



THE RELATIONSHIP BETWEEN TEACHER CREATIVITY AND LEARNING MOTIVATION OF HIGH CLASS STUDENTS MI AR-RAHMAN PAJEKKO BAREBBO DISTRICT BONE REGENCY

by

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ABSTRACT

This study is a quantitative study with a correlation design that aims to determine whether or not there is a relationship between teacher creativity and student motivation for high grade students at MI Ar-Rahman Pajekko. The population in the study were all high school students of MI Ar-Rahman Pajekko which were also used as samples with a total of 45 students. The sample was selected using a non-probability sampling technique, namely saturated sampling. Data collection is done by using a questionnaire. The data analysis technique used is descriptive statistical analysis and inferential statistical analysis. Based on the results of descriptive statistical analysis, the results of teacher creativity research have an average of 22,91 and a percentage of 79,00% with a good category and the learning motivation of high-class students has an average of 23.41 and a percentage of 80.68% with a very good category. Based on the results of inferential statistical analysis, the tcount value (2,38878) is greater (>) the ttable value (1,68107) at the 5% significance level. Thus H_0 is rejected and H_1 is accepted. The results obtained in this study are that there is a significant relationship between teacher creativity and high grade students' learning motivation at MI Ar-Rahman Pajekko, Barebbo District, Bone Regency

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1. INTRODUCTION

Education is a conscious effort made in order to develop the quality of human resources (HR) in various aspects. Education can also be said as a process carried out by a country as an effort to prepare human resources who have expertise, skills and creativity.

The development of a nation in producing quality human resources is certainly influenced by the quality of education (Basri, 2013: 26). Therefore, quality education can be said as one of the efforts to build a high civilization of the nation. Through quality education, the nation and state will be respected and appear dignified in front of the world.

One way to form quality human resources is through education with a quality learning process as well. In order for a quality learning process to take place well, it is necessary to have educators and effective learning methods. This is in accordance with the 2003 National Education System Law, Article 40 paragraph 2, it is explained that "educators and education personnel are obliged to create a creative educational atmosphere" (p. 34). An educator should have high creativity in order to create the right learning process, so as to achieve optimal results. Utami Munandar (1986: 45-46) states that there are four reasons why creativity is important: first, by being creative we can manifest ourselves as fulfilling one of the basic needs of our lives; second, creativity is something that is still not considered in the world of formal education; third, being creatively engaged can provide individual satisfaction, and fourth, it is creativity that enables us to improve the quality of our lives. Creativity is the basis of everything in order to improve something towards progress. To create a comfortable interaction, the teacher must always try to find new things and react creatively. In a creative way, children will be motivated and can increase their enthusiasm for learning.

Based on the pre-research conducted by the research team on February 14, 2022 at MI Ar-Rahman Pajekko in high grades, information was obtained that there are still teachers whose teaching creativity is low. This is evidenced by the existence of an atmosphere in the learning process held where the teacher seems unable to use new things in explaining the subject matter. In this atmosphere the students pay less attention to the lesson and they seem bored in following the lesson.

Based on the information in the pre-research above, the research team is interested in conducting research with the aim of knowing whether or not there is a relationship between teacher creativity and student learning motivation. The relevant research that has been carried out by other researchers is, among others, research conducted by Riri Oktaviani (2017) whose research results show that the creativity of teachers in learning greatly influences students' understanding. The more creative the teacher in delivering the material, the more motivated students will be in participating in learning activities. In fact, a person's motivation in doing learning is not the same, different from one another. There are students who have high learning motivation and on the other hand there are students who have low motivation will look bored quickly, easily discouraged and try to avoid activities. To overcome this, the teacher must improve the way of teaching so that students' learning motivation can increase.

2. RESEARCH METHOD

This research is a correlational study which aims to determine whether or not there is a relationship between teacher creativity and student motivation. This is in line with the view of M. Yusuf (2014) which says that correlational research is research that aims to see whether or not there is a relationship between one or several changes with one or several other changes" (p.64).

This research was conducted in the even semester of the 2021/2022 academic year, to be precise in May 2022. The place where this research was carried out was MI Ar-Rahman Pajekko. The population and sample in this study were all high class students of MI Ar-Rahman Pajekko, Barebbo District, Bone Regency for the 2020/2021 academic year, totaling 45 students. The sampling technique in this study is the saturated sample technique. The variables in this study, namely (1) teacher creativity and (2) student motivation. The research procedure begins with the planning stage, then the implementation stage, and finally the report writing stage. The data collection technique used in this research is a questionnaire. The questionnaire used is a questionnaire in the form of a list of statements. The data analysis techniques used in this research are descriptive statistical analysis and inferential statistical analysis.

3. RESULTS AND DISCUSSION

The research results obtained were analyzed descriptively and inferentially. The two analysis results are as follows:

a. Description of the Creativity of MI Ar-Rahaman Pajekko Teachers, Barebbo District, Bone Regency

Table 1. Frequency Distribution of Teacher

Interval	(xi)	(fi)	Fi.Xi
18-19	18,5	4	22,5
20-21	20,5	8	164
22-23	22,5	6	135
24-25	24,5	9	220,5
26-27	26,5	12	318
28-29	28,5	6	171
Σ		45	1031

Table 1. shows that the results of the table show that the most filling in the questionnaire is in the 26-27 interval, which is 12 people, while the lowest is at the 18-19 interval, which is 4 people. The results of data processing contained in table 1. the frequency distribution table above, it is known that $n = 45$ and $\sum f_i.x_i = 1031$ thus the average score (\bar{X}) of the data collected is as follows:

$$\bar{X} = \frac{\sum f_i.x_i}{n}$$



$$= \frac{1031}{45}$$

$$= 22.91$$

So, the average score of teacher creativity is 22.91.

The percentage analysis is carried out after obtaining the average analysis and it is known that the total score obtained is overall, $n = \sum f_i \cdot x_i$ which is 1031. The expected value (N) is the number of respondents multiplied by the maximum score of $45 \times 29 = 1305$ so:

$$P = \frac{n}{N} \times 100\%$$

$$= \frac{1031}{1305} \times 100\%$$

$$= 79,00 \%$$

So, the percentage of teacher creativity is 79.00% (good category)

b. Overview of Student Motivation in High Class MI Ar-Rahman Pajekko, Barebbo District, Bone Regency

Table 2. Frequency Distribution of Interval Learning Motivation Score

Interval	(xi)	(fi)	Fi.Xi
17-18	17,5	4	70
19-20	19,5	6	117
21-22	21,5	8	172
23-24	23,5	6	141
25-26	25,5	12	306
27-28	27,5	9	247,5
Σ		45	1053

Table 2. shows that the results of the table show that the most filling in the questionnaire was at intervals of 25-26, namely 12 people, while the lowest was at intervals of 17-18, namely 4 people. The results of data processing contained in table 2. frequency distribution table above, it is known that $n = 45$ and $\sum f_i \cdot x_i = 1053$, thus the average score (X) of the collected data is as follows:

$$\bar{X} = \frac{\sum f_i \cdot x_i}{n}$$

$$= \frac{1053}{45}$$

$$= 23,41$$

So, the average score of learning motivation is 23.41.

Percentage analysis is carried out after obtaining the average analysis and it is known that the total score obtained is overall, $\sum f_i \cdot x_i$ which is 1053. The expected value (N) is the number of respondents multiplied by the maximum score of $45 \times 29 = 1305$ so:

$$P = \frac{n}{N} \times 100\%$$

$$= \frac{1053}{1305} \times 100\%$$

$$= 80,68 \%$$

So, the percentage of learning motivation is 80.68% (very good category)

Based on the calculation results, the statistical quantities are obtained: $N = 45$, $\sum X = 1074$, $\sum Y = 1060$, $\sum X^2 = 26122$, $\sum Y^2 = 25440$, $\sum XY = 1138440$. To determine the value of the correlation coefficient, the *Pearson Product Moment* as follows:

$$r_{xy} = \frac{N \sum XY - (\sum X) \cdot (\sum Y)}{\sqrt{\{N \sum X^2 - (\sum X)^2\} \cdot \{N \sum Y^2 - (\sum Y)^2\}}}$$

$$r_{xy} = \frac{45 \cdot 25463 - (1074) \cdot (1060)}{\sqrt{\{45 \cdot 26122 - (1074)^2\} \cdot \{45 \cdot 25440 - (1060)^2\}}}$$

$$r_{xy} = \frac{1145835 - 1138440}{\sqrt{\{1175490 - 1153476\} \cdot \{114480 - 1123600\}}}$$

$$r_{xy} = \frac{7395}{21603166434}$$

$$r_{xy} = 0,342$$

Based on the results of these calculations, obtained r_{xy} of 0.342, which means that the two variables have a positive correlation. To see the level of relationship between the two variables, it is obtained r_{xy} of 0.342. Furthermore, for testing the significance of the correlation can be calculated using the t-test formula as follows:

$$t_{hitung} = \frac{r\sqrt{n-2}}{\sqrt{1-r^2}}$$

$$= \frac{0,3423\sqrt{45-2}}{\sqrt{1-(0,3423)^2}}$$

$$= \frac{(0,3423)(6,5574)}{\sqrt{1-0,1171}}$$

$$= \frac{2,2445}{0,9396}$$

$$= 2,389$$

Based on these results, the value of $t_{count} = 2,389$. The t_{count} are then compared with the t-table value (df, @/2). After looking at the t distribution table, for an error of 5% and $dk = n - 2 = 45 - 2 = 43$, the t_{table} value (df, @/2) = 2.134. It turns out that the value of t_{count} is greater than the value of t_{table} , so the alternative hypothesis (H1) is accepted and the null hypothesis (H0) is rejected. Thus, it can be said that there is a significant relationship between teacher creativity and student motivation in high-class MI Ar Rahman Pajekko, Barebbo District, Bone Regency.

4. DISCUSSION

1. The creativity of high-class students at MI Ar-Rahman Pajekko, Barebbo District, Bone Regency

The results of data analysis that provide an overview of the creativity of high-class students at MI Ar-Rahman Pajekko, Barebbo District, Bone Regency, were obtained through the provision of questionnaires. Then a descriptive statistical analysis was performed and the average and percentage results were obtained. After being consulted on the criteria for the percentage of respondents' responses, it was found that the creativity of the high grade student teacher of MI Ar-Rahman Pajekko, Barebbo District, Bone Regency was in the Good category. This shows that the creativity possessed by the teacher in delivering learning materials has been interpreted well. This is influenced by the ability of teachers who have designed and prepared learning materials, manage classes, and utilize learning media to the evaluation tools used by teachers. This is in line with HJ Pentury (2017) who stated that "Teacher creativity is capable of developing pedagogic abilities, developing skills, increasing values and building and developing professional attitudes. Teacher creativity can be seen in terms of providing teaching materials, varied teaching methods, classroom management and the use of learning media" (Wan Nasir, 2020, p.86).

2. Learning Motivation of High Grade Students of MI Ar-Rahman Pajekko, Barebbo District, Bone Regency.

The results of data analysis that provides an overview of the learning motivation of high-class students of MI Ar-Rahman Pajekko, Barebbo District, Bone Regency, were obtained through the provision of questionnaires. Then a descriptive statistical analysis was performed and the average and percentage results were obtained. After being consulted on the criteria for the percentage of respondents' responses, it was found that the learning motivation of high-class students at MI Ar-Rahman Pajekko, Barebbo District, Bone Regency was in the very good category. This shows that most children already have high learning motivation which is influenced by the desire and desire to succeed in students. As students study diligently in order to get good grades and students study diligently so that the desired goals can be achieved. This is in line with Sardiman's opinion (Susanto, 2019) "defining learning motivation is the overall driving force in students that causes learning activities, provides direction to learning activities, so that the desired goals can be achieved" (p.69).



3. The Relationship between Teacher Creativity and Learning Motivation of High Grade Students at MI Ar Rahman Pajekko Kecamatan Barebbo Bone Regency

Testing research hypotheses with inferential statistics in this case *Pearson product moment*, to determine the relationship between teacher creativity and learning motivation of high grade students at MI Ar-Rahman Pajekko with inferential statistical analysis. calculation r_{xy} when consulted with the correlation coefficient interpretation table, the relationship between the two variables is low. The results of the correlation coefficient of the two variables were then tested using a t-test, and it turned out that t_{count} was greater than t_{table} , which means the correlation coefficient was significant, so H_0 was rejected and H_1 was accepted. The point is that there is a relationship between teacher creativity and the learning motivation of high-class students at MI Ar-Rahman Pajekko, Barebbo District, Bone Regency.

The results of this study indicate that there is a positive relationship between teacher creativity and student motivation in high-class MI Ar-Rahman Pajekko, Barebbo District, Bone Regency. The negative correlation is that if the value of the X variable is high, the value of the Y variable will be high. So, this positive relationship means that the higher the

teacher's creativity, the higher the student's learning motivation. On the other hand, the lower the teacher's creativity, the lower the students' learning motivation. This research is strengthened by the research of Amaliah Amru Dina (2020) and Mifta Khurohmah (2017). The results of the research compiled by the researcher have the same variables as Amaliah Amru Dina's (2020) research, the difference is the time and place of the research. Meanwhile, when compared with Mifta Khurohmah's research (2017), namely the research method used, but both examine the X variable, namely teacher creativity, but the Y variable is different.

5. CONCLUSIONS AND RECOMMENDATIONS

The creativity of the high-class student teacher of MI Ar-Rahman Pajekko, Barebbo District, Bone Regency is included in the good category. The learning motivation of high-class students of MI Ar-Rahman Pajekko, Barebbo District, Bone Regency is included in the very good category. There is a significant relationship between teacher creativity and learning motivation of high-class students at MI Ar-Rahman Pajekko, Barebbo District, Bone Regency, meaning that the higher the teacher's creative behavior, the higher the student's learning motivation.

Teachers should improve and maintain their creative abilities in order to increase students' learning motivation. It is expected that students will be more motivated in participating in the learning process so that they are able to optimize their existing abilities. It is recommended to further researchers who are interested in conducting research related to this study in order to take a larger population so that they get a broader picture of the data.

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