

## **HISTORY TEACHER CREATIVITY IN INSTILLING STUDENT LEARNING MOTIVATION**

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**Abstract:** This study aims to determine the level of creativity of teachers in instilling historical motivation in Senior High School 1 Pacet. Students learning motivation, especially in history subjects at Senior High School 1 Pacet is low, students are lazy to read, rely too much on friends, use difficult language and also limited books make students lazy to study history. The creativity of teachers, especially in instilling learning motivation, is certainly needed so that students are enthusiastic in studying history. This research method uses descriptive qualitative methods by conducting observations, interviews, and also document. The interviewees were the history teacher of the one package system as well as students. The results of the research on teacher creativity in instilling learning motivation in students were carried out using various methods (assignment discussions, lectures, SQ3R, quizzes, question and answer), the use of various learning media (videos, pictures, whiteboards, and also Power Point), the use of teaching materials other than books (videos, modules, and internet), spontaneous questions and also working together with outsiders. The creativity of teachers in instilling learning motivation in history subjects at Senior High School 1 Pacet can be said to be good. Teachers seek many ways to motivate students to study history.

**Keywords:** teacher creativity; motivation to learn; history

### **A. INTRODUCTION**

History is a subject that can be said to be important in social life, unfortunately the importance of learning history is not accompanied by high student motivation. The decline in learning motivation does not only occur at Senior High School 1 Pacet, in research conducted by Save the Children, which is an organization about children, it shows that at least 40% of students in Indonesia lose their motivation to learn (*Tantangan Kehilangan Pembelajaran*, 2020). The decrease in learning motivation is due to boring learning, especially during the pandemic era. Senior High School 1 Pacet is currently starting to implement an offline learning system with a short learning time. Learning time is usually 40 minutes for one hour lesson to 20 minutes for one hour lesson. Classrooms can also be fully occupied with 32 students according to capacity and while still paying

attention to health protocols. Teacher creativity in learning, especially in history learning, is certainly needed so that history learning can take place smoothly.

Observation results show that many students in Senior High School 1 Pacet are lazy in reading books, this happens because of distance learning habits. During online learning there is a habit of teachers who only give assignments without explaining the material, of course this needs to be changed. Only a few students at Senior High School 1 Pacet do assignments independently, the rest they only rely on friends in doing assignments because students are lazy in reading.

The history books used by students are also less diverse and limited in number. The limitation of history learning books is one of the obstacles to learning history in many schools (Suwarni, 2014). History books used in history learning are history books issued by the Ministry of Education and Culture for compulsory history learning. As for the history of specialization, the books owned by students have a limited number so that only a few students get these learning books, the limitations of these books make learning to be carried out in a class manner which causes history learning, especially history of specialization, to be less than optimal.

The use of difficult terms is one of the problems in history learning which causes a decrease in student motivation to learn at Senior High School 1 Pacet. History learning often includes difficult terms such as historical actors, the use of foreign languages, especially Dutch, Japanese, English, the use of historical place, dates, that are difficult for students to remember, making students lazy in studying history (Saidillah, 2018). The use of foreign terms in history books brought by students is sometimes not accompanied by meanings or meanings that facilitate students in learning, so teachers must find ways to make it easier for students to understand these terms.

Teachers often give assignments without explaining the material when learning when learning is full online or online. Students experience a decrease in learning motivation during full online learning, especially history learning (Cahyani et al., 2020). Teachers need ways and show their creativity during face-to-face learning directly so that students become more enthusiastic and motivated in learning. The decrease in motivation to learn, especially in learning history, becomes lazy to read and also can't follow the lesson well.

The results of previous research on teacher creativity show that the absorption capacity of students can increase due to the creativity of teachers during learning. The results of the study also show how the level of creativity possessed by the teacher during learning as an effort to increase student absorption (Hadisi et al., 2017). Other similar studies also show that teacher creativity has an influence in increasing students' learning motivation. Teacher creativity is needed not only to increase students' motivation to learn but also to have an influence student character (Waritsman, 2020).

Teacher creativity can be interpreted as a potential development and finding new things that are better so that they can solve a problem, especially in the world of education. Creative teachers

have expertise especially in showing appreciation and creating something new that is unique and attracts students' attention (Waritsman, 2020). Teachers who have creativity will make learning more fun and students become more enthusiastic.

Creativity is the process of understanding a problem, finding solutions, drawing hypotheses, testing and evaluating and communicating to others (Safitri et al., 2020). Creativity also aims to develop potential and find new things to solve a problem in the world of education, besides that teacher creativity also has the aim of attracting students' attention (Waritsman, 2020). Indicators of teacher creativity include: 1) Creative in using learning media, 2) creative in using learning methods, strategies and models, 3) authentic learning materials, 4) different thinking skills than usual and, 5) teacher behavior in learning (Fitriyani et al., 2021).

Teachers who are creative, have lots of ideas, like challenges, and have fun behaviors certainly motivate students to learn. Student learning motivation is an impulse that arises from within students so that students by consciously or unconsciously will try to achieve the desired goal (Izzatunnisa et al., 2021). Maslow also explained that motivation is an encouragement to fulfill a person's needs or behavior which based on the desire to achieve what wanted (Maslow, 1954). Similar to learning, someone will be motivated to learn when they want to achieve something, it can be in the form of grades, points, or others.

Maslow's theory of motivation is known as the Hierarchy of Needs or Human Motivation which has 5 levels, namely 1). physiological needs, which are needs most basic which includes the need to eat, drink, sleep, etc. 2). Safety needs, including protection of freedom from fear and anxiety 3). Social needs, that is related among connection between each other, both groups and individuals 4). Esteem Needs, related to the appreciation of the people around 5). Self-actualization needs, is the courage of a person in exploring his potential (Latief & Wisudawati, 2020; Maslow, 1954; Rudiarta, 2022). Teacher creativity is certainly needed, especially of growing motivation, so that the needs has been met students will be more motivated, especially in learning.

History subjects are subjects that have different characteristics from other subjects. Basically, the characteristics of history subjects are: continuous, about the times, chronological in nature, regarding the laws of history (Susanto, 2014). History learning is a subject that has the aim of making students aware if a change and development in the community is in accordance with the time series and also builds awareness so that students can find, understand, and explain national identity both in the past, future and present (Zahro, 2017).

History education aims to develop students' abilities so that they can think chronologically, creatively, critically, and build social awareness which later can develop the spirit of nationalism, build honesty, hard work and responsibility. Teacher creativity is certainly considered important in instilling learning motivation in students, so that later students can absorb a lot of knowledge to be applied in social life. Solikah explained that creativity in learning is potential development, finding

new things that can help in solving educational problems, besides that, according to him, creative teachers are teachers who are experts in appreciating something new so that it can attract students' attention (Waritsman, 2020).

Based on the summary above, this research intends to find out how the teacher's creativity forms in instilling student learning motivation. The purpose of this study is to determine the creativity of history teachers in instilling learning motivation, so that later it can be used as an example in instilling students' motivation to learn history.

## **B. MATERIALS AND METHODS**

This research is a descriptive qualitative research, which describes an event or phenomenon in the surrounding environment or during learning. The presence of the researcher during the research is very important because the researcher acts as an instrument. Researchers will go directly to the field during the research process. This research was conducted at Senior High School 1 Pacet Pacet, which is located on Pandan-Gondang Highway, Pandanarum Village, Pacet District, Mojokerto Regency. The subjects of this study were history teachers at Senior High School 1 Pacet, totaling 3 teachers and also students during history learning.

The data in this study were obtained through the subject of data owned by the researcher. During data collection, researchers will conduct observation activities followed by interviews and collect relevant documents. Sources of data can be grouped into two types, 1). Primary sources which are the results of interviews with teachers of history subjects at Senior High School 1 Pacet and also students and observations during the research, 2). Secondary sources which are relevant documents owned by teachers of history subjects that can support research results.

Data collection techniques are carried out by 1). Observations, which were conducted on 3 history teachers and students in 6 different classes. Researchers will examine the attitudes and actions of teachers and students during the learning process. Researchers will observe learning activities which include the methods used in class activities. Interactions that occur in class, the level of student activity, media and teaching materials used by teachers, use a checklist in accordance with predetermined criteria, 2). Interviews, interview activities are carried out to collect information from sources that were not obtained during the observation activities. Interviews were conducted on 3 history teachers who teach in grades X to XII and 10 students who will be interviewed in depth with the criteria of enthusiastic students during history learning activities, students who collect assignments on time and spiritually who are less enthusiastic during the activity. learning takes place. 3), Documents, which means analyzing the documents that the teacher has such as photos, videos, etc.

Qualitative research data comes from the results of interview observations and also relevant documents. The data analysis technique used is data triangulation which is done by analyzing various kinds of data derived from the results of interviews and document observations. Triangulation data

is used to collect data that has been obtained and then analyzed and grouped according to their respective groups. Huberman describe data analysis can be done in 4 stages (Sugiono, 2015), namely 1). data collection or data collection, the data that has been obtained by the researcher during the research, both from the results of interview observations and documents are collected into one, 2). data condensation or data reduction, the data that has been collected is then summarized and grouped according to their respective themes to make it easier for researchers to collect data and search for data according to their respective topics of discussion, 3). presentation of data, data that has been grouped according to their language and respective themes are then presented in the form of tables and graphs so that they are more organized and neatly arranged so that they are easy to understand, 4). Conclusion, The last stage is a conclusion that has the aim of answering the problem formulation that has been determined previously (Sugiono, 2015).

### **C. DISCUSSION RESULT**

Teachers have an important role in instilling student motivation, including in learning history. The history teacher of Senior High School 1 Pacet 1 Pacet has various ways of instilling student motivation, including by. Teachers use various methods, use learning media, use supporting teaching materials other than books, ask questions, and also cooperate with outside parties. Creative teachers can help students in growing student learning motivation (Realisa et al., 2019). The results of the study show that if

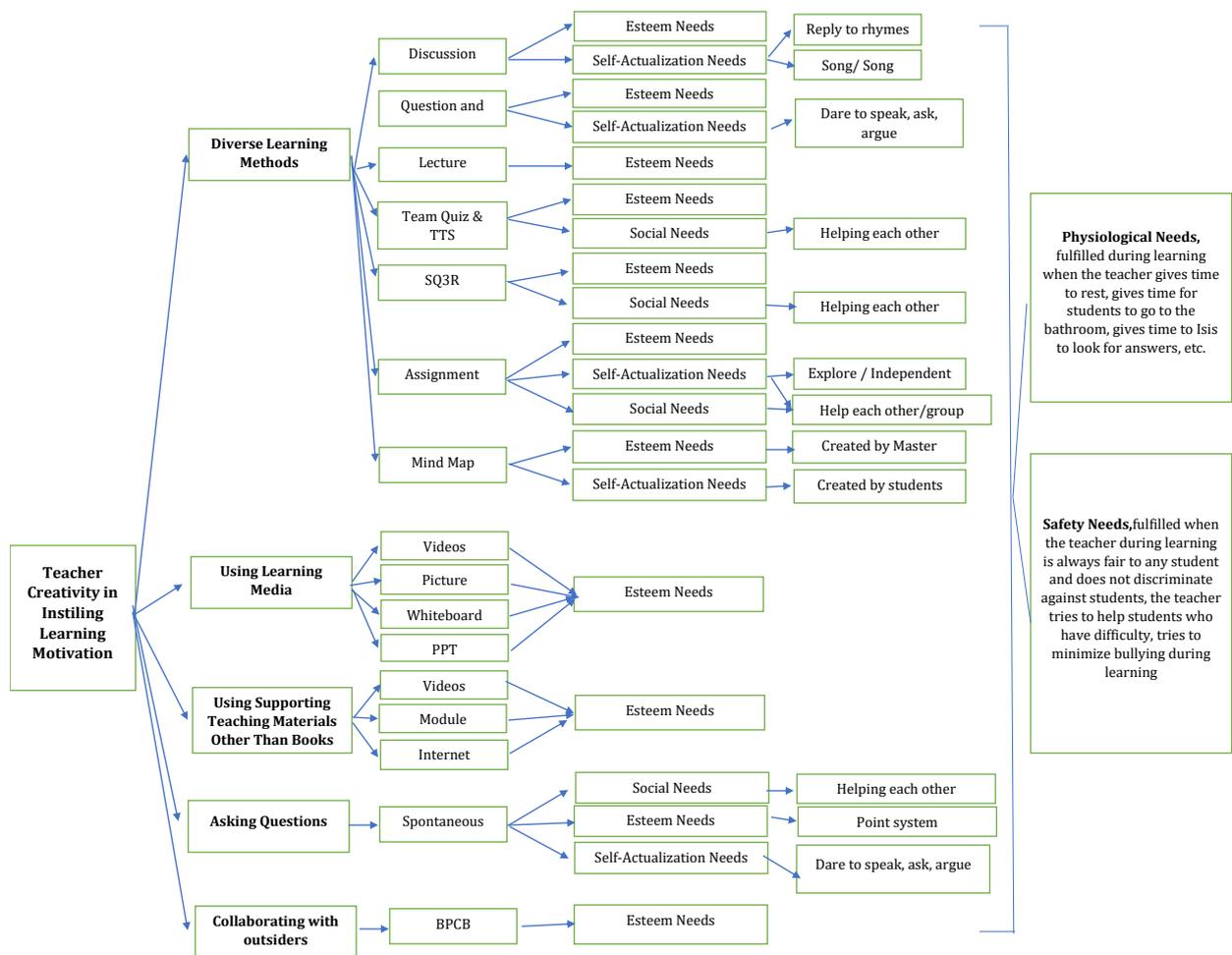


Figure 1. 1 Data Visualization of Teacher Creativity in instilling Student Learning Motivation

Result study above shows that the history teacher at Senior High School 1 Pacet has diverse creativity, especially in instilling learning motivation. Teachers also meet the needs of students so that students are motivated in learning. Abraham Maslow revealed that there are 5 kinds of needs in order to increase motivation, namely; physiological needs, safety needs, social needs, esteem needs, and self-actualization (Maslow, 1954). Physiological needs are needs as well as eating and drinking, in a school environment, it can be in the form of a sense of comfort during learning and also resting time (Arianti, 2018; Mendari, 2020). history teacher at Senior High School 1 Pacet 1 Pacet by giving time to students for the bathroom, there is a canteen and giving time for students to rest, classrooms are neatly arranged and have windows.

The safety needs can be met by fostering a sense of security in students, this is usually indicated by an attitude of obeying rules or laws, efforts to minimize bullying, and others (Latief & Wisudawati, 2020). The history teacher at Senior High School 1 Pacet fulfills the need for a sense of security by behaving fairly to any student and not discriminating against students, besides that the teacher tries to help students who have difficulty, and tries to minimize bullying during

learning. Other needs are met by teachers through the creativity possessed by each teacher, including:

### **Using Diverse Learning Methods**

The use of various methods during learning shows that the teacher has high creativity. The history teacher at Senior High School 1 Pacet 1 Pacet uses a different method for each meeting according to the student's condition and learning time. The use of various methods can help in growing student learning motivation. Various methods make students not easily bored during learning and show the creativity of the teacher (Realisa et al., 2019; Waritsman, 2020). The use of various methods and adapted to the conditions of students is also included as a teacher's effort in fulfill the esteem needs of students, the attitude of the teacher to respect each student's work is also a form of fulfilling the esteem needs and also encourages students to be motivated to show the attitude of the teacher in meeting the esteem needs (Arianti, 2018; Latief & Wisudawati, 2020). Teachers appreciate the presence of students by preparing for learning as well as possible. The method used by the teacher history at Senior High School 1 Pacet including discussion methods, question and answer, lectures, SQ3R, Mind mapping, quizzes, and assignments. Several methods are applied in a unique and different way, besides that several methods are also collaborated.

The unique method is the discussion method and is most often applied during history learning. The application of the discussion method in history learning at Senior High School 1 Pacet 1 Pacet is carried out in almost the same way as in general. The difference in this discussion activity lies in the way the discussion results are presented. Presentation activities were carried out in different ways, as was done by Mrs. Rita, a compulsory history teacher for grades XI and XII. She tried to change the presentation pattern by reciting rhymes or singing. Poems and songs made by students must be in accordance with the topic of historical events. This unique discussion activity makes students not easily bored during learning and also fosters student confidence. The effort made by the teacher can be said as an effort to explore the potential possessed by students and also to find out students' understanding (Realisa et al., 2019). The form of presentation of the results of the discussion that is different from the usual is an attempt by the teacher to invite students to be more confident and dare to speak, in this case the teacherst rive meet the self-actualization needs. Students also dare to show and explore the potential it has (Arianti, 2018; Latief & Wisudawati, 2020; Mendari, 2020).

Another method applied is the question and answer method, the question and answer method is believed to be able to foster student learning motivation and also its application is considered effective in improving learning outcomes (Arianti, 2018; Latief & Wisudawati, 2020). The question and answer method applied by the history teacher at Senior High School 1 Pacet is sometimes applied in collaboration with the lecture method and also the assignment method. The

history teacher at Senior High School 1 Pacet considers that the use of the question and answer method can increase students' confidence, especially in speaking. Self-actualization needs can be shown by students who are more confident, dare to speak, dare to answer or ask questions during learning activities (Arianti, 2018; Latief & Wisudawati, 2020; Mendari, 2020). During the question and answer method and lectures, students are required to take notes equalization teacher like Mr. Sartono, this aims to make students have complete notes. Students who have complete records will usually get high marks in tests or exams. The application of the lecture and question and answer method is often interspersed with jokes so that students do not feel bored and afraid in answering the teacher's questions, the attitude shown by the teacher is also a form of fulfilling the social needs (Latief & Wisudawati, 2020).

The history teacher at Senior High School 1 Pacet also often applies the quiz method, this method is often applied by Mrs. Ony. The quizzes chosen also vary according to the material, time and condition of the students. The quizzes that are often used are Team Quiz and TTS. The use of Team Quiz and TTS methods can make students more active during learning, students will help each other and exchange questions and answers so as to help make it easier to understand the material (Rasyid et al., 2019; Sari & Wasgito, 2020). The Team Quiz method is done by grouping students into several groups and then each group makes questions for other groups. Team quiz and TTS teaches students to work together and help each other, students can also work together and show affection through group activities, this is a form of fulfilling the social needs .

Another method applied to history subjects at SMAN 1 Pacet is the SQ3R method, which consists of five stages, namely: Survey, Question, Read, recite and Review. The use of the SQ3R method in learning is considered effective by the teacher in understanding the material so that motivation student learning has increased (Sobri, 2018). The implementation of the SQ3R method begins with the formation of groups, after which the teacher will give time for students to read and also make questions that will be answered by other groups. Questions do not have to come from the students but also from the teacher, after that the teacher will give return time for students to read and answer questions, at the end of the lesson students will review the learning together with the teacher. Application SQ3R method invites students to help each other show teacher's effort in Fulfill social (Latief & Wisudawati, 2020). In addition, group activities that allow students to exchange ideas and help each other between students. The application of the SQ3R method in history learning at Senior High School 1 Pacet sometimes does not complete 5 stages, this is due to time constraints so that review activities are sometimes carried out at the next meeting.

The assignment method can foster students' motivation and enthusiasm in learning (Ismail et al., 2017; Sabriani, 2012). The history teacher at Senior High School 1 Pacet always gives assignments to students, students are asked to complete assignments on that day as Mrs. Rita did.

Students also revealed that through giving assignments, students became enthusiastic in learning. Students are also motivated to get higher grades by doing the assignments given by the teacher. Teachers also apply system that point show fulfillment of esteem needs that push students to be motivated (Latief & Wisudawati, 2020; Mendari, 2020). The application of the assignment method in learning is also an effort to Fulfill social needs and self-actualization. Social needs is shown by the attitude of students who help each other, especially in group assignments (Latief & Wisudawati, 2020). Self-actualization needs is indicated by the attitude of students while doing the assignments given by the teacher. Students seek to explore and add insight that shows the fulfillment of the self-actualization needs (Arianti, 2018; Latief & Wisudawati, 2020; Mendari, 2020).

The Mind Mapping method is used to help students channel and generate new ideas and also create interesting learning. The mind mapping method is often used by history teachers at Senior High School 1 Pacet, especially in conditions of urgency. The application of the mind mapping method can help students to more easily understand the learning material. The use of the mind mapping method during learning can foster motivation to learn, especially in learning history (Rofi'ah, 2020). The teacher while explaining the material too could interspersed with making a map concept on the blackboard. Students can easily understand the points of each event according to with teacher's description (Rofi'ah, 2020). This method is often collaborated with the assignment method, where the teacher gives assignments to students to make mind mapping. The tasks given by the teacher also vary according to the theory learning. mind mapping method students who make it show the fulfillment of the need for self-actualization (Arianti, 2018; Latief & Wisudawati, 2020; Mendari, 2020). Students are free to explore what they understand, besides that students can also explore what they understand show his creativity by making a mind mapping so that the need for self-actualization can be met.

### **Using Learning Media**

Various learning media during learning show that the teacher has high creativity. Media use learning variety can help teachers in achieving learning objectives. The media used also vary according to the creativity of teachers such as radio, television, books, videos, and others that can support learning activities (Fitriyani et al., 2021). The learning media used by the teacher during learning shows the teacher's efforts in meeting the need for appreciation (Latief & Wisudawati, 2020; Mendari, 2020). Teachers appreciate students by creating the best learning by using learning media so that students are easy to learn the material. Teachers at Senior High School 1 Pacet also use media learning including video, pictures, whiteboards, and Power Point.

The video and image media used by the teacher sometimes come from the internet or the teacher's own work. Use of videos or movies documentary and pictures in history learning can attract students' attention and foster learning motivation in students (Budi Elfita, 2018; Laksmi &

Setiawati, 2018; Santoso, 2020). The teacher will usually give assignments to students to resume the video that has been submitted watch, the resume is in accordance with student understanding. Teachers can provide more information through videos, besides that students also reveal if the use of videos in learning is more interesting. The videos and images that the teacher chooses are usually images of cultural heritage, illustrationan eventnorhistoric sites.

The blackboard is the most frequently used learning media during history learning. The history teacher at Senior High School 1 Pacet also considers that the blackboard media is a practical medium, so it doesn't bother the teacher in bringing it into the classroom. The teacher can add tables or charts, so that it can attract students' interest in learning, students will also not get bored easily (Sutiarso, 2020; Tugimmin & Mariani, 2014). Another learning media is PPT media, usually ppt contains a summary of a material so that students more easily understand the material during learning. Teachers can add animations and present an attractive display so that students are motivated in learning (Yuliansah, 2018). Media videos, images and PPT are often shared via WhatsApp groups so that students can save them with easy and can learn again anytime and anywhere.

### **Using Supporting Teaching Materials Other than Books**

Teaching materials other than booksshowif the teacher has high ideas and creativity, especially in supporting learning activities to run smoothly. Teacher creativity can be demonstrated by producing a product that can support learning activities as supporting teaching materials other than books. Teachers can take advantage of whatever to be used as learning media or teaching (Realisa et al., 2019). The use of diverse teaching materials is a form of fulfilling the need for student appreciation (Latief & Wisudawati, 2020; Mendari, 2020). Teaching materials other than books used at Senior High School 1 Pacet are videos, modules and also the internet. Through the internet, students can search for material on the web and online libraries.

Video is a medium and also teaching materials that can support learning. Videos can help teachers to more easily deliver material and support the successful implementation of the 2013 curriculum (Agustini & Ngarti, 2020; Santoso, 2020). The more teaching materials or learning resources, the students can get alot knowledge. The history teacher at Senior High School 1 Pacet has a video as one of the alternative in acquiring new knowledge that may not existin the book.

Modules are teaching materials that are made independently by the teacher, the module then becomes supporting teaching materials other than books. The module used during history learning at Senior High School 1 Pacet is a teacher's work module, but the use of could it is said that this is rare because of the short learning time and also the condition of students who prefer videos or the internet in finding material. The use of modules in learning history effective in

fostering a sense of nationalism and also the spirit of learning (Anggoro et al., 2020). The history teacher at SMAN 1 Pacet will usually distribute modules via WhatsApp or E-Learning groups.

The internet is a source of information and makes it easier for us to find information. The internet can be used during learning, especially in finding learning resources. The use of internet technology also makes it easier for teachers to explore the potential possessed by students, besides that students can have more knowledge via the internet (Realisa et al., 2019). History learning at Senior High School 1 Pacet also uses the internet as a learning resource. Students also revealed that the use of the internet motivates students in learning, besides that students are also easier to access materials, download books (Mansyuardi, 2021). Students who find it difficult to find information via the internet. Mrs. Ony as a history teacher also often invites students to online libraries to find learning resources.

### **Asking Questions**

Research result show if one form of teacher creativity is to give spontaneous questions to students who are considered lacking active. This shows that the teacher is sensitive to the learning atmosphere. Learning history is often considered a boring subject by students. History books that have a lot of text rather than pictures make students lazy to read. Students also get sleepy and bored quickly, especially in certain hours, therefore the history teacher chooses to give questions to students as a way to increase learning motivation (Zahro, 2017). The history teacher at Senior High School 1 Pacet will ask questions spontaneously to students who are deemed less active during learning. The teacher reveals that students who get questions spontaneously will try to find answers by reading books or even ask a friend. Students' efforts in finding answers by asking friends show attitude towards fulfilling social needs (Latief & Wisudawati, 2020). Students will help friends who ask questions by show answer so that there is a sense of affection between friends. Students also revealed that giving questions made students learn because they were afraid of not being able to answer.

The teacher also provides a point or reward system for students who dare to ask questions, answer questions, and are active during learning (Arianti, 2018). Students also try to get points to add value, especially the value of maintaining. One of the things that motivates students while studying. The awarding of these points is a form of teacher appreciation for students, as well as a teacher's effort to fulfill the esteem needs according to Maslow's theory (Arianti, 2018; Latief & Wisudawati, 2020). Giving questions spontaneously is also an effort to self-actualization needs. Students can be more confident, especially in answering and asking questions, so that students can improve their skills understanding (Arianti, 2018; Latief & Wisudawati, 2020; Mendari, 2020).

### **Cooperate with Cultural Heritage Preservation Agency (BPCB)**

The results showed that the history teacher of Senior High School 1 Pacet attempted to instill student motivation by collaborating with Cultural Heritage Preservation Agency (BPCB) East Java to provide socialization, especially related to Majapahit Kingdom in Mojokerto. History teachers have a big responsibility in increasing motivation study especially in history. One of the ways that history teachers at Senior High School 1 Pacet are doing is by collaborating with the BPCB. This collaboration is carried out in lieu of visiting historical sites that are often done before the pandemic. The history teacher of Senior High School 1 Pacet invites the BPCB to provide counseling about historical heritage, especially the history of the Majapahit Kingdom. The collaboration has a goal for introduce Indonesian culture, especially the legacy of the Majapahit Kingdom in Mojokerto. The history teacher reveals the cooperation conducted so that students are motivated in learning history and also so that students do not get bored with learning history. Counseling by BPCB is done in a day, only a few students come straight to school as representative. The rest attended online counseling via Zoom and YouTube. Working closely with the BPCB shows the attitude of the teacher in meeting the need for appreciation. The teacher is trying fulfill esteem needs, student attendance by giving the best to students (Latief & Wisudawati, 2020). History teacher at Senior High School 1 Pacet in collaboration with BPCB as a substitute for visiting sites which were routine activities before the pandemic.

### **D. CONCLUSION**

The history teacher at Senior High School 1 Pacet can be said to have high motivation in instilling student learning motivation. The history teacher at Senior High School 1 Pacet tries to apply various methods, media and also teaching materials so that students are excited and not bored during learning. The methods used by history teachers at Senior High School 1 Pacet include discussion methods, question and answer, lectures, assignments, SQ3R, quizzes, mind mapping. This method is also collaborated with other methods. The media used are video, pictures, PPT and whiteboards. The teaching materials used to support learning are videos, modules and also the internet. The history teacher also tries to give questions spontaneously to foster student motivation. Another form of teacher creativity is trying to work with outsiders.

The history teacher at Senior High School 1 Pacet also tries to meet the needs of students according to Maslow's theory. History teachers try to fulfill basic needs, namely physiological needs, safety needs, love needs, esteem needs and self-actualization needs. The needs that are met make students excited and motivated to learn and fulfill the goals they have.

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