

The Influence of Teacher Professionalism and Creativity on Student Motivation in Madrasah Ibtidaiyah


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ABSTRACT. The goal to be achieved in this study is to determine the effect of teacher professionalism and teacher creativity on student motivation at MIM Plumbon Eromoko Wonogiri. The research used in this research is quantitative research with multiple linear regression models. The research data was conducted by distributing questionnaires to 97 students consisting of grades 4, 5, and 6 at MIM Plumbon. The results of the analysis show that there is an influence of teacher professionalism and teacher creativity on student learning motivation at MIM Plumbon. This is evidenced by the coefficient of determination of 0.039 which states that 3.9% of the variation that occurs in student learning motivation can be explained by teacher professionalism and teacher creativity. The remaining 96.1% of the variation in student learning motivation can be explained by factors outside the research such as students' aspirations, student learning interests, student abilities, student learning conditions, parental attention, parental support, learning facilities, peer interactions, and so on. Thus it can be concluded that there is a significant influence of teacher professionalism and teacher creativity on student learning motivation at MIM Plumbon Eromoko Wonogiri.

Keywords: *Teacher Professionalism, Teacher Creativity, Student Learning Motivation.*

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INTRODUCTION

Every human being needs education in his life to develop his potential, increase intelligence and skills and enhance character. Therefore, education is the goal of every country to form perfect human beings (Chen & Liu, 2021; Huda, Hanief, & Hakim, 2022). The world of education in today's modern era is required to produce of superior human resources. Efforts to reform education rely on teachers. Because the teacher is the front guard in the field of education and has an important role in improving the maximum quality of education in order to obtain satisfactory results (Isrokatun, Yulianti, & Nurfitriyana, 2021).

The teacher is an important component in the teaching and learning process. because the teacher's role is to form potential human resources. Teachers have the authority and responsibility to educate and guide their students. Therefore, professional and creative teachers are needed to form superior human resources so that the progress of the nation's civilization can be achieved easily (Fatimah, Asy'ari, Sandria, & Nasucha, 2023; Sutrisno & Nasucha, 2022) (Hamid, 2017).

Teachers have a strategic function in the field of education. In the teaching and learning process, teachers are required to make changes to the cognitive, affective, and psychomotor aspects

of students. This can only be done by professional teachers, so that educational goals can be achieved properly and optimally. The existence of a professional teacher is something that must be owned by every educator to make it easier to achieve educational goals in schools. A professional teacher will reflect his teacher figure with broad insights and competencies that support his duties (Nursalim, 2017).

A professional teacher is someone who has knowledge, skills, and a professional attitude who is able and always develops his profession (Arifin & Yaqin, 2022). Teachers who have professionalism understand and understand their duties and obligations. When carrying out their duties, teachers need to be insightful and have a lot of information related to the material they are taking (Roslinawati Kasmur, Riyanto, 2021) When carrying out teaching and learning activities, professional teachers must have a clear and firm attitude towards their students. The clear and firm attitude of a teacher will be an example for his students (Yadih, 2015).

Efforts can be made by teachers in improving their professionalism is by increasing the qualifications and requirements for a higher level of education for educators starting from the level of elementary education to tertiary education. In addition, increasing teacher professionalism can also be done through certification, and forming teacher activity forums such as teacher working groups (KKG). Through these activities, it allows teachers to exchange knowledge, develop their potential, and share experiences in solving various problems they face during the process of teaching and learning activities (Tritanti, 2013).

In addition, efforts that can be made to increase teacher professionalism are by reading more books on education, articles, and journals, keeping up with the latest actual news, attending training, especially in implementing learning, attending KKG, and conducting Classroom Action Research (PTK). , and actively participate in professional organizations (Nursalim, 2017). Teachers are educators who have an important role in realizing the progress of quality education. Without professional teachers, it is impossible for educational goals to be achieved properly (Supartini, 2016). To generate student learning motivation and make it easier for students to master the subject matter, teachers are also needed who have creativity in teaching so that learning can run effectively.

In Talajan's opinion, creativity is a person's ability to give birth to something new, both in the form of ideas and real work, which is relatively different from what has existed before. Meanwhile, according to Slameto, creativity is not the invention of something that has never existed before, but creativity is something new for oneself and not necessarily something new for other people or the world in general. For example, a teacher uses a demonstration method that he has never used in class (Saptono, 2016).

Creativity is very important in teaching and learning activities, and a teacher must be able to manage learning with his creativity to support student learning. Teacher creativity is a creation process based on person, process, product, press supported by knowledge (Sari, Rasam, & Karlina, 2022). Teacher creativity in learning greatly influences student understanding. The more creative the teacher is in conveying subject matter, the easier it will be for students to understand the lesson delivered by the teacher (Azizah, Rizal, Yudtika, & Sitepu, 2022; Ibrahim, Akbari, & Suaidah, 2022; Sutrisno & Nasucha, 2022). If the teacher is always creative in conveying learning, students will be more enthusiastic and will never feel bored in learning (Supartini, 2016).

Creativity during the learning process is very important for a teacher, because it encourages student learning motivation. Creating a conducive, inspiring, creative and enthusiastic classroom atmosphere is the duty and responsibility of the teacher. With this, teaching and learning activities

will be eagerly awaited by students. Therefore, teacher creativity is needed to generate student learning motivation (Umar, 2018).

Motivation is one factor that also determines the effectiveness of learning. Students will study seriously if they have high motivation. Motivation can be interpreted as a person's strength (energy) that can raise the level of will in carrying out an activity (Heriyono, Chrysoekamto, Fitriah, & Kartiko, 2021; Malik, Trisnamansyah, & Mulyanto, 2021). How strong an individual's motivation is, it will largely determine the quality of the behavior he displays, both in the context of learning and in other life (Seftiani, Sestrta, & Suherman, 2020).

According to Hamalik, "motivation is a change in energy within (personal) a person which is characterized by the emergence of feelings and reactions to achieve goals". There are 6 factors that have a substantial impact on learning motivation, namely 1) attitude, 2) needs, 3) stimulation, 4) affection, 5) competence, 6) reinforcement. The learning process will be successful if students have high learning motivation (Kusumawardani & Rustiana, 2015)(Kurniadi, Popoi, & Mahmud, 2020). Student learning motivation is characterized by the desire of students to succeed, the existence of ideals in the future that students want to achieve, diligent behavior in facing assignments, showing interest in various kinds of problems, happy to work independently, not quickly bored with routine tasks, and can defend opinions in discussions and produce good achievements (Kurniadi et al., 2020).

In an Islamic perspective, adherents are highly recommended to have high learning motivation, so that with high learning motivation, knowledge will be easily obtained by adherents (Seftiani et al., 2020). However, in reality, there are many students at madrasas, especially at MIM Plumbon who often feel bored and tend to be passive in learning at school. This is indicated by the lack of attention of students when learning takes place, more busy than paying attention to the teacher's explanation, lazy to think when doing assignments, so that they copy the results of their friends' answers, daydream a lot, and do not care about the material explained by the teacher (Garba & Yakubu, 2022; Ma'arif, Zuana, & Sirojuddin, 2022; Rofifah, Sirojuddin, Ma'arif, & Zuana, 2021; Suprihatin, Rachmawati, Sasongko, Ma'arif, & Kader, 2022).

From this background, the researcher is interested in examining the influence of teacher professionalism and creativity on the learning motivation of primary school students. With this research, it is hoped that teachers can evaluate and improve their performance, especially in terms of professionalism and creativity in carrying out teaching and learning activities. With professional and creative teachers, it is hoped that student learning motivation will increase, so that learning goals and educational progress will be easily achieved properly.

METHOD

The method used in this research is a quantitative method. The quantitative method is a process of finding knowledge that uses data in the form of numbers as a tool to obtain information (Arifin & Yaqin, 2022). This research is correlational, namely looking at the relationship between variables or several variables with other variables. Correlation research is research where the data is in the form of numbers that can show the direction and strength of the relationship between two or more variables (Tritanti, 2013).

The variable relationship in this study is a causal relationship, namely a causal relationship. There are independent variables (variables that influence) and dependent variables (variables that

are influenced) (Supartini, 2016). This research was conducted at MIM Plumbon Eromoko Wonogiri Regency with a total population of 97 students consisting of grades 4, 5 and 6.

Based on Suharsismi Arikunto's theory, it states that if there are less than 100 subjects in the study, it is better to take all of them so that it is a population study. (Septina, 2022) Therefore, the respondents in this study were 97 students. The data collection technique used to obtain data on teacher professionalism, teacher creativity, and student learning motivation was by distributing questionnaires directly to grade 4, 5 and 6 students at MIM Plumbon Eromoko.

To determine the effect of variable X1 on variable Y, and the effect of variable X2 on variable Y, as well as the effect of variables X1 and X2 on variable Y simultaneously, it is performed using multiple linear regression tests. Multiple linear regression is a regression model involving more than one independent variable or predictor. In English, this term is called multiple linear regression.

RESULT AND DISCUSSION

Result

The data from this research were obtained from 97 respondents consisting of grades 4, 5 and 6 at MIM Plumbon Eromoko Wonogiri. In this section, the research results will be described on the influence of teacher professionalism and creativity on student learning motivation. The variable of teacher professionalism was designated as X1, the variable of teacher creativity as X2, and the variable of student learning motivation as Y. The research instrument was a questionnaire which was tested on students in grades 4, 5 and 6 at MIM Plumbon as many as 10 statement items for each variable. The results of the validity of the questionnaire to measure the accuracy of the 10 statements on each variable, namely teacher professionalism, teacher creativity, and student learning motivation show valid results overall. This is evidenced from the results of the analysis showing that r count is greater than r table (0.202). So it can be interpreted that all statements on each variable have good accuracy.

As for the reliability of the statements used for each variable, it meets the reliability requirements, which are above 0.6. This is evidenced in the results of the SPSS analysis which shows a Cronbach alpha value of $0.787 > 0.60$ in the variable of teacher professionalism. Then the Cronbach alpha value is $0.696 > 0.60$ on teacher creativity, and the Cronbach alpha value is $0.666 > 0.60$ on student learning motivation. So it can be interpreted that the data is reliable. Therefore, it can be concluded that the statements used were well understood by the respondents and were able to show fairly good consistency of answers.

The results of teacher professionalism were obtained with an average score (mean price) of 32.72, a value that often appears in teacher professionalism data (mode) of 39 and a standard deviation of 4.841. Then the range of scores (range) is 21 with the smallest or minimum score of 19 and the highest or maximum score of 40. In teacher creativity, the average score (mean price) is 34.58, the value that often appears in teacher creativity data (mode) of 36 and a standard deviation of 2.929. Then the range of scores (range) is 14 with the smallest or minimum score of 26 and the highest or maximum score of 40. And in student learning motivation the average score (mean price) is 29.87, a value that often appears in motivational data student learning (mode) of 25 and a standard deviation of 3.815. Then the score range is 14 with the smallest or minimum score of 23 and the highest or maximum score of 37.

The average student motivation obtained from 97 students is 29.87 with a standard deviation of 3.815. This means that if it is associated with an average student motivation of 29.87, then the

range of student motivation is $29.87 \pm 3.815 = 26.005$ or 33.685 . The average teacher professionalism obtained from 97 students is 32.72 with a standard deviation of 4.841. This means that if associated with an average teacher professionalism of 32.72, then the range of teacher professionalism is $32.72 \pm 4.841 = 27.879$ or 37.561 . The average teacher creativity obtained from 97 students is 34.58 with a standard deviation of 2.929. This means that if it is associated with an average teacher creativity of 34.58, then the range of teacher creativity is $34.58 \pm 2.929 = 31.651$ or 37.509 .

R Square or the coefficient of determination is used to determine the percentage influence of teacher professionalism and teacher creativity variables on student learning motivation. The coefficient of determination of 0.039 states that 3.9% of the variation that occurs in student learning motivation can be explained from teacher professionalism and teacher creativity. The Adjusted R Square column shows the adjusted coefficient of determination of the many independent variables in the model. The remaining 96.1% of the variation is explained by factors outside the research model.

The linearity test is used to determine whether the data on teacher professionalism, teacher creativity and student motivation have a linear relationship or not significantly. From the SPSS results it can be seen that the results of calculating the calculated F value in the deviation section = 1.216 and the F table value (0.05) = 3.09 or it is said that $F_{count} < F_{table}$ so that it is said that the relationship between teacher professionalism (PG) and student learning motivation (MBS) is linear. This can also be seen from the probability value which is $0.270 > 0.05$, meaning that the relationship between teacher professionalism (PG) and student learning motivation (MBS) is linear.

Furthermore, it is known that the results of calculating the calculated F value in the deviation section = 1.613 and the F table value (0.05) = 3.09 or it is said that $F_{count} < F_{table}$ so that it is said that the relationship between teacher creativity (KG) and student learning motivation (MBS) is linear. This can also be seen from the probability value which is $0.104 > 0.05$, meaning that the relationship between teacher creativity (KG) and student learning motivation (MBS) is linear.

Discussion

The results of the validity of the questionnaire to measure the accuracy of the 10 statements on each variable, namely teacher professionalism, teacher creativity, and student learning motivation show valid results overall. This is evidenced from the results of the analysis showing that r_{count} is greater than r_{table} (0.202). So it can be interpreted that all statements on each variable have good accuracy. As for the reliability of the statements used for each variable, it meets the reliability requirements, which are above 0.6. This is evidenced in the results of the SPSS analysis which shows a Cronbach alpha value of $0.787 > 0.60$ in the variable of teacher professionalism. Then the Cronbach alpha value is $0.696 > 0.60$ on teacher creativity, and the Cronbach alpha value is $0.666 > 0.60$ on student learning motivation. So it can be interpreted that the data is reliable. Therefore, it can be concluded that the statements used were well understood by the respondents and were able to show fairly good consistency of answers.

The influence of teacher professionalism and teacher creativity on student learning motivation has a significant influence. This is evidenced by the coefficient of determination of 0.039 which states that 3.9% of the variation that occurs in student learning motivation can be explained from teacher professionalism and teacher creativity. The remaining 96.1% of the variation in student learning motivation can be explained by factors outside the research such as

students' aspirations, student learning interests, student abilities, student learning conditions, parental attention, parental support, learning facilities, peer interactions and so on.

Based on the opinion of Ari and Sri (2017). Student motivation can be driven by external and internal factors. External factors include providing creatively arranged teacher materials and support from parents. While internal factors include the existence of student learning interest. This was also revealed by Astrid (2019) that student learning motivation is influenced by internal factors in the form of desires that exist within themselves such as the desire to succeed and a sense of need in students. While external factors in the form of the environment and learning atmosphere that form a desire to learn and gain knowledge (Kusumaningrini & Sudibjo, 2021).

The linearity test is used to determine whether the data on teacher professionalism, teacher creativity and student motivation have a linear relationship or not significantly. Based on the results that have been analyzed, it turns out that the relationship between teacher professionalism and student learning motivation has a linear relationship. This can be seen from the probability value is $0.270 > 0.05$, meaning that the relationship between teacher professionalism (PG) and student learning motivation (MBS) is linear. Likewise, the relationship between teacher creativity and student learning motivation also has a linear relationship. This is evidenced by the results of the probability value is $0.104 > 0.05$ meaning that the relationship between teacher creativity (KG) and student learning motivation (MBS) is linear.

From the results of the data analysis above, in fact student learning motivation is not only influenced by teacher professionalism and teacher creativity. There are many other bigger factors that can encourage student learning motivation, one of which is the desire to learn from the students themselves as well as hopes and aspirations in the future (Julhadi, Sirojuddin, Arifin, Elihami, & Nazilah, 2022; Pangestu & Karwan, 2021; Sagala, 2007). As is known, the motivation to learn in students is not as strong, there are students whose motivation is intrinsic where the willingness to learn is stronger and does not depend on factors outside of themselves. In contrast, with students whose learning motivation is extrinsic, the willingness to learn is highly dependent on conditions outside of themselves.

CONCLUSION

Based on the results and discussion above, it can be concluded that the influence of teacher professionalism and teacher creativity on student learning motivation at MIM Plumbon has a significant influence. This is evidenced by the coefficient of determination of 0.039 which states that 3.9% of the variation that occurs in student learning motivation can be explained from teacher professionalism and teacher creativity. The remaining 96.1% of the variation in student learning motivation can be explained by factors outside the research such as students' aspirations, student learning interests, student abilities, student learning conditions, parental attention, parental support, learning facilities, peer interactions and so on.

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