International Journal of Education, Information Technology and Others (IJEIT), April 2026, 9 (2), 253-267
DOI: https://jurnal.peneliti.net/index.php/IJEIT/article/view/14308
p-ISSN: 2654-2528 e-ISSN: 2623-2324
Accredited by Directorate General of Strengthening for Research and Development
Available online at https://jurnal.peneliti.net/index.php/IJEIT

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

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Received: 4 Mei 2026
Revised: 15 Mei 2026
Accepted: 29 Mei 2026

Abstract

This study was conducted to examine the influence of teacher creativity on the learning motivation of public elementary school students in Tomohon City using the Structural Equation Modeling (SEM) approach. The research applied a quantitative explanatory design. The population included all fifth- and sixth-grade students from 21 public elementary schools in Tomohon City. Using the Lemeshow formula with a 95% confidence level, the study obtained a sample of 384 respondents. Data were gathered through a Likert-scale questionnaire containing 8 indicators of teacher creativity and 10 indicators of learning motivation. The data were analyzed using AMOS through descriptive statistics, measurement model analysis, and structural model evaluation. The results showed that teacher creativity was categorized as very high, with an average score of 4.444, while students' learning motivation was also classified as very high, with a mean score of 4.392. In addition, the SEM analysis demonstrated that the proposed model achieved a good fit. The findings further confirmed that teacher creativity had a positive and significant influence on students' learning motivation, as indicated by a standardized path coefficient of 0.471 and a significance level of $p < 0.001$. Therefore, the study concludes that enhancing teacher creativity can effectively increase students' learning motivation

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

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How to Cite: Sumilat, M., Rawis, J. A., Lengkong, J. S., & Naharia, O. (2026). The Influence of Teacher Creativity on the Learning Motivation of Public Elementary School Students in Tomohon City. *International Journal of Education, Information Technology, and Others, 9*(2), 253-267. Retrieved from https://jurnal.peneliti.net/index.php/IJEIT/article/view/14308

INTRODUCTION

Good learning motivation can be seen when students show interest in learning, enjoy participating in learning activities, actively ask questions or engage in discussions, and continue trying to complete assigned tasks. Conversely, when students become easily bored, less active, rarely participate, and do not show enthusiasm for learning, these conditions reflect low learning motivation (Rawis & Lengkong, 2023:124–126).

At the elementary school level, learning motivation has a highly strategic role because this phase is the stage of forming basic attitudes toward learning activities. Fifth- and sixth-grade students are not only required to understand increasingly complex subject matter, but are also expected to demonstrate independence, consistency, and perseverance in completing academic tasks. In this situation, teachers are not only responsible for delivering material, but must also be able to create learning experiences that are lively, engaging, and relevant to students' lives

so that learning activities are not perceived as boring routines (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 a learning atmosphere that is interesting, calm, effective, and efficient. Creative teachers are not trapped in monotonous teaching patterns, but are able to present variations in methods, media, interaction strategies, and learning activities that stimulate more active student participation (Pentury, 2017:265; Waritsman & Hastina, 2020:28).

In learning practices, teacher creativity is not only reflected in the use of new media, but also in the ability to design flexible learning activities, provide open choices to students, connect new knowledge with prior experiences, and remain patient with mistakes as part of the learning process. Creative teachers tend to encourage the courage to try, provide space for exploration, and create classrooms that are not intimidating for students. Such situations are very important because learning motivation grows better in environments that provide both a sense of security and intellectual challenge (Kasmaienezhadfard et al., 2015:8–9; Ryan & Deci, 2000:68).

Learning motivation can be observed through increased enthusiasm, activeness, and student engagement in learning, especially when teachers implement appropriate and enjoyable learning models (Umbase et al., 2025:794–796).

The issue of learning motivation remains relevant to be studied in the context of public elementary schools throughout Tomohon City. The diversity of students' backgrounds, differences in classroom characteristics, and variations in teachers' pedagogical competencies 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 also as an educational variable that can directly influence the quality of students' learning experiences. Therefore, an analysis of the influence of teacher creativity on learning motivation among elementary school students needs to be empirically developed so that it can serve as a basis for school decision-making and the strengthening of learning practices.

Learning motivation can be strengthened through discipline, study habits, and the implementation of active and contextual learning models. In this context, research by Nainggolan, Naharia, and Tanor shows that discipline influences students' study habits and learning outcomes, while Naharia also emphasizes that the implementation of Problem-Based Learning can improve students' academic achievement (Naharia et al., 2024:102–110).

From a methodological perspective, research on teacher creativity and learning motivation is often analyzed using simple correlational statistics. In fact, the relationship involves latent constructs measured through several indicators. The SEM approach is relevant because it provides room to assess the quality of the measured constructs and to examine the structural influence among variables more systematically. In the SEM tradition, model evaluation is carried out through construct validity and the significance of relationships among variables, and indices such as RMSEA, TLI, and CFI are commonly used to evaluate model feasibility (Hooper, Coughlan, & Mullen, 2008:58–59).

Teacher creativity should not merely be interpreted as an individual talent, but rather as a professional capacity to process media, methods, and technology into effective learning experiences (Rawis & Lengkong, 2023:129–130).

This study is important because it provides empirical evidence within the local context of Tomohon City, particularly among fifth- and sixth-grade students in public elementary schools. In addition, this research offers practical contributions for principals and teachers to understand that improving learning motivation does not solely depend on student discipline, but is also greatly influenced by the way teachers design creative, engaging, and motivating learning experiences.

Based on the background above, the research problem of this study is: Does teacher creativity have a positive and significant influence on the learning motivation of public elementary school students throughout Tomohon City? The objective of this study is to analyze and prove the influence of teacher creativity on students' learning motivation.

LITERATURE REVIEW

Teacher Creativity

Teacher creativity is a professional capability reflected in the teacher's skill in developing teaching materials, modifying learning strategies, creating an engaging classroom atmosphere, and presenting learning experiences that are not monotonous. In this sense, teacher creativity is not merely a personal talent, but a pedagogical competence that emerges from the ability to understand students' needs, manage the classroom flexibly, and design learning that is both effective and dynamic.

Teacher creativity can be understood as the ability of teachers to select and apply appropriate, varied, and meaningful learning methods so that learning becomes more active, interesting, and capable of developing students' creative thinking skills (Umbase et al., 2025:795–796).

From the perspective of contemporary pedagogy, 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 identical to the use of overly complicated media, but rather to the ability to present new approaches that are appropriate to the age, characteristics, and level of students' readiness to learn. In elementary school classrooms, teacher creativity often appears in simple yet meaningful forms, such as variations of concrete examples, educational games, illustrations closely related to students' daily experiences, the use of stimulating questions, flexible learning groupings, and verbal reinforcement that builds a positive learning atmosphere (Kasmaienezhadfard et al., 2015:3–5).

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

Substantively, teacher creativity has several important dimensions. First is the dimension of novelty, namely the ability to present ideas, approaches, or learning procedures that are not monotonous. Second is the dimension of flexibility, namely the ability to shift from one strategy to another according to students' needs. Third is the dimension of relevance, namely the ability to connect learning material with the real-life context of students. Fourth is the dimension of meaningfulness, namely the ability to make students feel that learning is important, interesting, and worth participating in. In the creativity literature, elements such as flexibility, originality, breadth of ideas, and the ability to emphasize essential matters are viewed as important characteristics of creative behavior (Kasmaienezhadfard et al., 2015:3–4).

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

Teacher creativity also needs to be positioned as an institutional factor, not merely an individual one. Creativity does not emerge in a vacuum. It grows within a school culture that provides room for experimentation, appreciates teaching innovation, and does not restrict teachers to administrative routines alone. If schools encourage teachers to try new approaches, share best practices, and conduct reflective learning practices, creativity can develop more easily. Conversely, if teachers are burdened only with administrative targets and standardized teaching patterns, their creative potential may diminish. Therefore, in educational research, teacher creativity deserves to be viewed as an indicator of the quality of the learning process, not merely as a personal attribute of teachers (Pentury, 2017:266–267).

Learning Motivation

Learning motivation is the driving force that initiates, directs, and sustains students' learning behavior. Motivation explains why a student is willing to engage in learning activities, persist in facing difficulties, and strive to achieve better outcomes. In the context of elementary education, learning motivation is reflected not only in enthusiasm for attending class, but also in the willingness to follow instructions, complete assignments, ask questions when material is not understood, and continue trying when facing academic obstacles (Rahman, 2022:289–292).

Theoretically, learning motivation can be understood through Self-Determination Theory, which places the needs for competence, relatedness, and autonomy as the basis for the growth of healthy motivation. Ryan and Deci explain that social contexts can either strengthen or weaken motivation, because supportive environments make individuals feel capable, connected, and in control of their actions. In education, this theory is highly relevant because the quality of teacher interaction, task design, and classroom atmosphere directly influence the strength of students' motivation (Ryan & Deci, 2000:68–70).

At the operational level, students' learning motivation is usually reflected through several main indicators, such as perseverance in attending lessons, interest in learning activities, enthusiasm in completing assignments, seriousness in facing evaluations, and orientation toward achieving good results. Motivation is also reflected in students' ability to maintain attention, avoid giving up easily, and remain active in learning situations that require concentration. Thus, learning motivation is not merely a desire to learn, but a psychological condition that drives actual academic behavior (Rahman, 2022:291–292).

Among elementary school students, learning motivation is often highly sensitive to the quality of learning experiences provided by teachers. Children at this age still depend greatly on social reinforcement, classroom atmosphere, forms of activity, and clarity of instruction. Therefore, when learning is rigid and monotonous, motivation tends to decline quickly. Conversely, when learning is engaging, communicative, and appropriately challenging, learning motivation develops more easily. This shows that learning motivation at the elementary level is strongly related to how learning is experienced, not merely to the content being taught (Ryan & Deci, 2000:68–70; Rahman, 2022:292).

Learning motivation also holds a strategic position because it acts as a bridge between potential and achievement. Many students possess adequate cognitive abilities but fail to demonstrate optimal performance because their motivation to learn is weak. On the other hand, students with strong motivation tend to show greater perseverance, readiness to face challenges, and stronger academic resilience. Therefore, in educational research, learning motivation is often positioned as a key variable explaining why students' learning outcomes may differ even when they are within relatively similar school contexts (Rahman, 2022:289–292).

The Relationship between Teacher Creativity and Learning Motivation

The relationship between teacher creativity and learning motivation can be explained through a simple yet powerful pedagogical logic. Creative learning tends to generate attention, curiosity, psychological comfort, and active student engagement. These four aspects are important prerequisites for the emergence of learning motivation. When students perceive lessons as interesting and not boring, they are more easily involved. When they are actively involved, they are more likely to feel capable. When students feel capable, their motivation to continue learning tends to strengthen (Ryan & Deci, 2000:68–70).

Empirically, national literature also shows that teacher creativity is positively related to students' learning motivation. Research by Fitriah et al. found a positive and significant relationship between teacher creativity and students' 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 a factor that directly affects students' learning energy (Fitriah et al., 2025).

This relationship becomes even clearer when viewed from classroom practices. Creative teachers usually employ variations in methods, media, and learning interactions so that students feel learning is not repetitive. Such variations prevent boredom, provide new stimulation, and maintain students' focus. In addition, teacher creativity also enables simple differentiation, namely the adjustment of

teaching approaches according to students' levels of readiness or responses. Such adjustments make students feel more understood and more capable of following lessons, 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 is the cognitive mechanism, namely making material easier to understand through richer, more concrete, and more communicative strategies. Second is the affective mechanism, namely making students feel comfortable, appreciated, and interested throughout the learning process. If these two mechanisms work together, learning motivation will not only emerge temporarily, but also has the potential to persist longer. Thus, it can be emphasized that teacher creativity is an important determinant of learning motivation, especially in the context of elementary education (Ryan & Deci, 2000:68–70; Pentury, 2017:265–267).

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

METHOD

This study employed an explanatory quantitative approach using Structural Equation Modeling (SEM) analysis. The target population consisted of all fifth- and sixth-grade students of public elementary schools in Tomohon City, distributed across 21 schools. Since the exact number of student elements used as the basis for sampling had not been definitively determined during the planning stage, the minimum sample size was calculated using the Lemeshow formula at a 95% confidence level:

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

Thus, the minimum sample size required was 384 respondents. The teacher creativity variable was measured using 8 indicators, while the learning motivation variable was measured using 10 indicators.

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

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

Teacher creativity possesses considerable practical importance because it is one of the educational factors that schools can directly improve through intervention. Although schools may have limited ability to influence students' family backgrounds, they can enhance teacher quality through professional training, stronger academic supervision, lesson study activities, and the cultivation of an innovative classroom culture. Therefore, from the perspective of educational policy, strengthening teacher creativity represents a realistic and strategic approach to increasing students' learning motivation.

Overall, the findings of this study demonstrate strong consistency with existing theories and previous empirical research. The high descriptive results, acceptable measurement model, satisfactory SEM model fit, and significant structural relationships collectively indicate that teacher creativity is an essential pedagogical factor in shaping students' learning motivation in public elementary schools throughout Tomohon City. Consequently, efforts to improve the quality of elementary education should place serious emphasis on enhancing teacher creativity as the foundation of a motivating and meaningful learning process.

SUGGESTIONS

Public elementary schools in Tomohon City are encouraged to make the development of teacher creativity a major priority in improving instructional quality. School principals should support innovative teaching practices through

professional development programs, constructive academic supervision, opportunities for teachers to exchange best practices, and the use of diverse learning media in order to create engaging classroom environments that strengthen students' motivation to learn.

Teachers are encouraged to continuously enrich their instructional approaches by applying varied teaching methods, concrete examples, collaborative learning activities, stimulating questions, and positive reinforcement so that students remain interested and motivated throughout the learning process.

For future studies, researchers are advised to refine indicators with low factor loadings and to expand the research model by including additional variables such as classroom management, learning facilities, and school climate. Such developments may provide a broader and more comprehensive understanding of the factors influencing students' learning motivation.

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