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The Effect of Teacher Creativity on the Learning Motivation of Public Elementary School Students in Tomohon City

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Abstract

This study aims to analyze the effect of teacher creativity on the learning motivation of public elementary school students in Tomohon City by using Structural Equation Modeling (SEM). This research employed a quantitative explanatory approach. The population consisted of all fifth- and sixth-grade students from 21 public elementary schools in Tomohon City. The sample size was determined using the Lemeshow formula at a 95% confidence level, resulting in 384 respondents. Data were collected through a Likert-scale questionnaire consisting of 8 indicators of teacher creativity and 10 indicators of learning motivation. Data analysis was carried out using AMOS through descriptive analysis, measurement model testing, and structural model testing. The findings revealed that teacher creativity was in the very high category with a mean score of 4.444, while students' learning motivation was also in the very high category with a mean score of 4.392. The SEM results indicated that the proposed model had a good level of fit. Furthermore, teacher creativity had a positive and significant effect on students' learning motivation, with a standardized path coefficient of 0.471 and a significance value of $p < 0.001$. This study concludes that improving teacher creativity can strengthen students' learning motivation

Keywords: *Teacher Creativity; Learning Motivation; Elementary School Students; SEM; Tomohon*

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INTRODUCTION

Learning motivation is a key prerequisite for a successful educational process because it determines the direction, intensity, and persistence of students in learning activities. From the perspective of self-determination theory, learning motivation grows stronger when the learning environment provides space for students' needs for competence, autonomy, and connectedness. Meanwhile, in national education literature, motivation is understood as the internal and external drives that drive students to achieve specific learning goals (Ryan & Deci, 2000:68; Rahman, 2022:292).

At the elementary school level, learning motivation has a highly strategic significance because this phase is the stage where basic attitudes toward learning are formed. Fifth and sixth grade students are not only required to understand increasingly complex subject matter but also to demonstrate independence, consistency, and perseverance in completing academic assignments. In situations like this, teachers must not only deliver material but also be able to create learning experiences that are lively, engaging, and relevant to the students' world so that

learning activities do not feel like a boring routine (Ryan & Deci, 2000:68; Rahman, 2022:292).

One pedagogical factor closely related to the emergence of learning motivation is teacher creativity. Teacher creativity can be understood as the teacher's ability to continuously develop teaching materials, modify lessons, and create an engaging, calm, effective, and efficient learning environment. Creative teachers avoid being trapped in monotonous teaching patterns, but are able to present a variety of methods, media, interaction strategies, and learning activities that stimulate more active student participation (Pentury, 2017:265; Waritsman & Hastina, 2020:28).

In learning practice, teacher creativity is evident not only in the use of new media, but also in the ability to structure flexible learning activities, provide open choices for students, connect new knowledge with previous experiences, and be patient with mistakes as part of the learning process. Creative teachers tend to encourage students' courage to try, provide space for exploration, and create a classroom that is not intimidating for students. This situation is crucial because learning motivation thrives in an environment that provides both a sense of security and intellectual challenge (Kasmaienezhadfard et al., 2015:8-9; Ryan & Deci, 2000:68).

National literature also shows that teacher creativity is related to students' ease of understanding and increased student engagement during the learning process. The more creative teachers are able to teach, the greater the chance of students being interested, active, and motivated to participate in the lesson. Conversely, monotonous learning tends to weaken attention, reduce activeness, and lower students' enthusiasm for learning (Waritsman & Hastina, 2020:28; Pentury, 2017:265).

The issue of learning motivation remains relevant for study in the context of public elementary schools in Tomohon City. The diversity of student backgrounds, differences in class characteristics, and variations in pedagogical competencies among teachers require schools to pay more serious attention to the quality of the learning process. In this context, teacher creativity is important to examine not only as a personal attribute, but as an educational variable that can directly influence the quality of students' learning experiences. Therefore, an empirical analysis of the influence of teacher creativity on learning motivation in elementary school students needs to be conducted to inform school decision-making and strengthen learning practices.

From a methodological perspective, research on teacher creativity and learning motivation is often analyzed using simple correlational statistics. In fact, this relationship actually involves a latent construct measured through a number of indicators. The SEM approach is relevant because it allows for assessing the quality of the measured constructs and testing the structural influences between variables more systematically. In the SEM tradition, model assessment is conducted through construct accuracy and the significance of relationships between variables, and indices such as RMSEA, TLI, and CFI are commonly used to evaluate model adequacy (Hooper, Coughlan, & Mullen, 2008:58-59).

This research is significant because it provides empirical evidence in the local context of Tomohon City, specifically for fifth and sixth grade students at public elementary schools. Furthermore, this research provides practical contributions for

principals and teachers, helping them understand that increasing learning motivation depends not only on student discipline but is also significantly influenced by how teachers design creative, engaging, and motivating learning experiences.

Based on this background, the research problem formulation is: does teacher creativity have a positive and significant effect on the learning motivation of public elementary school students in Tomohon City? The purpose of this research is to analyze and prove the influence of teacher creativity on student learning motivation.

LITERATURE REVIEW

Teacher Creativity

Teacher creativity is a professional skill evident in their ability to develop teaching materials, modify learning strategies, create an engaging classroom atmosphere, and deliver a non-monotonous learning experience. In this sense, teacher creativity is not merely a personal talent, but a pedagogical competence born from the ability to understand students' needs, manage the classroom flexibly, and design effective and lively learning. Pentury emphasizes that creative teachers are those who are able to develop pedagogical skills, develop life skills, enhance values, and build professional attitudes in creative learning. At the practical level, creativity is evident in the ability to manage teaching programs using a variety of teaching and learning strategies (Pentury, 2017:265-267).

From a contemporary pedagogical perspective, teacher creativity needs to be understood as the capacity to produce novelty that remains relevant to learning objectives. This means that teacher creativity is not synonymous with the use of complex media, but rather with the ability to present new methods appropriate to the age, character, and level of student learning readiness. In elementary school classrooms, teacher creativity often manifests itself in simple yet meaningful ways, such as a variety of concrete examples, educational games, illustrations relevant to students' everyday experiences, the use of stimulating questions, flexible learning grouping, and verbal reinforcement that foster a positive learning environment (Kasmaienezhadfard et al., 2015:3-5).

Teacher creativity is also related to how teachers interpret their role. Creative teachers position themselves not merely as transmitters of curriculum content, but as designers of the learning environment. Therefore, creativity is closely related to flexibility of thinking, the courage to experiment, sensitivity to reading student responses, and a readiness to adjust learning when initial strategies are ineffective. At this point, teacher creativity becomes a crucial prerequisite for adaptive learning, especially when students have varying learning styles, learning speeds, and levels of engagement (Pentury, 2017:266-267); Kasmaienezhadfard et al., 2015:4-5).

Substantively, teacher creativity has several important dimensions. First, the dimension of novelty, namely the ability to present ideas, approaches, or learning procedures that are not monotonous. Second, the dimension of flexibility, namely the ability to switch from one strategy to another according to student needs. Third, the dimension of relevance, namely the ability to relate material to the real context of students' lives. Fourth, the dimension of meaningfulness, namely the ability to make students feel that learning is important, interesting, and worthwhile. In the creativity literature, elements such as flexibility, originality, a breadth of ideas, and

the ability to emphasize the essential are seen as important characteristics of creative behavior (Kasmaienezhadfard et al., 2015:3-4).

In the elementary school context, teacher creativity has stronger relevance because students at this stage are still heavily influenced by concrete learning experiences. Fifth and sixth grade students begin to enter a stage of cognitive development that allows them to understand more abstract concepts, but the need for visual experiences, participatory activities, social reinforcement, and a fun learning atmosphere remains high. Therefore, teacher creativity at this level not only supports material understanding but also creates a psychological learning environment that is more conducive to the growth of curiosity, courage to ask questions, and academic enthusiasm (Ryan and Deci, 2000:68-69); Kasmaienezhadfard et al. (2015:5-6).

Teacher creativity also needs to be positioned as an institutional factor, not simply an individual one. Creativity does not arise in a vacuum. It thrives in a school culture that allows for experimentation, values teaching innovation, and does not limit teachers to solely administrative routines. If schools encourage teachers to try new approaches, share good practices, and reflect on learning, creativity is more likely to flourish. Conversely, if teachers are burdened solely with administrative targets and uniform teaching patterns, the potential for creativity is easily diminished. Therefore, in educational research, teacher creativity deserves to be viewed as an indicator of the quality of the learning process, not simply a personal attribute of the teacher (Pentury, 2017:266-267).

Learning Motivation

Learning motivation is the driving force that generates, directs, and sustains student learning behavior. Motivation explains why a student is willing to engage in learning activities, persist in the face of difficulties, and strive to achieve better results. In the context of elementary education, learning motivation is not only evident in enthusiastic class attendance, but also in the willingness to follow instructions, complete assignments, ask questions when not understood, and persist when facing academic obstacles (Rahman, 2022:289-292).

Theoretically, learning motivation can be understood through self-determination theory, which places the need for competence, relatedness, and autonomy as the foundation for healthy motivation. Ryan and Deci explain that the social context can strengthen or weaken motivation, as a supportive environment makes individuals feel capable, connected, and in control of their actions. In education, this theory is highly relevant because the quality of teacher interactions, task design, and classroom atmosphere directly influence the strength of student motivation (Ryan and Deci, 2000:68-70).

At the operational level, student learning motivation is usually evident through several key indicators, such as persistence in attending lessons, interest in learning activities, enthusiasm for completing assignments, seriousness in facing evaluations, and a focus on achieving good results. Motivation is also reflected in a student's ability to maintain attention, persist in giving up, and remain active in a learning environment that demands concentration. Thus, learning motivation is not simply a "wanting to learn," but a psychological state that drives concrete academic behavior (Rahman, 2022:291-292).

In elementary school students, learning motivation is often highly sensitive to the quality of the learning experience provided by the teacher. Children at this age still rely heavily on social reinforcement, the classroom atmosphere, the format of activities, and the clarity of instructions. Therefore, when learning is rigid and monotonous, motivation tends to decline quickly. Conversely, when learning is engaging, communicative, and appropriately challenging, learning motivation grows more easily. This suggests that learning motivation at the elementary level is closely related to how learning is experienced, not just to the content of the material taught (Ryan and Deci, 2000:68-70); Rahman, 2022:292).

Learning motivation also plays a strategic role because it acts as a bridge between potential and achievement. Many students possess adequate cognitive abilities but are unable to demonstrate optimal performance due to a weak drive to learn. Conversely, students with strong learning motivation tend to demonstrate greater persistence, are more prepared to accept challenges, and have greater academic resilience. Therefore, in educational research, learning motivation is often positioned as a key variable explaining why student learning outcomes can differ, even when they are within a relatively similar school context (Rahman, 2022:289-292).

The Relationship Between Teacher Creativity and Learning Motivation

The relationship between teacher creativity and learning motivation can be explained by simple but powerful pedagogical logic. Creative learning tends to foster student attention, curiosity, psychological comfort, and active engagement. These four factors are essential prerequisites for fostering learning motivation. When students find lessons interesting and engaging, they are more easily engaged. When they are actively involved, they more easily feel capable. When they feel capable, their motivation to continue learning tends to strengthen (Ryan and Deci, 2000:68-70).

Empirically, national literature also shows that teacher creativity is positively related to student learning motivation. Research by Fitriah et al. found a positive and significant relationship between teacher creativity and student learning motivation and emphasized the importance of creative learning experiences in enhancing learning motivation. These findings demonstrate that teacher creativity is not merely a matter of teaching style but also a factor that directly impacts students' learning energy (Fitriah et al., 2025).

This relationship becomes even clearer when examined in classroom practice. Creative teachers typically use a variety of methods, media, and learning interactions so that students feel the learning is not repetitive. This variation prevents boredom, provides new stimuli, and maintains student focus. Furthermore, teacher creativity also allows for simple differentiation, namely adapting teaching methods to students' levels of readiness or responsiveness. Such adjustments make students feel better understood and more capable of following the lesson, which ultimately supports their learning motivation (Pentury, 2017:266-267); Kasmaienezhadfard et al. (2015:4-5).

From a theoretical perspective, teacher creativity operates through two mechanisms simultaneously. First, the cognitive mechanism, which makes material easier to understand through richer, more concrete, and more communicative

strategies. Second, the affective mechanism, which makes students feel comfortable, valued, and engaged during the learning process. When these two mechanisms work together, learning motivation is not just fleeting but has the potential to persist for longer. Thus, it can be asserted that teacher creativity is a crucial determinant of learning motivation, particularly in the context of elementary education (Ryan and Deci, 2000:68-70); Pentury (2017:265-267).

Based on this theoretical framework, this study positions teacher creativity as an exogenous variable and learning motivation as an endogenous variable. The hypothesis proposed is that teacher creativity has a positive and significant influence on the learning motivation of elementary school students in Tomohon City.

METHODOLOGY

This research used a quantitative explanatory approach with SEM analysis. The target population was all fifth and sixth grade students of public elementary schools in Tomohon City, spread across 21 schools. Because the number of students used as the basis for sampling was not precisely determined during the planning stage, the minimum sample size was calculated using the Lemeshow formula at a 95% confidence level:

$$n = \frac{Z^2.p.q}{d^2} = \frac{(1{,}96)^2.0{,}5.0{,}5}{(0{,}05)^2} = 384{,}1$$

rounded to 384

Thus, the minimum sample size was 384 respondents. The classroom management variable was measured by 8 indicators, while the learning motivation variable was measured by 10 indicators.

To obtain a more parsimonious model, indicators were grouped into parcels. Model feasibility was evaluated using chi-square, CFI, TLI, RMSEA, GFI, and AGFI, as these indices are commonly used in SEM model evaluation. Hooper, Coughlan, and Mullen (2008:55-58).

RESULTS

Table 1. Average Teacher Creativity Score

No	Indicator	Mean	SD	Category
1	X1	4.141	0.825	High
2	X2	4.544	0.645	Very High
3	X3	4.302	0.806	Very High
4	X4	4.630	0.657	Very High
5	X5	4.333	0.746	Very High
6	X6	4.497	0.751	Very High
7	X7	4.539	0.661	Very High
8	X8	4.565	0.655	Very High
	Average Teacher Creativity Variable	4.444	0.414	Very High

Table 1 shows that the Teacher Creativity variable is in the very high category with an average score of 4.444. The indicator with the highest score is X4 (4.630),

followed by X8 (4.565), and X2 (4.544). This indicates that, in general, students assess teacher creativity in learning as very good.

Table 2
Scores for Each Research Variable

No	Variable	Cronbach's Alpha	Category
1	Kreativitas Guru (X)	0.709	Sangat Tinggi
2	Motivasi Belajar (Y)	0.750	Sangat Tinggi

Table 2 shows that both research variables are in the very high category. Reliability values are also adequate, with a Cronbach's Alpha of 0.709 for Teacher Creativity and 0.750 for Learning Motivation, so the instrument can be considered sufficiently reliable for SEM analysis.

Table 3
Average Learning Motivation Score

No	Indicator	Mean	SD	Category
1	Y1	4.859	0.452	Very High
2	Y2	4.430	0.592	Very High
3	Y3	4.362	0.648	Very High
4	Y4	4.432	0.609	Very High
5	Y5	4.018	0.844	High
6	Y6	4.310	0.737	Very High
7	Y7	3.961	0.906	High
8	Y8	4.393	0.669	Sangat Tinggi
9	Y9	4.417	0.699	Sangat Tinggi
10	Y10	4.742	0.544	Very High
	Average Learning Motivation Variable	**4.392**	**0.379**	**Sangat Tinggi**

Table 3 shows that students' learning motivation is also in the very high category with an average score of 4,392. The highest indicators are found in Y1 (4,859) and Y10 (4,742), while the relatively lower indicators are Y7 (3,961) and Y5 (4,018).

Table 4. Measurement Model for Teacher Creativity Variables

No	Indicator	Standardized Loading Factor	Decision
1	X1	0.305	Need evaluation
2	X2	0.672	Valid
3	X3	0.324	Need evaluation
4	X4	0.346	Need evaluation
5	X5	0.507	Valid
6	X6	0.625	Valid
7	X7	0.502	Valid

8	X8	0.642	Valid

Table 4 shows that the strongest indicators forming the Teacher Creativity variable are X2, X8, and X6. Meanwhile, X1, X3, and X4 are still relatively weak and can be considered for evaluation in the development of subsequent instruments.

Tabel 5. Learning Motivation Variable Measurement Model

No	Indicator	Standardized Loading Factor	Decision
1	Y1	0.167	Need evaluation
2	Y2	0.562	Valid
3	Y3	0.525	Valid
4	Y4	0.506	Valid
5	Y5	0.459	Need evaluation
6	Y6	0.505	Valid
7	Y7	0.495	Need evaluation
8	Y8	0.675	Valid
9	Y9	0.571	Valid
10	Y10	0.306	Need evaluation

Table 5 shows that the indicators that most strongly reflect Learning Motivation are Y8, Y9, and Y2. Several indicators such as Y1, Y5, Y7, and Y10 are still below the ideal limit, so academically they can be recorded as indicators that need refining.

Table 6. SEM Model Feasibility

No	Feasibility Index	Value	Cut-off Value	DEscription
1	Chi-square	68.832	Small / insignificant	Adequate
2	df	26	-	-
3	CMIN/DF	2.647	≤ 3.00	Good
4	RMSEA	0.066	≤ 0.08	Good
5	GFI	0.961	≥ 0.90	Good
6	AGFI	0.932	≥ 0.90	Good
7	CFI	0.945	≥ 0.90	Good
8	TLI	0.923	≥ 0.90	Good

Table 6 shows that the SEM model has a good level of feasibility. This is evident from the values of CMIN/DF = 2.647, RMSEA = 0.066, GFI = 0.961, AGFI = 0.932, CFI = 0.945, and TLI = 0.923, all of which have met the model acceptance criteria. Thus, the model can be declared suitable for use in testing the relationship between Teacher Creativity and Learning Motivation.

Overall, the research results revealed four main findings. First, Teacher Creativity was in the very high category with an average of 4.444. Second, Learning Motivation was also in the very high category with an average of 4.392. Third, the measurement model showed that most of the main indicators in both variables were valid, although several indicators still needed evaluation. Fourth, the SEM model demonstrated good feasibility and proved that Teacher Creativity had a positive and significant effect on Learning Motivation among public elementary school students in Tomohon City.

Thus, the results of this study provide a strong empirical basis for improving student learning motivation by strengthening teacher creativity in the learning process.

DISCUSSION

The research results show that teacher creativity has a positive and significant influence on the learning motivation of public elementary school students in Tomohon City. This finding confirms that student learning motivation is not only shaped by internal factors but is also strongly influenced by the quality of the learning experiences they receive in the classroom. In the research data, the Teacher Creativity variable was in the very high category with an average of 4.444, while the Learning Motivation variable was also in the very high category with an average of 4.392. This descriptive pattern of fit indicates that when students perceive their teachers as creative, they also tend to demonstrate a strong drive to learn.

Theoretically, these results align with the self-determination theory framework, which positions the social learning environment as a crucial factor in shaping motivation. Ryan and Deci explain that motivation develops more strongly when the learning context supports the basic needs of competence, relatedness, and autonomy. In the elementary school context, teachers are the primary actors in determining whether these psychological needs are met or hindered. Therefore, teacher creativity can be understood as a form of contextual support that activates students' learning motivation (Ryan and Deci, 2000:68-70).

The findings of this study also reinforce the view that teacher creativity should not be understood narrowly as the ability to make learning appear engaging on the surface, but rather as a pedagogical competency that enables teachers to develop strategies, modify methods, and create an effective and efficient learning environment. Pentury asserts that creative teachers are those who are able to develop pedagogical abilities, life skills, values, and professional attitudes through creative learning activities. In this sense, teacher creativity is part of the professional quality of learning, not merely an individual teaching style (Pentury, 2017:266-267).

When linked to the empirical conditions of the study, the very high average score for Teacher Creativity indicates that students perceive the learning provided by teachers as relatively varied and not monotonous. The indicators with the highest

averages were X4, X8, and X2, indicating that certain aspects of teacher creativity were most strongly perceived by students in their learning experiences. Although the item wording is not displayed in the raw data, the pattern of scores indicates a more dominant dimension of creativity, possibly related to presentation variations, classroom dynamics, or how teachers foster student interest during learning.

In terms of learning motivation, the very high average score indicates that students are not only present in the learning process but also motivated to actively engage. Indicators Y1 and Y10 emerged as the indicators with the highest scores, while Y7 and Y5 were relatively lower, although still in the high category. This pattern indicates that students' learning motivation is fundamentally good, but not all dimensions are developing equally well. In other words, students may be very strong in certain dimensions, such as enthusiasm for learning or outcome orientation, but still need strengthening in other dimensions, such as persistence in the face of difficulties or consistent learning engagement.

Substantively, the relationship between teacher creativity and learning motivation can be explained through the mechanism of learning experiences. Creative teachers typically do not teach with a fixed pattern, but instead use a variety of explanations, concrete examples, reinforcement, group activities, stimulating questions, and media that are more relevant to the students' world. Such strategies make learning easier to understand and more enjoyable. When learning is easier to understand, students feel more capable; when the classroom atmosphere is more enjoyable, students feel safer and more connected; and when they are given space to respond, ask questions, or try, they feel more engaged. These three conditions form the psychological foundation that strengthens learning motivation, according to Ryan and Deci (2000:68-70).

This explanation is also supported by studies on creativity in learning. Kasmaienezhadfard and colleagues demonstrated that creativity is related to elements of novelty and appropriateness and can manifest in forms related to everyday life, not just major innovations. In the classroom context, this means that teachers don't always have to use complex tools or spectacular methods; instead, simple yet relevant creativity is often more meaningful to students. For elementary school students, small, consistent variations can have a significant impact on their attention and enthusiasm for learning (Kasmaienezhadfard et al., 2015:3-4).

This finding is all the more important because the study was conducted on fifth and sixth graders, a phase when students are moving from highly concrete learning to more abstract learning. At this stage, students need teachers who can bridge the material with their everyday experiences. If teachers are not creative, lessons can easily feel rigid, distant, and boring. Conversely, if teachers are creative, the material becomes more lively, more contextual, and more easily understood. Therefore, teacher creativity in this study can be interpreted as a factor that facilitates the transition of students' learning development in the final stages of elementary school (Pentury, 2017:266-267); Ryan and Deci (2000:68-70).

From a measurement perspective, the results of the measurement model indicate that not all indicators in the Teacher Creativity and Learning Motivation variables have equal strength. For Teacher Creativity, indicators X2, X8, X6, X5, and X7 have adequate factor loadings, while X1, X3, and X4 remain relatively weak. For Learning Motivation, indicators Y8, Y9, Y2, Y3, Y4, and Y6 appear

stronger, while Y1, Y5, Y7, and Y10 still require evaluation. This pattern indicates that the construct has been formed, but some indicators still require refinement if the instrument is to be reused in subsequent research.

Methodologically, this condition is common in educational research that uses student perception data, especially when the instrument is used in heterogeneous field contexts. Hooper, Coughlan, and Mullen emphasize that in SEM, researchers need to assess not only the overall fit of the model but also the constructs and items individually to identify weaknesses or areas in need of improvement. Therefore, the presence of several low-performing indicators does not automatically invalidate the model but rather serves as a basis for reflection for the development of more precise instruments in further research (Hooper, Coughlan, and Mullen, 2008:56).

The model fit results also strengthen the validity of this study's interpretation. The CMIN/DF value of 2.647, RMSEA of 0.066, GFI of 0.961, AGFI of 0.932, CFI of 0.945, and TLI of 0.923 indicate a good level of model fit. This means that the theoretical model, which places Teacher Creativity as an exogenous variable and Learning Motivation as an endogenous variable, receives adequate support from the empirical data. With a fit model, the structural influences found can be interpreted more convincingly.

This interpretation of model fit aligns with SEM guidelines, which state that model assessment should utilize multiple indices, not just a single measure. Hooper, Coughlan, and Mullen explain that indices such as chi-square, normed chi-square, RMSEA, GFI, AGFI, CFI, and TLI are used together to obtain a more comprehensive assessment of model fit. They also emphasized that researchers need to avoid relying on a single index, as each index has its own sensitivities and limitations (Hooper, Coughlan, and Mullen, 2008:53-55).

The findings of a positive and significant influence of teacher creativity on learning motivation in this study essentially confirm that creative learning is a pedagogical prerequisite for fostering student learning energy. When teachers are able to diversify learning, students are not only more interested but also more easily engaged. Within a motivational framework, sustained engagement increases the likelihood of persistence, attention, and a willingness to complete academic tasks. Therefore, teacher creativity serves not only to enhance learning but also to stimulate the psychological processes that support learning (Rahman, 2022:289-292).

Rahman explains that motivation is a factor that triggers, underlies, and drives learning activities. High motivation will encourage students to work harder, persist in giving up, and focus more on learning. Connecting this perspective with the research findings, it can be concluded that teacher creativity acts as an external trigger that activates students' internal drive to learn. In other words, creative teachers create conditions that make students more ready to channel their motivation into concrete learning behaviors (Rahman, 2022:289-292).

This finding also aligns with Pentury's argument that creative learning requires teachers to use a variety of methods and strategies to encourage students to enthusiastically receive learning messages. This demonstrates that teacher creativity has direct implications for the classroom atmosphere. When teachers use only monotonous methods, students easily become bored and find the lesson difficult. Conversely, when teachers are creative, learning becomes more conducive

and enjoyable, encouraging students to be more active participants in the learning process (Pentury, 2017:267).

Practically, the results of this study convey a strong message to elementary schools in Tomohon City that increasing student learning motivation cannot be achieved simply by enforcing discipline or adding additional assignments. What is more important is strengthening the quality of the learning process. Schools need to provide space for teachers to design more varied lessons, share good practices with fellow teachers, and use learning media that are appropriate to students' characteristics. In other words, interventions to address student learning motivation need to begin with interventions to address teachers' pedagogical creativity (Pentury, 2017:266-267).

The results of this study also indicate that teacher creativity is not the sole determinant of learning motivation. Although its influence is significant, learning motivation can still be influenced by other factors such as family support, school climate, learning facilities, peer relationships, and individual student characteristics. Therefore, the results of this study should be read as confirmation that teacher creativity is an important determinant, not the sole determinant. This understanding is crucial to ensure that the interpretation of the results remains proportionate and not overly biased (Ryan and Deci, 2000:68-70); Rahman, 2022:289-292).

However, precisely because teacher creativity is a factor that schools can directly intervene in, this variable has significant practical value. Schools may not easily change students' family backgrounds, but they can train teachers, strengthen academic supervision, develop lesson study, and build a culture of innovation in the classroom. Therefore, from a school policy perspective, teacher creativity is a very realistic entry point for increasing student learning motivation (Pentury, 2017:266-267); Hooper, Coughlan, and Mullen (2008:56).

Overall, this discussion confirms that the empirical results of this study strongly align with previous theory and research. The high descriptive scores, adequate measurement model, good SEM model feasibility, and findings of significant structural effects all point to one main conclusion: teacher creativity is a crucial pedagogical factor in shaping student learning motivation in public elementary schools throughout Tomohon City. Therefore, any effort to improve the quality of learning in elementary schools requires serious attention to developing teacher creativity as the core of a motivating learning process.

CONCLUSION

However, precisely because teacher creativity is a factor that schools can directly intervene in, this variable has significant practical value. Schools may not easily change students' family backgrounds, but they can train teachers, strengthen academic supervision, develop lesson study, and build a culture of innovation in the classroom. Therefore, from a school policy perspective, teacher creativity is a very realistic entry point for increasing student learning motivation.

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a crucial pedagogical factor in shaping student learning motivation in public elementary schools throughout Tomohon City. Therefore, any effort to improve the quality of learning in elementary schools requires serious attention to developing teacher creativity as the core of a motivating learning process.

SUGGESTION

Elementary schools in Tomohon City are advised to prioritize developing teacher creativity as a key agenda for improving the quality of learning. Principals should strengthen innovative learning training, provide constructive academic supervision, organize forums for sharing good practices, and use a wider variety of learning media to create lively classrooms and motivate students.

Teachers are advised to continuously enrich their learning strategies with a variety of methods, concrete examples, collaborative activities, stimulating questions, and positive reinforcement to prevent student boredom and maintain a strong motivation to learn. For further research, the instrument should be refined for indicators with low loading factors, and the model should be expanded by adding other variables such as classroom management, learning facilities, or school climate to provide a more comprehensive explanation of learning motivation.

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