

The Influence of ISMUBA Teacher Teaching Creativity on Student Motivation During the COVID-19 Period at SMP Muhammadiyah 1 Yogyakarta

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ABSTRACT: *This research aimed to find out the creativity of ISMUBA (Al-Islam, Kemuhammadiyah, and Arabic Language) teachers at SMP Muhammadiyah 1 Yogyakarta, to find out the learning motivation of students Grade VIII at SMP Muhammadiyah 1 Yogyakarta, and to identify the creativity of ISMUBA teachers in triggering learning motivation during Covid-19. The research used the correlational method with a descriptive quantitative approach. The data analysis technique was by the linearity test and simple linear regression test. The subjects of this study were the Grade VIII students of SMP Muhammadiyah 1 Yogyakarta using random sampling with 141 students. The results were: (1) the level of teaching creativity of ISMUBA teachers at SMP Muhammadiyah 1 Yogyakarta was in an appropriate category, (2) the level of student learning motivation at SMP Muhammadiyah 1 Yogyakarta is also in an appropriate category, and (3) there is a positive influence of teaching creativity on the learning motivation of Grade VIII students during Covid-19 at SMP Muhammadiyah 1 Yogyakarta. Thus, teachers' creativity in teaching is necessary to improve student learning motivation.*

Penelitian ini bertujuan untuk mengetahui kreativitas guru ISMUBA di SMP Muhammadiyah 1 Yogyakarta dan untuk mengetahui motivasi belajar peserta didik kelas XI SMP Muhammadiyah 1 Yogyakarta dan untuk mengetahui kreativitas guru ISMUBA dalam mengajar terhadap motivasi belajar siswa di masa COVID-19. Metode penelitian adalah metode korelasi dengan pendekatan kuantitatif deskriptif. Teknik analisis data dengan melakukan uji linearitas dan uji regresi linear sederhana. Subjek pada penelitian ini ada siswa kelas 8 SMP Muhammadiyah 1 Yogyakarta dengan menggunakan teknik random sampling yang berjumlah 141 siswa. Hasil pada penelitian ini yaitu: (1) Tingkat kreativitas mengajar guru ISMUBA di SMP Muhammadiyah 1 Yogyakarta termasuk dalam kategori sedang, (2) Tingkat motivasi belajar siswa di SMP Muhammadiyah 1 Yogyakarta termasuk dalam kategori sedang, (3) Adanya pengaruh positif kreativitas mengajar guru ISMUBA terhadap motivasi belajar siswa kelas 8 pada masa COVID-19 di SMP Muhammadiyah 1 Yogyakarta. Temuan pada penelitian ini adalah untuk meningkatkan motivasi belajar siswa diperlukan kreativitas guru dalam mengajar.

Keywords: *Covid-19, learning motivation, teachers' creativity.*

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I. INTRODUCTION

The development of increasingly sophisticated technology makes technology a necessity for everyone. Although technology has several negative impacts on the social world, technology has many positive benefits for humans, including education. Nowadays, the learning process is accompanied by information technology, making learning flexible and varied. Education plays a vital role in human life since good education will improve the quality of life. In contrast, without education, a person's life will not be organized. Education can run well if accompanied by various supports, such as administrators, managers, educators or teachers, facilities and infrastructure, media, and students. The educational device which is the cornerstone of the success of a learning process is the teacher.

Teachers have an essential role in transferring knowledge to students. Teachers are people who have great curiosity about all information related to learning and education" (Taufik, 2019). The quality of a teacher is an essential point in the teaching and learning process. The better the quality of the teacher in teaching, the fluency in the teaching and learning process will run well and produce high-quality students. The development of increasingly advanced technology is a challenge for a teacher to keep up with the times. The existence of technological sophistication is becoming a challenge for a teacher and following increasingly sophisticated technological developments. Teachers must also follow the students they teach, often referred to as the millennial generation and z generation.

The millennial generation is a generation born between 1980-2000, accompanied by rapid technological development (Hidayatullah *et al.*, 2018). Meanwhile, according to Putra, the z generation can do multiple activities simultaneously, such as running social media with cellphones, browsing using a PC, and listening to music with a headset. Every activity carried out is related to cyberspace, and since childhood, this generation has known technology that indirectly affects their personality (Putra, 2016). From the above opinion, it can be concluded that the millennial generation and z generation are generations born in an increasingly sophisticated technology era. In their lives, they will not be separated from the existence of technology because technology is part of their lives. During a pandemic like this, the learning process is carried out remotely or online (in a network), so that technology plays a vital role in the teaching and learning process.

Creativity is considered one of the most critical skills in 21st century learning tools and the key to effective learning in higher education and beyond. According to Yusnani (2020), teacher creativity is a complex process. As an illustration, it involves various ideas in managing and developing learning. Developing ideas in education is a challenge for teachers to come up with discoveries (Yusnani, 2020).

A teacher must have creativity in developing learning. However, being a creative teacher cannot happen instantaneously. It must go through a learning process, exercises using various media and learning methods based on experiences in teaching, feelings of love, and affection of a teacher to students. Teacher creativity in education can unconsciously encourage students to be enthusiastic about participating in learning. Looking at the current conditions, the invention of teachers in giving lessons to students is one of its challenges, so that teachers still feel close to students, even though learning is carried out online. Teacher creativity in implementing learning will produce students who are intelligent, creative, and knowledgeable. Barriers to online

learning are the activeness of students. They feel bored because every day they have to use cellphones or laptops for learning, students are not present promptly, and teachers cannot monitor or control students directly.

The constraints described in the online learning process can occur due to network problems, and students and teachers do not interact directly. The teacher must make efforts to improve student learning motivation by providing motivation and bringing creativity into lessons. Some of the opinions above show that teacher creativity in implementing learning is essential to encourage students. Judging from the constraints that have been presented, the objectives of education will not be maximally achieved. In contrast, the government has not confirmed with certainty when face-to-face learning as before will be re-implemented, considering that the pandemic took place, and the government has always recommended that the teaching and learning process should be carried out online.

The position of this research in the scope of the study of Islamic Religious Education is that we, as prospective educators understand that the creativity of an educator is vital so that students continue to have enthusiasm or encouragement in learning (Zukhrufin, Anwar and Sidiq, 2021). This research will be conducted at SMP Muhammadiyah 1 Yogyakarta and students to measure the influence of PAI teacher creativity on learning motivation. The reason the study was carried out at SMP Muhammadiyah 1 Yogyakarta was the application of google classroom, google form, WhatsApp, and youtube as a learning medium, entitled: "The Effect of ISMUBA Teacher Teaching Creativity on Motivation Studying during COVID-19 at SMP Muhammadiyah 1 Yogyakarta."

This study aimed to observe the creativity of ISMUBA teachers at SMP Muhammadiyah 1 Yogyakarta to find out the learning motivation of class VIII students of SMP Muhammadiyah 1 Yogyakarta, to find out the creativity of ISMUBA teachers in teaching towards student learning motivation during the COVID-19 period. The benefits of this research consist of theoretical benefits and practical benefits. The practical uses of this research are expected to be an insight and development in the world of education regarding the influence of PAI teachers' creativity in teaching on learning motivation. In contrast, the practical benefits of this study are services for students, educators, and institutions. Valuable benefits for students are to foster student motivation in learning activities. At the same time, it can be used as input and reference regarding the importance of teacher creativity in teaching on student learning motivation for educators. Lastly, for institutions, schools regarding the influence of teacher creativity, ISMUBA in guiding students' learning motivation can be referred by schools.

Theoretical Framework

Influence can come from someone that can take the form of a person's character, beliefs, or actions. Meanwhile, Irene Jessica Patrisia, Meity D. Himpong, J.W. Londa argues that the notion of influence is an encouragement or persuasion that forms or is an effect (Patrisia, Himpong and Londa, 2019). Creativity is a mental process of a person that generates helpful new ideas, techniques, methods, or products that are imaginative, flexible, successful, and effective in various fields to solve problems, according to Suprehin in (Wiyono, 2018). Creativity means fluency, flexibility, originality in thinking (Liunardi and Carina, 2020). As Nadira Ismail states that:

Creativity is essential in education as literacy is a fundamental life skill that enables our future generations to survive and thrive in the 21st century (Ismail, Desa and Balakrishnan, 2018).

According to Eucine M. L. Soriano De Alencar, Denise De Souza Fleith states that (Egan *et al.*, 2017):

Creativity helps individuals to take better advantage of opportunities and to respond more productively to the challenges and difficulties in their personal and professional lives.

Creativity can help someone make better decisions, take advantage of opportunities, and face challenges and personal and professional life (Egan *et al.*, 2017). David Campbell in states that creativity is an activity that brings results with the following characteristics: 1) Innovative, something that has never existed, fresh, engaging, strange, surprising, and discoveries, 2) Useful, something more innovative, better, practical, simplify, encourage, solve problems and reduce barriers, 3) Understandable, that is, a similar result can be made at another time. Creativity seen from a process perspective is seen with new findings and as a unique process seen from other methods. A person's creativity can be seen in the process of carrying out the activities or business he does. As long as making an effort from beginning to end in completing the job, openness to new things, broad thinking, persistence, and other creative elements is needed (Sitepu, 2019). Creativity has many popular meanings, one of which is creativity has four following components: person, process, press, and product.

Creativity, on the emotional component, shows that a person has the potential to be creative. Creativity is a process where every individual facing every problem can find new thoughts, answer concerns, and solve new ideas. Creativity is also a driving force, and it means someone has high motivation and desire to create something, while the creativity, as a result, is someone who manages to find something unique about himself due to the effects of socializing in the surrounding environment, according to Satiadarma &Wawuru in (Ridha, 2020).

Based on several opinions regarding the meaning of creativity, it can be concluded that creativity includes fluency, flexibility, and originality in thinking. Creativity is a mental process for someone to find something new, unique, can be in the form of ideas or real works, which are relatively different from existing ones, and being creative means innovative, practical, and understandable. Creativity can be seen through a person's process of completing his work from the time a person is working until he is finished. In this case, it requires openness to new things, broad thinking, persistence, and other creative elements.

A teacher needs to be creative to support students' motivation in learning, especially during a pandemic. A person's creativity can be continuously trained to become a habit. They are clever in innovating in using various designs, learning methods, and sophisticated today's technology. Aspects of creativity according to Abedini and Broujeni in can be seen from several elements (Amrullah *et al.*, 2018): (1) Learning is an exciting presentation, the importance of learning, scientific application with daily activities, and using stories as learning, (2) class management, such as changing class sizes and holding classroom sessions outside, (3) assignments, such as giving creative assignments and creative group assignments, (4) interaction with students, such as strengthening students to dare to ask questions, using students' basic abilities, and

provide positive feedback, (5) the character of the teacher, such as active and enthusiastic, interested and attentive, have broad thinking and active listening. The characteristics of creative teachers According to Bukman Lian, Muhammad Kristiawan, and Rosma Fitriya in Simiawan (1999):

Semiawan suggests the characteristics of creativity among others are (1) dare to take risks, (2) play a positive role in creative thinking, (3) formulate and define problems, (4) grow up problem-solving, (5) tolerance to ambiguity and (6) respect for others and the environment (Lian, Kristiawan and Fitriya, 2018).

Creativity has several characteristics, including (1) dare to take risks, (2) play a positive role in creative thinking, (3) formulate and define problems, (4) foster problem solving, (5) tolerance of ambiguity, and (6) respect other people and the environment. According to Anonymous (2012) in (Andhika, 2020), the characteristics of a creative teacher are as follows: (1) Can direct students to things that can support them in studying, (2) Can include students in all learning activities, (3) Can motivate students, (4) Can determine the steps of the learning process, (5) Can form a learning process that is fun and meaningful, (6) Can improve the learning process, (7) Can create and develop learning media to be attractive and applicable, (8) Can form and collaborate with varied teaching materials, (9) Can produce innovations in learning. Meanwhile, according to Yusuf, teachers who are creative with teachers who are not creative in the learning process have the following characteristics (Yusuf, 2020): (1) Teachers who have high creativity can provide attractiveness in the teaching and learning process so that students can respond positively to their teachers, (2) Teachers who cannot show attractiveness to their subjects can result in negative responses to students such as low student interest and attention, (3) Teachers who cannot show Consistent attitude towards students will have a negative impact, students will lead to not empathizing with their teachers, (4) Teachers who can foster positive communication with students will cause more respect for students to teachers who often give negative sentences to students. (5) Teachers who can take advantage of learning media tend to foster students' interest in lessons rather than teachers who are monotonous or boring in the teaching and learning process, (6) Generally, teachers who get positive/good reactions from students are teachers who are aware of the role and the essence of the importance of educational lessons and the principles of teaching and learning.

Based on the opinion above, it can be concluded that the teacher must develop their potential and channel ideas in the learning process. Creativity must be trained so that it continues to become a habit, especially during COVID-19, where they are required to be creative in carrying out the teaching and learning process, using various forms of design and learning methods coupled with utilizing electronic media or learning platforms (Ikhwan, Anwar and Mahmudah, 2021). According to Satriani, a teacher has particular expertise in pursuing, someone who transfers knowledge to students and gives attention, compassion, provides advice and advises students like their own child (Satriani Is, 2017). Teachers are human resource figures who occupy positions and play an essential role in education. The meaning of ISMUBA (Al-Islam, *Kemuhammadiyah*, and Arabic) teachers, according to Osa Agil Pratama and Hendro Widodo, is a form of Islamic Religious Education in *Muhammadiyah* schools with the addition of *Kemuhammadiyah* subjects. Based on some of the opinions above, it can be concluded that an ISMUBA is someone who has expertise in teaching

Islamic Religion, similar to Islamic Education teachers in public schools with additional *Kemuhammadiyah* subjects.

The purpose of implementing Al-Islam, Muhammadiyah, and Arabic language education is to instil the spirit and ideology of Muhammadiyah in students who are expected to become Muhammadiyah cadres (Pratama and Widodo, 2019). The definition of motivation, according to Hamid Marashi and Homayra Khatami in Brownate (1987) (Marashi and Khatami, 2017) states that:

Defines motivation as an inner drive, impulse, emotion, or desire that moves on to a particular action.

The definition of motivation is an impulse, emotion or desire that encourages a person to achieve specific goals (Marashi and Khatami, 2017). Motivation is defined as a condition of students to carry out activities, organize activities and maintain seriousness in carrying out the learning process. Motivation can be interpreted as one of the energies that encourage students to be diligent, earnest in learning. The essential components of motivation include aspects of needs, behaviour, and goals (Saputra, Ismet and Andrizal., 2018). Meanwhile, according to Yoga Budi Bhakti, Irnin Agustina Dwi Astuti (Bhakti and Dwi Astuti, 2018) stated that:

Student learning motivation needs to be raised again by exciting their curiosity, for example, not only by reading repetitive and verbal but using the appropriate and exciting teaching aids while challenging questions to improve their thinking ability.

Student learning motivation needs to be revived by arousing curiosity, for example, not only by reading repeatedly and verbally but using appropriate and exciting teaching aids while giving questions that make students feel challenged to improve their thinking skills. There are two types of learning motivation, namely intrinsic learning motivation and extrinsic learning motivation. Intrinsic learning motivation is a person's desire for something, which then emerges from within because each individual has a solid feeling to do something and then wants something that is desired to be achieved. Meanwhile, extrinsic motivation is a desire that arises in a person due to external encouragement, thus encouraging him to carry out activities or study (Ramadhani, 2017). Besty Ng (Ng, 2018) states that:

A growth mindset believes that intelligence can be nurtured through learning and effort, while intrinsic motivation is the volition to engage in a task for inherent satisfaction. Individuals with a growth mindset believe that motivation can be nurtured and that extrinsic motivation can be internalized (i.e., from outside regulation to integrated regulation similar to intrinsically motivated behaviour).

The development of a mindset is the belief that intelligence can be cultivated through learning and effort. At the same time, intrinsic motivation is the willingness to engage in tasks to achieve goals. Someone with a developed mind believes that motivation can be cultivated, and extrinsic motivation can be internalized (Ng, 2018). According to Jerkeby (2019) he argues that there are strategies to increase motivation, which can be understood and analyzed from various starting points, as he argues that (Bostrom and Bostedt, 2020):

It is about teachers who motivate and students who are motivated are two interrelated aspects. You can be inspired about the content of the learning and

the forms of the teaching, that is to say, regarding what and about how to learn (our translation).

Student learning motivation can be understood and analyzed from various angles. The starting point is how the teacher motivates and students are motivated. In this case, there are two aspects; students are encouraged by learning material or related to forms of learning such as what is related and related to how to study. There are four aspects of student motivation, according to Marilyn et al (Cahyani, Listiana and Larasati, 2020), including (1) Encouragement to achieve something, students have the urge to try to realize their desires and hopes, (2) Commitment may act as a critical aspect of the learning process. There is a high commitment to students who have an awareness of learning, can do tasks, and be able to balance which studies must be done first, (3) initiative, students are required to show new inspirations that will support their success in completing the process education because he already understands himself so that it can provide direction to himself to achieve things that are beneficial to himself and those around him, (4) optimistic, persistent attitude and does not give up in achieving goals and always believes that challenges are always there. Still, every individual has the potential to develop and grow better.

Meanwhile, according to Pintrich et al. in TsabitBismaYunas and Mira Aliza Rachmawati (2018), there are three aspects of motivation in the general expectation-value model of inspiration 1) Expectancy component: Expectancy is an individual's belief and decision about his ability to do tasks. A person who thinks that he failed when doing homework most likely will not continue his work. In other terms, it means he gives up on the assigned task. The component of hope is like the word "*Can I do this assignment?*", If the answer is, "*yes, I can,*" then the task will be worked out until it is finished. If the answer is, "*I can't,*" then the job will be abandoned.

There are two types of hope components, a) Control of learning: Control of learning is the belief and effort of students in learning, b) Self-efficacy for learning and performance: Students take action to himself regarding his ability to do the task, 2) Value component: Individual values and beliefs regarding various reasons for the possibility of maintaining the assignment. This value component has the meaning, "*Why am I doing this assignment?*" Some people will have different answers like I am interested in a given assignment because I like doing assignments. I think how important and valuable the assignment is to me because I want to avoid punishment. After all, I want to get a prize or rank 1 in class because they want to be praised by teachers or parents.

The value component provides an overview of the condition of students regarding how much students like or dislike the given task, a) Intrinsic goal orientation: Intrinsic goal orientation is the focus on learning, assignment of tasks according to one's own abilities, trying to do something that challenges and tries to understand the lesson to add insight, Ames in Pintrich, et.all in (Yunas and Rachmawati, 2018), b) Extrinsic goal orientation: Extrinsic goal orientation is a focus on abilities and how This ability can be said to be measurable with other people, for example the ability of students to have exceeded the class standard value, trying to be better than other students, serious about being the best in a group or class, avoiding bad judgments from others about themselves and seek self-recognition with others that he/she is smart, (Ames in Pintrich, c) Value of the task (Task value): The value of the task is a person's view of the value and interest in the task or activity carried out. 3) Affective component

(affective/emotional reaction component): Affective reactions mean someone's affective/emotional experience with the type of activity or task performed. Affective experiences have the possibility for individuals to anticipate the relationship between tasks and can determine positive and negative values for assignments in certain situations. For example, "there is a student who has a negative experience when learning arithmetic material and brings negative mathematics experience. This experience resulted in students having low scores, low interest in learning mathematics and consequently staying away from math lessons." This affective component explains that "How do I feel about this assignment?" This question can cause reactions such as anxiety, anger, sadness, pride. At school, the affective component can be seen from the value of pressure. An anxiety test is a standard test form to evaluate anxiety during exams (Pintrich in).

Based on some of the opinions above regarding the function of motivation, motivation is very influential for a person, including encouraging students to do activities to achieve what they want, providing direction, which means that motivation can be someone's direction in doing something you want to achieve, and selecting exercises that will be carried out to accomplish the goals to be achieved means that motivation can make someone choose which ones to do and which ones to leave behind to achieve the goals they want to achieve. According to Tasrim and Elhami, motivation has three functions (Tasrim and Elihami, 2020). Encouraging humans to do something, which means motivation as a driving force that releases motivational energy. In this case, it is the driving force of every activity carried out, 2) Determining the direction of action towards the goal to be achieved. Thus motivation can advise someone and work following the formulation of plans, 3) Selecting steps, determining the activities that must be carried out in line with the goals to be achieved, and leaving the activities that are not useful for the objectives to be completed.

Based on some of the opinions above regarding the function of motivation, motivation is very influential for a person, including encouraging students to do activities to achieve what they want, providing direction, which means that motivation can be someone's direction in doing something you want to achieve, and selecting actions to perform and selecting activities to be carried out to accomplish the goals means that motivation can make a person choose which ones to do and which ones should be left behind to achieve the goals to be completed.

II. METHOD

The study is a survey research with a quantitative approach. Survey research is a research method for obtaining data that occurred in the past or currently regarding variables. In-depth interviews or questionnaires can carry out survey research, and research results tend to be generalized (Sugiyono, 2016). This research method is descriptive quantitative by describing the collected data.

Presentation of descriptive quantitative data is in tables or pie charts, pictograms, calculating the mean, mode, percentile, decile, and calculating the data distribution through means and standard deviation. In this study, the results of data analysis used a pie chart as a result of descriptive analysis. The approach to this research is quantitative. The populations in this study were students of class VIII SMP Muhammadiyah 1 Yogyakarta with 217 students, then calculated using the Slovin

formula with an error rate of 5%. The number of subjects became 141 students. They are making class VIII as the issue is because class VIII is still implementing online learning and the number of grade VIII students is sufficient to be sampled. Sampling in this study using probability sampling techniques.

The data collection techniques were through questionnaires, interviews, and documentation. In this study, the questionnaire was the primary measuring tool in research. The interview was only for pre-research, and support of the research results and documentation also acts as an addition of the products. The data analysis in this study used validity and reliability tests, normality tests, linearity tests, and simple linear regression tests.

III. RESULT AND DISCUSSION

The online learning process was carried out by ISMUBA teachers at SMP Muhammadiyah Yogyakarta through WhatsApp, classroom, and google meet by distributing lesson materials to students. On these platforms, students can collect assignments, do attendance and study the material provided by the teacher. Teacher teaching creativity variable data obtained through 27 questions that 146 respondents have filled in. Decision-making to assess categories on the teaching creativity variable of ISMUBA teachers at SMP Muhammadiyah 1 Yogyakarta by dividing three classifications as high, medium, and low, as seen in the following table:

Table 1. Distribution of categorization of frequency of teaching creativity of ISMUBA teachers at SMP Muh 1 Yogyakarta

Response	Range	Total	Percentage
High	$X \geq 89$	65	45%
Medium	$73 \leq x < 89$	72	49%
Low	$X < 72,91$	9	6%
Total		146	100%

Based on this table, it can be seen that the responses to the teacher creativity variable included in the high category were 65 people (45%), the moderate type were 72 people (49%), and the low sort were nine people (6%). The table above shows that the respondents' responses to the teacher's teaching creativity are included in the medium category.

The ISMUBA teacher creativity data to find out the most precise indicators obtained through an instrument containing 27 items of favourable and unfavourable statements with a minimum scale of 1 and a maximum score of 4. Data on the influence of ISMUBA teacher creativity obtained from a questionnaire based on question indicators were as follows:

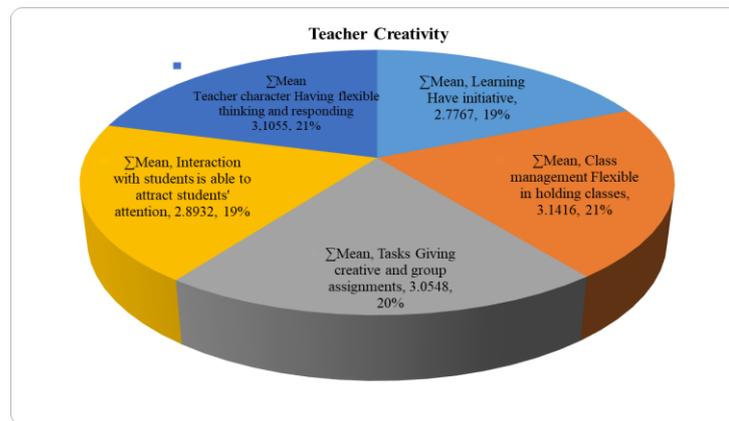


Figure 1. The highest percentage value of ISMUBA Teacher Teaching Creativity

The research results indicate that the level of teaching creativity of ISMUBA teachers at SMP Muhammadiyah 1 Yogyakarta is in the medium category. Factors that influence teacher creativity include internal factors (inherited or psychological), external factors (social and cultural environment), teacher educational background, training and college organization, teaching experience and teacher welfare (Pentury, 2017). Of the five indicators of teacher creativity, namely learning, class management, assignments, teacher interaction, and teacher character, the most significant indicators are classroom management or flexible classroom management in conducting classes and the characteristics of teachers who have flexible thinking and response.

Researchers obtained the results of student learning motivation data by distributing questionnaires to 146 respondents with 31 questions. After receiving the student learning motivation data score, then determining the mean and standard deviation and obtaining the frequency distribution data for student learning motivation at SMP Muhammadiyah 1 Yogyakarta as follows:

Table 2. Distribution of categorization of the frequency of learning motivation of students of SMP Muh 1 Yogyakarta

Response	Range	Total	Percentage
High	$X \geq 97$	23	16%
Medium	$77 \leq x < 97$	97	66%
Low	$x < 77$	26	18%
		146	100%

Based on the table above, it can be seen that the respondent's response to the student learning motivation variable which is included in the high category is 23 students (16%), there are 97 students in the intermediate class (66%) and the low sort there are 26 students (18%). Based on these categories, in this case, it can indicate that the respondent's response to the student learning motivation variable is in the medium category. The descriptive variable data for the students' learning motivation at SMP Muhammadiyah 1 Yogyakarta to determine the most significant indicators were obtained through an instrument with 30 items with a minimum score of 1 and a maximum score of 4. The following are data on student learning motivation based on the obtained question indicators:

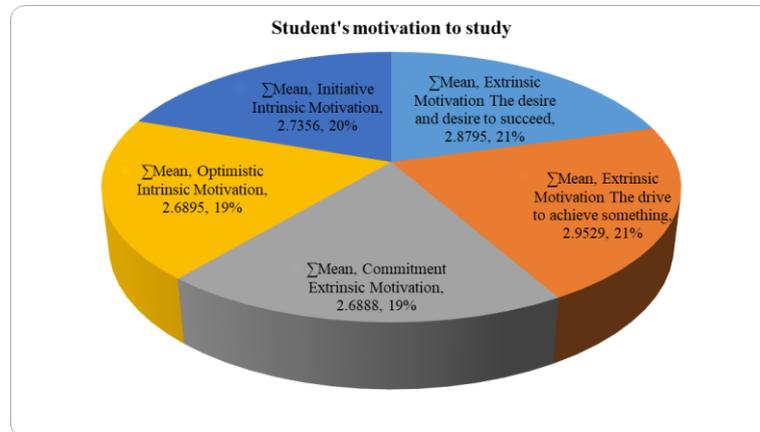


Figure 2. Percentage of Student Motivation at SMP Muhammadiyah 1 Yogyakarta

The research results indicate that the level of learning motivation of students of SMP Muhammadiyah 1 Yogyakarta is in the medium category. Factors that influence student learning motivation include intrinsic motivation and extrinsic motivation. Intrinsic motivation is motivation within a person, while extrinsic motivation comes from outside. Matters that affect inherent motivation have achievement, expectations, responsibility, satisfaction, and self-esteem. Extrinsic motivation is learning methods, teacher communication with students, peer environment, family, learning tools, teaching spaces, and challenge.

Decision-making to determine whether the data is standard, then using the normality test is carried out to assess the data distribution the researchers have obtained. The following are the results of the normality test that have been received:

Table 3. Normality Test Results

One-Sample Kolmogorov-Smirnov Test		
Unstandardize		
d Residual		
N		146
Normal Parameters ^b	Mean	.0000000
	Std. Deviation	7.44218963
Most Extreme Differences	Absolute	.067
	Positive	.067
	Negative	-.034
Test Statistic		.067
Asymp. Sig. (2-tailed)		.200 ^{c,d}
a. Test distribution is Normal.		
b. Calculated from data.		
c. Lilliefors Significance Correction.		
d. This is a lower bound of the true significance.		

The results of the normality test above can be seen that the data of SMP Muhammadiyah 1 Yogyakarta has a significance value of $0.200 > 0.05$, so it can be concluded that the data in the research on teaching creativity of ISMUBA teachers on student learning motivation usually is distributed because the significance value is more significant than 0.05.

Table 4. Linearity Test Results

		ANOVA Table					
		Sum of	Mean				
		Squares	Df	Square	F	Sig.	
Student Learning Motivation * ISMUBA Teacher Teaching Creativity	Between Groups	(Combined)	7626.219	33	231.098	4.464	.000
		Linearity	5393.421	1	5393.421	104.181	.000
		Deviation from Linearity	2232.798	32	69.775	1.348	.129
Within Groups			5798.199	112	51.770		
Total			13424.418	145			

The results of the linearity test of the effect of teaching creativity of ISMUBA teachers on student learning motivation at SMP Muhammadiyah 1 Yogyakarta during the COVID-19 period using SPSS Version 22 were obtained F count of 1.348 while the significance was 0.129. The significance of the ANOVA table above 0.129 is more significant than 0.05 ($0.129 > 0.05$). Thus, H_a is accepted while H_o is rejected. From these results, it can be seen that there is an influence of the creativity of teaching ISMUBA teachers on student motivation at SMP Muhammadiyah 1 Yogyakarta during the COVID-19 period.

The regression test was conducted to determine the level of influence of the independent variables with fixed variables. The effect value can be seen from the calculated significance value.

Table 5. Linear Regression Test Results

ANOVA ^a						
		Sum of Squares	df	Mean Square	F	Sig.
Model						
Regression		5393.421	1	5393.421	96.707	.000 ^b
Residual		8030.997	144	55.771		
Total		13424.418	145			

a. Dependent Variable: Students Learning Motivation

b. Predictors: (Constant), ISMUBA Teacher Teaching Creativity

Hypothesis testing is done by comparing F with F_{table} with dk numerator = 1 and dk denominator = $n - 2 = 144$. To test the hypothesis, the criterion is if $F_{count} > F_{table}$, then H_a is accepted. The results of calculations with the SPSS Version 22 program show

that $F_{count} = 96.707$. Then consult F_{count} with F_{table} . At an error level of 5% F_{table} (96.707) = 3.91. Thus $F_{count} > F_{table}$ ($96.707 > 3.91$) for an error rate of 5%, so the regression coefficient affects the creativity of teaching ISMUBA teachers on student learning motivation during the COVID-19 period SMP Muhammadiyah 1 Yogyakarta. Anova test results show that the results obtained are the value of $F = 96.707$ with sig. 0,000. Thus, the significant value is smaller than 0.05 (sig. $0.000 < 0.05$). It can be concluded that there is an influence of the creativity of ISMUBA teachers teaching on student learning motivation during the COVID-19 period SMP Muhammadiyah 1 Yogyakarta. The summary model will be reinforcing and evidence of the influence of variable X on variable Y, as follows:

Table 6. Test Results with Summary Model

Summary Model			
Model	Square	Adjusted R Square	Std. An error of the Estimate
63 4 ^a	402	.3 98	7.468
Predictors: (Constant), ISMUBA Teacher Teaching Creativity			

The table above shows the results that the value of R shows the magnitude of the regression coefficient between teacher teaching creativity and student learning motivation of 0.402. Then the teacher teaching creativity variable (X) influenced the student learning motivation variable (Y) by 40.2%. The value of R_{square} indicates this at the thickness of 0.402 (so that the contribution is only $0.402 \times 100\%$). This shows that the gift of variable X in influencing variable Y is 40.2%, while the rest means that other variables or other factors influence 59.8%. The higher the R-value, the higher the variable relationship. The research results above show a connection between the influences of teacher creativity on student motivation at SMP Muhammadiyah 1 Yogyakarta. These factors can be seen from the way or creativity of teachers in teaching can affect student learning motivation. Various innovations and teacher skills in education make students have enthusiasm and interest in learning.

IV. CONCLUSION

Based on the results of research on the effect of teaching creativity ISMUBA teachers on student learning motivation during the COVID-19 period at SMP Muhammadiyah 1 Yogyakarta, it can be concluded as follows: (1) The level of teaching creativity of ISMUBA teachers at SMP Muhammadiyah 1 Yogyakarta is in the moderate category because 23 students got a low score, 91 students with an average score, and 32 students got a high score. (2) The level of learning motivation of SMP Muhammadiyah 1 Yogyakarta students is in the medium category because 29 students get low scores, 93 students get medium scores, and 24 students get high scores. (3) Based on the simple linear regression test results and the summary, there is a positive influence on the creativity of teaching of ISMUBA teachers on student motivation during the COVID-19 period at SMP Muhammadiyah 1 Yogyakarta.

Some suggestions from researchers for consideration are the importance of teacher creativity on student learning motivation during the COVID-19 period are as follows: (1) For Teachers: (a) Teachers should be able to provide appropriate materials and assignments to students because online learning causes students to pile up tasks to do, (b) teachers should always provide motivation to students, not only using creativity in teaching but also providing motivation, this is done so that students continue to have motivation when learning online. (2) For students: (a) Students should still take responsibility for completing the assignments that have been given and continue to follow online learning in an orderly manner, (b) If you feel there are difficulties or have a question, you can ask the teacher.

V. REFERENCES

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