



The Influence of Innovative Behavior and Teacher Competence on the Learning Motivation of Senior High School Students in Talang Kelapa District

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Abstract. *This study aims to find out and describe the Influence of Innovative Behavior and Teacher Competence on the Learning Motivation of High School Students in Talang Kelapa District. The method used in this study is a descriptive quantitative method, where data is collected, compiled and processed so that it can be presented in an interesting way to be able to provide an overview of the problem measured so that conclusions can be drawn. The sample of this study is 93 teachers in high schools in Talang Kelapa district. From the results of the study, it was found that: (1) there was an influence between innovative behavior on the learning motivation of high school students in Talang Kelapa District. (2) there is an influence between teacher competence on the learning motivation of high school students in Talang Kelapa District. (3) there is an influence of innovative behavior and teacher competence together on the learning motivation of high school students in Talang Kelapa District. The results obtained provide evidence that the increase in innovative behavior and teacher competence will have an impact on increasing the learning motivation of high school students in Talang Kelapa District.*

Keywords: *Innovative, Competency, Motivation*

1. INTRODUCTION

Education is one of the important components that is the basic foundation of a country's progress. This is because education is the most important role holder in the development movement of a nation and state by creating and forming quality human resources who are able to be competent in their respective fields, so that in the end they can really support the development process of national development.

The preamble to the 1945 Constitution also hints that one of the government's duties is to educate the nation's life. An intelligent nation will be able to bring our country to progress in various aspects of the nation's life. Therefore, the government with its programs in the field of education must be able to improve the quality of education in Indonesia. (R.Damanik, 2019) There are four elements that affect the success of education: (1) teachers, (2) students, (3) management, and (4) financing. These four elements are interconnected and greatly influence the progress of education.

Student learning motivation is one of the important things related to student learning achievement, where learning achievement is an important parameter in measuring the success of a learning process. The process of teaching and learning activities that are not interesting and tend to be boring will make students lose motivation and become lazy to learn. This will cause a decrease in student learning achievement and can make student grades poor. So in this

case, it is important for teachers to be able to design an interesting learning that can make students interested and motivated to learn, which will ultimately be able to improve student learning achievement.

The quality of learning in learning activities lies with teachers because teachers play a very important role, but the quality of learning can also be supported by other elements, such as curriculum, administration, and infrastructure. The role of teachers as managers is very important in the implementation of education in schools because they are the "driving force" for students. Teachers must be able to organize and encourage their students to develop teaching methods and provide motivation to complete learning assignments and other tasks given by the school.

The role of motivation in the learning process is very important for teachers and students. Teachers need to know the motivation of students to maintain and increase their enthusiasm for learning. Meanwhile, for students, learning motivation can foster their enthusiasm for learning so that they are encouraged to do something. Strengthening and instilling learning motivation is in the hands of teachers. Because apart from students, the most important element in learning activities is the teacher. Teachers are educators who play a role in pedagogical engineering. He prepares learning designs and implements them in the teaching and learning process. Teachers also function as educators who teach values, morals, morals, and social to their students. To perform this role, a teacher must have extensive knowledge and insight

2. LITERATURE REVIEW

Student Learning Motivation

Motivation comes from the Latin word *Movere*, which means encouragement or strength. This is what can turn a person's energy into concrete actions to achieve goals. Huitt, W. (2001) describes motivation as an internal condition or status (sometimes referred to as a need, desire, or desire) that drives a person's behavior to act actively to achieve a goal. Needs, drives, and goals are the three main components of motivation. If a person feels there is an imbalance between what they have and what they expect, it is called a need. On the other hand, motivation is a mental force that drives a person to do something to meet expectations.

According to Hamdu and Agustina (2011), motivation is an effort made consciously to encourage someone to do something to achieve a goal. Sjukurl (2012) argues that motivation is an internal process that activates, encourages, and maintains behavior. According to Handhika (2012) Students who are highly motivated will be highly motivated to learn. By

considering all of these statements, it can be concluded that learning motivation is an internal component that encourages us to do something to achieve the desired goal (Waritsman, 2020).

Bahavian experts argue that motivation comes from pleasant situations, conditions, and objects. If this satisfaction lasts for a long time, then behavior that is ready to do something will be formed. According to cognitiveists, what influences a person's behavior is their thought process. This is because adherents of cognitive understanding concentrate on how people process and interpret information in a particular context. Humanists say that humans act in their environment and make choices about what to do, but they pay more attention to the general path of a person's development, the activities that allow them to thrive, and the elimination of distractions that hinder their growth.

Teacher Competence

Competence is knowledge, skills, and basic values that are reflected in the habit of thinking and acting consistently and continuously so that a person becomes competent, in the sense of having the knowledge, skills, and basic values to do something (Ministry of National Education, 2003)

Competence as a logical action to achieve goals under the necessary conditions. In other words, competence can mean ability or expertise. The ability of a teacher to carry out their duties responsibly and deservedly is known as teacher competence. Teacher skill development benefits all parties. Competency development is essential for teachers to advance their careers. Competency assessments should be used by schools to select employees. Teachers who are experts in their fields are more helpful to students in the teaching and learning process (Hapsari & Prasetio, 2017).

Law Number 14 of 2005 concerning Teachers and Lecturers states that teachers are professional educators with the main task of educating, teaching, directing, training, assessing, and evaluating students in early childhood education in the formal education, primary education, and secondary education". In line with Law Number 20 of 2003 concerning the National Education System which states that, educators are education personnel who are qualified as teachers, lecturers, counselors, widyaiswara, tutors, instructors and other designations in accordance with their specificity and participate in organizing education.

The position of teacher is included in the category of professionalism because the word professionalism refers to a job or position that requires expertise, responsibility and professional loyalty. A professional teacher is a person who has special abilities and expertise in the field of teaching so that he is able to perform his duties and functions as a teacher with

full ability. In other words, professionals are educated and well-trained people who have a lot of experience in the field they are engaged in (Helmi, 2017).

Professionalism is a necessity that cannot be postponed anymore, and due to the increasingly fierce competition in the era of globalization, the professionalism of teachers must be improved. The responsibility to carry out all the devotion shows the professional quality of the teacher. Social, intellectual, moral, and spiritual responsibility is the responsibility of professional teachers. To rise to become an extraordinary individual and become an intelligent and qualified teacher, now what must be done is to make a change Professionalism is a need whose development must be followed, and for this it takes the ability and ability of teachers to carry it out (Kristiawan & Rahmat, 2018).

Innovative Behavior of Teachers

Innovation comes from the Latin word "innovation," which means "renewal" and "change," and the verb "innovo," which means "to renew" and "to change." So innovation is a new change that leads to improvement and planning. According to Barnet, as quoted by Syafrudin in his book entitled educational innovation, the definition of innovation is "renewal", be it an idea or idea, behavior or object (Anam & Yahya, 2021).

Innovation can also be taken from the word to innovate, which means to make changes or introduce something new. Innovation is also sometimes referred to as discovery, but the meaning is different from discovery in the sense of discovery or invasion. The definition of discovery refers to the discovery of something that actually existed before. For example, the inquiry learning model is used in Natural Sciences subjects to improve the quality of education in Indonesia which has recently been developed, even though the model has been used in other countries, or the learning model through the internet. While Invention has an understanding of completely new inventions that have never been done before.

Learning innovation is a learning process that is designed, developed, and managed in an innovative, dynamic way, and uses a better multi-directional approach to create a learning environment and a pleasant learning process for students. Learning innovation is a new effort in the learning process by using methods, approaches, facilities, and atmospheres that support the achievement of learning goals. This innovation includes several important things, such as learning materials, learning methods, media, and evaluation systems.

3. METHODS

This study is a descriptive quantitative research with a type of correlational research because it will look at the causal relationship (cause and effect) between variables and the

object to be studied. There are two independent variables, namely innovative behavior (X1) and teacher competence (X2) and one bound variable, namely student learning motivation (Y). Furthermore, the relationship between these variables will be investigated, so that the hypothesis can be tested empirically and analyzed statistically so that then it can be found how much influence the independent variable has on the bound variable

4. RESULTS

The research on the influence of innovative behavior and teacher competence on student learning motivation was conducted in one public high school and three private high schools in Talang Kelapa District with a sample of 93 teachers. In this study, questionnaires were used as a data collection tool that had previously been tested for validity and reliability. The description of the data generated will provide a general overview of the distribution of data obtained in the field. The data will then be processed with a descriptive statistical technique using SPSS version 26.

Table 1 of Categories of Innovative Behavior Variables

It	Interval	Frequency	Percentage	Criterion
1	90 - 102	16	17,2 %	Very less
2	103 - 114	3	3,2 %	Less
3	115 - 126	31	33,3 %	Enough
4	127 - 138	26	28 %	Good
5	139 - 150	17	18,3 %	Excellent
	Total	93	100 %	

From table 1, it can be seen that from 93 respondents it can be seen that innovative behavior with a score group of 90-102 there are 17.2% have a very poor category, a score group of 103 - 114 as many as 3.2% have a poor category, a score group of 115 - 126 there are 33.3% have a sufficient category, a score group of 127-138 with a good category is 28%, while the remaining 18.3% have a very good category for a score of 139 - 150. Thus, it can be concluded that high school teachers in Talang Kelapa District have innovative behavior in the category of 33%. The results of the study if depicted in the form of a chart are as follows:

Teacher's Innovative Behavior Images 1

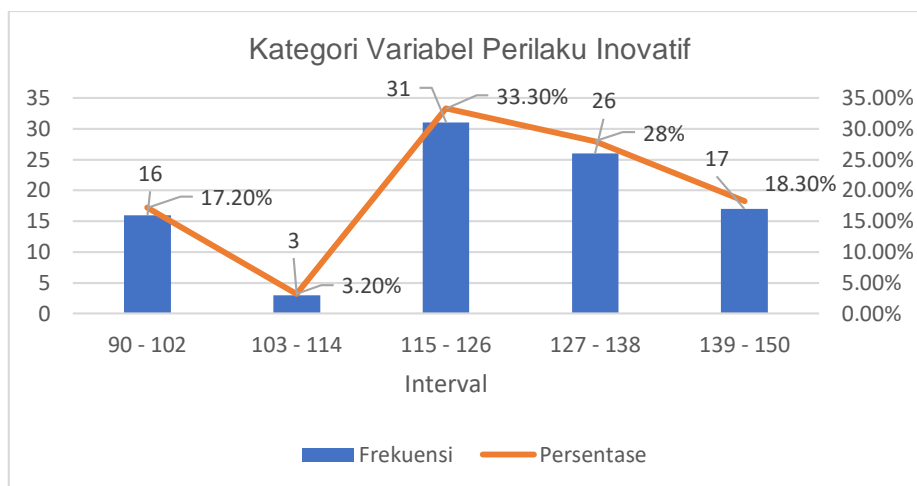


Table 2 Descriptive statistics of Teacher Competency variables

Statistics

X2		
N	Valid	93
	Missing	0
Mean		125,35
Std. Error of Mean		1,568
Std. Deviation		15,123
Variance		228,710
Minimum		90
Maximum		150
Sum		11658

From table 2 above, we can see that there is a mean value of 125.35, a standard deviation value of 15.123, a minimum value of 90 and a maximum of 150. The distribution of the frequency of data on innovative behavior variables is as follows:

Table 3 Teacher Competency Variable Data Frequency Distribution Table

X2					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	90	3	3,2	3,2	3,2
	99	1	1,1	1,1	4,3
	100	10	10,8	10,8	15,1
	107	1	1,1	1,1	16,1
	110	4	4,3	4,3	20,4
	111	1	1,1	1,1	21,5
	112	1	1,1	1,1	22,6
	113	1	1,1	1,1	23,7
	116	1	1,1	1,1	24,7

117	1	1,1	1,1	25,8
118	2	2,2	2,2	28,0
120	7	7,5	7,5	35,5
123	1	1,1	1,1	36,6
124	4	4,3	4,3	40,9
125	1	1,1	1,1	41,9
126	2	2,2	2,2	44,1
127	2	2,2	2,2	46,2
128	1	1,1	1,1	47,3
129	2	2,2	2,2	49,5
130	3	3,2	3,2	52,7
131	4	4,3	4,3	57,0
133	4	4,3	4,3	61,3
134	1	1,1	1,1	62,4
135	2	2,2	2,2	64,5
136	3	3,2	3,2	67,7
137	6	6,5	6,5	74,2
138	7	7,5	7,5	81,7
139	3	3,2	3,2	84,9
140	3	3,2	3,2	88,2
141	2	2,2	2,2	90,3
142	3	3,2	3,2	93,5
143	2	2,2	2,2	95,7
144	1	1,1	1,1	96,8
145	2	2,2	2,2	98,9
150	1	1,1	1,1	100,0
Total	93	100,0	100,0	

Discussion

Based on the results of the analysis of the research data, there is a significant influence of teachers' innovative behavior on students' learning motivation, there is also a significant influence of teacher competence on students' learning motivation, and there is also an influence of innovative behavior and teacher competence together on students' learning motivation.

According to Notosudjonodkk (2022: 14), teachers' innovative behavior is an action of a person in utilizing the assets they have to see opportunities from the problems faced with the creation of innovation. Innovative behavior starts from the growth of a critical and solutive person in facing a problem. Jong & Hartog (2008:24) explains that teachers' innovative behavior includes not only the formation of ideas, but also the behavior that is developed to

implement ideas and achieve improvements that will improve personal and organizational performance. According to Jong & Hartog (2008:25), there are four stages of forming innovative behavior of teachers, namely opportunity exploration, idea generation, championing and application. To be able to produce a person's innovative behavior, a combination of internal and external values is needed, the first thing from internal values is to develop the habit of critical thinking and focus in finding solutions to every existing problem. Then the next process is to explore ideas and ideas to solve the problem. After that, enter the selection stage of the idea that is considered the most appropriate to be implemented, the last stage is to implement the idea that has been selected. The next factor that affects the formation of a person's innovative behavior is the precursor factor from the outside, namely paartisanal leadership and contact with outside parties.

From the data from the results of the study, it was obtained that H02 was rejected and Ha2 was accepted because the significant value obtained < 0.05 . This means that there is a significant influence of teacher competence on the learning motivation of high school students in Talang Kelapa District.

A teacher is someone who has devoted himself to, teaching a science, educating, directing, and training his students to understand science. The teacher is also an exemplary figure for his students, that is, it can be understood that the teacher is someone who has an important role in the process of creating the next generation of quality both intellectually and morally (Safitri: 2019). In order to be able to carry out their noble functions and duties, teachers must have good competence, so that later they can really produce a brilliant future generation.

Student learning motivation is one of the important aspects that must be the concern of an educator. If students have been motivated to learn, then the implementation of teaching and learning activities in the classroom will be carried out well, so that in the end what is the goal of learning will be achieved.

According to Uno (2006: 3) there are two types of learning motivation that students have, namely intrinsic motivation and extrinsic motivation. In intrinsic motivation, it does not require stimulation from the outside because it already exists in the individual himself which is in line with his needs. While extrinsic motivation arises due to stimuli from outside the individual, for example, asking students to be positive about the lessons that arise because they see the benefits.

5. CONCLUSION

Based on the results of the research that has been carried out, the following conclusions can be drawn:

1. From the results of the primary test, it can be concluded that there is an influence between teachers' innovative behavior on students' learning motivation. This means that if the innovative behavior of teachers increases, it will also increase the learning motivation of high school students in Talang Kelapa District.
2. From the test results, it can be concluded that there is an influence between teacher competence and student learning motivation. This means that if the teacher's competence increases, it will also increase the learning motivation of high school students in Talang Kelapa District.
3. From the test results, it can be concluded that there is an influence between innovative behavior and teacher competence together on student learning motivation. This means that if innovative behavior and teacher competence improve, it will also increase the learning motivation of high school students in Talang Kelapa District.

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