them develop their teaching potential as a teacher. A comfortable school environment can be a teaching and learning place that will be liked by teachers and students.

The school environment is a formal educational institution, where teaching and learning activities take place, science is taught and imbued to students (Tulus Tu'u, 2004:1). In line with this opinion, according to Muhammad Saroni (2006: 82-84) the school environment is: Everything related to the place where the learning process is carried out. The school environment is all the scope of formal education that can have an influence on the formation of a person's attitude and can develop the potential possessed by students (Samsyu Yusuf, 2012:30). Then according to Hasbullah (2008:46), what is meant by the school environment is education that is given to a person in a systematic, orderly way, and can follow the conditions that must be followed clearly and strictly.

Schools are educational institutions that officially organize systematic, planned, deliberate and directed learning activities carried out by professional educators with programs that are poured into a certain curriculum and followed by students at every specific level, from the children's level to

college. According to Sumitro et al. School is an educational environment that develops and continues the education of children to become intelligent, skilled, and well-behaved citizens (Sumitro et al., 2006:81)

From the explanation above, it can be concluded that the school environment is a formal environment where teachers and students interact, as well as where teachers develop their potential professionally.

The Relationship between Achievement Motivation and Teachers' Ability to Innovate in Learning

The results of the research on achievement motivation with teachers' ability to innovate in learning were 63.8%. This shows that there is a significant relationship between achievement motivation and teachers' ability to innovate in learning.

Achievement motivation is something that a teacher must have, because achievement motivation is an encouragement to do a good job in order to get maximum results and an encouragement to have achievements in doing work as a teacher. A motivated person is a person who makes substantial efforts to support the production goals of their work unit and the organization in which he work. Glickman (in Bafadal, 2003) emphasized that a person will work professionally if the person has the ability and motivation, meaning that a person will work professionally if a person have high work ability and motivation to do something well.

Motivation to excel, according to Usman (2006), is the encouragement from within to overcome all challenges and obstacles in an effort to achieve goals. Kusuma (2004), explained that achievement motivation is a person's motivation to do tasks as well as possible because of needs based on a reference framework for success, which is described through two indicators, namely internal and external. Kristyani (in Kusuma, 2004) also provides a definition of achievement motivation, which is the basic desire to achieve and complete work as effectively as possible. From some of the expert opinions above, the author concludes that achievement motivation is an encouragement that comes from within and outside a person to excel, achieve, complete tasks as well as possible, and as effectively as possible to achieve a predetermined goal.

The emergence of achievement motivation is due to the need for achievement in a person. The existence of high achievement motivation from a teacher will be seen from the teacher's efforts in carrying out the tasks given to him. Teachers who have high achievement motivation accompanied by their abilities, will provide professional performance to achieve predetermined goals. In other words, there is a high motivation to achieve in a person, in which there is also high performance (Loekmono and Pobas, 2005).

So it can be concluded that teachers who have high achievement motivation will do their duties as a teacher professionally, with the motivation to have achievements, teachers will further develop their teaching potential in the classroom, and be able to create interesting and innovative learning.

The Relationship between School Environment and Achievement Motivation with Teachers' Ability to Innovate in Learning

The results of the research on the school environment and the motivation to excel, with the teacher's ability to innovate in learning, was 80.5%. This shows that there is a significant relationship between the school environment and achievement motivation, and teachers' ability to innovate in learning.

The ability to innovate must be possessed by a teacher, especially in the current era where students are more addicted to the virtual world than the real world, the task of a teacher today is how the teacher can create and realize an idea and ideas that they have to develop the learning process from what was previously only monotonous, can be even better. Teachers must be able to use learning media well so that students when studying, will not feel bored, especially if what they are facing are elementary school students who tend to seem to want to learn while playing, so at this time, teachers must have the ability to innovate in learning.

The requirement for teachers to innovate is also a requirement of the Law, including Law of the Republic of Indonesia Number 20 of 2003 concerning the National Education System, Law of the Republic of Indonesia Number 14 of 2005 concerning the Law on Teachers and Lecturers, and Government Regulation Number 19 of 2005 concerning National Education Standards stating that teachers are professional educators with the requirement to have a minimum academic qualification of bachelor (S-1) or relevant Diploma IV and mastering competence as a learning agent.

Innovation can be understood as the basis of personal contribution and not just for the fulfillment of a situation that is needed or just a culture of habit. The basis for innovation is more on the basic level of one's activity or improvement. Innovation is more about product development and behavioral responses to differences (Stephen Carter, 1999:44). Innovative teaching staff are those who actively seek new ideas, and experience a continuous implementation process, not stopped at one time but continuously. And undergo a process of change. These changes must show new and original properties to achieve success in the implementation of the curriculum in schools. The proficiency and success of using innovative approaches need to be adjusted to their cost, time, energy, and use. The results of teacher innovations that have been implemented in schools can be proven to be successful.

So with this, it can be concluded that the school environment and achievement motivation are very closely related to the teacher's ability to innovate in learning because a teacher develops his teaching potential, and is able to create new ideas in the teaching and learning process so that it becomes a fun and interesting learning atmosphere, of course it must be supported by a good and comfortable school environment and high achievement motivation.

Conclusion

1. There is a positive and significant relationship between the school environment and the ability of teachers to innovate in learning in elementary schools throughout the Sipatana District. The better and more comfortable the condition of the school environment, the more capable teachers will be in creating innovations in managing learning in the classroom so as to create an interesting learning atmosphere.
2. There is a positive and significant relationship between motivation to excel and teachers' ability to innovate in learning in elementary schools in Sipatana District. The higher the motivation to achieve possessed by teachers, the better the teacher's ability to innovate in learning in the classroom,
3. There is a positive and significant relationship between the school environment and achievement motivation, with teachers' ability to innovate in learning in elementary schools throughout the Sipatana District.

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THE RELATIONSHIP BETWEEN SCHOOL ENVIRONMENT AND ACHIEVEMENT MOTIVATION WITH TEACHERS' ABILITY TO INNOVATE IN LEARNING IN ELEMENTARY SCHOOLS IN SIPATANA DISTRICT

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This study aims to find out: (1) the relationship between the school environment and the ability to innovate teachers in learning in elementary schools in Sipatana district, (2) the relationship between achievement motivation and teachers' ability to innovate in learning in elementary schools in Sipatana district, and (3) the relationship between the school environment and achievement motivation with teachers' ability to innovate in learning in elementary schools in Sipatana district. The research uses a quantitative design with a correlational design. The data collection techniques employed in this approach include questionnaires and documentation. Data analysis involves data validity tests and reliability tests, data normality tests, data linearity tests, significance tests, and hypothesis tests, as well as correlation coefficient calculations. The results of this study show that: (1) The school environment has a positive and significant relationship with teachers' ability to innovate in learning, which is 31%, (2) Motivation for achievement has a positive and significant relationship with the ability of teachers to innovate in learning, which is 63.8%, (3) The school environment and motivation for achievement have a positive and significant relationship with teachers' ability to innovate in learning, which is 80.5%.

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