International Journal of Multidisciplinary Education and Research
www.educationjournal.in
ISSN: 2455-4588
Received: 22-06-2022, Accepted: 08-07-2022, Published: 23-07-2022
Volume 7, Issue 3, 2022, Page No. 46-49

The effect of teacher's creativity and student's learning motivation on student's learning outcomes in class V SD state Mapanget district

Fransiska Margareta Surentu[1], F J A Oentoe[2], Norma N Monigir[2]
[1] Students of the Master of Elementary School Teacher Education Study Program, Postgraduate Program, Manado State University, Indonesia
[2] Master of Elementary School Teacher Education Study Program, Postgraduate Program, Manado State University, Indonesia

Abstract
This study aims to analyze and examine the effect of teacher creativity and student motivation on student learning outcomes. The research was conducted in 3 schools in the elementary schools in Mapanget District with 44 respondents as the sample. The technique for taking this sample is using probability sampling technique. By using the Taro Yamane / Slovin formula. The technique used to determine the validity of each item (item) is the product moment correlation technique. Reliability testing in this study uses the Kuder Richardson formula. The descriptive analysis test used SPSS version 21. The research hypotheses were tested using a simple linear regression analysis technique. Testing the requirements of the analysis carried out the normality test and linearity test. Based on the results of the study, it was found that: (1) there was a significant influence of teacher creativity on student mathematics learning outcomes in class V SD Negeri in Mapanget District by 21.3%, while the high and low student learning outcomes could be predicted by the regression equation $\hat{Y}$ = 70.572 + 0.150X1 ; (2) there is a significant effect of students' learning motivation on students' mathematics learning outcomes in class V SD Negeri in Mapanget District by 19.2%, while the high and low students' mathematics learning outcomes can be predicted by the regression equation = 70,728 + 0.158X2; (3) there is a significant effect of teacher creativity and student learning motivation together on the mathematics learning outcomes of elementary school students in Mapanget District by 23.2% while the high and low students' mathematics learning outcomes can be predicted by the regression equation: = 72.178 + 0.578X1 + 0.472X2. Based on the results of the study, it can be suggested that in order to improve the Mathematics Learning Outcomes of Students in Class V of Public Elementary Schools in Mapanget District, it is necessary to increase Teacher Creativity and Increase Student Learning Motivation.

Keywords: teacher creativity, student learning motivation, student mathematics learning outcomes

Introduction

Education is a basic need for every human being who wants a change for the better for his personal life, society, nation and state. Semiawan, Conny A.F. Tangyong, *et al* (1989: 14) [7] that "the knowledge that exists in students will create human resources professionally, skilled, intact and independent. The process and learning outcomes of students are determined by the knowledge and creativity of the teacher and motivation in teaching and guiding students. "

In learning, there must be an interaction between the teacher and students, where the teacher delivers material with various strategies. As research advances in the field of creativity, the study of creativity also covers a large part of the world of education and teaching. But besides that, creative learning models are often introduced as part of the process skills approach. creativity in the classroom as the main and important factor. Creativity can be learned and can be taught to students. Creativity is important in the learning process, teachers are required to demonstrate and demonstrate the creative process.

Teacher creativity is needed to motivate students' enthusiasm for learning so that students have an interest in learning. Students will study seriously because they have high learning motivation. Creative teachers are always looking for how the teaching and learning process can achieve learning outcomes with planned goals.

Educational objectives are a set of educational outcomes achieved by students after an educational activity is held. All educational activities, teaching guidance and training are directed to achieve educational goals. Learning outcomes are very important to know whether the educational goals have been achieved optimally. According to Susanto (2013: 5) [10] that "learning outcomes are the result of learning efforts carried out by students in learning certain subject matter". Student learning outcomes can be seen from the results of the test and submitted within a certain period in the form of report cards. So, it can be concluded that learning outcomes are a student's achievement in the learning process of the three aspects, namely cognitive, affective and psychomotor aspects.

Based on the results of a survey in class V SD Negeri in Mapanget District that teachers have not been able to develop creativity, this can be seen in the teacher's learning process using the lecture method, but the lecture method used by the teacher needs to be combined with other media such as electronic media, print media and others. other. In delivering the material, there are teachers who have not used learning technology and have developed a good learning design.

In addition, the teacher does not use apperception when starting the lesson. Less creative teachers often just copy from textbooks so students are lazy to re-record notes written by the teacher. Teachers have not been able to make the classroom a space to develop creativity into a fun place to learn, stimulate curiosity and can motivate students to learn.

The condition of low learning motivation, students seem always busy themselves when the teacher explains the material in front of the class, is not serious about paying attention to the teacher when teaching in front of the class, lazy to take notes on the subject matter because the material is already written in the textbook and does not do the assignment given. Likewise, students consider mathematics to be difficult so that the lesson is not liked. These things affect the mathematics learning outcomes of students in class V SD Negeri in Mapanget District in odd semesters, where their average scores are relatively low below, meaning that students do not reach the Minimum Completeness Criteria (KKM) in the specified school. 75. Of course, the teacher must evaluate himself so that later the teacher can provide benefits for students.

Based on this description, the researcher wants to make a study with the title "The Influence of Teacher Creativity and Student Learning Motivation on Student Learning Outcomes in Class V SD Negeri in Mapanget District".

Research Methods

This research is a quantitative approach research. This research is intended to determine whether there is an influence between the two variables. The magnitude or high of the influence is then expressed in the form of a correlation coefficient. This study aims to test the proposed hypothesis by describing and analyzing the interrelationships of existing variables, namely the influence of teacher creativity and student motivation on student learning outcomes in class V SD Negeri Mapanget District.

This study uses a descriptive survey method. Descriptive statistics to describe the data from the samples collected to make a generalization of this opinion are in line with Sugiyono (2004: 169) that descriptive analysis is statistics used to analyze data by describing or describing the data that has been collected as it is without intending to make valid conclusions. for general or descriptive generalizations help to simplify large amounts of data in a logical way.

In the multiple regression test used in forecasting the dependent variable based on the independent variables, according to Sugiyono (2014: 13). Simple regression is used to test hypotheses 1 and 2, which are about the influence between variables (X1) the influence of teacher creativity on student learning outcomes (Y), and the influence of student learning motivation on student learning outcomes (X2). While multiple regression was used to test hypothesis 3, namely about (X1) teacher creativity and student motivation (X2). on student learning outcomes (Y).

Research Results and Discussion

A. Research results

Hypothesis 1 Is there an effect of teacher creativity on student mathematics learning outcomes in class V SD Negeri in Mapanget District? Based on the results of the analysis in table 4.9, it is obtained that T count = 3.371 T table with a significant level = 0.05, obtained T table = 2.019. It turns out that the Tcount value is 3.371 > 2,019 T table, then H0 is rejected, so it can be concluded that the Teacher Creativity variable affects the Student Mathematics Learning Outcomes variable. Thus accept Hypothesis I which states that there is a significant effect of teacher creativity on student mathematics learning outcomes in grade V public SD in Mapanget District.

Hypothesis II. Is there an effect of learning motivation on student mathematics learning outcomes in grade V SD Negeri in Mapanget District?

Based on the results of the analysis in table 4.11, it is obtained that T count = 3.217 T table with a significant level = 0.05, obtained T table = 2.019. It turns out that the value of Tcount is 3.217 > 2,019 Ttable, then H0 is rejected, so it can be concluded that the variable of Student Learning Motivation has an effect on the variable of Student Mathematics Learning Outcomes. Thus, accept Hypothesis II which states that there is a significant effect of student learning motivation on students' mathematics learning outcomes in class V of public elementary schools in Mapanget District.

Hypothesis III. Is there an effect of teacher creativity and student learning motivation together on students' mathematics learning outcomes in class V SD Negeri in Mapanget District? Based on the results of data analysis through SSS with a significance level of F value = 6.190> F table 3.22 with a significance level of 0.004 and 0.004 <0.05, then from the results of this data analysis it can be concluded that the multiple regression model has a significant effect jointly between the variables of teacher creativity and motivation. student learning on students' mathematics learning outcomes. Thus accept Hypothesis III in this study which states that there is an effect of teacher creativity and student motivation on student mathematics learning outcomes in class V SD Negeri in Mapanget District.

Discussion

1. The Influence of Teacher Creativity on Students' Mathematics Learning Outcomes in Class V SD Negeri Mapanget District

Based on the results of simple linear regression analysis, the regression equation is obtained $\hat{Y}$ = 70.572, + 0.150X. The X1 coefficient of 0.150 indicates that for every 1% addition of the teacher's creativity value, the value of students' mathematics learning outcomes increases by 0.150. The regression coefficient for teacher creativity is positive, this shows the direction of the movement of these two variables which explains that the better the teacher's creativity, the student's mathematics learning outcomes will increase.

The determinant coefficient (R2) = 21.3% illustrates that the teacher's creativity variable has an effect or contributes 21.3% to students' mathematics learning outcomes, while the remaining 78.7% is influenced by other variables. Although the degree of influence is small, it is very significant so that the creativity of the teacher greatly affects the students' mathematics learning outcomes.

Thus, the first hypothesis is that there is an effect of teacher creativity on student mathematics learning outcomes in class V SD Negeri in Mapanget District is accepted and very significant.

2. The Effect of Learning Motivation on Student Learning Outcomes in Class V SD Negeri Mapanget District

Based on the results of simple regression analysis, the regression equation = 70,728 + 0.158X is obtained. The X2 coefficient of 0.158 this figure states that every 1% increase in the value of student learning motivation, the student's mathematics learning outcome value will increase by 0.158. The regression coefficient of student learning motivation is positive, this shows the direction of the movement of these two variables which explains that the better the student's learning motivation, the student's mathematics learning outcomes will increase.

The determinant coefficient (R2) = 19.2% illustrates that the variable teacher creativity influences or contributes 19.2% to student mathematics learning outcomes, while the remaining 80.8% is influenced by other variables. Although the degree of influence is small, it is very significant so that students' learning motivation greatly affects students' mathematics learning outcomes.

Thus, the second hypothesis, namely that there is an effect of student learning motivation on students' mathematics learning outcomes in class V SD Negeri in Mapanget District is accepted and very significant.

3. The Effect of Teacher Creativity and Learning Motivation on Students' Mathematics Learning Outcomes in Class V SD Negeri Mapanget

To determine the effect of teacher creativity and student learning motivation together on student learning outcomes in mathematics in class V SD Negeri in Mapanget sub-district, multiple regression analysis was carried out. From the results of the analysis, the regression equation = 72.178 + 0.578X1 +0.472X2 based on the regression equation can be explained that if there is no addition to the teacher's creativity score and student motivation, the student's mathematics learning achievement score is 72.178. X1 coefficient of 0.578 and X2 of 0.472 means that each addition of one score of teacher creativity and student motivation, the score of student learning outcomes is predicted to increase by 1.05 (0.578 + 0.472). Conversely, if the teacher's creativity score and student learning motivation are reduced by one point each, the student's mathematics learning outcomes are predicted to decrease by 1.05. The positive multiple regression coefficient shows a unidirectional relationship between the variables explaining that the better the application of teacher creativity and the higher the student's learning motivation, the student's mathematics learning outcomes will increase.

Based on the results of data analysis, the level of significance of the value of F count = 6.936> f table 3.22 with a significance level of 0.004 and 0.004 <0.05, then from the results of this data analysis it can be concluded that the multiple regression model has a significant effect jointly between the variables of teacher creativity and student learning motivation. on student learning outcomes.

The results of data analysis showed that the value of R Square (R2) was 0.232 so that the determinant coefficient (R2) = 23.2%, this means that 23.2% of students' mathematics learning outcomes are influenced by the teacher's creativity and student motivation. In other words, the effect of teacher creativity and student learning motivation is 23.2% while the remaining 76.8% is influenced by other variables not examined in this study.

The results of this study indicate that the creativity of teachers and students' motivation together have a significant effect on students' mathematics learning outcomes.

Conclusion

1. There is a significant influence of teacher creativity on students' mathematics learning outcomes in class V SD Negeri in Mapanget District by 21.3%, while the remaining 78.7% is influenced by learning motivation variables and other variables not examined in this study. Based on the regression equation, it is known that the coefficient is positive. This means that the better the teacher's creativity, the students' mathematics learning outcomes have increased.
2. There is an influence of student learning motivation on students' mathematics learning outcomes in class V SD Negeri in Mapanget District by 19.2% while the remaining 80.8% is influenced by the teacher's creativity variable and other variables not examined in this study. The regression coefficient is positive, which means that the higher the student's learning motivation, the higher the student's mathematics learning outcomes.

3. There is a significant effect of teacher creativity and student learning motivation together on students' mathematics learning outcomes in class V SD Negeri in Mapanget District by 23.3% while the remaining 70.6% is influenced by other variables not examined in this study. The regression coefficient of the variable teacher creativity and student learning motivation is positive, which means that the better the teacher's creativity and student learning motivation, the student's mathematics learning outcomes will increase.

References

1. Catharina Tri Anni. Psikologi Belajar (Semarang: IKIP Semarang Press, 2004.
2. Cece Wijaya, Tabrani Rusyan. Kemampuan Dasar Guru Dalam Proses Belajar Mengajar. Bandung: Remaja Rosda Karya, 1991.
3. Dimyati dan Mudjiono, Belajar dan Pembelajaran (Jakarta: Rineka Cipta, cet. 3, 2006) Daryanto. Evaluasi Pendidikan. Jakarta: PT.Rineka Cipta, 2005.
4. Djamarah, Syaiful Bahri. Prestasi Belajar Dan Kompetensi Guru. Surabaya: Usaha Nasional, 2000.
5. Hamalik Oemar. Perencanaan Pengajaran Berdasarkan Pendekatan Sistem. Jakarta: Bumi Aksara, 2003.
6. Poerwadarminto. Kamus Umum Bahasa Indonesia. Solo: PT.Tiga Serangkai Pustaka Mandiri, 2003.
7. Semiawan, Conny A F. Tangyong, dkk. Pendekatan Kerrampilan Proses, Cet.V, Jakarta, Gramedia, 1989.
8. Siswoyo Dwi dkk. Ilmu Pendidikan. Yogyakarta: Uny Press, 2007.
9. Sugi Rahayu. "Evaluasi Pembelajaran Administrasi". Diktat. FIS UNY, 2004.
10. Susanto A. Teori belajar dan pembelajaran disekolah dasar. Jakarta: Kencana Prenada Media Group, 2013.
11. Slameto. Belajar dan Faktor-Faktor Yang mempengaruhinya. Jakarta: PT.Rineka Cipta, 2003.