



## Effect of Work Environment and Innovative Behavior on Teachers Work for Motivation State High School in Banda Aceh City

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**Abstract:** The purpose of the research entitled Work Environment and Innovative Behavior on Teacher Work Motivation State Senior High School in Banda Aceh is to identify and analyze: (1) the influence of the work environment on teacher work motivation, and (2) the effect of innovative behavior on teacher work motivation. The subjects of the study were teachers of the Banda Aceh State Senior High School with a sample of 252 people. The sampling technique used is Proportional Random Sampling, which is proportional and random sampling. The data were analyzed using path analysis after calculating the correlation of all research variables in the form of a matrix. The results analysis of the effect exogenous variables on endogenous variables in each substructure obtained (1) The work environment has a positive effect on teacher work motivation of 0.524 (2) Innovative behavior has a positive effect on teacher work motivation of 0.309. The results of the study illustrate that (1) there is a direct positive effect of the work environment on teacher work motivation by 22.9%, and (2) there is a direct positive influence of innovative behavior on teacher work motivation of 17.6%. Based on the research results, it was found that the work environment and innovative behavior described have shown a positive and significant influence on teacher work motivation.

**Abstrak:** Tujuan dari penelitian yang berjudul Lingkungan Kerja dan Perilaku Inovatif terhadap Motivasi Kerja Guru di SMA Negeri Kota Banda Aceh adalah untuk mengetahui dan menganalisis: (1) pengaruh lingkungan kerja terhadap motivasi kerja guru, dan (2) pengaruh perilaku inovatif terhadap motivasi kerja guru. Subyek penelitian adalah guru SMA Negeri Banda Aceh dengan sampel sebanyak 252 orang. Teknik pengambilan sampel yang digunakan adalah proporsional random sampling, yaitu pengambilan sampel secara proporsional dan acak. Data dianalisis menggunakan analisis jalur setelah menghitung korelasi semua variabel penelitian dalam bentuk matriks. Hasil analisis pengaruh variabel eksogen terhadap variabel endogen pada masing-masing substruktur diperoleh (1) Lingkungan kerja berpengaruh positif terhadap motivasi kerja guru sebesar 0,524 (2) Perilaku inovatif berpengaruh positif terhadap motivasi kerja guru sebesar 0,309. Hasil penelitian menggambarkan bahwa (1) terdapat pengaruh positif langsung lingkungan kerja terhadap motivasi kerja guru sebesar 22,9%, dan (2) terdapat pengaruh positif langsung perilaku inovatif terhadap motivasi kerja guru sebesar 17,6%. Berdasarkan hasil penelitian yang diperoleh bahwa lingkungan kerja dan perilaku inovatif menggambarkan telah menunjukkan pengaruh yang positif dan signifikan terhadap motivasi kerja guru.

## A. Introduction

Education has a major role in efforts to contribute on development and progress of the nation. Education is the main key as the foundation for improving and preparing superior and competitive human resources. Teachers are educational staff who come from community members who devote themselves and are appointed to support the implementation of education (Husein, 2017). Teachers have an important role in the world of education. The role of the teacher will still be needed, even with the times and increasingly advanced technology. Technology indeed facilitates all human affairs, but it is impossible to replace the role of the teacher. Times continue to change and develop, this will also affect the world of education which will develop according to the dynamics of human civilization.

Educator or commonly called teacher is a complex and challenging profession. The teaching profession is not easy to demand dedication and perseverance. Must have patience and compassion in delivering lessons, because teachers not only educate, but also teach (Arifah, 2016). The teacher as one of the educational staff is a resource that is very instrumental in realizing the implementation of education so as to be able to create quality intelligent and dignified students (Husein, 2017). Teachers must position themselves as role models, inspirers, and facilitators for students.

Teachers are part of the national education system that has a role in shaping human beings now and in the future. The position of the teacher systematically determines the quality of education in Indonesia, therefore, improving the quality of teachers is very important and urgent to continue to be carried out in a planned and sustainable manner to boost the position of the quality of local education in order to be able to synergize the concepts of sustainable development that are applicable in dealing with global education world competition. Schools will be successful if they are supported by good teachers. Good teachers are those who constantly improve the quality of their knowledge, skills and insights about teacher training. When teacher training is constantly changing, a good teacher will follow suit, and even take part in these changes, from planning teacher procurement, managing teacher duties, to developing teacher careers, and ending with an evaluation of teacher assignments.

A person will be eager to do all his activities if he has high motivation. According to Triatna (2016) motivation is a process based on an impulse which is then referred to as a need. High work motivation can make a person more active and diligent at work. Needs are initial conditions that indicate the existence of things that are needed by the self. Being active at work means being able to carry out tasks and others well. The situation in the field shows that some teachers still have low work motivation. This can be proven by the working hours of teachers who do not comply with the provisions of 37.5 hours per week. Indications of a lack of teacher work motivation can be seen from some of the teachers who were in the school only on schedule at the school. Teachers teach without using Learning Implementation Plans or making Learning Implementation Plans only to fulfill administrative requirements. In addition, many teachers whose class rank is in class IV A. The reason is because the teacher is not motivated to make scientific work and the teacher

does not complete the requirements of professional competence. This condition is the impact of the low work motivation of teachers at State High School the Banda Aceh City.

[Sardiman](#) (2012) explained that motivation will cause energy changes in humans, so that it will affect psychological symptoms, feelings and emotions, to then do something. All of this is driven by goals, needs and desires. Based on the opinions of the experts above, it can be concluded that motivation is an encouragement of needs within employees that need to be fulfilled so that these employees can adapt to their environment, while work motivation is a condition that drives employees to be able to achieve the goals of their motives, and get satisfaction from the work they achieve. In other words, work motivation is defined as the willingness to make high efforts to achieve organizational goals conditioned by the ability of those efforts to meet individual needs. Meanwhile, motivation is generally related to organizational goals with an organizational focus approach that is reflected with a single interest related to behavior ([Madjid, 2016](#)).

Teacher work motivation is a process carried out to move teachers so that their behavior can be directed to real efforts to achieve the goals set. Teacher work motivation is something that is needed by the teacher to move and direct the teacher in doing the work in order to achieve the goals that have been set. The teacher will move to do the work if there is someone who motivates both from within and from outside ([Uno, 2013](#)). Teacher work motivation according to [Uno](#) (2013) also has two dimensions, namely: 1) the internal drive dimension and 2) the external drive dimension. Dimensions and indicators of teacher work motivation as mentioned in Table 1.

**Table 1.** Dimensions and Indicators of Teacher Work Motivation

Dimensions	Indicators
Internal motivation	<ul style="list-style-type: none"> <li>▪ The responsibility of the teacher in carrying out the task</li> <li>▪ Carry out tasks with clear targets</li> <li>▪ Have clear and challenging demands</li> <li>▪ There is feedback on the results of the work</li> <li>▪ Have a happy feeling at work</li> <li>▪ Always try to outperform others</li> <li>▪ Preferably achievement of what he did</li> </ul>
External motivation	<ul style="list-style-type: none"> <li>▪ Always trying to meet the needs of life and work needs</li> <li>▪ Glad to get praise from what he did</li> <li>▪ Work with the hope of obtaining incentives</li> <li>▪ Work in hopes of getting the attention of friends and superiors</li> </ul>

Based on Table 1, it can be concluded that teacher motivation is measured from two dimensions, namely internal motivation and external motivation. Internal motivation includes responsibility in carrying out tasks, carrying out tasks with clear targets, independence in acting, having a feeling of pleasure at work, and achievements External

motivation includes trying to meet needs, opportunities for promotion, gaining recognition, and working in the hope of getting proper rewards. According to Widodo (2015) states that humans will be able to carry out their duties well so that they can produce an optimal thing if there are suitable environmental conditions. The work environment in an agency is a condition that exists around the workplace that can affect employees either directly or indirectly in the work environment itself.

Nitisemito (Widyaningrum, 2019) argues that the work environment is everything that is around the worker and that can affect him in carrying out the tasks assigned to him. Widyaningrum (2019) explains that the type of work environment is divided into two parts, namely the physical work environment and non-physical work environment. (1) The physical work environment is divided into two categories namely: a) The work environment that is directly related to employees (such as work centers, chairs, tables, computers, stationery and so on); b) Intermediary environment or work environment that affects employees, for example humidity, temperature, air circulation, lighting, noise, mechanical vibration, bad smell, color and so on. (2) The non-physical work environment is all conditions that occur related to work relationships, both relationships with superiors and relationships with fellow co-workers, or relationships with subordinates. This non-physical environment is also a work environment group that cannot be ignored.

In addition, a healthy and dynamic work environment will be much more meaningful if it is influenced by the innovative behavior of teachers. Innovative attitude is the attitude of someone who has a creative and dynamic personality. Wassa (2016) innovative behavior in teachers needs to get more attention, both from teachers, superiors and the government as holders of expertise. Teacher as individual, educators, instructors and mentors are required to increase innovative behavior so that changes in the world of education can occur, namely the educational process can run effectively and efficiently. In the person of a teacher there is a figure who is believed to be able to explore, find and manage various potentials related to abilities, intellectuals, values, attitudes and life skills of their students towards maturity.

Hosseini et al (2021) stated that teachers are required to always be competent, productive, and have high innovation so that they can contribute to the organization to be able to survive in dealing with various situations and changing times that continue to occur. With the many roles that teachers have in realizing the goals to be achieved by schools, teachers need to bring up creative and innovative behaviors in carrying out their work. Baharuddin et al (2019) stated that there are two factors that influence innovative work behavior in teachers at school, namely work autonomy and work commitment. Quality teacher are innovative teachers who are able to raise the enthusiasm of their students to become world change agents in the global era. Iskandar (2013) exists 2% of teachers in Indonesia are classified as innovative teachers out of a total of 5.6 million teachers. This means that 98% of teachers are not innovative even though teachers can still use the internet to develop innovation.

The innovative behavior of teachers is essential for the development of the educational profession, for school organization and for our development as a knowledge society. Therefore, innovative behavior must be at the center of the teaching profession. In addition, in order to increase teacher innovative behavior, it is important to know which factors influence innovative behavior in school (Vermeulen et al., 2020). Innovative learning requires the innovative behavior of teachers who are competent in their fields and have high motivation, as well as the application of organizational culture needs to be instilled in school residents, one of the serious efforts in synergizing with the presence of innovative behavior/attitudes that develop in the midst of the learning atmosphere in schools. as a form of change to a new paradigm that is relevant to the goal of success.

This is an important reason for researcher to conduct research more about "The Influence of the Work Environment and Innovative Behavior on Teacher Work Motivation of State Senior High School in Banda Aceh City ". The conceptual framework was formed based on a literature review that has been carried out as a reference for forming hypotheses and solving research problems by paying attention to the relationship between variables researched.

## B. Method

This research is a quantitative research that aims to describe the relationship pattern of each variable based on empirical data collected using the developed instrument. To analyze one variable with another variable, path analysis is used. Riduan & Engkos (2017) describes path analysis used in analyzing the pattern of relationships between variables with the aim of knowing the direct effect of a set of causal variables (exogenous variables) on a set of effect variables (endogenous variables). This research was carried out at the State Senior High School education unit in Banda Aceh City. This research is for 3 months. The first month is to administer research permits, test instruments, and refine instruments. Furthermore, the second and third months were used to collect data, analyze data, and write research reports.

The number of teachers is 674 people from 16 State Senior High Schools, for more details on the position of State Senior High Schools in Banda Aceh City in detail can be seen in Table 2 below:

**Table 2.** Teachers Distribution of State Senior High School in Banda Aceh City

No	Education Units	Address	Total Number of Teachers
1	State Senior High Schools 1 Banda Aceh	Jl. Prof. A. Majid Ibrahim I, Punge Jurong	46
2	State Senior High Schools 2 Banda Aceh	Jl. Tgk. Hasyim Banta Muda, Mulia	53
3	State Senior High Schools 3 Banda Aceh	Jl. Tgk.H. Daud Beureueh, Bandar Baru	51

No	Education Units	Address	Total Number of Teachers
4	State Senior High Schools 4 Banda Aceh	Jl. Panglima Nyak Makam, Kota Baru	61
5	State Senior High Schools 5 Banda Aceh	Jl. Hamzah Fansuri No.3, Kopelma Darussalam	55
6	State Senior High Schools 6 Banda Aceh	Alamat: Jl. Tgk. Cot Aron, Lamjabat	34
7	State Senior High Schools 7 Banda Aceh	Jl. Krueng Jambo Aye No. 1, Geuceu Komplek	63
8	State Senior High Schools 8 Banda Aceh	Jl. Tgk. Chik Dipineung Raya, Kota Baru	58
9	State Senior High Schools 9 Banda Aceh	Komplek Stadion Harapan Bangsa, Lhong Raya	40
10	State Senior High Schools 10 Banda Aceh	Lamat: Jl. Fajar Harapan Ateuk Jawo, Ateuk Jawo	33
11	State Senior High Schools 11 Banda Aceh	Jl. Paya Umet, Blang Cut	57
12	State Senior High Schools 12 Banda Aceh	Alamat: Jl. Panglima Nyak Makam, Kota Baru,	48
13	State Senior High Schools 13 Banda Aceh	Jl. Lampoh Kuta No. 2e Gampong Jawa, Gampong Jawa	28
14	State Senior High Schools 14 Banda Aceh	Jl. Lampaseh Kota, Lampaseh Kota	14
15	State Senior High Schools 15 Banda Aceh	Jl. Pelangi No. 23, Mulia	14
16	State Senior High Schools 16 Banda Aceh	Jl. Prof. Ali Hasyimi, Gampong Ilie, Ulee Kareng, Ilie	19

Source: Aceh Provincial Education Office Institutions for State High School 2020

The teachers population characteristics of senior high school in Banda Aceh City can be seen clearly in detail in Table 3 below:

**Table 3.**  
Characteristics of the teacher population state senior high school in Banda Aceh City 2020

No	Institution Name	Educational Strata				Employee Status		Gender		Amount
		< S1	S1	S2	S3	PN S	Non (PNS)	L	P	
1	State Senior High Schools 1 Banda Aceh	0	43	3	0	45	1	8	38	46
2	State Senior High Schools 2 Banda Aceh	3	43	7	0	46	7	13	40	53
3	State Senior High Schools 3 Banda Aceh	0	44	7	0	47	4	6	45	51
4	State Senior High Schools 4 Banda Aceh	0	55	6	0	58	3	7	54	61



5	State Senior High Schools 5 Banda Aceh	0	50	4	1	55	0	11	44	55
6	State Senior High Schools 6 Banda Aceh	1	31	2	0	32	2	8	26	34
7	State Senior High Schools 7 Banda Aceh	3	52	8	0	55	8	11	52	63
8	State Senior High Schools 8 Banda Aceh	0	51	6	1	48	10	16	42	58
9	State Senior High Schools 9 Banda Aceh	0	36	4	0	34	6	10	30	40
10	State Senior High Schools 10 Banda Aceh	0	28	5	0	30	3	9	24	33
11	State Senior High Schools 11 Banda Aceh	0	49	8	0	49	8	10	47	57
12	State Senior High Schools 12 Banda Aceh	0	45	3	0	42	6	10	38	48
13	State Senior High Schools 13 Banda Aceh	0	25	3	0	20	8	6	22	28
14	State Senior High Schools 14 Banda Aceh	0	14	0	0	9	5	1	13	14
15	State Senior High Schools 15 Banda Aceh	0	14	0	0	13	1	3	11	14
16	State Senior High Schools 16 Banda Aceh	0	16	3	0	17	2	5	14	19
Amount		7	596	69	2	600	74	134	540	674

Source: Aceh Provincial Education Office 2019/2020

Based on the description of the population characteristics described above, the population cannot be assumed to be homogeneous, namely spread across all high schools in Banda Aceh, consisting of 134 male teachers and 540 female teachers, and 600 Civil Servants and Non-Civil Servants as many as 74 teachers with Strata 2 (S2) education totaling 69 people, There are 596 teachers with Strata 1 (S1) education, and 7 teachers with less than Strata 1 (S1) education, the total number of teachers serving in 16 State Senior High Schools in Banda Aceh City is 674 teachers.

In this study, the minimum sampling using the formula from Slovin quoted from [Riduan \(2012\)](#) is:

$$n = \frac{N}{1+(N \cdot d^2)}$$

Information:

n = Sample size

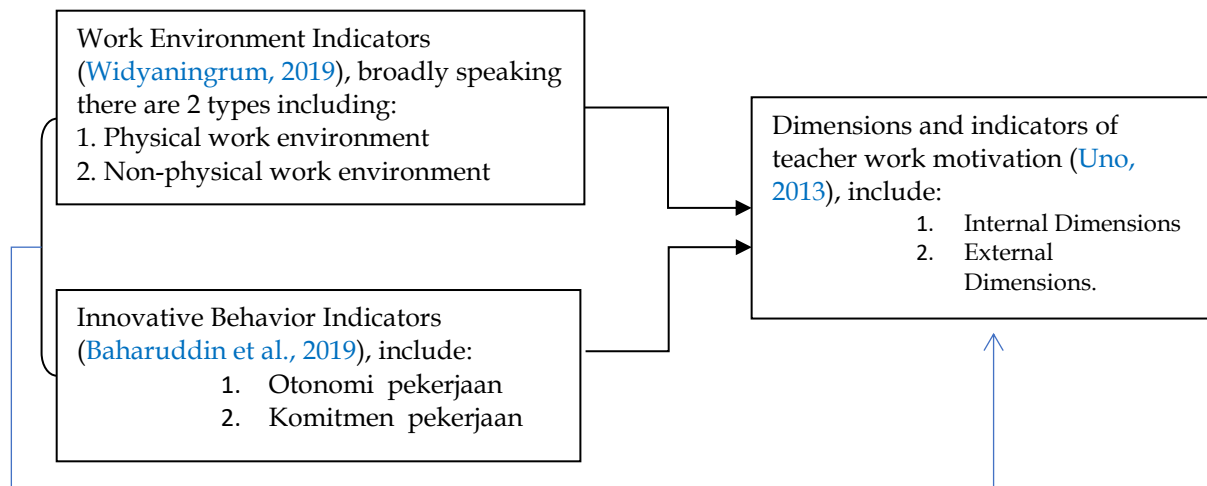
N = Population

d = Degree of error

Based on the Slovin formula, for the population N = 674, and the degree of error d is 0.05, the number of samples obtained is:

$$n = \frac{674}{1 + (674 \times 0,05^2)} = 251,0242 = 252$$

The purpose of this study was to examine and analyze the influence of Work Environment on teacher work motivation, the effect of innovative behavior on teacher work motivation, and the simultaneous influence of the influence of work Environment and innovative behavior on teacher work motivation. This research was conducted with a framework as shown in Figure 1.



**Figure 1.** Relationship of Three Variables  
Source: Author (2023)

## C. Result and Discussion

### 1. Normality Test Calculation

Testing the normality of research data aims to determine whether the symptoms encountered are a normal distribution or not. So the distribution of observation data is compared with theoretical data or data that is normally distributed ( $z = 3$ ). The normality test of the data was carried out using the Lilliefors test. To test the normality of the research data, it was done by comparing the value of the largest Lilliefors as  $L_{\text{count}}$  ( $L_{\text{count}}$ ) and the value of  $L_{\text{table}}$  ( $L_{\text{table}}$ ) at the level of significance = 0.05. The proposed hypothesis is:

$H_0$  : The regression estimation error is not normally distributed

$H_a$  : Normal distribution estimation error

The calculation of this normality test uses Table Z. To find out whether the data is normal for each research variable, it is carried out with the following provisions:

- If the obtained  $L < L$  in the table with a significance level of 5% then the data distribution comes from a normally distributed population ( $L_{\text{count}} < L_{\text{table}}$ ) or accept  $H_a$ .
- If the obtained  $L > L$  in the table with a significance level of 5% then the data distribution does not come from a normally distributed population ( $L_{\text{count}} > L_{\text{table}}$ ) or accept  $H_0$ .



Based on the calculation of the normality test, a summary of the results of the normality test for the estimated error of endogenous variables on exogenous variables is obtained as shown in Table 4 below.

**Table 4.** Summary of Liliefors Test Normality Calculation

No.	Variabel	N	L <sub>hitung</sub>	L <sub>table</sub>	Summary
1	X <sub>1</sub> on X <sub>3</sub>	252	0,833	0,050	Estimated error is normally distributed
2	X <sub>2</sub> on X <sub>3</sub>	252	0,978	0,050	Estimated error is normally distributed

Based on the summary of the normality calculation of the Liliefors test data on the Work Environment (X<sub>1</sub>), Innovative Behavior (X<sub>2</sub>), and Work Motivation (X<sub>3</sub>) variables, it can be concluded that:

- Normality Test for Variable Data X<sub>1</sub> over X<sub>3</sub>: indicates that the value of  $L_{count} > L_{table}$  (5%). The results of the statistical calculation of the Liliefors Test Normality obtained  $L_{count} = 0.833 > L_{table} = 0.050$ , then Ho is accepted at level = 0.05. This means that the data distribution comes from a normally distributed population.
- Normality Test for Variable Data X<sub>2</sub> over X<sub>3</sub>: indicates that the value of  $L_{count} > L_{table}$  (5%). The results of the statistical calculation of the Liliefors Test Normality obtained  $L_{count} = 0.978 > L_{table} = 0.050$ , then Ho is accepted at level = 0.05. This means that the data distribution comes from a normally distributed population.

Based on the summary of the calculation results, it is shown that the value of  $L_{count} > L_{table}$  (5%), thus it can be concluded that the overall distribution of the estimated error does not deviate from the normal distribution, meaning that the assumption of normality has been met. The summary of the results of the linearity test and the significance of the regression equation for each pair of exogenous variables with endogenous variables through the calculation results of SPSS for Windows version 22 can be seen in Table 5 below.

**Table 5.** Summary of Linearity Test Results and SPSS

No.	Exogenous Variable to Endogenous Variable	Significance Test					
		Linearity Test			Regression Significance Test		
		F <sub>h</sub>	Sig	Status	F <sub>h</sub>	Sig	Status
1.	X <sub>1</sub> on X <sub>3</sub>	1,282	0,134	Linear	56,666	0,000	Means
2.	X <sub>2</sub> on X <sub>3</sub>	1,173	0,233	Linear	35,179	0,000	Means

Information:

X<sub>1</sub> = Work Environment

X<sub>2</sub> = Innovative Behavior

X<sub>3</sub> = Work Motivation

The calculation of the path coefficient is carried out using a computer tool for the SPSS for Windows version 22 statistical program application. The statistical computation of path coefficients (SPSS) for the sub-structure, the tests are summarized in the following Table:

**Table 6.**

The Result of the Coefficient of Determination Analysis of the Effect of Innovative Behavior and Work Environment on Teacher's Work Motivation

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	,794 <sup>a</sup>	,369	,462	3,813

a. Predictors: (Constant), X2, X1

**Table 7.** Results of Simultaneous Multiple Linear Regression Analysis (F-Test)

ANOVA <sup>a</sup>						
Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	645,457	2	322,728	9,550	,000 <sup>b</sup>
	Residual	6049,098	179	33,794		
	Total	6694,555	181			

a. Dependent Variable: X3

b. Predictors: (Constant), X2, X1

Based on the ANOVA table displayed from the SPSS test, it was found that the significance level of  $F_{count} < 0.05$  means  $H_0$  is rejected. So the Work Environment ( $X_1$ ), Innovative Behavior ( $X_2$ ) has a direct effect on Work Motivation ( $X_3$ ). Thus individual testing can be carried out.

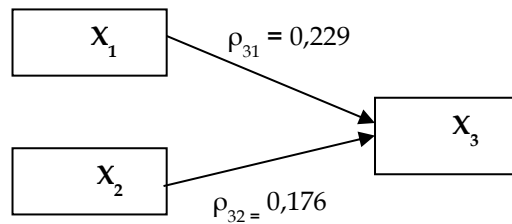
**Table 8.**

Results of Multiple Linear Regression Coefficient Analysis The Effect of Simultaneous Work Environment and Innovative Behavior on Teacher Work Motivation

Coefficients <sup>a</sup>						
Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	78,685	8,703		9,041	,000
	X1	,190	,060	,229	3,181	,002
	X2	,117	,048	,176	2,445	,015

a. Dependent Variable: X3

The structure of the influence of the Work Environment ( $X_1$ ), Innovative Behavior ( $X_2$ ) has a direct effect on Work Motivation ( $X_3$ ), as follows:

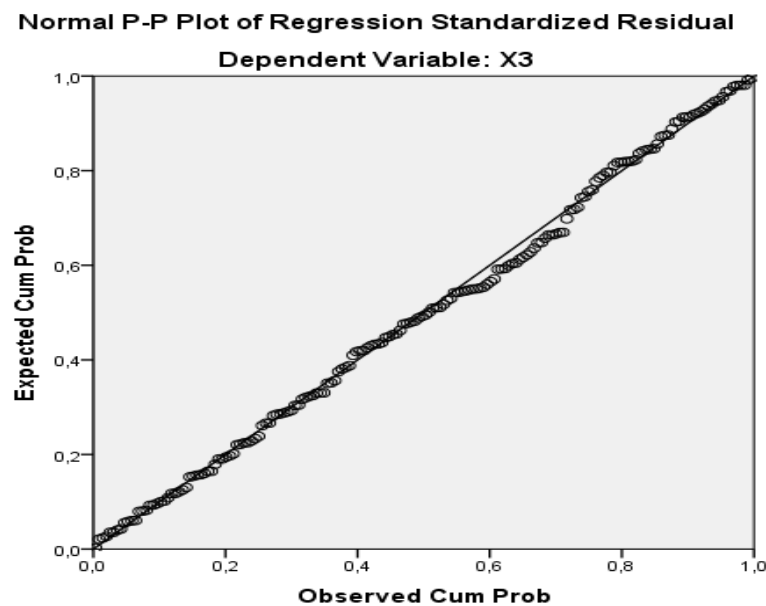


**Figure 2.** Figure of Causal Relationship Structure  $X_1$  and  $X_2$  to  $X_3$

Manually, the path coefficient was tested by t-test with degrees of freedom ( $dk=252$ ) at the critical point ( $t_{table}$ ) = 1.960. In the Coefficients table, the sig and t columns are used to test the path coefficients.

1. Path coefficient  $X_3X_1 = 0.229$ . It can be seen in the v value (Sig column) = 0.000 which is smaller than 0.05 or in the t = 3.181 column which is greater than the critical point of 1.960. Thus  $H_0$  is rejected. This means that the path coefficient from  $X_1$  to  $X_3$  is statistically significant ( $t_{count} > t_{table}$  and value < 0.05).
2. Path coefficient  $X_3X_2 = 0.176$ . It can be seen in the v value (Sig column) = 0.000 which is smaller than 0.05 or in the t = 2.445 column which is greater than the critical point of 1.960. Thus  $H_0$  is rejected. This means that the path coefficient from  $X_2$  to  $X_3$  is statistically significant ( $t_{count} > t_{table}$  and value < 0.05).

Thus, it can be concluded that the Work Environment ( $X_1$ ) and Innovative Behavior ( $X_2$ ) have a direct positive effect on Work Motivation ( $X_3$ ). The results of this test indicate that both path coefficients are significant ( $H_0$  is rejected or hypotheses 1 and 2 are accepted). Based on the Model Summary table, it is obtained  $R_1^2 = 0,369$ ; then the quantity  $\rho_{X_3e_3} = \sqrt{1 - R_1^2} = \sqrt{1 - 0,369} = 0,794$ . The chart depicted regarding the influence of the Work Environment ( $X_1$ ) Innovative Behavior ( $X_2$ ) has a direct effect on Work Motivation ( $X_3$ ), can be seen as follows:



**Figure 3.** Normality test  
Data Source: SPSS Output

## Discussion

Furthermore, the summary of the discussion of the research results can be described as follows:

### 1. The effect of work environment on teachers work motivation

- The findings of the first research: The work environment has a direct positive effect on the teachers work motivation of State Senior High School in Banda Aceh City

The work environment has a direct positive effect on teacher work motivation State Senior High School in Banda Aceh City, This means that if the work environment is getting better, it will increase teacher work motivation. This is based on hypothesis testing with a large path coefficient  $\rho_{31} = 0,229$  and  $t = 3,181$  with a significance level of 0.000 (the hypothesis is accepted if the significance level of  $t_{count} < 0,05$ ), so that the direct effect of the work environment on teacher work motivation is large State Senior High School in Banda Aceh City is 0.524.

[Sedarmayanti & Haryanto \(2017\)](#) describes the work environment as the overall tools and materials encountered, the surrounding environment in which a person works, his work methods, and work arrangements both as individuals and as groups. and according to [Sutrisno \(2016\)](#) the work environment is the overall work facilities and infrastructure around employees who are doing work that can affect the implementation of work.

The results of the analysis show that the work environment has a significant effect on work motivation. This shows that the work environment is a force that encourages the spirit that exists inside and outside the teachers, both in the form of rewards and punishments. State Senior High School in Banda Aceh City which consists of a well-maintained physical work environment and non-physical work environment, so that teachers are motivated to work in completing work because the need to exist, the need to establish relationships and the need to develop are met.

[Kadarisman \(2012\)](#) states that work motivation is a driving force or driving force in a person to want to behave and work actively and in accordance with the duties and obligations given to him. An indication of the influence between the work environment and work motivation for teachers is the establishment of a sense of comfort and pleasure in carrying out daily activities at school by showing high enthusiasm and being more active in working in advancing the school and making every effort to maintain good relations between fellow school members and school partner.

### 2. The effect of Innovative behavior on teacher work motivation

- The second research finding: Innovative behavior has a direct positive effect on teacher work motivation at the Banda Aceh City State Senior High School

Innovative behavior has a direct positive effect on work motivation to teachers of State Senior High Schools in Banda Aceh City, This means that if the innovative behavior is getting better, it will increase the work motivation of the

teachers. This is based on hypothesis testing with a large path coefficient  $\rho_{32} = 0,176$  and  $t = 2,445$  with a significance level of 0.000 (the hypothesis is accepted if the significance level of  $t_{count} < 0,050$ ), so that the direct effect of innovative behavior on teacher work motivation is large the State High School in Banda Aceh City is 0,309.

People who are innovative are people who have creative personalities (Irawati, 2003), an innovative personality is indicated by 1). open to new experiences, 2). creative, 3). awareness and responsibility to successfully improve its performance, 4). have the perception that the world has challenges.

Indications of the influence between innovative behavior and work motivation on teachers are the establishment of (1) teachers who truly understand their profession; (2) teachers who diligently read, update their knowledge, and write diligently; (3) teachers who are sensitive to time; and (4) creative and innovative teachers. Equally important, 'innovative teachers' must also be able to manage their time well, be diligent in reading, write a lot, and like to do research. Because, they must be able to be a role model and always provide an example. Knowledge is like a spring that never runs out. The more you take it, the clearer the water, the clearer the flow, and the thirst quencher for anyone who drinks it (Marselina, 2016).

#### D. Conclusion

The results of this study entitled "The Influence of the Work Environment and Innovative Behavior on the Work Motivation of Banda Aceh State Senior High School Teachers" show that there is an effect between the work environment on the teachers work motivation at State Senior High School in Banda Aceh City with a correlation coefficient of 0,229, This shows that the work environment has an effect on work motivation by 52,4 % with a strong category, meaning that the higher the work environment, the higher the teacher's work motivation, on the contrary, the lower the work environment, the lower the teacher's work motivation.

There is an influence between innovative behavior on teacher work motivation at State Senior High School in Banda Aceh City with a correlation coefficient 0,176, This shows that innovative behavior has an effect on teacher work motivation by 30,9 % with a low category, meaning that the higher the innovative behavior, the higher the teacher's work motivation, on the contrary, the lower the innovative behavior, the lower the teacher's work motivation. There is an influence between the work environment and innovative behavior simultaneously on the teachers work motivation at State Senior High School in Banda Aceh City with a correlation coefficient value of 0.728, this shows that the work environment and innovative behavior affect teachers' work motivation by 56.4% with sufficient category, meaning that the higher the work environment and innovative behavior, the higher the teacher's work motivation, on the contrary, the lower the work environment and innovative behavior, the lower the teacher's work motivation.

The knowledge obtained from the results of the literature review will add to existing knowledge about the work environment and innovative behavior on teacher work

motivation. It can also be used as a guideline to support teachers in developing innovative behavior in an effort to increase the effectiveness of professional teaching and quality education and in anticipating the teacher's work environment in schools. As for suggestions for further research, violations can carry out a more in-depth literature review of these three variables, one of which is using the variable teacher work motivation which is superior in the future, while other variables can use one of the factors that influence innovative behavior, for example leaders visionary or other factors.

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