



# Creativity of Driving Teachers in Developing Learning Interests of Class V Elementary School Students

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## ABSTRAK

Kurikulum di Indonesia mengalami perubahan menyesuaikan dengan perkembangan zaman. Pemerintah menawarkan konsep Merdeka Belajar Kurikulum Merdeka dengan tujuan untuk menyesuaikan dengan bakat dan minat peserta didik. Pemerintah mengadakan program pelatihan guru penggerak yang menuntut guru untuk lebih kreatif dalam proses pembelajaran. Penelitian ini bertujuan untuk menganalisis karakteristik guru, minat belajar peserta didik, dan pengaruh kreativitas guru penggerak dalam mengembangkan minat belajar peserta didik. Jenis penelitian ini kuantitatif quasi eksperimen. Populasi dalam penelitian ini adalah seluruh peserta didik kelas V Sekolah Dasar yang terdiri 63 orang peserta didik. Teknik pengumpulan data dengan angket, wawancara dan dokumentasi. Teknik analisis data yang digunakan regresi linear sederhana. Penelitian menggunakan uji validitas, uji reliabilitas, dan uji hipotesis. Hasil penelitian bentuk kreativitas guru penggerak dengan melakukan ice breaking, mengubah suasana kelas, menggunakan media dan metode yang bervariasi, membuat bahan dan media pembelajaran yang bervariasi. Bentuk minat belajar peserta didik berupa suka mengerjakan tugas, antusias dengan pembelajaran, senang bekerja sama dengan tim, menyukai kegiatan pembelajaran yang bersifat praktek, aktif dan berani memberikan pendapat di kelas. Kreativitas guru penggerak berpengaruh dalam mengembangkan minat belajar peserta didik.

## ABSTRACT

The curriculum in Indonesia has changed according to the times. The government offers the concept of the Merdeka Learning Merdeka Curriculum, intending to adjust to the talents and interests of students. The government held a driving teacher training program requiring teachers to be more creative in learning. This study aims to analyze teachers' characteristics, student interests in learning, and the influence of the creativity of driving teachers in developing students' learning interests. This type of research is quasi-experimental quantitative. The population in this study were all fifth-grade elementary school students consisting of 63 students. Data collection techniques with questionnaires, interviews and documentation. The data analysis technique used is simple linear regression. Research using validity tests, reliability tests, and hypothesis testing. The research results from the driving teacher's creativity by doing ice breaking. Change the classroom atmosphere, use various media and methods, and create various learning materials and media. Students' interest in learning is in the form of liking doing assignments, being enthusiastic about learning, enjoying working with teams, liking practical learning activities, being active and online to give opinions in class. The creativity of the driving teacher influences in developing students' learning interests. It was concluded that the driving teacher's creativity significantly affected the developing students' learning interests. And create various learning materials and media. Students' interest in learning is in the form of liking doing assignments, being enthusiastic about learning, enjoying working with teams, liking practical learning activities, being active and online to give opinions in class. The creativity of the driving teacher influences in developing students' learning interests. It was concluded that the driving teacher's creativity significantly affected the developing students' learning interests. And create various learning materials and media. Students' interest in learning is in the form of liking doing assignments, being enthusiastic about learning, enjoying working with teams, liking practical learning activities, being active and online to give opinions in class. The creativity of the driving teacher influences in developing students' learning interests.

## 1. INTRODUCTION

In the 21st century, the world, including Indonesia, is faced with the era of industrial revolution 4.0 towards the transition period of industrial revolution 5.0, marked as the century of openness or the century of globalization. In the era of society 5.0, there are various changes and styles in people's life patterns (Fadlurrohimi et al., 2019; Wulandani et al., 2022). These changes occurred in the economic, political, socio-cultural fields and also in the educational realm. Education in the 5.0 revolution era focuses on skills or abilities, innovation and the use of technology. So that the era of society 5.0 is expected to be able to produce students who have the ability to think critically and are able to solve problems, are creative and innovative and have the skills to communicate and collaborate. (Marisa, 2021; Yamin & Syahrir, 2020). In line with changes in the education system, it is a challenge for teachers to improve their competence in accordance with current developments (Nikolopoulou et al., 2021; Tondeur et al., 2019). Teachers have a very important role in learning, as professionals, teachers must be able to provide quality learning, which can produce an educated generation, a generation that is able to compete globally and has good morals. (Nakhriyah & Muzakky, 2021; Patabang & Murniarti, 2021). Teachers who have the freedom to think are certainly able to provide stimuli that stimulate students to use their reasoning powers well and have creative powers in accordance with their talents and abilities. This is in accordance with the professional demands of teachers contained in the Laws of the Republic of Indonesia. If you want to attract students' interest to be active in the learning process, you need teachers who are creative, professional and fun. To make teachers creative, professional and fun, a teacher is required to have pedagogical competence, so that he is able to guide and direct students to use their reasoning powers well. (Ally, 2019; Range et al., 2013; Tang et al., 2020). The driving teacher program created by the government is expected to be able to face the challenges of the current 5.0 era and can also increase students' interest in learning. (Riowati & Yoenanto, 2022; Samari, 2022). Therefore, a teacher's creativity has a big influence on students' learning interest. The learning process is designed with the use of technology and good classroom management, so students are encouraged to increase their interest in learning so that they can improve student learning outcomes. (Fathoni & Marpanaji, 2018; Prajana & Astuti, 2020; Widiyono & Millati, 2021). The research results explain that students' interest in learning will increase by 0.511 times along with teacher creativity (Trisnowati & Andjariani, 2021). Based on the data presented above, it can be concluded that teacher creativity influences students' interest in learning.

Based on the results of observations and interviews with the homeroom teacher, as well as class V students at SD Negeri 20 Talang Kelapa, it is known that there are 2 teachers who teach at the same grade level with different competencies. In the VA class it is managed by a driving teacher, where in learning activities this driving teacher relatively uses more than 2 or 3 learning media by utilizing technology and the surrounding environment, the teacher thinks creatively and innovatively by developing learning methods to suit the needs and characteristics of students, is able to develop learning resources such as live worksheet-based LKPD. Meanwhile, the VB class is managed by a non-motivating teacher who relatively does not always use learning media in learning activities. The media used is still classified as traditional and does not utilize technology, the methods used are mostly lecture methods, and the use of learning resources only comes from schools. Of course, the competence possessed by the teacher also greatly influences students' interest in learning. Among them, there are still students who do not pay attention to the teacher who is teaching, there are still students who are passive in learning, and there are still students who do not do the tasks given by the teacher. Thus, to be able to improve a teacher's competency in facing current developments, the Indonesian government has created various training programs for teachers. The training program was created with the hope that teachers would be ready to face the transition from the 2013 curriculum to an independent learning curriculum (Ciptaningtyas et al., 2020; Prastikawati et al., 2021). One of the training programs that some teachers have started to participate in is the driving teacher training program. The Teacher Mobilization Program is a continuous teacher professionalism development program through training activities and teacher collective activities (Hidayati et al., 2022; Riowati & Yoenanto, 2022). Teachers as the spearhead of learning should have the required competencies, so that the implementation of the independent curriculum can improve the quality of Indonesian education (Manalu, 2022; Samari, 2022). Driving teachers are teachers who are able to carry out student-centered learning, so that students are able to develop their abilities and have critical thinking and high creativity. (Mulyasa, 2021; Sibagariang et al., 2021). Teachers driving learning must be able to balance the demands of the times in the modern era in terms of character education as a basis for students to remain wise in facing the challenges of an increasingly developing era, and have a critical attitude in responding to all available information. Previous findings revealed that kTeacher competency greatly influences the effectiveness of driving school programs that will support improving the quality of education (Samari, 2022; Sianggaran et al., 2022). This is related to the professional competence of teachers (Alma, 2009; Daryanto, 2010; Sihotang et al., 2020; Wahyon et al., 2020). Along

with the driving teacher training program, it is hoped that it will produce competent and creative teachers. A teacher's creativity in managing teaching and learning activities is one of the things that influences students' interest in learning. This statement was confirmed by the Director General for Improving the Quality of Educators and Education Personnel (Dirjen PMPTK) of the Ministry of National Education, Baedhowi, who said that to foster students' interest in learning, a teacher is required to be able to apply interesting learning methods.(Soemanto & Soetopo, 2002).Interest is an important basis for someone to carry out activities well, can influence behavior, but can encourage someone to continue doing something and obtain something(Fauziah, 2017; Imami, 2015; Nugraha et al., 2021). If interest is a feeling of liking and connection with a thing or activity without anything triggering it. Based on this, the objectives of this research are:to analyze teacher characteristics, students' learning interests, and the influence of driving teacher creativity in developing students' learning interests.

**2. METHOD**

The method used is quantitative with the type of Quasi-Experimental research. According to Sugiyono, quasi-experiment is research that is close to a real experiment.(Arikunto, 2010; Sugiyono, 2018).The research design used was Nonequivalent Control Group Design. This research was conducted by comparing experimental class 1 with a driving teacher as the teaching teacher and experimental class 2 with a non-moving teacher as the teaching teacher. Before studying in the two classes, a pre-test is carried out to see the students' interest in learning at the beginning, then the students take part in learning which takes place in accordance with the competencies possessed by the teachers of each class, after the teaching and learning activities the students again fill out a post-test regarding the creativity of the teachers who teach. Along with students' learning interests. Then the data is processed and the results are compared. The population in this study were all class V students at SD Negeri 20 Talang Kelapa, consisting of 63 students. The sampling technique used is saturated sampling because the sample determination uses the entire population. If the population is less than 100 people, then the total sample size is taken, but if the population is greater than 100 people, then 10-15% or 20-25% of the population can be taken.(Arikunto, 2017).Data collection methods include using questionnaires, interviews and documentation. The questionnaire grid is presented in Table 1.

**Table 1. Instrument Grid**

Variable	Indicator
Driving Teacher Creativity	Capable sparked lots of ideas Have an idea Which acceptable to many parties Have an idea unique and unusual. Capable enrich idea. Own imagination the strong one. Able to see things from an angle different view. Able to see connection between things. Capable combining ideas into one concept.
Interest to learn	Feeling happy Attentive Feelings of Attraction Involvement

Data analysis techniques include normality tests, linearity tests and simple regression tests. The normality test is used to determine whether the data distribution is normal or not. The test carried out was the Kalmogrov Smirnov method using SPSS 23. The Linearity Test was used to see the relationship between the two variables that have been studied and there is a linear and significant relationship using the anova table. Then a simple regression test to see the influence of variable X (Teacher Creativity) on variable Y (Interest in Learning) using the Summary Table.

**3. RESULT AND DISCUSSION**

**Result**

Based on the validity test, a Likert scale was used to measure the students' creativity and interest in learning questionnaire. The questionnaire consisted of 40 items with 20 teacher creativity questionnaire items and 20 learning interest questionnaire items. Then the questionnaire was distributed

to 33 respondents, 18 class VA students and 15 class VB students at SD Negeri 20 Talang Kelapa. To determine validity, consult the product moment table based on a significance level of 5%. The results of the validity analysis of teacher creativity obtained valid qualifications. The results of the validity of students' learning interest get valid qualifications. The results of the reliability trial on the Likert scale for the questionnaire on teacher creativity and student interest in learning in the first round with a total of 40 items produced a Cronbach's Alpha of 0.863 for the teacher creativity scale and 0.881 for student interest in learning. It was concluded that the question items had met the reliability requirements or in other words, the level of reliability of this questionnaire as a research instrument. The results of the normality assessment can be seen from the resulting probability value, namely if the probability is  $> 0.05$  then the research model or construct has met the normality assumption, but conversely if the data has a probability value  $< 0.05$  (significant 5%), then the research model or construct does not meet the assumption of normality. Based on the results of Kolmogorov Smirnov calculations, it shows that the probability value is  $0.200 > 0.05$  so it can be said that the data is normally distributed. In this way, the requirements or assumptions of normality in testing the t test sample have been fulfilled. The results of the normality test are presented in [Table 2](#).

**Table 2.**Normality Test

One-Sample Kolmogorov-Smirnov Test		
		Unstandardized Residuals
<b>N</b>		33
Normal Parameters, b	Mean	0.000000
	Std. Deviation	0.57669754
Most Extreme Differences	Absolute	0.096
	Positive	0.091
	Negative	-0.096
Statistical Tests		0.096
Asymp. Sig. (2-tailed)		0.200

The linearity test aims to find out whether two variables have a linear relationship or not significantly. Good data should have a linear relationship between the Driving Teacher Creativity variable (X) and the Student Learning Interest variable (Y). A test carried out must be guided by the basis of decision making in the linearity test, namely if the significance value is  $< 0.05$ , then the conclusion is that there is a linear relationship between the driving teacher creativity variable (X) and the learning interest variable (Y), conversely, if the significance value is  $>$  than 0.05, then the conclusion is that there is no linear relationship between the driving teacher creativity variable (X) and the learning interest variable (Y). Based on the results of the linearity test (Anova Table Test) it shows that the Sig. Linearity is  $0.000 < 0.05$ , so it can be concluded that there is a linear relationship between the creativity of driving teachers and students' interest in learning at SD Negeri 20 Talang Kelapa. The results of the linearity test are presented in [Table 3](#).

**Table 3.**Linearity Test

			Sum of Squares	Df	Mean Square	F	Sig.
Interest in Learning *	Between Groups	(Combined) Linearity	116.898	9	12.989	34,670	0,000
		Linearity	114.873	1	114.873	306.623	0,000
Motivating Teacher		Deviation from Linearity	2.026	8	0.253	0.676	0.708
	Within Groups		8.617	23	0.375		
<b>Total</b>			<b>125.515</b>	<b>32</b>			

The form of student interest in learning is obtained from a pre-test which is carried out before learning is given with the aim of seeing students' interest in learning at the beginning. Then a post-test was given to see students' interest in learning after the teacher carried out learning activities in class, with the following results obtained. In the experimental class that was given treatment by the driving teacher, students' interest in learning increased from 70.8 to 90.9. Meanwhile, in the control class which was given treatment by a non-moving teacher also experienced an increase in students' interest in learning from 72.1 to 80.23. It can be concluded that the increase in students' interest in learning in the experimental

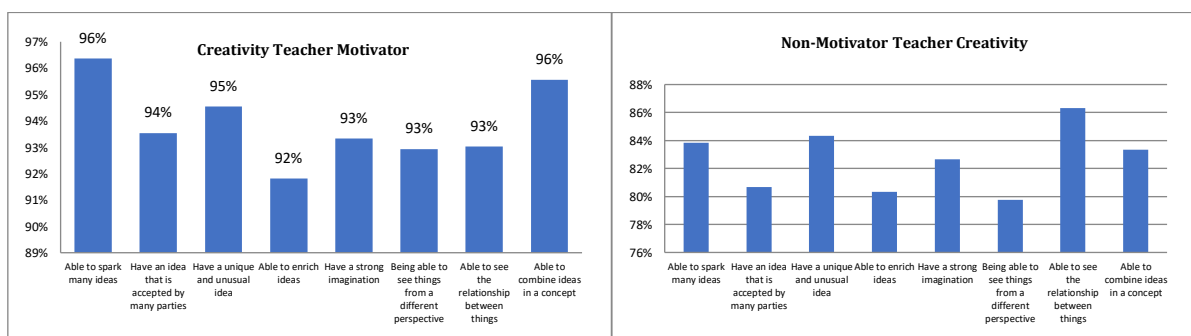
class was more significant than in the control class. Researchers gave a post-test to 33 students in the experimental class by carrying out a simple regression test "t test" to see the effect. The results of the simple regression test are presented in Table 4.

**Table 4.** Simple Regression Test

Coefficients a Model		Unstandardized Coefficients		Standardized Coefficients	Q	Sig.
		B	Std. Error	Beta		
		1	(Constant)	34,755		
	Mobilization Teacher	0.584	0.032	0.957	18.292	0.000

Based on a simple regression test, the constant result of unstandardized (a) is 34,755. This number is a constant number which means that if there is no driving teacher creativity (X), then students' learning interest (Y) is 34,755 (rounded to 34.7). The regression coefficient (b) value is 0.584. This figure means that every 1% additional teacher creativity drives students' learning interest is 0.584. The regression coefficient value is (+) positive, so it can be said that Driving Teacher Creativity (X) has a positive influence in developing students' interest in learning. so the regression equation is  $Y = 34.7 + 0.584 X$  Based on the regression equation above, we can measure the influence of the creativity of driving teachers in developing the learning interest of class V students at SD Negeri 20 Talang Kelapa by looking at the significance value of  $0.000 < 0.05$ . So it can be concluded that the creativity of driving teachers has a significant influence in developing students' interest in learning. Means  $H_a$  which reads "Teacher Creativity is an Influential Driver in Developing Students' Interest in Learning in Class V SD Negeri 20 Talang Kelapa".

The influence of the creativity of the Driving Teacher (X) in developing students' interest in learning (Y) in simple linear regression analysis can be guided by the R Square or  $R^2$  value contained in the SPSS output summary section. The coefficient of determination ( $R^2$ ) test is intended to determine the best level of accuracy in regression analysis, this is indicated by the magnitude of the coefficient of determination ( $R^2$ ) between 0 (zero) to 1 (one). If the coefficient of determination is zero, it means that the independent variable has absolutely no effect on the dependent variable. Because there are 2 variables in this study, the coefficient of determination used is Adjusted R Square. From the output above, it is known that the R Square value is 0.915. This value means that the influence of the driving teacher's creativity in developing students' interest in learning is 91, 5% while 8.5%. This form of class V teacher creativity was obtained from the results of distributing post-test questionnaires after the teacher had carried out classroom learning by obtaining the results presented in Figure 1. Based on the results of the statistical tests above, the results of simple regression test calculations show a significance value of  $0.000 < 0.05$ . So it can be concluded that the creativity of driving teachers has a significant influence in developing students' interest in learning. The meaning of  $H_a$  which reads "Teacher Creativity is an Influencer in Developing Learning Interest of Class V Students at SD Negeri 20 Talang Kelapa" has been proven. And from the output the R Square value is 0.915. This means that the influence of the driving teacher's creativity in developing the learning interest of class V students at SD Negeri 20 Talang Kelapa is 91.5% and 8.5% is influenced by other variables not examined in this research.



**Figure 1.** Creativity of Motivator Teachers and Non-Motivator Teachers

## Discussion

Before driving teacher creativity according to the indicators used, such as being able to come up with many ideas, having ideas that can be accepted by many parties, having ideas that can be accepted by many parties, having unique and unusual ideas, being able to enrich ideas, having a strong imagination, being able to see things from different points of view, able to see the relationship between things, and able to combine ideas into one concept. The teacher does this by changing the class atmosphere, the teacher asks lots of questions, the teacher does ice breaking before and after learning, the teacher can explain the material using interesting games, so that students can pay close attention to the learning activities. The teacher provides a variety of examples that are directly related to everyday life, teachers can create various kinds of media, teachers can deliver material using various media, and teachers create an orderly but relaxed learning situation. This is in line with the theory of creativity characteristics, namely fluency of thinking, flexibility of thinking, elaboration, originality. (Aminuddin, 2021; Supriadi, 2017). On the other hand, in the end the driving teacher's role is to be a guide and trainer for other teachers (Hidayati et al., 2022; Sibagariang et al., 2021).

Teacher creativity can help prepare children to be able to develop their abilities and skills (Hidayat et al., 2021; Poluan et al., 2021; Prasetiawati et al., 2022). Apart from having creativity, teachers must also be able to manage the class (Aminuddin, 2021; Tang et al., 2020). Therefore, it can be said that driving teachers are also transformation teachers in the education system (Mahlil & Bangun, 2018; Majid, 2013; Riowati & Yoenanto, 2022). Driving teachers are learning leaders who are able to apply independence in learning and participate in moving the world of education ecosystem to realize student-centered education (Faiz et al., 2022; Riowati & Yoenanto, 2022). Through the teacher mobilization program, various training and workshops are provided which will certainly be able to improve the quality of teachers in Indonesia. In this way, teachers can implement independent learning which can create learning that is centered on students, so that it can produce students who are not only academically intelligent graduates but will also have noble character in accordance with the values of Pancasila. (Samari, 2022; Sianggaran et al., 2022). This form of student interest in learning was obtained from the questionnaire distribution items so that it can be concluded that the form of student interest in learning is in the form of liking to do the tasks given by the teacher, paying attention to the teacher when providing material, being enthusiastic about learning if the teacher uses a variety of learning media, enjoying working together with a team or group, likes practical learning activities, really likes doing outing classes in the school environment according to the material being studied, is active and brave in giving opinions in class. Students' interest in learning will increase if teachers are more creative in teaching and learning activities (Santos et al., 2021; Yuniharto & Rochmiyati, 2022). This has been proven by the increase in students' learning interest results, which were originally valued at 70.81, increasing to 90.09. Previous research also states that students' interest in learning consists of feelings of joy when learning (Imami, 2015; Nugraha et al., 2021). Other findings also reveal that students who are enthusiastic about learning will pay attention to learning, and students' grades will increase (Novalinda et al., 2018; Nursyam, 2019). Apart from that, teachers should act as driving teachers/motivators in the classroom that arouse students' interest (Jannati et al., 2023). The theory that supports the influence of teacher creativity on interest in learning is in accordance with previous findings which state that teacher creativity increases students' interest in learning by acting out themselves and providing inspiration for students, so that learning and learning activities generate various thoughts, concepts, ideas, -new ideas (Pangastuti et al., 2021; Sartika & Erni Munastiwi, 2019). For this purpose, teachers must create a school environment that is safe, comfortable and orderly, optimistic and has high hopes for all school members, school health, arousing passion and enthusiasm for learning. (Hidayat et al., 2021; Trisnowati & Andjariani, 2021). These findings indicate that to achieve good interest in learning, the role of the driving teacher in delivering lesson material, as well as the driving teacher's attitude in creating a comfortable and enjoyable atmosphere are also very influential. A teacher is required to be creative so that students do not feel bored while following lessons, because learning will be more effective if it is in pleasant conditions and everything is well conditioned, comfortable and varied. This results in students' interest in learning appearing well.

## 4. CONCLUSION

The forms of teacher creativity that are carried out when teaching are by conducting ice breaking before and after learning, changing the classroom atmosphere, using varied media and methods, providing various examples from everyday life, making varied learning materials and media, and creating an orderly but relaxed learning situation. Then the interest in learning of class V students at SD Negeri 20 Talang Kelapa is very good. Students who have an interest in learning influence learning outcomes or student achievement. The results of data analysis also show that the creativity of driving teachers has a significant

influence in developing students' interest in learning. It was concluded that the creativity of driving teachers can increase students' interest in learning.

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