



The Influence of Teacher Teaching Creativity on Student Learning Outcomes in Mathematics Subjects

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ABSTRACT

Purpose of the study: to determine the influence of teacher teaching creativity on student learning outcomes in the first semester of fifth grade mathematics in elementary schools.

Methodology: The method used is quantitative with a quantitative descriptive research design, data analysis using inductive statistics with research instruments, namely interviews, observation questionnaires and documentation.

Main Findings: The results of this research show the teaching creativity of Class V Mathematics Teachers at Sdit Rabbi Radhiyya. does not have a big influence on the learning outcomes of students in the first semester of class V in mathematics, this can be seen from the results of the data analysis obtained, namely 0.174. It is very evident that in the learning process teachers still use the lecture method.

Novelty/Originality of this study: It is hoped that this research can provide information for readers and interested parties in knowing the influence of teacher teaching creativity on student learning achievement.

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1. INTRODUCTION

Our educational competency has not yet given maximum direction to the quality of our graduates. So far, our education has created a large workforce, so it has not led to the preparation of graduates for the job market, let alone graduates being able to open up job opportunities[1], [2]. In a simple sense, education can be interpreted as a human effort to develop their personality in accordance with the values in society and culture[3]. Furthermore, education is defined as an effort carried out by a person or group of other people in order to become mature or reach a higher level of life or livelihood in the mental sense[4].

In this day and age, education really needs a creative teacher. Being smart is not enough, but a teacher must be smart in developing teaching materials that are truly appropriate to students[5], [6]. In fact, educators do not only depend on books or existing teaching materials and teaching aids, educators can also use the environment as a learning resource [4], [6].

On this basis, the government's role in supervising the teaching profession as a guide for future generations is very necessary to realize the nation's generation of hope [7], [8]. Here the government is required to prepare mature and appropriate concepts, plans and programs in the hope of creating professional teachers who can improve the quality of education in Indonesia[9]. Apart from teacher creativity in the teaching and

learning process, external factors that influence student learning outcomes are learning facilities [10], [11]. Teacher creativity in the teaching and learning process is still lacking, this can be seen from several teachers who in the teaching and learning process still use monotonous teaching methods and do not use learning media, and learning facilities are still felt to be lacking [12], [13].

On this basis, the government's role in supervising the teaching profession as a guide for future generations is very necessary to realize the nation's generation of hope [14], [15]. Here the government is required to prepare mature and appropriate concepts, plans and programs in the hope of creating professional teachers who can improve the quality of education in Indonesia [16]. which is truly new and original (originally created by oneself), or could be a modification of various existing strategies to produce a new form. Teacher creativity in the teaching and learning process has an important role in improving the quality of student learning outcomes [17], [18]. Apart from teacher creativity in the teaching and learning process, external factors that influence student learning outcomes are learning facilities.

In line with this research, it has been carried out previously by Hasibuan et al [19] this research states that this discussion method can arouse students' interest in learning. Not only using the discussion method in learning, teachers also try other methods which they feel are quite effective for the civics education learning process, because every teacher will try so that their students can achieve the learning goals they want to achieve. A creative environment is able to encourage creative students [20]. Creative teachers can stimulate their students to be creative [21]. Students' lack of creativity is not purely the students' fault, but they do not get a learning environment that stimulates their creativity. Thus, students need a creative atmosphere, which starts with creative teachers.

The novelty of this research is that understanding this relationship is very important, because it can provide insight into effective teaching strategies that encourage better mathematics learning outcomes at the elementary level. It can also emphasize the importance of fostering teacher creativity and providing resources or training to improve their ability to deliver engaging and effective learning. So the urgency of conducting this research is that the findings from this research can influence educational policies that focus on teacher training, classroom resources, and teaching methodology to improve overall mathematics learning outcomes. Therefore, the aim of this research is to determine the influence of teacher teaching creativity on student learning outcomes in the first semester of fifth grade mathematics in elementary schools.

2. RESEARCH METHOD

2.1. Types of Research

The research method used in this research Quantitative research methods can be interpreted as research methods that are based on positivist philosophy, used to research certain populations and samples, data collection using research instruments, data analysis is quantitative/statistical, with the aim of testing predetermined hypotheses [22], [23].

This type of research is a type of quantitative descriptive research, aimed at explaining, summarizing various conditions, various situations, or various variables that arise in society which is the object of the research based on what happens [24], [25], [26]. Then bring to the surface the character or description of the condition, situation or variable. In general, this research uses inductive statistics to analyze the research data.

2.2. Population and Sample

The population referred to in this research is class V students in elementary schools. Based on school data, it is known that the number of grade 5 students in elementary schools is 51 people.

2.3. Data Collection

When viewed from the data source, data collection can use primary sources and secondary sources. Primary sources are data sources that directly provide data to data collectors, and secondary sources are sources that do not directly provide data to data collectors [27]. for example through other people or documents. Furthermore, if we look at the methods or techniques of data collection, it can be done using interviews, questionnaires, observation and documentation.

3. RESULTS AND DISCUSSION

Based on theoretical studies, it can be seen that teachers' teaching creativity has an influence on students' mathematics learning outcomes. This research is intended to determine the magnitude of the influence of teachers' teaching creativity on students' learning outcomes in mathematics in the first semester of class V of elementary school.

After collecting data by administering a questionnaire based on the teacher's Teaching Creativity assessment indicators, the score is then given. The scoring in the questionnaire uses 5 alternative positive

answers (5, 4, 3, 2, 1) very good, good, fair, not good and very poor. To find out whether there is an influence on the teacher's teaching creativity, a calculation is first carried out answers to the teacher's Teaching Creativity questionnaire.

The independent variable data (x) is teacher teaching creativity which was collected through a questionnaire consisting of 35 question items, based on the questionnaire answered by respondents, the highest score was 205 and the lowest score was 121. Below is the distribution table for teacher teaching creativity

Table 1. Distribution of Teacher Teaching

Interval	X	F	F. X	x'	x'^2	$f.x^2$
119 – 131	125	12	1.500	-2	1.521	18.252
132 – 144	138	11	1.518	-1	676	7.436
145 – 157	151	5	755	0	169	845
158 – 170	164	5	820	+1	0	0
171 – 183	177	7	1239	+2	169	1.183
184 – 196	190	7	1330	+3	676	4.732
197 – 209	203	4	812	+4	1.521	6.084
Amount		N=51	$\Sigma = 7974$		$\Sigma = 4.732$	$\Sigma = 38.532$

From the teacher teaching creativity data above, the score percentages can be as follows:

Table 2. Data score percentage teacher teaching creativity

No	Teacher teaching creativity	Nilai	Frekuensi	Persentase
1	Very good	>179,71	16	31,38%
2	Good	165,96 – 179,70	6	11,78%
3	Enough	152,21 – 169,95	4	7,84%
4	Not good	138,46 – 152,20	14	27,45%
5	Very Not Good	<124,71	11	21,57%

Judging from the group of variables regarding teacher teaching creativity in the table above, it can be seen that 16 students (31.38%) filled out the questionnaire in the very good category with a score of 179.71 and above, 6 students (11) got a score in the good category. 7.84% with a score of 165.96 to 179.70, 4 students who got a score in the fair category (7.84%) with a score of 152.21 to 169.95, students who got a score in the poor category were 14 people (27.45%) with a score of 138.46 to 152.20, and 11 students (21.57%) got a very poor category score with a score of 124.71 or below.

From the classification of the data above, the very good category ranks highest, namely 31.38% of 16 students, thus it can be concluded that the teaching creativity of teachers at SDIT Rabbi Radhiyya is "Very Good". So it can be concluded that the teacher's teaching creativity does not have a big influence on the learning outcomes of students in the first semester of class V in mathematics, this can be seen from the results of the data analysis obtained, namely 0.174. It is very evident that in the learning process teachers still use the lecture method. This means that the more creative the teacher is in teaching, the higher the student learning outcomes will be and conversely, the lower the teacher's teaching creativity, the lower the student learning outcomes in mathematics subjects. This conclusion is based on research results, where there is no significant influence between teacher teaching creativity on student learning outcomes in the first semester of fifth grade mathematics at SDIT Rabbi Radhiyya Curup.

The magnitude of the influence or contribution of the teacher's teaching creativity variable on student learning outcomes is largely determined by how a teacher is able to use good learning methods and media and is able to manage the class well so that it can create a pleasant learning atmosphere and the learning delivered can be meaningful for students. The implication of this research is that the findings can contribute to shaping the mathematics curriculum by highlighting the importance of including creative elements. This can lead to the inclusion of activities, exercises, and materials that encourage creative problem-solving and critical thinking skills. Meanwhile, the limitation of this research is that the research may be limited by the size and diversity of the sample. If research is conducted in a specific region or school, the findings may not be universally applicable to diverse educational settings.

4. CONCLUSION

Based on the results of research and data analysis regarding the Influence of Teachers' Teaching Creativity on the Learning Outcomes of Semester I Students in Class V Mathematics Subjects at SDIT Rabbi Radhiyya Curup Tengah, Rejang Lebong Regency, it can be concluded the influence of teacher teaching creativity on the learning outcomes of Semester I students in Class V mathematics at SDIT Rabbi Radhiyya Curup Tengah Rejang Lebong Regency is classified as very low, namely 0.174. This is proven from statistical

analysis which does not have a negative sign but has a very low influence. Because in reality teacher creativity is not yet visible in the teaching and learning process, teachers still use the lecture method, and learning is still focused on the teacher. From the results of the research analysis, it was found that the value of r_{xy} or r_o (which is 0.174) is much smaller than r_{tabel} (which is 0.288 and 0.372) and based on the Product Moment interpretation table, it can be concluded that the effect is very low. The recommendation of this study is that If initial findings show promising correlations, further research could delve deeper into specific aspects of creativity in teaching and its impact on various subjects, grade levels, and student demographics. Continued research can lead to better strategies and a deeper understanding of its impact.

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