The Influence of The Role of Teachers and School Environment on Learning Motivation of Grade 4 Students in Elementary Schools

Rustiani, S.[1], Santoso[2] & Surachmi, S.[3]

[1,2,3]Universitas Muria Kudus, 59327 Central Java, INDONESIA

*Corresponding Autho: santirustiani7@gmail.com

Abstract: The aims of this study were 1) to analyze the influence of the teacher's role on the learning motivation of grade 4 students at Public Elementary School Bonang District, Demak Regency, and 2) to analyze the influence of the role of the school environment on the learning motivation of grade 4 students in Public Elementary School Bonang District, Demak Regency. The population of this study was 4th-grade students at Public Elementary School Gugus Ahmad Yani, Bonang District, Demak Regency as many as 144 students, which then obtained a sample of 99 students taken from population data using the proportional random sampling technique. Determination of the number of research samples using the Slovin formula. The approach used in this research is quantitative research, using the ex post facto method. The results showed that the teacher's role affected students' learning motivation in the high category, which was 77.5%. While the role of the school environment has an effect on students' learning motivation in the medium category, which is 23.6%.

Keywords: The influence of the teacher's role, school environment, learning motivation

1. Introduction

Education as a conscious effort that is very sustainable and never ends. Education is an important form of long-term investment for humans. A successful education will create a human being worthy and dignified in society, and will not cause trouble to others. People from the very back to the most advanced admit that education is the main forming element of prospective members of society. With higher education, it will produce people who have high quality and are competitive.

Families, especially parents, have a role as media first socialization for children. This role makes parents responsible for the physical and mental development of children (Salafuddin et al., 2020). Teachers have a role in growing student motivation. The learning process will be successful when students have motivation in learning. Therefore, teachers are required to generate student learning motivation, because in the learning process a student can be hampered by various problems. This is caused by physical or mental fatigue of students, so the teacher must try to revive the desire of students to study hard again. The teacher can be likened to a travel guide, who based on knowledge and experience is responsible for the smooth journey of students in the teaching and learning process. In the learning process, of course, students have several things that influence such as motivation, maturity, student-teacher relationships, communication skills, sense of security and skills to interact with students are important factors for teachers in the learning process. Where in the learning process in students can be interpreted as a mental or psychic activity that takes place in active interaction with the environment, which results in changes in knowledge and attitudes. These changes will leave an imprint on students so that teachers become important in the student learning process in trying to realize changes in attitudes and behavior.

The environment is a condition of the natural world that in certain ways affects behavior, growth, development and life processes. According to Ki Hajar Dewantara as quoted by Darmawan & Sujoko (2019) what is meant by the educational environment is broadly divided into three called the Tri Education Centers, namely family, school, and community. Between education in schools, families and communities there are interrelationships because education is part of life that is required to be able to follow developments in it.

According to Morton et al. (2016), the school environment includes 1) the physical environment of the school, including the atmosphere, learning facilities and infrastructure, and learning resources, 2) The social environment, concerning the relationship between students and their friends, teachers and other school staff, 3) Academic environment, namely the school atmosphere and the implementation of teaching and learning activities and various extracurricular activities.

Motivation is an important factor in achieving learning goals. Motivation will be a driving force for students to continue to be enthusiastic and try to get achievements. Chamberlin, Yasué, & Chiang (2018) states that motivation is a change in energy in a person that causes feelings and reactions to achieve goals.

Hasan et al. (2021) states that learning motivation is the overall driving force both from within and from outside students which ensures continuity and provides direction to learning activities, so that the goals desired by the learning subject can be achieved.

The research conducted by Sidik & Sobandi (2018), state the teacher as a person who teaches students is very interested in this problem. So that the teacher seeks to motivate students, the teacher's efforts include: 1) clarifying the goals to be achieved, 2) arouse students' motivation. 3) create a pleasant atmosphere in learning, 4) using a variety of interesting presentation methods, 5) Give reasonable praise for each student's success, 6) give an assessment, 7) comment on the students' work, 8) create competition and cooperation.

Referring to research from Zulfahyar, Suwardi, & Irfan (2019) with the title, The Influence of the School Environment, Teacher Roles, and Student Interests on Physical Education Learning Motivation of Yapmi Makassar Private Vocational School students, aims to determine the influence of the school environment, the role of teachers and student interests on the motivation to learn physical education of Yapmi private vocational high school students Makassar.

Research by Maksum (2020) with the title, The Role of Islamic Education Teachers in Improving Student Learning Motivation at Public Junior High School No. 2 Cibinong the purpose of this study is to determine student learning motivation at Public Junior High School No. 2 Cibinong, to determine the role of Islamic education teachers at Public Junior High School No. 2 Cibinong and find out the obstacles and solutions Islamic education teachers in increasing student motivation at Public Junior High School No. 2 Cibinong.

Based on the problems and previous research, the purpose of this study is to determine: 1) the effect of the role of parents on the learning motivation of grade 4 students at the State Elementary School in Bonang District, Demak Regency, 2) the influence of the teacher's role on the learning motivation of grade 4 students at the State Elementary School in Bonang District, Demak Regency, 3) the influence of the role of the school environment on the learning motivation of grade 4 students in elementary school The State of Bonang District, Demak Regency.

2.   Literature Review

One of the places where education takes place is the school environment. In the school environment, students receive education so that they become skilled citizens, behave well and intelligently. Schools also play an important role in improving students' mindsets in which students are taught a variety of knowledge and skills. The school environment also influences student success. School factors that influence learning motivation include: learning facilities and infrastructure, learning resources, student relations with their friends, student relationships with teachers and school staff, school atmosphere, implementation of teaching and learning activities and various extracurricular activities. Incomplete facilities and infrastructure make the learning process hampered, as well as the teacher's role in the learning process the methods used by teachers in delivering material to students greatly affect students, especially teachers in motivating students to learn. Education does not only cover one thing but covers the whole, whether it is knowledge, skills or learning in responding to the values obtained by a person through association with his environment.

Schools with low learning motivation are public elementary schools in the Ahmad Yani Cluster, Bonang District, Demak Regency. A total of 6 elementary schools are located in Gebang Village, Gebangarum Village, Margolinduk Village and Moro Demak Village. Bonang Subdistrict, Demak Regency, where most of the population makes a living as fishermen. farm workers and factory workers. This elementary school is one of the elementary schools where the average student comes from lower middle class families. Usually children in such families tend to be less motivated to learn because their parents are busy making a living.

One of the factors that influence student achievement is motivation (push). With the motivation, students will study harder, tenacious, diligent, disciplined and have full concentration in the learning process. Encouragement of motivation in learning is one thing that needs to be raised in student learning efforts at school.

The results of the research by Kurniawan, Effendi, & Dwita (2018) have a positive influence on family motivation on student learning outcomes. The variables in the study are: motivation, family, student learning outcomes. The data collection tool uses a questionnaire/questionnaire.

According to Johnson (2017) specifically teachers have the main role of educating, teaching, and training or guiding. Teachers as the main actors in implementing educational programs in schools have a very important role in realizing the expected educational goals.

According to Rahimi & Karkami (2015) there are several roles of teachers in the development of education, namely 1) Teachers as educators, 2) Teachers as instructors and mentors, 3) Teachers as trainers and advisors, 4) Teachers' roles as innovators, 5) Teachers as Personal, Model, and Example.

The environment according to Agnoli et al. (2018) is space and time which is the place of human existence. In line with Whale, Cramer, & Joinson (2018) opinion the environment in general can be interpreted as a unity with all objects, forces, circumstances, and living things, including humans and their behavior, which affect the life and welfare of humans and other living creatures.

3. Methodology

The research is quantitative with a non-experimental or ex post facto research design. Including non-experimental because this research does not use the treatment of research variables but examines the facts that occur and have been carried out by research subjects. Ex post facto means a systematic empirical search where the researcher cannot directly control the independent variable because the event has occurred or according to its nature cannot be manipulated. The research variable consisted of the independent variable, namely the role of the teacher and the school environment and the dependent variable, namely the student's learning motivation.

The population is a generalization area consisting of objects/subjects that have certain quantities and characteristics determined by researchers to be studied and then drawn conclusions (Sugiyono, 2017). The population in this study was grade 4 students at Public Elementary School Gugus Amad Yani, Bonang District, Demak Regency, totaling 144 students in the 2020/2021 school year. The sampling technique used proportional random sampling technique, namely taking samples that have a stratified or stratified arrangement. The research sample amounted to 99 students. This type of research instrument uses a questionnaire. Questionnaires are a number of written statements that are used to obtain information and responses in the sense of reports about themselves or things that the respondent knows. Instrument test data analysis techniques.

4. Results

The data obtained in this study consisted of questionnaire answer data on 3 variables, namely the role of the teacher, the role of the school environment and student learning motivation. The data is processed into a description of the data, namely:

Table 1 - Data description.

		Student's motivation to study	Teacher	School Environment
N	Valid	99	99	99
mean		74.87	84.34	56.64
Std. Deviation		5.415	4.796	3.262
Minimum		59	68	49
maximum		85	94	64

4.1 Frequency Distribution of Teacher Influence

The results of data processing respondents' perceptions of the teacher's influence instrument were measured by 19 statements with 99 respondents obtained an average of 84.34, a minimum score of 68, a maximum value of 94. To get the frequency distribution of teacher instruments, they were grouped into 5 categories, namely: very low, low, moderate, high, and very high.

Based on the results of data processing with SPSS the average frequency distribution on the teacher's role instrument is in the high category.

Table 2 - Frequency distribution of teacher influence.

No.	Interval	Absolute Frequency	Relative Frequency	Category
1	68 - 72	2	2%	Very low
2	73 - 77	4	4%	Low
3	78 - 82	31	32%	Currently
4	83 - 88	41	41%	Tall
5	89 - 94	21	21%	Very high
		99	100%	

4.2 Frequency Distribution of School Environment Influence

The results of the respondent's perception of the instrument on the influence of the school environment were measured by 13 statements with 99 respondents obtaining an average of 56.64, a minimum score of 49, and a maximum value of 64. To get the frequency distribution of the instrument the influence of the school environment is grouped into 5 categories, namely: very low, low, medium, high, and very high. Based on the results of data processing with SPSS, the frequency distribution on the instrument of the influence of the school environment is in the medium category.

Table 3 - Frequency Distribution of School Environment Influence.

No.	Interval	Absolute Frequency	Relative Frequency	Category
1	49 - 51	5	5%	Very low
2	52 - 54	21	21%	Low
3	55 - 57	35	36%	Currently
4	58 - 60	25	25%	Tall
5	61 - 64	13	13%	Very high
		99	100%	

4.3 Frequency Distribution of Student Learning Motivation

The results of respondents' perceptions of the school environment influence instrument were measured by 17 statements with 99 respondents obtaining an average of 78.87, a minimum score of 59, a maximum value of 85. To get the frequency distribution of the school environment influence instrument, it was grouped into 5 categories, namely: very low, low, medium, high, and very high. Based on the results of data processing with SPSS, the frequency distribution of the students' learning motivation instrument is in the high category.

Table 4 - Distribution of students' learning motivation frequency.

No.	Interval	Absolute Frequency	Relative Frequency	Category
1	59 - 63	3	3%	Very low
2	64 - 68	13	13%	Low
3	69 - 73	25	25%	Currently
4	74 - 79	37	38%	Tall
5	80 - 85	21	21%	Very high
		99	100%	

4.4 Hypothesis Testing

4.4.1 Teacher's Role

The hypothesis put forward "Teachers influence the learning motivation of 4th grade students at Gugus Ahmad Yani Elementary School, Bonang District, Demak Regency."

a. T test (Partial Test)

In this study, a partial test (t test) was used to determine whether the teacher had an effect on students' learning motivation. With a significance level of = 0.5% and df ; nk. The results of the regression test to find the regression coefficient are as follows:

Table 5 - Results of the teacher's role on student learning motivation.

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	-8,956	4,594		-1.950	.054
	Teacher Role	.994	.054	.880	18.277	.000
a. Dependent Variable: Motivation						

Based on Table 5 it can be seen that the resulting regression equation is Y = 8.956 + 0.994 X1. The value of student learning motivation can be seen from the constant value of 8,956 with a note that the independent variable remains. The teacher's role on student learning motivation is seen from the magnitude of the regression coefficient of 0.994 showing a positive regression coefficient, meaning that if the teacher's role increases, student learning motivation also increases. This means that for every change in the role of the teacher, the variable of student learning motivation increases by 0.994 with the other independent variables being fixed. Teacher variable with tcount value of 18.277 > ttable of 1.6608 and a significance value of 0.05 then 18.277 > 1.6608 (t count > t table) This means that there is a teacher's role in the learning motivation of grade 4 students at the Ahmad Yani Cluster State Elementary School, Bonang District, Demak Regency.

b. R Test (Determination Test)

The coefficient of determination is used to determine the amount of the independent variable on the dependent variable. The coefficient of determination can be seen from the summary table, namely the value of the coefficient of determination ($R2$) by looking at the R Square value in the Output Model Summary in Table 6.

Table 6 - Test of determination of the teacher's role.

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.880a	.775	.773	2.582

Based on Table 6 shows the magnitude of the teacher's role on student learning motivation with an R-square of 0.775 or 77.5%. This value indicates that students' learning motivation is influenced by the teacher, the remaining 22.5% is influenced by other variables outside the study. The correlation value (r) is 0.880. This value indicates that the teacher has a very strong relationship with student learning motivation.

4.4.2   The Role of the School Environment
The hypothesis put forward "The school environment affects the learning motivation of grade 4 students at the Ahmad Yani Gugus State Elementary School, Bonang District, Demak Regency."
a.   T test (Partial Test)
In this study, a partial test (t test) was used to determine whether the teacher had an effect on students' learning motivation. With a significance level of = 0.5% and df ; nk. The results of the regression test to find the regression coefficient are as follows:

Table 7 - Results of the role of the school environment on students' learning motivation.

Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.
	B	Std. Error	Beta		
(Constant)	28.259	8.303		3.404	.001
Role Environment	.823	.146	.496	5.623	.000

Based on Table 7 it can be seen that:
  - The resulting regression equation is Y = 28.259 + 0.823 X2
  - The value of student learning motivation can be seen from the constant value of 28.259 with a note that the independent variable remains.
  - The role of the school environment on students' learning motivation is seen from the magnitude of the regression coefficient of 0.823 indicating a positive regression coefficient, meaning that if the role of the school environment increases, the student's learning motivation also increases. This means that every change in the role of the school environment, the student's learning motivation variable increases by 0.823 with a note that the other independent variables remain.
  - School environment variable with tcount value of 5.623 > t-table of1.6608and a significance value of 0.05 then 5.623 >1.6608 (t count > t-table)This means that there is a role for the school environment on the learning motivation of grade 4 students at the Ahmad Yani Gugus State Elementary School, Bonang District, Demak Regency.

b.   R Test (Determination Test)

The coefficient of determination is used to determine the amount of the independent variable on the dependent variable. The coefficient of determination can be seen from the summary table, namely the value of the coefficient of determination ($R2$) by looking at the R Square value in the Output Model Summary table below. Based on Table 8 shows the magnitude of the role of the school environment on students' learning motivation with an R-square of 0.246 or 23.6%. This value indicates that students' learning motivation is influenced by the school environment, the remaining 76.4% is influenced by other variables outside the study. The correlation value (r) is 0.880. This value indicates that the school environment has a very strong relationship with students' learning motivation.

Table 8 - Test for determining the role of the school environment.

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.496a	.246	.238	4.727

5. Discussion
5.1 Teachers Influence on Students' Motivation

Based on the results of primary data processing from 99 respondents (grade 4 students at Public Elementary School Gugus Ahmad Yani, Bonang District, Demak Regency) data on student perceptions of the role of teachers showed that the most answers in the high category were 41 people (41%). While the average score is 84.34. which lies in the interval 83 – 88 in the high category. This means that the teacher's role is perceived as high. This condition illustrates that teachers at the Gugus Ahmad Yani Elementary School, Bonang sub-district, Demak district affect students' learning motivation.

The correlation between the teacher's role on student learning motivation is 0.880 which is included in the very strong category. The correlation is very strong, so the implementation of teachers must carry out their duties and roles well. The role of the teacher must be able to be at the forefront in preparing students to be motivated in learning. Teachers must be able to be at the forefront to foster learning motivation in students. Therefore, the teacher must carry out his role well. The main task of the teacher is to teach. The purpose of learning is the achievement of learning objectives. Learning objectives are not achieved if students are not motivated in their learning. From a strong correlation, it means that if there is a change in the teacher's role, it will show a change in students' learning motivation. The impact is that if the teacher's work motivation is low, it will decrease the students' learning motivation.

Some of the teacher's efforts that can be done to increase student learning motivation in schools are 1) Using various methods and activities, 2) Make students active, 3) Creating challenging but realistic and appropriate tasks, 4) Creating a conducive classroom atmosphere, 5) Giving assignments proportionally, 6) Involve yourself to help students achieve results, 7) Give instructions to students to be successful in learning, 8) Appreciate the success and success of students, 9) Enthusiasm in teaching, 10) Avoid using threats and bad comments, 11) Recognize students' interests and talents, 12) Cares about students.

The regression equation is Y = 8.956+ 0.994X2 showing the influence of the independent variable the teacher's role on student learning motivation with a regression coefficient of 0.994 meaning the regression coefficient is positive, meaning that if the teacher's role increases, student learning motivation also increases. The influence of the teacher's role on students' learning motivation is 0.775 or 77.5%. Based on the results of the regression test, it can be explained that the teacher's role has a strong influence. on student learning motivation. The dynamics of the ups and downs of student learning motivation depend on the role of the teacher. The better the teacher's role, the better, and the student's learning motivation will also increase. And vice versa if the teacher's role shows a decline, the student's motivation to learn will also decrease.

The results of this study are relevant to Idzhar's (2016) research which concluded that teachers are the spearhead in improving the quality of education. Especially in motivating students so that they can improve the quality of education to educate the nation's life. The teacher's role is a motive power that encourages someone to do something, the teacher needs to foster student learning motivation to obtain optimal learning outcomes to achieve a certain goal. In line with the research conducted by Sugiasih, Tripalupi, & Meitriana (2015). The results of the study show that 1) the teacher plays a good role as a student motivator with a total score of 4497 is in the range of scores of 3905-4822, and 2) students' motivation to learn economics is good with a total score of 4568 which is in the range of scores of 3905-4822, 3) there is an influence of the teacher's role as a motivator on motivation to learn economics as shown by the results of the analysis, t-test because > i.e 6.570 >1.989 with p-value < i.e 0.000 <0.05. The value of R Square is 0.350. This shows that the contribution of the influence of the teacher's role as a motivator (X) on learning motivation (Y) is 35%.

The research according to Duta, Panisoara, & Panisoara (2015) it can be concluded that the teacher's communication style has a significant effect on motivating student learning. According to Utomo, Majdi, & Rizqi (2017) research shows that: 1) the calculation of the regression coefficient test with the regression coefficient value of the learning environment variable with a t-count value of 0.989 and a significant error rate of 0.327 which is smaller than the predetermined significant level (0.05). So Ha is accepted and it can be concluded that the learning environment variable has a significant effect on students' learning motivation in economic lessons at Public Senior High School No. 1 Masbagik in the 2015/2016 academic year, 2) the calculation of the regression coefficient test with the regression coefficient value of the teacher's role variable with a t-count value of 2, 189 and a significant error rate of 0.033 which is smaller than the predetermined significance level (0.05). Then Ha is accepted and it can be concluded that the teacher's role variable has a significant effect on students' learning motivation in economics at Public Senior High School No. 1 Masbagik in the 2015/2016 academic year, 3) the calculation of the regression coefficient test with the regression coefficient value of the learning environment and teacher role variables with a t-count value of 6.537 and a significant error rate of 0.003 which is smaller than the predetermined significant level (0.05). Then Ha is accepted and it can be concluded that the variables of the learning environment and the role of the teacher have a significant effect on students' learning motivation in economics at Public Senior High School No. 1 Masbagik in 2015/2016. Then Ha is accepted and it can be concluded that the teacher's role variable has a significant effect on students' learning motivation in economics at Public Senior High School No. 1 Masbagik in the 2015/2016 academic year, 3) the calculation of the regression coefficient test with the

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The research according to Arofani & Sagoro (2017) found the results of simple regression analysis with one predictor, the correlation coefficient (rx1y) are 0.489 and the coefficient of determination (r2x1y) is 0.239. The correlation coefficient (rx1y) is 0.489 in consultation with a r-table of 0.195. This shows that the value of r-count (0.489) is greater than r-table (0.195). After the t-test was carried out, the t-count value was 5.571 which was then consulted with t-table at a 5% significance level of 1.660. This shows that the value of t-count is greater than t-table (5.571 > 1.660). So, based on the above analysis, it can be concluded that the teacher's role has a positive effect on accounting learning motivation. Thus, it can be said that the better the teacher's role, the more students' motivation to learn accounting will be.

According to Vibulphol (2016), most students have a relatively high level of motivation, and many reports having an internal interest in learning English; but the level of learning is not rated high. Furthermore, some students in almost every class showed less motivation. Teachers were found to use a variety of motivational strategies, including support styles and autonomous control. While economic control strategies are commonly used in these classes, economic support strategies are found only in highly motivated and high-performing classrooms. The findings of this study suggest the use of strategies that not only initialize but also foster students' internal motivation to promote continuous English learning inside and outside the classroom. Therefore, further research on the motivation theory used in teacher education programs should be carried out.

5.2   School Environment Against Student Motivation

Based on the results of primary data processing from 99 respondents (grade 4 students at Public Elementary School Gugus Ahmad Yani, Bonang District, Demak Regency) data on student perceptions of the school environment showed the most answers in the high category as many as 35 people (36%), while the average score of 56.64. which lies in the interval 55–57 in the high category. This means that the school environment is perceived as high. This condition illustrates that the school environment has an important role in growing and developing students' learning motivation.

The correlation between the school environment and students' learning motivation is 0.496 which is included in the strong category. The correlation is strong, so the implementation of the school environment must support the growth of student learning motivation. From a strong correlation, it means that if there is a change in the school environment, it will show a change in students' learning motivation. The impact is that if the school environment is not supportive, students' learning motivation will decrease. Inadequate facilities and infrastructure must be addressed immediately to foster student learning motivation. Therefore, it is necessary to prepare a school environment that supports the growth of learning motivation.

The school environment is one of the factors that influence the growth and development of children, especially for their intelligence. The school environment plays a very important role in improving the mindset of children, because the completeness of facilities and infrastructure in learning and good environmental conditions are very important to support the creation of a pleasant learning environment. The school environment as a place to teach and learn. As an institution that provides teaching and learning opportunities, it must meet various requirements including: students, teachers, educational programs, dormitories, facilities and infrastructure.

The regression equation is $Y = 828,259 + 0.823X3$ showing the influence of the independent variable of the school environment on students' learning motivation with a regression coefficient of 0.823 which means the regression coefficient is positive, meaning that if the influence of the school environment increases, students' learning motivation also increases. The influence of the school environment on students' learning motivation is 0.246 or 23.6%. Based on the results of the regression test, it can be explained that the school environment has a strong enough influence on

students' learning motivation. The dynamics of the ups and downs of student learning motivation depend on the role of the school environment. The better the school environment, the better and the students' learning motivation will also increase. Likewise, if the school environment shows a decline, the student's learning motivation will also decrease.

The study by Darmawan (2018) concluded school environment as follows: 1) There is an influence of the school environment on students' interest in learning in educational subjects Physical Education and Health Sciences, 2) There is an influence of the teacher's role on students' interest in learning in Physical Education and Health Sciences, 3) There is an influence of the school environment on students' learning motivation in Physical Education and Health Sciences, 4) There is an influence the teacher's role on student learning motivation in Physical Education and Health Sciences, 5) There is an influence of student interest on student learning motivation in Physical Education and Health Sciences, 6) There is an influence of the school environment on students' learning motivation in physical education subjects through student learning interests, and 7) there is an influence of the teacher's role on student learning motivation in physical education subjects through student learning interests.

Research according to Harahap (2018) argue that there is a role for the environment school education on learning motivation in the field of economic studies on the subject matter of national income of students in class X Public Senior High School No. 1 Sayurmatinggi for the 2016-2017 school year.

The research according to Rahmadi, Zulaihati, & Susanti (2020) showed that; 1) there is a positive influence of the environment on students' learning motivation, 2) there is a positive influence of learning discipline on students' learning motivation, and 3) there is the influence of the environment and student learning discipline simultaneously on student learning motivation. In relation to these findings, several suggestions were put forward as follows 1) to increase learning motivation, schools should be able to improve the environment, 2) to increase learning motivation, it is better to enforce a high level of learning discipline, 3) to increase learning motivation simultaneously.

Research according to Oluwajana et al. (2019) show the results that perceived usefulness, perceived ease of use, enjoyment and control all have a significant positive relationship with behavioral intentions of use and immersion. focused on demonstrating that acceptance of the Gamified Learning Environment can serve as a new educational tool to accelerate the improvement of pedagogical and instructional technologies. In addition, it increases students' motivation and involvement in learning. Based on the description above, the third hypothesis which states "The school environment influences the learning motivation of grade 4 students in Gugus Ahmad Yani State Elementary School, Bonang District, Demak Regency" is proven.

6.   Conclusion

The aims of this study were 1) to analyze the influence of the teacher's role on the learning motivation of grade 4 students in Public Primary School Bonang District, Demak Regency, and 2) to analyze the influence of the role of the school environment on the learning motivation of grade 4 students in Public Primary School Bonang District, Demak Regency.

The population of this study was 4th-grade students at Public Primary School Gugus Ahmad Yani, Bonang District, Demak Regency as many as 144 students, which then obtained a sample of 99 students taken from population data using the proportional random sampling technique. Determination of the number of research samples using the Slovin formula. The approach used in this research is quantitative research, using the method ex post facto. There are 4 kinds of variables involved in this research which consists of three independent variables and one dependent variable.

The results showed that the teacher's role affected students' learning motivation in the high category, which was 77.5%. While the role of the school environment has an effect on students' learning motivation in the medium category, which is 23.6%. The conclusion shows that the independent variables, the role of the teacher, and the school environment have a positive and significant influence on the variable of student learning motivation.

Acknowledgement

Conflict of Interest

The authors declare no conflicts of interest.

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