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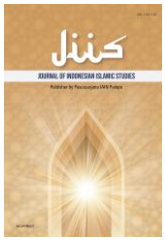

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Teacher Creativity as the Main Driver of Student Learning Motivation in Islamic Religious Education and Character Education

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Abstract

This study aims to investigate the influence of teacher creativity on students' learning motivation in the context of learning Islamic Religious Education and Character Education subjects at SMPN 7 Palopo, South Sulawesi. The research method used is quantitative research with a correlation approach. Data were collected from 45 students in grades VII and VIII through teacher creativity questionnaires and student learning motivation questionnaires. The results of data analysis showed a positive and significant relationship between teacher creativity and student learning motivation. These results emphasize the importance of the role of teachers in creating creative learning experiences to improve student learning motivation. These findings have implications for improving the quality of education and providing practical guidance for teachers and schools in improving learning effectiveness.

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Introduction

Teacher creativity in the context of learning has a very significant impact on student understanding. (Hadisi et al., 2017 ; Rasam & Sari, 2018 ; Rohman et al., 2022 ; Chen et al., 2023 ; Ima et al., 2023 ; Dewi & Jonathan, 2022 ; Yeh & Ting, 2023 ; Tran, 2019 ; Munawaroh et al., 2022 ; Oktiani, 2017 ; Adirestuty, 2019 ; Waritsman & R, 2020 ; Ekawati & Wiyani, 2020) . When teachers are able to approach learning with a creative approach, students tend to understand the subject matter more easily. This approach creates a pleasant atmosphere and encourages students to be more active and motivated to learn well. Thus, teacher creativity plays a major role in making the learning process more optimal and effective.

Quality education requires an effective and meaningful teaching and learning process for students. (Löfström & Nevgi, 2007 ; Brown & Voltz, 2005 ; Blessinger & Bliss, 2016 ; Cahyati et al., 2019 ; Rahadian, 2017 ; Arifin, 2017 ; Setiawan, 2019 ; Setyosari, 2017 ; Sopian, 2016) . Direct teacher involvement in the teaching and learning process greatly determines the success of education. Previous studies have highlighted the close relationship between the quality of education and teacher competence (Rahmatullah, 2016 ; Hakim, 2015 ; Aprianti & Sahid, 2020 ; Wahyuddin, 2016) . Teachers play a role in transforming educational input into good results, by providing learning activities that are in accordance with the curriculum and with the required expertise. Therefore, improving the quality of education is still closely related to the condition of teacher competence.

Based on the paragraph above, it can be stated that teacher creativity has a strong impact on student understanding. Teachers who apply creativity in learning are able to motivate students, which can trigger a high enthusiasm for learning. (Kusniyati & Putrie, 2021) . Therefore, the hypothesis in this study is that teacher creativity in Islamic Religious Education and Character Education subjects at SMPN 7 Palopo has a positive effect on students' learning motivation.

This research has high significance in efforts to improve the quality of education. The results of this study can provide valuable insights into how the role of teacher creativity in improving students' learning motivation. These findings can also provide practical guidance for schools and teachers to improve creativity in the learning process, which in turn is expected to improve the effectiveness of education. With a better understanding of the role of teacher creativity in learning, better quality education can be realized, and students can be more inspired to achieve their true potential.

Method

This research is a quantitative research with a correlation approach. The aim is to identify the relationship between teacher creativity variables and student learning motivation. This research was conducted at SMPN 7 Palopo, South Sulawesi, during February to April of the even semester of 2022/2023.

The population of this study was students of grades VII and VIII of SMPN 7 Palopo totaling 83 people. The sample was taken by proportional stratified

random sampling, which resulted in 45 respondents. Data collection techniques through : documentation , o observation , questionnaire .

research instruments used were teacher creativity questionnaires and student learning motivation questionnaires , while the secondary data were ... documentation from the principal, teachers, students, and administrative staff. Instrument Validity and Reliability Test , namely the validity test involves the validator in assessing the validity of the questionnaire based on several aspects such as content, construction, and language , while the reliability test is carried out through analysis using Excel 2019.

Data analysis techniques through : *first* , descriptive statistical analysis using the SPSS 25 program to calculate the mode , mean, median, and standard deviation. *Second* , inferential statistical analysis through normality test using Kolmogorov - Smirnov test to determine the normal distribution of data , linearity test to assess the linear relationship between independent (X) and dependent (Y) variables , hypothesis test through simple linear regression analysis to determine the effect of teacher creativity variable (X) on student learning motivation (Y) , and determination coefficient test to determine how much contribution the teacher creativity variable makes to student learning motivation.

Results

1. Validity and Reliability Test of Teacher Creativity

a. Validity Test

The validity test of teacher creativity aims to determine whether the data collected by researchers is valid data or not. This was done through a questionnaire distributed to 45 respondents. The calculated r values are compared with rtable at the 5% significance level. The instrument is said to be valid if r count > r table. The results of the validity test can be seen in the following table:

Table 1. Teacher Creativity Validity Test

No	r count	r table	Status
1	0.354117	0.29	Valid
2	0.343117	0.29	Valid
3	0.328479	0.29	Valid
4	0.456787	0.29	Valid
5	0.44544	0.29	Valid
6	0.404249	0.29	Valid
7	0.346417	0.29	Valid
8	0.43128	0.29	Valid
9	0.090242	0.29	No
10	0.334173	0.29	Valid
11	0.360344	0.29	Valid
12	0.444772	0.29	Valid
13	0.03475	0.29	No

No	r count	r table	Status
14	0.418913	0.29	Valid
15	0.533872	0.29	Valid
16	0.436424	0.29	Valid
17	0.34613	0.29	Valid
18	0.405347	0.29	Valid
19	0.071931	0.29	No
20	0.476544	0.29	Valid

From the table above, out of 20 statements distributed to 45 respondents, 17 of them are categorized as valid based on the provision of rcount > rtable at a significance level of 5%. Meanwhile, 3 statements (numbers 9, 13, and 19) are considered invalid.

b. Reliability Test

The reliability test of teacher creativity is carried out by taking statements that have been declared valid in the validity test. A variable is considered reliable if the r-alpha value is positive and greater than the r-table. The results of the reliability test are as follows:

Table 2. Teacher Creativity Reliability Test

Assigned Values	Cronbach Alpha Value	Conclusion
0.6	0.624	Reliable

Based on the results of the reliability test, the research instrument used in this study is considered reliable because the r-alpha value (0.624) is greater than the specified value (0.6), so this instrument can be used in research.

2. Validity and Reliability Test of Learning Motivation:

a. Validity Test

The validity test of learning motivation aims to determine whether the data collected by researchers is valid data or not. This was done through a questionnaire distributed to 45 respondents. The calculated r values are compared with rtable at the 5% significance level. The instrument is said to be valid if r count > r table. The results of the validity test can be seen in the following table:

Table 3. Validity Test of Learning Motivation

Statement Items	r count	r table	Status
1	0.487333	0.294	Valid
2	0.61451	0.294	Valid
3	0.374497	0.294	Valid
4	0.373791	0.294	Valid

Statement Items	r count	r table	Status
5	-0.01223	0.294	No
6	-0.03313	0.294	No
7	0.534125	0.294	Valid
8	0.381069	0.294	Valid
9	0.366371	0.294	Valid
10	0.538433	0.294	Valid
11	0.046199	0.294	No
12	0.404731	0.294	Valid
13	0.035904	0.294	No
14	0.38049	0.294	Valid
15	0.415608	0.294	Valid
16	0.59112	0.294	Valid
17	0.345313	0.294	Valid
18	0.539893	0.294	Valid
19	4	0.294	Valid
20	0.296787	0.294	Valid

From the table above, out of 20 statements distributed to 45 respondents, 16 of them are categorized as valid based on the provision of rcount > rtable at a significance level of 5%. Meanwhile, 4 statements (numbers 5, 6, 11, and 13) are considered invalid.

b. Reliability Test

The reliability test of learning motivation is carried out using statements that have been declared valid in the validity test. A variable is considered reliable if the r-alpha value is positive and greater than the r-table. The results of the reliability test are as follows:

Table 4. Reliability Test of Learning Motivation

Assigned Values	Cronbach Alpha Value	Conclusion
0.6	0.612	Reliable

Based on the results of the reliability test, the research instrument used in this study is considered reliable because the r-alpha value (0.612) is greater than the specified value (0.6), so this instrument can be used in research.

3. Data Description of Teacher Learning Motivation and Creativity

a. Teacher Creativity Data Description

This study used a four-point assessment scale:

1) Strongly Agree (4 points)
2) Agree (3 points)

3) Disagree (2 points)
4) Strongly Disagree (1 point).

Of the 45 respondents:

1) The first statement through the seventh statement showed the majority of respondents "Strongly Agree" or "Agree."
2) Statements eight through twenty indicate the majority of respondents “Strongly Agree” or “Agree.”

The overall results of variable X (teacher creativity) from 900 respondents' answers are:

1) "Strongly Agree" (306 answers)
2) "Agree" (564 answers)
3) "Disagree" (30 answers)
4) "Strongly Disagree" (no response).

b. Learning Motivation Data Description

Assessment of learning motivation is carried out using a four-point scale:

1) Strongly agree
2) Agree
3) Don't agree
4) Strongly Disagree

Results from 45 respondents:

1) Statements one through seven indicate the majority of respondents “Strongly Agree” or “Agree.”
2) Statements eight through twenty indicate that most respondents “Strongly Agree” or “Agree.”

The accumulated results of variable Y (learning motivation) from 900 respondents' answers are:

1) "Strongly Agree" (451 answers)
2) "Agree" (406 answers)
3) "Disagree" (43 answers)
4) "Strongly Disagree" (no response).

Table 5. Description of Teacher Creativity Data and Learning Motivation

Statistics			
		creativity	motivation
N	Valid	45	45
	Missing	0	0
Mean		70.02	69.22
Median		70.00	69.00
Mode		70	70
Std. Deviation		2,083	2.010
Minimum		66	66
Maximum		75	75
Sum		3151	3115

Based on the table , the creativity of teachers at SMPN 7 Palopo is included in the "quite creative" category with a mean value of 70.02, while the

learning motivation of students is included in the "moderate" category with a mean value of 69.22.

4. Inferential Statistical Analysis Results

a. Normality Test

In this study, the normality test of data distribution was carried out using the Kolmogorov-Smirnov method using the SPSS 25 device. The results of the normality test can be seen below:

Table 6. Kolmogorov-Smirnov Normality Test Results

	Unstandardized Residual
N	45
Normal Parameters	Mean
	Std. Deviation
Most Extreme Differences	Absolute
	Positive
	Negative
Test Statistics	0.108
Asymp. Sig. (2-tailed)	0.200c,d

The decision is based on probability: if the probability value > 0.05, then H0 is accepted, while if the probability value < 0.05, then H1 is rejected. Based on Table 6, it is found that the probability value (0.200) is greater than 0.05. Therefore, H0 is accepted, which means that both variables are normally distributed.

b. Test Linearity

Linearity test is used to evaluate the relationship between teacher creativity and learning motivation. This test also uses SPSS 25, and the results are documented in the following table 7:

Table 7. Results of Linearity Test of Teacher Creativity and Learning Motivation

	Sum of Squares	df	Mean Square	F	Sig.
Motivation * Creativity	Between Groups (Combined)	99,446	9	11,050	
	Linearity	92,314	1	92,314	41,248
	Deviation from Linearity	7.132	8	0.892	0.398
Within Groups		78,331	35	2.238	
Total		177,778	44		

Based on Table 7, the significance value (0.914) is greater than 0.05, so H0 is rejected and H1 is accepted. This indicates that there is a significant linear relationship between the teacher creativity variable (X) and the student learning motivation variable (Y).

5. Hypothesis Testing

a. Simple Linear Regression Analysis

Simple linear regression test is used to evaluate the relationship between independent variables and dependent variables. The results of this analysis use SPSS 25 software and can be seen in Table 8 below:

Table 8. Simple Linear Regression Analysis Results

Model	Unstandardized Coefficients	Standardized Coefficients	t	Sig.
	B	Std. Error	Beta	
1	(Constant)	20,539	7.146	2,874
	Creativity	0.695	0.102	0.721

Based on table 8, if the significance value > 0.05, then H0 is rejected; if the significance value < 0.05, then Hα is accepted. From the table, the significance value (0.000) is clearly smaller than 0.05, so H0 is rejected and Hα is accepted. This shows that there is a negative and significant influence between teacher creativity and student learning motivation. The constant coefficient (α) is 20.539, and the teacher's creativity value is 0.695. Thus, the regression equation is Y = 20.539 - 0.695X, which means that when teacher creativity increases by 1%, student learning motivation will increase by 0.695.

b. Coefficient of Determination

The coefficient of determination is used to measure how much the independent variable influences the dependent variable. The results are shown in Table 9:

Table 9. Determination Coefficient Results

Model Summary	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	0.721	0.519	0.508	1,410

Based on Table 9, the R value is 0.721 and the R Square value is 0.519. This means that the coefficient of determination is 51.9%, which indicates that the independent variable (X) teacher creativity affects the dependent variable (Y) student learning motivation by 51.9%. This falls into the category of "quite strong." The remaining 48.1% is influenced by other variables not examined in this study.

Results

In the early stages of data analysis, the results of the validity and reliability of the questionnaire became the main focus of researchers in evaluating the

measuring instruments used in this study. The questionnaire is one of the important instruments in research because the results of subsequent analysis will depend greatly on the quality and accuracy of the data obtained. (Sebrina & Putri, 2021 ; Pujihastuti, 2010) . Although in the validation process there were several statements that did not meet strict validity criteria, the results of the reliability test showed that this measuring instrument can be relied on to measure the variables of teacher creativity and student learning motivation.

In this study , the reliability of the questionnaire on teacher creativity and student learning motivation has a high level of trust. This means that this measuring instrument is consistent in measuring the same variable if repeated several times. In other words, the results of this study can still be considered as a valid and useful source of data in describing the relationship between teacher creativity and student learning motivation.

The results of distributing questionnaires to 45 respondents provide an initial picture of the level of teacher creativity at SMPN 7 Palopo. This finding indicates that teacher creativity at the school is quite high. This phenomenon is very important because it shows that teachers at SMPN 7 Palopo have been active in efforts to improve their creativity in teaching. This creativity is reflected in various aspects of learning, including the use of innovative teaching methods, interesting materials, and a classroom atmosphere that supports active learning.

On the other hand, the results of the questionnaire distribution also revealed that the learning motivation of students at SMPN 7 Palopo was categorized as moderate. This indicates that although teachers have shown a high level of creativity in teaching, students' learning motivation still requires further attention. This could be a starting point for discussing strategies that can be used to improve their learning motivation. A deeper understanding of the factors that influence students' learning motivation needs to be explored further.

The results of the hypothesis analysis show that there is a negative and significant influence between teacher creativity and student learning motivation. This means that the higher the level of teacher creativity, the higher the level of student learning motivation. This finding is in accordance with initial expectations and shows that the role of teachers in creating creative learning experiences can have a positive impact on student learning motivation.

The coefficient of determination (R Square) of 0.519 is an important indicator to measure the extent to which the independent variable, in this case, teacher creativity, influences the dependent variable, namely student learning motivation. This value illustrates that around 51.9% of the variation in student learning motivation can be explained by teacher creativity. This is a fairly strong result and provides a strong foundation for the importance of teacher creativity in the learning process.

This study is supported by Siregar's study, (2020) which states that there is an influence between the variables of teacher creativity and student learning motivation according to the significance value obtained which is less than 0.05. The results of Siregar's study, (2020) have a low influence compared to this study which has a fairly strong influence. In line with this, Lutfiana's study, (2020) which also shows the influence between the variables of teacher creativity and learning motivation according to the calculated r of 5,535 exceeding the rtable at a significance level of 1% which is 2,457. Lutfiana's results, (2020)

have a very good influence compared to this study which has a fairly strong influence.

The results of this study confirm previous research and theories of learning motivation that teacher creativity in learning can increase students' learning motivation. (Hadisi et al., 2017 ; Rasam & Sari, 2018 ; Rohman et al., 2022 ; Chen et al., 2023 ; Ima et al., 2023 ; Dewi & Jonathan, 2022 ; Yeh & Ting, 2023 ; Tran, 2019 ; Munawaroh et al., 2022 ; Oktiani, 2017 ; Adirestuty, 2019 ; Waritsman & R, 2020 ; Ekawati & Wiyani, 2020) . Students will be more enthusiastic in learning and far from boredom because they have teachers who are creative in managing learning. This creativity will ultimately make students motivated and happy, so that learning activities become more lively and dynamic, not monotonous and boring.

The results of this study have significant implications in the context of education. First, increasing teacher creativity needs to be considered as a strategy to increase student learning motivation. Teachers can be given training and support to develop their creativity in teaching. In addition, this study shows the need for attention to other factors that influence student learning motivation that have not been examined in this study. These include factors such as family environment, peer support, and internal factors of students.

The results of this study also provide a positive contribution to knowledge in the field of education. Previous studies have indicated a relationship between teacher creativity and student learning motivation, but this study is more in-depth in measuring its influence. These findings can help education stakeholders, including teachers, schools, and governments, in designing more effective and inspiring learning strategies

Conclusion

This study shows that teacher creativity has a significant role in increasing student learning motivation. The results of statistical analysis indicate that the more creative a teacher is in teaching, the higher the level of learning motivation that can be inspired to students. The implication is that quality education requires efforts to increase teacher creativity in presenting innovative, interesting, and motivating learning. These findings provide practical guidance for schools and teachers to focus more on developing creativity in the learning process so that more effective and motivating education can be realized, bringing students closer to achieving their best potential.

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