



The influence of teacher creativity and emotional intelligence on learning achievement of class iv elementary school students in north Tomohon district

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Abstract

This study aims to determine the significant effect of teacher creativity and emotional intelligence on the learning achievement of fourth grade students at SD North Tomohon District. The research sample consisted of 55 students. Descriptive quantitative method with prerequisite test correlation test, normality test, linearity test, and simple regression test and multiple regression with the help of SPSS software 21 program. Data collection using simple random sampling method with a questionnaire instrument. The results showed that the results of simple regression analysis showed that the variable of creativity (X1) had a positive effect on student achievement (Y). The value of t count $3.327 > 2.006$ t table, so that the teacher creativity variable (X1) has an effect on the learning achievement variable (Y). Therefore, the regression model can be used to predict the variables or in other words, there is the influence of the creativity variable on student achievement. This shows that teacher creativity has a significant effect on learning achievement. H_a was accepted and H_0 was rejected. The results of simple regression analysis show that the value of tcount is $2.940 > 2.006$, so H_0 is rejected, so that the second hypothesis which states that emotional intelligence has a significant effect on the learning achievement variable of fourth grade elementary school students in North Tomohon District, H_a is accepted and H_0 is rejected. The results of multiple regression analysis show the sig value of $0.04 < 0.05$ or f count $6,271 >$ from the table of 3.17, so there is a simultaneous influence on the variables of teacher creativity, emotional intelligence on student achievement. Based on the results of the analysis, there is a significant effect of teacher creativity and emotional intelligence on student achievement in grade IV SD, North Tomohon District. This shows that the two independent variables of teacher creativity and emotional intelligence together have a significant effect on student learning achievement and it can be concluded that H_0 is rejected and H_a is accepted.

Keywords: teacher creativity, emotional intelligence, learning achievement

Introduction

Education for humans is very important to improve intelligence, skills, strengthen personality, enhance character and strengthen the spirit of togetherness together to build the nation. Teaching and learning activities in schools have several components that are important to support and influence teaching and learning activities. The components of teaching and learning activities consist of teachers, students, media, curriculum, and learning materials. Students as the center of teaching and learning activities, and there are supporting factors to obtain determined learning achievement. Several factors supporting student learning achievement can be classified into two, namely those that come from within the student (internal) and that come from outside the student (external). Both have a big role in determining a student's learning achievement.

In teaching and learning activities in schools, there are internal factors that support learning achievement, namely the psychological aspects of students, namely student intelligence. Of course, the intelligence of each individual or student is not the same which is influenced by environmental factors in the process of development, genetics, and growth. Children's intelligence is measured by high learning abilities. A student will be considered smart if the score is perfect / close to perfect, whereas if the

Indonesian language score is low or below the average, the parents try to guide the child and provide additional learning for their child outside of school hours. The time of the child / student in a day will run out to repeat certain subjects so that the child / student does not have enough time to develop intelligence and other potentials from within. Intelligence is often defined and measured by the high academic scores of students in certain subjects. One of the internal factors that support student learning achievement that is closely related to learning at school is creativity. Creativity is one of the psychological aspects of students, which is a person's ability to see or see something from other angles or various angles. One of the characteristics of someone who has high creativity is being able to think. Students who have high creativity will be faster in teaching and learning activities. Creativity and emotional intelligence are indispensable for learning.

In accordance with the survey and the author's interview when teaching PPL at the fourth grade Public Elementary School in North Tomohon Subdistrict, there were problems that were found during the learning process at school. There are students who feel less interested, uncomfortable, and not interested in the learning that the teacher brings. This is because the teacher is not creative in bringing subject matter which only uses learning methods that tend to be conventional. The teacher does not provide opportunities for

students to speak and express the knowledge that students have, and there are still students who cannot control their emotions such as anger. As a result, feelings of being afraid, feeling uncomfortable, and not being interested in participating in learning have a negative impact on learning achievement. In other words, the student's score did not reach the specified KKM or decreased to 75. Of the 30 students, only 5 students achieved the KKM while 25 students did not reach the KKM. Also teachers are not creative in teaching where they do not use existing media. Thus, the nature of the teacher in teaching and the social emotional relationships that the teacher creates affects the success of classroom management.

The researcher saw that when the teacher was explaining the lesson there were students who talked with their friends, were sleepy, and daydreaming. Students' curiosity about the material being taught is also not good. Students do not want to ask the teacher about lessons. Student creativity in learning is very poor and tends to be monotonous. Many of the students do not prepare themselves for the learning process. When the teacher assigns homework, some of the students just copy their friends' work. They do not try on their own to find answers to given assignments. Creativity is a series of results from the process of carrying out the learning process. In addition to the teacher creativity factor in learning and emotional intelligence, a factor that comes from within students, namely the emotional intelligence factor, is thought to affect student achievement. Based on these thoughts, the researcher is interested in conducting research on the influence of creativity and emotional intelligence on the learning achievement of fourth grade elementary school students in North Tomohon District.

Research methods

The approach used in this research is the quantitative research approach, where the calculation of statistical tests is the basis for the high or low level of a variable, the acceptance of a relationship, or the influence between the variables studied. This study aims to test the proposed hypothesis by describing and analyzing the relationship between existing variables, namely the influence of creativity and emotional intelligence on student achievement. This research is a quantitative study. It is intended to determine the effect of creativity and emotional intelligence on learning achievement in grade IV elementary schools in North Tomohon District. The regression test is divided by the simple regression test Sugiyono (2014: 270) that simple regression is based on the functional or causal relationship of one independent variable with one dependent variable. Furthermore, the multiple regression test used in forecasting the dependent variable is based on the independent variables.

Result and Discussions

Result

1. The influence of creativity on learning achievement of class iv elementary school students in north Tomohon District

Based on the results of simple regression analysis that the value of correlation / relationship (R) is 0.416, the coefficient of determination (R square) is 0.173, which means that the influence of the learning motivation variable on the student learning outcomes variable is 0.173%. The influence of creativity on learning achievement is 1.73%, while the rest is influenced by other factors not examined.

The result of simple regression analysis shows that the influence of the creativity variable (X1) on student achievement (Y) is positive. Based on the output from SPSS, it is known that the constant (a) value is 74,892, while the trust value (w / regression coefficient) is 0.247, So the regression equation is written:

$$\hat{Y} = a + bX$$

$\hat{Y} = 74,892, + 0.247X$. This equation can be interpreted as a constant of 74,892, meaning that the constant value of the participation variable is 74,892 and the regression coefficient of creativity is 0.247. This means that every 1% increase in the value of creativity, the participation value increases by 0.247. The regression coefficient is positive, so it can be said that the direction of the influence of the creativity variable on student achievement is positive. It is known that the value of t_{count} is $3.327 > 2.006$, so it can be concluded that the creativity variable (X1) has an effect on the learning achievement variable (Y).

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Based on the results of simple regression analysis explaining the value of the correlation / relationship (R) which is equal to 0.374, the coefficient of determination (R square) is 0.140. This means that the influence of the learning motivation variable on the student learning outcomes variable is 0.140%. The influence of intelligence on learning achievement amounted to 1.40%, while the rest was influenced by other factors not examined.

The result of simple regression analysis shows that the influence of the emotional intelligence variable (X) on student achievement (Y) is positive. It is known that the coefficient value of the constant value (a) is 75,270, while the value of emotional intelligence (b/ regression coefficient) is 0.238, so the regression equation can be written as $\hat{Y} = a + bX$ then $\hat{Y} = 75,270 + 0.238 X$. Constant is 75,270, which means that the coefficient value the participation variable amounted to 75,270. The X regression coefficient of 0.238 states that every 1% increase in value, the participation value increases by 0.238. The regression coefficient is positive, so it can be said that the direction of the influence of the emotional intelligence variable (X2) on student achievement (Y) is positive. It is known that the value of t_{count} $2.940 > 2.006 t_{table}$, so it can be concluded that the trust variable (X) affects the participation variable (Y).

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The results of multiple regression analysis show the sig value of $0.04 < 0.05$ or $f_{count} 6,271 >$ from $f_{table} 3.18$, so there is a simultaneous influence of the variables of creativity (X1) and emotional intelligence (X2) on learning achievement (Y). Based on the results of the analysis, it can be concluded that there is a significant effect of creativity and emotional intelligence on student achievement in grade IV SD, North Tomohon District.

The results of the sig numbers on the two independent variables are the sig values 0.003 and $0.005 < 0.05$ and the t_{count} 2.869 and $2.969 >$ from the $t_{table} 2.006$. This means that there is a significant influence between the variables of

creativity and emotional intelligence on student achievement in grade IV elementary schools in North Tomohon District. This shows that the two independent variables of creativity and emotional intelligence together have a significant effect on student achievement.

Discussions

The result of simple regression analysis shows that the influence of the creativity variable (X1) on student achievement (Y) is positive. Based on the output from SPSS, it is known that the constant (a) value is 74,892, while the trust value (w/ regression coefficient) is 0.247, so the regression equation is written:

$$\hat{Y} = a + bX = 74.892, + 0.247X.$$

This equation can be interpreted as a constant of 74,892, meaning that the constant value of the participation variable is 74,892 and the creativity regression coefficient of 0.247 states that every 1% increase in the value of creativity, the participation value increases by 0.247. The regression coefficient is positive, so it can be said that the direction of the influence of the creativity variable on student achievement is positive. It is known that the value of t_{count} is $3.327 > 2.006$, so it can be concluded that the creativity variable (X1) has an effect on the learning achievement variable (Y).

Thus, the null hypothesis which states that there is no significant influence between creativity on student achievement is rejected. This means that H_0 is rejected and H_a is accepted. The two independent variables are the sig value $0.00 < 0.05$ and the t_{count} 2.869 and 2.969 > from the t_{table} 2.006. This means that there is a significant influence between the variables of creativity and emotional intelligence on student achievement in grade IV elementary schools in North Tomohon District. This shows that the two independent variables of creativity and emotional intelligence together have a significant effect on student achievement. Thus the null hypothesis which states that there is no significant effect between creativity and emotional intelligence on student achievement is rejected. This means that H_0 is rejected and H_a is accepted.

Conclusion

1. There is a significant effect of creativity on the learning achievement of fourth grade elementary school students in North Tomohon District.
2. There is a significant effect of emotional intelligence on the learning achievement of fourth grade elementary school students in North Tomohon District.
3. There is a joint significant influence on creativity and emotional intelligence on the learning achievement of fourth grade elementary school students in North Tomohon District.

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