



The influence of teacher motivation and creativity on increasing learning interest of grade IV students of sd katolik 03 Frater Don Bosco Manado

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Abstract

This study aims to determine the effect of teacher motivation and creativity on the learning interest of fourth grade students of SD Katolik 03 Frater Don Bosco Manado. This study uses a quantitative experimental approach with a population of 77 students who are also used as research samples through the nonprobability sampling method. Data collection was carried out using a questionnaire that has been tested for validity and reliability. Data analysis used descriptive analysis, correlation test, reliability test, normality test, linearity test, and simple regression analysis and multiple regression with the help of the SPSS 25 program. The results showed that teacher motivation had a significant effect on increasing student learning interest with a significance value of $0.000 < 0.05$. Teacher creativity also had a significant effect on student learning interest with a significance value of $0.000 < 0.05$. In addition, simultaneously teacher motivation and creativity had a significant effect on student learning interest with significance values of 0.039 and 0.000 respectively (both < 0.05). Thus, it can be concluded that teacher motivation and creativity, both together and partially, have a significant influence on increasing the learning interest of fourth grade students at SD Katolik 03 Pastor Don Bosco Manado.

Keywords: Teacher motivation, teacher creativity, learning interest, elementary school students

Introduction

Education has a very important role as a means to help humans develop their potential to become better individuals in the future. The quality of education is influenced by various supporting elements, one of which is educators, in this case teachers. Teachers are required to continue to improve their professionalism in carrying out their duties as educators who understand the situation and conditions of students. According to Law Number 20 of 2003 concerning the National Education System Article 40 paragraph ^[2]: "Educators and education personnel are obliged to: (a) create a meaningful, enjoyable, creative, dynamic, and dialogical educational atmosphere; (b) have a professional commitment to improving the quality of education; (c) provide examples and maintain the good name of educational institutions, professions, and positions in accordance with the trust given to them." The teacher's responsibility is not only limited to delivering material, but also includes providing positive contributions in the form of thoughts, energy, methods, and innovations that support the development of students. In the context of classroom learning, teachers have a central role as class managers and are expected to be able to create an effective learning process in order to achieve the educational goals that have been set.

One of the internal factors that plays an important role in arousing interest in learning is the role of teachers, especially in terms of motivation and creativity in teaching. Teachers not only function as transmitters of material, but also as facilitators, motivators, and innovators in the learning process. Teachers who are highly motivated can transmit their enthusiasm to students, build positive relationships, and provide the emotional support students need in facing learning challenges. A study in the Journal of Cakrawala Ilmiah (2025) highlighted that teacher creativity can increase elementary school students' interest in learning. Creativity is the ability to imagine, interpret and put forward

ideas and efforts that have creative power for new combinations of previously existing elements so that students' quality in developing themselves is improved. Teacher creativity in delivering material in a variety of ways and using interesting learning media can create a pleasant learning atmosphere and stimulate students' curiosity. Teacher motivation and creativity are key elements in creating a pleasant, challenging, and motivating learning atmosphere for students.

Education at the elementary school level is a very important initial stage in shaping the character, intelligence, and enthusiasm for learning of students. At this stage, one of the main indicators of successful learning is the formation of students' interest in learning. Student learning interest is part of the process or strategy to achieve basic education goals. The goal of basic education is to form a strong foundation for student development. Supporting factors that can influence the goals of basic education, one of which is the internal factor (from within the student), namely student learning interest. High interest will encourage students to be more active, enthusiastic, and consistent in following the teaching and learning process. Conversely, low learning interest can be the beginning of various other academic problems, such as declining learning outcomes, lack of participation in class, and reduced sense of responsibility for schoolwork.

At SD Katolik 03 Frater Don Bosco Manado, especially in grade IV, various things were identified that indicated low student interest in learning. Based on observations and interviews with several teachers and parents of students, it was found that students were less enthusiastic in following lessons. They appeared passive during lessons, which they showed by an attitude of getting bored easily and losing focus, coupled with high academic demands, lack of self-confidence and lack of support and guidance from parents. Some teachers still use conventional learning methods that are less interesting to students, are monotonous, and do not

integrate many media or innovative approaches that are in accordance with the characteristics of today's students. Limitations in designing interactive learning and the lack of innovation in the use of teaching media contribute to low student involvement in the learning process. This shows that teacher motivation and creativity still need to be improved in order to have a positive impact on increasing student interest in learning. Based on the background of the problem above, to find out whether there is an influence of teacher motivation and creativity in increasing student interest in learning. So, the researcher conducted a study with the title: "The Influence of Teacher Motivation and Creativity on Increasing Student Interest in Learning in Grade IV of SD Katolik 03 Frater Don Bosco Manado".

Methods

This study uses a quantitative approach. Descriptive statistics to describe data from samples collected to make a generalization of this opinion are in line with Sugiyono (2004: 169) that Descriptive analysis is a statistic used to analyze data by describing or depicting data that has been collected as it is without intending to make conclusions that apply to the public or descriptive generalizations help to simplify large amounts of data in a logical way. Simple regression is used to test hypotheses X1 and X2, namely about the influence between variables (X1) the influence of teacher motivation on student learning interest (Y), and (X2) the influence of teacher creativity on student learning interest (Y) Multiple regression test used in forecasting dependent variables based on independent variables According to Sugiyono (2014: 13). While multiple regression is used to test hypothesis 3. namely about (X1) teacher motivation and teacher creativity (X2) on student learning interest (Y).

Population is a generalization area of objects or subjects that have certain qualities and characteristics determined by researchers to be studied and then conclusions drawn Sugiyono (2014:130), The population in this study were all classes IVa, IVb, and IVc totaling 77 students at SD Katolik 03 Frater Don Bosco Manado. The sample of this study was a number of students who would be studied as representatives of all students in class IV of SD Katolik 03 Frater Don Bosco Manado. The population in this study were students in class IV of SD Katolik 03 Frater Don Bosco Manado as many as 3 classes with a total of 77 students. Based on the population taken as a sample, there were 77 people. In connection with the above, all populations had the opportunity to become sample members and were taken at the same time, so the researcher determined the sample size used was 77 students in class IV of SD Katolik 03 Frater Don Bosco Manado.

The instrument used in this study was a questionnaire to obtain information about the influence of work motivation (X1) and teacher creativity (X2), while to obtain information on student learning interest (Y) using documentation. Data collection techniques used test validity and test reliability. Data analysis techniques used were descriptive analysis, analysis prerequisite tests (normality test, linearity test, hypothesis test).

Results and Discussion

Results

1. Data Distribution Normality Test

a. Teacher Work Motivation Variable

The normality test is a test conducted to assess the distribution of data on a data variable whether it is normally

distributed or not. The criteria for normality testing are if the significance level value is greater than 0.05 ($p > 5\%$) then it is stated to be normally distributed. The observation variable is normal if the sig. number is > 0.05 . From the residual normality test, the sig. number is obtained. = $0.200 > 0.05$, this indicates that the significance level value is greater than 0.05 ($p > 5\%$), then it is stated that the observation variable in this regression model is normally distributed.

b. Teacher Creativity Variable

The observation variable is normal if the sig. number is > 0.05 . From the residual normality test, the sig. number is obtained. = $0.200 > 0.05$, this indicates that the significance level value is greater than 0.05 ($p > 5\%$), then it is stated that the observation variable in this regression model is normally distributed.

2. Linearity Test

The linearity test aims to determine whether two variables have a linear relationship or not significantly. The relationship between variables forms a linear pattern (model) in other words it will form a straight line to see whether the two variables are directly related or not.

a. Teacher Work Motivation Variable

Then to see whether changes in the independent variable will be followed by changes in the dependent variable. The interpretation is the significance in the Linearity row with a value of 0.598, if the value is > 0.05 then it is linear so it can be concluded that it meets the linearity requirements.

b. Teacher Creativity Variable

Then to see whether changes in the independent variables will be followed by changes in the dependent variables. The interpretation is the significance in the Linearity row in the Anova table with a value of 0.896, the value is > 0.05 then it is linear so it can be concluded that it meets the linearity requirements.

3. Hypothesis Testing

a. Hypothesis 1

Hypothesis 1 in this study is:

Ho: ζ There is no influence of teacher work motivation on the learning interest of fourth grade students of SD Katolik 03 Frater Don Bosco Manado?

Ha: ζ There is a significant influence of teacher work motivation on the learning interest of fourth grade students of SD Katolik 03 Frater Don Bosco Manado?

The statistical hypothesis is

Ho: $P_{xly} = 0$

Ha: $P_{xly} \neq 0$

Simple linear regression analysis is used to test Hypothesis I regarding the influence of teacher work motivation variables on student learning interest variables. The results of the analysis using SPSS Statistics 25 software obtained a model (Model summary). The R Square figure is known to be 0.290. This figure is obtained by squaring the correlation number (0.539^2). Furthermore, the value of the Determinant coefficient or Determinant Coefficient (KP) is obtained by the formula $KP = r^2 \times 100\%$, until the value of the determinant coefficient is obtained at 29.0%. This means that 29.0% of students' interest in learning can be explained by the teacher's work motivation variable, while the remaining 71% is explained by other variables. The next

analysis is a regression analysis to determine the regression equation of X_1 against Y and to test the significance of the regression coefficient. The following simple regression equation is obtained: $\hat{Y} = a + Bx$ $\hat{Y} = 15.330 + 0.241x$ where \hat{Y} = Student Interest in Learning; X = Teacher's Work Motivation; a = constant number of 15.330, which states that if there is no teacher work motivation score then the learning interest score is 15.330, b = regression coefficient number of 0.241, this number states that for every 1% increase in teacher work motivation value, the student's learning interest value increases by 0.241.

Significant test using T test with decision rule.

If $T_{count} > T_{table}$, then reject H_0 meaning significant and

If $T_{count} < T_{table}$, then accept H_0 meaning not significant.

From the hypothesis test, it was found that there is a direct influence of the teacher work motivation variable (X_1) on the student learning interest variable (Y) with a significance value of $p = 0.000$ which is smaller than the alpha value, namely $\alpha = 0.05$ ($p = 0.000 < 0.05$). The sig number = 0.000 < 0.05. This shows that teacher work motivation has a very significant effect on student learning interest. The positive unstandardized B coefficient value indicates that the higher the level of teacher work motivation, the greater the interest in learning will be, or vice versa, if the teacher's work motivation is low, the interest in learning will decrease. This means that H_0 is rejected and H_1 is accepted because it turns out that there is a significant positive direct effect of teacher work motivation on student learning interest. The existing influence is positive with a Determinant Coefficient (R square) value = 29%, indicating that the teacher's work motivation variable causes diversity in student learning interest by 29%, the remaining 71% (100% - 29%) is caused by other variables.

b. Hypothesis 2

Hypothesis 2 in this study is

H_0 : There is no influence of teacher creativity on the learning interest of fourth grade students of SD Katolik 03 Frater Don Bosco Manado?

H_a : There is a significant influence of teacher creativity on the learning interest of fourth grade students of SD Katolik 03 Frater Don Bosco Manado?

The statistical hypothesis is

$H_0: P_{xly} = 0$

$H_a: P_{xly} \neq 0$

Simple linear regression analysis is used to test Hypothesis 1 on the influence of teacher creativity variables on student learning interest variables. The results of the analysis using SPSS Statistics 25 software obtained a model (Model summary). The R Square figure is known to be 0.415. this figure is obtained by squaring the correlation number (0.645²). then the value of the Determinant coefficient or Determinant Coefficient (KP) is obtained by the formula $KP = r^2 \times 100\%$. until the determinant coefficient value is obtained at 41.5%. This means that 41.5% of students' interest in learning can be explained by the teacher's creativity variable, while the remaining 58.5% is explained by other variables. The next analysis is a regression analysis to determine the regression equation of X_2 against Y and to test the significance of the regression coefficient.

The following simple regression equation is obtained

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

$$\hat{Y} = 9.590 + 0.312x$$

where \hat{Y} = Student's Interest in Learning; X = Teacher's Work Motivation; a = a constant number of 9.590, which states that if there is no teacher's work motivation score, the learning interest score is 9.590; b = regression coefficient number of 0.312, this number states that for every 1% increase in the teacher's work motivation value, the student's interest in learning value increases by 0.312.

The significance test uses the T test with the decision rule.

If $T_{count} > T_{table}$, then reject H_0 , meaning it is significant and

If $T_{count} < T_{table}$, then accept H_0 , meaning it is not significant.

From the hypothesis test, it was found that there was a direct influence of the teacher creativity variable (X_2) on the student learning interest variable (Y) with a significance value of $p = 0.000$ which is smaller than the alpha value of $\alpha = 0.05$ ($p = 0.000 < 0.05$). The sig number = 0.000 < 0.05. This shows that teacher creativity has a very significant effect on student learning interest. The positive unstandardized B coefficient value indicates that the higher the level of teacher creativity, the greater the learning interest will be, or vice versa, if teacher creativity is lacking, the learning interest will decrease. This means that H_0 is rejected and H_1 is accepted because it turns out that there is a significant positive direct influence of teacher work motivation on student learning interest. The existing influence is positive with a Determinant Coefficient (R square) value = 41.5%, indicating that the teacher work motivation variable causes diversity in student learning interest by 41.5%, the remaining 58.5% (100% - 41.5%) is caused by other variables.

c. Hypothesis 3

Hypothesis 3 in this study is

H_0 : There is no influence of teacher work motivation and teacher creativity on the learning interest of fourth grade students of SD Katolik 03 Frater Don Bosco Manado?

H_a : There is a significant influence of teacher work motivation and teacher creativity on the learning interest of fourth grade students of SD Katolik 03 Frater Don Bosco Manado?

The statistical hypothesis is

$H_0: P_{xly} = 0$

$H_a: P_{xly} \neq 0$

Simple linear regression analysis is used to test Hypothesis 3 on the influence of teacher work motivation and teacher creativity variables on student learning interest variables. The R Square figure is known to be 0.448. This figure is obtained by squaring the correlation number (0.669²). Furthermore, the value of the Determinant coefficient or Determinant Coefficient (KP) is obtained using the formula $KP = r^2 \times 100\%$, until the determinant coefficient value is obtained at 44.8%. This means that 44.8% of students' interest in learning can be explained by the variables of teacher motivation and creativity, while the remaining 55.2% is explained by other variables. The next analysis is a regression analysis to determine the regression equations of X_1 and X_2 against Y and to test the significance of the regression coefficient. The following simple regression equation is obtained

$$\hat{Y} = a + b_1 X_1 + b_2 X_2$$

$$\hat{Y} = 6.912 + 0.102X_1 + 0.244X_2$$

where \hat{Y} = Student Interest in Learning; X_1 = Teacher Work Motivation; X_2 = Teacher Creativity; a = constant number of 6.912, which states that if there is no score of teacher work motivation and creativity, the learning interest score is 6.912; b_1 = regression coefficient number X_1 of 0.102; b_2 = regression coefficient number X_2 of 0.244.

The figure states that for every 1% increase in the value of teacher work motivation and creativity, the value of student learning interest increases by 0.346 (0.102 + 0.244).

The significance test uses the F test with the decision rule.

1. If the Sig. value < 0.05 , then H_a is accepted. This means that Teacher Work Motivation (X_1) and Teacher Creativity (X_2) simultaneously influence Student Learning Interest (Y)
2. If the Sig. value > 0.05 , then H_0 is rejected. This means that Teacher Work Motivation (X_1) and Teacher Creativity (X_2) simultaneously do not influence Student Learning Interest (Y)
3. If $F_{count} > F_{table}$, then H_a is accepted. This means that Teacher Work Motivation (X_1) and Teacher Creativity (X_2) simultaneously influence Student Learning Interest (Y)
4. If $F_{count} \leq F_{table}$, then H_0 is rejected. So it means that Teacher Work Motivation (X_1) and Teacher Creativity (X_2) simultaneously do not affect Student Learning Interest (Y).

Based on the results of data analysis through SPSS with a significance level of $F_{count} = 30.053 > F_{table} 3.12$ with a significance level of 0.000 and $0.039 < 0.05$, then from the results of this data analysis it can be concluded that the multiple regression model has a significant effect together between teacher work motivation media and teacher student creativity on student learning interest. Thus, accept hypothesis 3 in this study which states that there is an influence of teacher work motivation and teacher creativity on student learning interest in class IV of SD Katolik 03 Frater Don Bosco Manado.

Discussion

1. The Influence of Teacher Work Motivation on Increasing the Learning Interest of Fourth Grade Students of SD Katolik 03 Frater Don Bosco Manado

This study shows that teacher work motivation has a significant effect on the learning interest of fourth grade students of SD Katolik 03 Frater Don Bosco Manado. The test results for the first hypothesis prove that teacher work motivation (X_1) has a direct positive effect on student learning interest (Y) which can be accepted because its truth has been tested. Based on the results of the statistical analysis, a significance value of 0.000 was obtained in testing the effect of teacher work motivation on student learning interest. This value is much smaller than the significance level of 0.05, so the null hypothesis (H_0) is rejected and the alternative hypothesis (H_a) is accepted. This means that statistically there is a very significant influence between teacher work motivation and student learning interest.

Teacher work motivation is one of the key factors in the learning process. Teachers who have high work motivation tend to be more active, creative, and innovative in teaching. They are able to create a conducive, enjoyable classroom atmosphere and motivate students to be more active in

learning. Motivated teachers will pay more attention to students' learning needs, provide encouragement, and build effective communication in the classroom. Teachers also tend to be more consistent in providing feedback and rewards to students, so that students feel appreciated and more interested in learning. Thus, teacher work motivation not only improves the quality of learning, but also directly fosters students' interest in learning.

Other studies also show that teacher work motivation has a significant effect on student achievement and interest in learning. Teachers who are responsible, have clear goals, and work with high enthusiasm can have a positive impact on student learning outcomes. Indicators of teacher work motivation such as responsibility, work targets, feelings of pleasure in working, and expectations of receiving awards have been shown to be strongly weakened by increasing student interest and learning achievement. Research by (Hartati *et al.*, 2024) ^[6] entitled "The Effect of Implementation of the Independent Learning Curriculum and Teacher Work Motivation on Student Learning Interest and Its Impact on Student Achievement (Case Study of SDN 25 Bathin Salopan)". This finding emphasizes the importance of efforts to increase teacher work motivation as a strategy to increase student interest in learning. Principals and education policy makers need to pay special attention to the welfare, training, awards, and professional development of teachers. A conducive work environment, open communication, and appreciation for teacher performance can be the main driving factors for the growth of teacher work motivation.

Thus, students' interest in learning can continue to be improved, so that educational goals can be achieved optimally. The results of the hypothesis test convincingly prove that teacher work motivation has a very significant effect on student learning interest, as indicated by a significance value of 0.000 (less than 0.05). The higher the teacher's work motivation, the higher the student's interest in learning. Thus, the research hypothesis stating that there is a significant effect of teacher work motivation on student learning interest can be accepted and supported by strong empirical evidence.

2. The Influence of Teacher Creativity on Increasing the Learning Interest of Fourth Grade Students of SD Katolik 03 Frater Don Bosco Manado

This study shows that Teacher Creativity has a significant influence on the learning interest of fourth grade students of SD Katolik 03 Frater Don Bosco Manado. The test results for the second hypothesis prove that teacher creativity (X_2) has a direct positive effect on student learning interest (Y) which can be accepted because its truth has been tested. The results of data analysis show that the significance value of the influence of teacher creativity on student learning interest is 0.000, which means it is much smaller than the significance level of 0.05. Thus, the null hypothesis (H_0) is rejected and the alternative hypothesis (H_a) is accepted. This indicates that there is a very significant influence between teacher creativity and student learning interest.

This significance value of 0.000 indicates that the relationship between teacher creativity and student learning interest is not a coincidence, but a statistically significant influence. Teacher creativity in the learning process plays an important role in creating a learning atmosphere that is fun, interesting, and motivates students to actively learn.

Creative teachers are able to develop innovative learning methods, such as the use of real teaching aids, hands-on activities, and outing classes that are relevant to the subject matter.

Other studies also support this finding, research by (Trisnowati & Andjariani, 2021) ^[18] entitled "The Influence of Teacher Creativity on Students' Interest in Learning Theme 1 Myself, Class I Sdn Randegan Kec. Tanggulangin Kab. Sidoarjo". The purpose of the research conducted by the author was to determine how teacher creativity and student interest in learning in theme 1, both from the advantages and disadvantages in learning interest in class 1 students at SDN Randegan Tanggulangin Sidoarjo. Teacher creativity not only increases students' interest in learning directly, but also helps overcome boredom and boredom during the learning process. With varied and innovative learning methods, students feel more challenged and actively involved in learning activities. Creative teachers are also able to adjust the learning approach to the characteristics and needs of students, so that the learning process becomes more effective and enjoyable.

These findings underline the importance of increasing teacher creativity as one of the main strategies to increase student interest in learning. Schools and education policy makers need to provide support in the form of creativity development training, provision of adequate learning facilities and infrastructure, and awards for teachers who are able to apply high creativity in learning. With a supportive work environment, teachers can more freely develop creative ideas that have a positive impact on students' interests and learning achievements. Based on the results of the hypothesis test, it can be concluded that teacher creativity has a very significant effect on students' learning interests, as evidenced by a significance value of 0.000 (less than 0.05). Teacher creativity increases students' learning interests positively and substantially, so that it becomes an important factor in efforts to improve the quality of learning and the success of education in general.

3. The Influence of Teacher Motivation and Creativity on Increasing the Learning Interest of Fourth Grade Students of SD Katolik 03 Fr Don Bosco Manado

This study shows that Teacher Creativity has a significant influence on the learning interest of fourth grade students of SD Katolik 03 Frater Don Bosco Manado. The test results for the second hypothesis prove that teacher work motivation (X1) and teacher creativity (X2) have a direct positive effect on student learning interest (Y) which can be accepted because its truth has been tested. From the hypothesis test, it was found that there was a direct influence of the variables of teacher work motivation (X1) and teacher creativity (X2) on the variable of student learning interest (Y) with a significance value of teacher work motivation = 0.039 and a sig number of teacher creativity of 0.000 which means that both values <0.05. This shows that teacher work motivation and teacher creativity have a very significant effect on student learning interest.

The significance value of 0.039 obtained for teacher work motivation shows that this variable has a real influence on student learning interest. High teacher work motivation encourages teachers to be more enthusiastic, responsible, and consistent in carrying out teaching duties. Enthusiastic teachers tend to be able to create a comfortable and inspiring learning atmosphere, so that students feel

interested and encouraged to learn more diligently. Teacher work motivation also plays a role in improving the quality of interaction between teachers and students, which ultimately increases students' interest in learning significantly. A significance value of 0.000 for teacher creativity shows a very strong and significant influence on students' interest in learning. Teacher creativity in designing and implementing learning plays an important role in attracting students' attention and interest. Creative teachers use various innovative learning methods, interesting learning media, and varied approaches so that the learning process becomes more enjoyable and challenging for students. Teacher creativity also helps overcome student boredom and boredom during learning, so that students' interest in learning can increase optimally.

Joint influence of teacher work motivation and creativity. These two variables, namely teacher work motivation and creativity, together provide a positive and significant contribution to students' interest in learning. High teacher work motivation will strengthen teachers' enthusiasm and commitment in teaching, while teacher creativity will enrich the quality of learning with innovation and variety of methods. The combination of these two factors creates a dynamic and engaging learning environment, which ultimately significantly increases students' interest in learning. This finding emphasizes the importance of paying attention to both aspects in an effort to increase students' interest in learning. Schools and education policy makers need to provide adequate support to increase teacher work motivation, such as through awards, training, and career development. In addition, developing teacher creativity must also be a priority, for example by providing training in learning innovation, supporting facilities and infrastructure, and opportunities for teachers to experiment with new learning methods.

Conclusion

1. Teacher work motivation has a significant effect on student learning interest. Teacher work motivation has a significant effect on student learning interest with a significance value of 0.039 (less than 0.05). This indicates that the higher the teacher's work motivation, the greater the student's learning interest. Good teacher work motivation encourages teachers to be more enthusiastic and responsible in the learning process, so that they can increase student learning interest positively.
2. Teacher creativity has a very significant effect on student learning interest. Teacher creativity has been proven to have a very significant effect on student learning interest with a significance value of 0.000 (much smaller than 0.05). Creative teachers are able to create interesting and innovative learning methods and atmospheres, so that students become more interested and motivated to learn.
3. Teacher work motivation and creativity together have a positive effect on student learning interest. Both variables, namely teacher work motivation and creativity, simultaneously make a significant contribution to increasing student learning interest. The combination of high motivation and creativity in teaching creates a conducive and enjoyable learning environment, which ultimately increases students' interest in learning optimally.

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