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# Teacher Creativity and Student Learning Motivation on Science Achievement Results of Fifth Grade Elementary School Students

**Aulia Ulin Nuha[1*], Achmad Fathoni[2]**

[1,2] Pendidikan Guru Sekolah Dasar, Universitas Muhammadiyah Surakarta, Surakarta, Indonesia

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***ABSTRAK***

*Kreativitas guru penting dalam pembelajaran agar proses belajar mengajar menjadi menyenangkan dan bermakna. Adanya kreativitas dalam diri guru akan memberikan dorongan kepada siswa untuk belajar. Beberapa permasalahan yang berkembang di lapangan, khususnya belum optimalnya hasil belajar siswa akibat rendahnya kreativitas dan motivasi belajar guru. Penelitian ini bertujuan untuk menganalisis pengaruh kreativitas guru dan motivasi belajar terhadap prestasi belajar IPA siswa kelas V sekolah dasar. Penelitian ini menggunakan pendekatan kuantitatif dengan desain penelitian ex-post facto. Populasi adalah 89 siswa, dengan jumlah sampel 47 siswa dengan menggunakan simple random sampling. Teknik pengumpulan data menggunakan kuesioner dan dokumentasi. Analisis data menggunakan analisis regresi sederhana (uji t), analisis regresi berganda (uji F), dan korelasi product moment. Hasil penelitian menunjukkan bahwa pertama, kreativitas guru berpengaruh positif dan signifikan terhadap prestasi belajar IPA siswa kelas V SD. Kedua, terdapat pengaruh positif dan signifikan motivasi belajar terhadap prestasi belajar IPA siswa kelas V. Ketiga, kreativitas guru dan motivasi belajar berpengaruh positif dan signifikan terhadap hasil belajar IPA siswa kelas V SD.*

**ABSTRACT**

Teacher creativity is essential in learning to make the teaching and learning process fun and meaningful. The existence of creativity in the teacher will encourage students to learn. Some of the problems that developed in the field, especially the not-yet-optimal student learning outcomes, are due to teachers' low creativity and learning motivation. This study aims to analyze the effect of teacher creativity and learning motivation on the science learning achievement of fifth-grade elementary school students. This study uses a quantitative approach with an ex-post facto research design. The population is 89 students, with a total sample of 47 students using simple random sampling—data collection techniques using questionnaires and documentation. Data analysis used simple regression analysis (t-test), multiple regression analysis (F-test), and product-moment correlation. The results showed that the teacher's creativity had a positive and significant effect on the science learning achievement of fifth-grade elementary school students. Second, learning motivation has a positive and significant influence on the science learning achievement of fifth-grade students. Third, Teacher creativity and learning motivation have a positive and significant effect on the science learning outcomes of fifth-grade students of SD.

## 1. INTRODUCTION

The learning process that exists in the world of education and occurs in the classroom always involves interaction between teachers and students. Education is needed so that the nation of a country prepares its young generation to improve their quality, including the nation and the country itself. Therefore, education is a basic human need so that life changes for the better (Mangangantung et al., 2022; Supina, 2018). This is in accordance with the definition of education contained in the Education Law of the Republic of Indonesia No. 20 of 2003 concerning the National Education System, Chapter I, Article 1 Paragraph 1, which states, "Education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have religious and spiritual strength, self-control, personality, intelligence, noble character, and skills needed by himself, society, the nation, and the state." (Hermanto, 2020; Machali, 2014). Based on this understanding, education is required and must function optimally in order to achieve the goals outlined in the law.

The learning process must run smoothly so that educational goals can be achieved, including for teachers, who must master teacher competence. Teachers are required to master the four teacher

*Corresponding author.
E-mail addresses: a510190007@student.ums.ac.id (Aulia Ulin Nuha)

competencies, one of which is pedagogical competence with the presence of creativity in teachers (Mangangantung et al., 2022; Mitra & Purnawarman, 2019). This demonstrates that having creative teachers is the best way to ensure high-quality education. So in this case, the teacher is one of the determinants of educational goals (Aras et al., 2022; Yestiani & Zahwa, 2020). Teacher creativity in teaching and learning activities is a condition of the learning process, with the teacher as an educator being able to make various kinds of teaching strategies that make students interested and happy to participate in the learning process so that students' learning motivation also increases. This is in line with the opinion of previous study who state that teacher creativity is the ability of educators to create new works to increase enthusiasm for learning so students don't get bored while learning (Umar, 2020). With the creativity of the teacher, students will be more enthusiastic about learning and will feel less bored with themselves. In addition, the teaching and learning process will seem less monotonous and more lively (Oktiani, 2017; Septikasari & Frasandy, 2018).

Teacher creativity is needed to foster student learning motivation. With good teacher creativity, the learning motivation of students will also be good. Learning motivation is needed in the learning process so that students are able to understand the subject matter well (Umar, 2020; Warti, 2018). Students' motivation to learn will increase their learning effort, resulting in better learning outcomes (Cahyani et al., 2020; Datu et al., 2022; Irawaty et al., 2021). Previous study suggests that achievement results are the result of students' learning efforts in studying learning material (Wirantasa, 2017). In this case, if the teacher's creativity is good, the learners' motivation is also good, and the learning outcomes will be optimal, so it can be said that the learning objectives have been achieved optimally.

Based on the results of observations made in V SD Muhammadiyah 16 Surakarta, it was found that teachers were not capable enough to develop their creativity. This was proven during the learning process, which showed that the teacher only used the lecture method with a combination of learning media, mostly in the form of YouTube videos. In fact, teachers should be more creative by utilizing the internet, which can be used as learning media, such as knowledge games through websites and questions presented in the form of games. The condition of low student learning motivation is characterized by students who are easily bored and sleepy because of a lack of creativity from teachers, who often ask students to copy back material from books or videos that are played. This reduces students' learning motivation because boredom and drowsiness keep them preoccupied with themselves. The result is low learning outcomes or achievement results for students, especially in science subjects, which shows that there are still students with scores below the average.

Based on research from previous study who obtained data from SD Negeri 2 Surondakan, it shows that not all students have motivation to learn and pay attention to learning because the concentration of students is lacking as a result of a lack of teacher creativity (Febriandar, 2018). Furthermore, teacher's creativity is not maximized by demonstrating that the learning media used by the teacher when teaching are not as expected and are also annoyed by the monotony (Monawati & Fauzi, 2018; Sukardi et al., 2020). This makes students feel bored and less responsive to learning. Meanwhile, it has a negative impact on student learning outcomes. Another study conducted shows that teachers are not fully able to develop creativity in teaching because they only use the lecture method and have not used or utilized technology Mahmud et al., 2022). From those previous studies, it can be concluded that students will feel bored and less motivated if the teacher is lacking in creativity. In this case, the teacher certainly needs to continue to develop, evaluate, and make creative innovations in learning so that they benefit students. Previous study state that teacher should use the lecture method first, followed by the development of other existing technologies (Mahmud et al., 2022).

Based on the description above, it is hypothesized that there is a positive and significant influence of teacher creativity on the science achievement of fifth grade elementary school students. There is a positive and significant influence of learning motivation on the science achievement of fifth-grade elementary school students. There is a positive and significant influence between teacher creativity and learning motivation simultaneously on the science achievement of fifth-grade elementary school students. Based on the explanation above, teacher creativity and learning motivation can increase or decrease the results of science achievement in elementary school students. As a result, researchers were inspired to analyses the impact of teacher creativity and learning motivation on fifth-grade elementary school students' science achievement.

## 2. METHOD

This study uses a quantitative approach that aims to determine whether there is an influence between the two variables. Quantitative research is a knowledge search that employs numerical analysis (Creswell, 2013; Nugroho & Haritanto, 2022). The height or magnitude of the influence is expressed in the

form of a correlation coefficient. In this study, it was aimed at testing the hypothesis to describe and analyze the relationship between the existing variables, namely the influence of teacher creativity (X1) and student motivation (X2) on the results of science achievement (Y) of fifth grade students in elementary schools. This research design uses an ex post facto approach. The research design was chosen because the independent variables were not controlled and only revealed facts based on measuring symptoms that had occurred (Arikunto, 2013). The data analysis in the study used a simple regression analysis model and multiple regression. Simple regression is used to test hypotheses 1 and 2, namely the effect of teacher creativity (X1) on student learning outcomes (Y) and the effect of student learning motivation (X2) on student learning outcomes (Y). Meanwhile, multiple regression analysis was used to test hypothesis 3, namely the effect of teacher creativity (X1) and student learning motivation (X2) on student learning outcomes (Y).

The population in this study were fifth grade elementary school students in the odd semester of the 2022–2023 school year, namely grades 5.1, 5.2, and 5.3. The existing population numbered 89 students. The sampling method used is simple random sampling using the Taro Yamane formula. The data was obtained through a survey method with data collection techniques such as questionnaires or questionnaires and documentation. Quantitative research method is a survey method used to obtain data in a natural setting, but researchers carry out the treatment of data collection, for example through questionnaires, tests, structured interviews, and others (Riduwan, 2013; Sugiyono, 2019).

The teacher creativity questionnaire ($X_1$) was developed with four indicators, namely fluency, flexibility, originality, and elaboration (Mardhiyana & Sejati, 2016). Meanwhile, the learning motivation questionnaire ($X_2$) was developed with four indicators: persistence in learning, tenacity in dealing with problems, interest in learning, independence in learning, and a desire to excel. The technique used to determine the validity of each questionnaire item was a validation test with the product moment correlation formula from Karl Pearson, while the reliability test used internal consistency reliability with the Crombach Alpha formula. Then, using the classic assumption test, which includes the normality test, multicollinearity test, and heteroscedasticity test, the $t_{test}$, $F_{test}$, and coefficient of determination test ($R^2$) are performed. Calculation analysis is assisted by using the IBM SPSS 25 for Windows program.

## 3. RESULT AND DISCUSSION

### Result

The description of the data is grouped into three categories: (1) teacher creativity on science achievement in fifth grade elementary school students; (2) learning motivation on science achievement in fifth grade elementary school students; and (3) teacher creativity and learning motivation on science achievement in fifth grade elementary school students. A questionnaire that 47 fifth graders filled out gave information about how creative teachers are and what motivates students to learn. Before testing the hypothesis using regression analysis, a prerequisite analysis test was carried out on the distribution of data, namely the classic assumption test consisting of a normality test, multicollinearity test, and heteroscedasticity test. With the help of IBM SPSS 25 for Windows and the One Sample Kolmogorov Smirnov Test, the normality of the data was checked. The results are shown in Table 1.

**Table 1.** Normality test results

| | Kolmogorov-Smirnov | | |
|---|---|---|---|
| **Variable** | **N** | **Test Statistic** | **Asymp. Sig.** |
| Teacher Creativity ($X_1$) | 47 | 0.122 | 0.079 |
| Learning Motivation ($X_2$) | 47 | 0.092 | 0.200 |

According to Table 1 the sigmoidity is greater than 0.05. When the Asymp, Sig. value is greater than 0,05, the data is considered normal. As a result, the second set of data will be distributed normally. Finally, multikolinearitas uji is calculated from the Variance Inflation Factor (VIF) using IBM SPSS 25 for Windows, and the results are displayed in Table 2.

**Tabel 2.** Multicollinearity Test Results

| | Unstandardized Coefficients | | Collinearity Statistics | |
|---|---|---|---|---|
| **Variable** | **B** | **Std. Error** | **Tolerance** | **VIF** |
| Teacher Creativity ($X_1$) | 0.822 | 0.366 | 0.580 | 1.723 |
| Learning Motivation ($X_2$) | 0.439 | 0.280 | 0.580 | 1.723 |

Based on Table 2, the VIF results show the number 1.723. In the multicollinearity test, the data does not reveal a multicollinearity problem if the VIF value is less than 10. This means 1.723 10, so it is said that the regression model is good because it has a model in which there is no correlation between the independent variables, or there is no multicollinearity. The heteroscedasticity test was carried out using the Glejser test method, assisted by IBM SPSS 25 for Windows, which then obtained the results as presented in Table 3.

**Table 3.** Heteroscedasticity Test Results

| Variable | Gletjser | | |
|---|---|---|---|
| | Std. Error | t | Sig. |
| Teacher Creativity ($X_1$) | 0.366 | 0.000 | 1.000 |
| Learning Motivation ($X_2$) | 0.280 | 0.000 | 1.000 |

Based on Table 3, a significance value of 1,000 is obtained. While the data can be said to indicate that there is no heteroscedasticity problem if the significance value between the independent variables and the absolute residual is > 0.05, the calculations performed show that the significance value is 1.000 > 0.05. So it can be said that there is no heteroscedasticity problem in the regression model. The three classic assumption tests show that if the data is normal, there are no multicollinearity problems, and there is no heteroscedasticity problem, then hypothesis testing using regression analysis can be continued. Hypotheses 1 and 2 were analyzed using simple regression analysis, while hypothesis 3 was tested using multiple regression analysis. Table 4 shows the results of a simple regression analysis which was done with the help of IBM SPSS 25 for Windows.

**Table 4.** Summary of Simple Regression Analysis Results

| Variable | Correlation coefficient | $t_{count}$ | Sig. | Regression Line Equation |
|---|---|---|---|---|
| $X_1$ against Y | 0.532 | 4.213 | 0.000 | $\hat{Y} = 29.988 + 1.195X_1$ |
| $X_2$ against Y | 0.439 | 3.802 | 0.000 | $\hat{Y} = 42.156 + 0.846X_2$ |

Based on the results of the analysis that has been carried out by researchers on hypothesis 1, there is a significant correlation between variable $X_1$ (teacher creativity) and variable Y (science achievement results) through the equation of the regression line = 29.988 + 1.195$X_1$. The correlation coefficient between teacher creativity and science achievement is 0.532, which means that the correlation is in the "moderate" category. The coefficient of determination shows the number 0.283, which is the result of the square of the correlation coefficient ($0.532^2$). So that means that the results of science achievement (Y) of 28.3% are influenced by teacher creativity ($X_1$), while 71.7% are influenced by other factors. While the result of $t_{count}$ is 4.213 and is greater than $t_{table}$ ($t_{count}$ 4.213 > 2.014 $t_{table}$) with a significance value of 0.000 0.05, $H_0$ is rejected and $H_a$ is accepted, which means that teacher creativity has a positive and significant effect on science achievement results.

Furthermore, based on the results of the calculations that have been carried out by researchers in hypothesis 2, there is a significant correlation between variable $X_2$ (learning motivation) and variable Y (science achievement results) in the regression line equation = 42.156 + 0.846$X_2$. The correlation coefficient between learning motivation and science achievement is 0.439. This figure shows that the correlation is in the "moderate" category. The coefficient of determination shows the number 0.243, which is the result of the squared correlation coefficient ($0.439^2$). So it can be interpreted that the science achievement results of 24.3% are influenced by learning motivation, while 75.7% are influenced by other factors. The result of $t_{count}$ is 3.802 and greater than 2.014 $t_{table}$ ($t_{count}$ 3.802 > 2.014 $t_{table}$) with a significance value of 0.000 0.05. So $H_0$ is rejected and $H_a$ is accepted, which means learning motivation has a positive and significant effect on science achievement. The results of a multiple regression analysis is show in Table 5.

Based on **Table 5**, it was found that there was a significant correlation between variables $X_1$ (learning creativity) and $X_2$ (learning motivation) and Y (science achievement results) in the regression line equation = 25.212 + 0.822$X_1$ + 0.439$X_2$. The magnitude of the correlation between teacher creativity and learning motivation on science achievement is 0.566, which indicates that the correlation is in the "medium" category. The coefficient of determination is 0.321, which is the result of the squared correlation coefficient ($0.588^2$). So it can be interpreted that teacher creativity and learning motivation jointly influence the results of science achievement by 32.1%, while 67.1% are influenced by other factors not examined. The result of $F_{count}$ is 10.396 and is greater than $F_{table}$ 3.20 (Fcount 10.396 > 3.20 $F_{table}$).

while the significance level is 0.000–0.05. As a result, $H_0$ is rejected and $H_a$ is accepted, indicating that the variables of teacher creativity and learning motivation have a positive and significant influence on the science achievement of fifth-grade elementary school students.

**Table 5.** Results of Multiple Regression Analysis

| ANOVA | | | | | | |
|---|---|---|---|---|---|---|
| **Model** | | **Sum of Square** | **df** | **Mean Square** | **F** | **Sig.** |
| 1 | Regression | 1503.051 | 2 | 751.525 | 10.396 | 0.000 |
| | Residual | 3180.652 | 44 | 72.288 | | |
| | Total | 4683.702 | 46 | | | |
| R | | 0.566 | | | | |
| R Square | | 0.321 | | | | |
| Persamaan Garis Regresi | | $\hat{Y} = 25.212 + 0.822X_1 + 0.439X_2$ | | | | |

**Discussion**

Based on the results of the analysis that has been carried out by researchers, in hypothesis 1 between teacher creativity ($X_1$) and science achievement results (Y), it is concluded that $H_0$ is rejected and $H_a$ is accepted, which means that teacher creativity has a positive and significant effect on science achievement results. Previous research has shown that teacher creativity in the learning process has an important role for students in producing students who have higher abilities and are more resilient (Fitriyani et al., 2021). In this case, the teacher is required to present creative learning that influences student development because the more the teacher has creativity, the easier or better students understand learning. In addition, with creativity, the teacher can create a conducive atmosphere so that students are comfortable and challenged in learning and achieve good results (Monawati & Fauzi, 2018; Nurrita, 2018). The results of previous research show that the creativity shown by teachers is very diverse, so as to enable teachers to create various kinds of learning media that can help students improve their achievement results (Pustika, 2022).

This is in line with research that has been done, namely that there is a positive and significant influence between teacher creativity and science achievement results with a correlation coefficient in the "medium" category. Based on the results of research conducted using a questionnaire, the teacher's creativity indicator that has the highest score is fluency, in the form of the teacher's ability to create many ideas or answers when teaching, such as making learning media (Hau et al., 2020). The results of this study are supported by other study which found that learning achievement results are influenced by the teaching methods and media chosen and used by the teacher (Monawati & Fauzi, 2018). In addition, research from previous study shows that there is a significant relationship between teacher creativity in learning and student achievement, as proven by the calculation of $t_{count}$ = 4,9640 > $t_{table}$ 1,66660 at a significant level of 5% (Hafid et al., 2022). The research was also strengthened by the results of research from that found significant and strong results between teacher creativity in teaching variations and achievement results (Widyaningtyas & Huda, 2018). The more creative the teacher, the higher the students' science achievement results. Therefore, in order to obtain optimal science achievement results, teachers need to increase their creativity.

Furthermore, based on the results of the calculations that have been carried out by researchers in hypothesis 2, namely between learning motivation ($X_2$) and science achievement results (Y), it is concluded that $H_0$ is rejected and $H_a$ is accepted, which means learning motivation has a positive and significant effect on science achievement results. This means that learning motivation is a factor in achievement results (Parbawa, 2018; Pertiwi, D & Sudarsono, A, 2015). With motivation, a person will be compelled to do something until he reaches his goal. With learning motivation, students will study harder, be more diligent, and concentrate more during the teaching and learning process (Aras et al., 2022; Putri Ningrat et al., 2018; Sappe et al., 2018). This is supported by the results of previous research, which shows that learning motivation influences student learning outcomes (Wahyuni et al., 2020). Students who have high learning motivation will find it easier to adjust and relate to what they have learned from the teacher's explanation, as well as being better at responding to and answering questions from the teacher (Hidayati et al., 2020; Jaya Wibawa & Suarjana, 2019). The implication of this study is to provide information related to teacher creativity and student learning motivation on science learning outcomes for fifth grade elementary school students. This research will be very useful, especially as a reference for educators. The limitation of this research lies in the very limited research scope. Therefore, it is hoped that future research will be able to deepen and broaden the scope of research.

## 4. CONCLUSION

Based on the findings and discussions, it is possible to conclude that (1) teacher creativity has a positive and significant influence on science achievement results (2) there are a positive and significant effect between teacher motivation and science achievement results. The correlation coefficient between learning motivation and science achievement, (3) there is a positive and significant influence of teacher creativity and learning motivation together on results in science achievement in elementary schools. The correlation coefficient between teacher creativity and learning motivation on science achievement is in the "moderate" category. Suggestions for teachers should increase creativity so that learning is more interesting, fun, and not boring. For this reason, it is hoped that students will have the motivation to learn so that achievement results will also increase, including in science subjects.

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