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**THE INFLUENCE OF TEACHERS' TEACHING STYLE, CREATIVITY, AND  
TEACHING SKILLS ON STUDENT LEARNING MOTIVATION  
AT SMK NEGERI 25 JAKARTA****Melya Anggrainy<sup>1</sup>, Sri Zulaihati<sup>2</sup>, Puji Wahono<sup>3</sup>**

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**Abstract**

This study aims to analyze the influence of teaching style, creativity, and teaching skills on student learning motivation at SMK Negeri 25 Jakarta. This study uses a quantitative approach with a population of 358 students, then the research sample is determined as many as 188 students. Data collection was carried out through the distribution of questionnaires that used a 5-point Likert scale to measure the variables studied. Data processing and analysis were carried out using the SPSS version 25 program. The analysis process includes validity test, reliability test, normality test, linearity test, multiple linear regression analysis, F test, T test, and calculation of the determination coefficient. The research findings indicate that teaching style, creativity, and teaching skills, both partially and simultaneously, significantly influence student motivation at SMK Negeri 25 Jakarta.

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motivation, teaching  
style, creativity, teaching  
skills

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**Abstrak**

Penelitian ini bertujuan untuk menganalisis pengaruh gaya mengajar, kreativitas, dan keterampilan mengajar terhadap motivasi belajar siswa di SMK Negeri 25 Jakarta. Pendekatan yang digunakan dalam penelitian ini adalah kuantitatif dengan populasi sebanyak 358 siswa, dan sampel yang ditentukan sebanyak 188 siswa. Data dikumpulkan melalui penyebaran kuesioner dengan menggunakan skala likert 5 poin untuk mengukur variabel yang diteliti. Pengolahan dan analisis data dilakukan menggunakan program SPSS versi 25. Analisis data mencakup uji validitas, uji reliabilitas, uji normalitas, uji linearitas, analisis regresi linear berganda, uji F, uji T, serta perhitungan koefisien determinasi. Hasil penelitian menunjukkan bahwa gaya mengajar, kreativitas, dan keterampilan mengajar secara parsial dan simultan memiliki pengaruh yang signifikan terhadap motivasi belajar siswa di SMK Negeri 25 Jakarta.

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mengajar

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**INTRODUCTION**

Learning motivation refers to a passion that drives individuals to gain new knowledge and skills. In accordance with Alderfer's theory, learning motivation is explained as a force that spurs students to be active in the learning process with aim of achieving maximum achievement or learning outcomes (Harahap et al., 2021). This motivation is one of the important factors in efforts to improve quality of education. Without motivational encouragement, the learning process may not be able to reach an optimal level due to the lack of encouragement both from within and outside the student to learn. Based on research conducted by several researchers in various vocational schools in Indonesia, there are indications that students' learning motivation tends to be low and requires special attention from both schools and parents to improve it. It's important to know factors that affect learning motivation.

The Ministry of Education, Culture, Sports, Science and Technology of Japan states that current issues include a decrease in the amount of time students spend studying and a decline in student motivation. The average amount of time spent studying by high school

students in Japan has decreased over the past 15 years. According to a study by the American Association of Colleges and Universities conducted by Annie et al. (2020), one of the challenges faced by educators in higher education is a lack of motivation in taking general education courses. Low motivation towards these courses can be problematic as it may lead to reduced student participation and understanding of general knowledge that supports higher education goals (Japan). The research by Ha & Van (2023) at the University of Vietnam reveals that teachers' teaching styles are considered less varied because they use few paired/group work activities, which in turn leads to students being less motivated in English language lessons.

Based on the preliminary study, the highest percentage that influences student learning motivation is the teaching style of the teacher, the teaching skills of the teacher, and the teacher's creativity. In fact, during the teaching and learning process, students often fall asleep while paying attention to the teacher, complete assignments minimally or haphazardly, and lack active participation in the learning process. This is because students lack motivation to learn. The above factors are also relevant to research conducted by Hasril et al. (2021) which found that the teacher's teaching style is a significant factor in determining student learning motivation. When the teacher's teaching style is effective, student motivation to learn increases. The research by Ulul (2023) explains that an educator who is able to create a creative learning environment, whether through teaching methods, proposed ideas, or a creative approach to inspiring student development, has a positive impact on student motivation. Additionally, researchers Yusuf & Rizaldi (2023) reveal that the more proficient a teacher's teaching skills are, the more student motivation increases.

## LITERATURE REVIEW

### Learning Motivation

Uno (2007) states that learning motivation is the drive that encourages individuals to take action and achieve a goal, particularly in achieving learning achievements (Duma et al., 2021). Ayu et al. (2019) express that learning motivation is an intrinsic drive for individuals to engage in learning activities with the aim of enhancing knowledge, skills, and experiences (Pratama et al. 2023). According to Sardiman (2018), learning motivation refers to the overall energy that motivates students to participate in learning activities. This motivation not only ensures the progress of learning activities but also provides direction, allowing the desired goals of the learners to be achieved (Oktaviana et al., 2023). According to Alderfer, motivation to learn is the tendency of students to engage in learning activities, driven by the desire to achieve optimal learning outcomes (Khairinal, 2020). According to Bernanard and Stainer in Machrony, motivation is all those inner striving conditions variously described as wishes, desires, needs, drives, and the like. Motivation can be interpreted as the mental condition and attitude of an individual that provides energy for action and directs behavior towards fulfilling personal or group needs, or reducing imbalance (Widodo & Yandi, 2022).

According to Uno (2021), as cited by Sirait et al. (2022), the indicators of learning motivation can be grouped as follows: a desire to learn, enthusiasm and needs in learning, hope for future aspirations, recognition in learning, and a conducive learning environment. The indicators of learning motivation expressed by Sardiman (2012), cited from Ramaberto & Sari (2023), are: persistence in completing tasks, resilience in facing challenges, showing interest in various issues, future-oriented, preferring to work independently, easily getting bored with monotonous tasks, maintaining one's perspective, not easily changing established beliefs, and enjoying problem-solving. According to Tafsir (1993), children who are motivated in learning have the following characteristics: able to express courage in

expressing difficulties while learning, able to be actively involved, able to complete work to the end, able to show enthusiasm in the learning process, able to learn independently (Dyramoti & Wahyuningsih. 2022). The variable indicators of learning motivation in this study are 1) desire to learn, 2) enthusiasm and need in learning, 3) hope for future goals, 4) easy to feel bored with monotonous tasks, 5) persistence in doing tasks.

## Teaching Style

According to Ali (2004), teaching style is the unique approach used by teachers to deliver instructional material, reflecting their own teaching approach (Khunaini & Sholikhah, 2021). Ahmadi (2005) states that teaching style refers to the behavior, attitude, and actions exhibited by teachers during the teaching process (Male et al., 2021). Saputra defines teaching style as the interaction between teachers and students during the teaching and learning process, with the goal of ensuring that students effectively absorb the material presented by the instructor (Maulani et al., 2023). According to Suparman (2010), teaching style refers to the methods or techniques used by a teacher during the teaching process (Hasril et al., 2021).

According to Hasibuan & Mudjiono (1995), the indicators of teaching style variation that teachers should possess are voice style, attention focus, eye contact, teacher's movement, body language, and silence (Ramaberto & Sari. 2023). According to Djamarah (2013), the teaching variation indicators that teachers should have include voice variation, emphasis, timing, eye contact, body movement, and changing positions. According to Glasser, teachers can utilize effective teaching styles through four elements: understanding the subject matter well, identifying student behavior, dynamically implementing the learning process, and assessing student learning achievements. The indicators of teaching style variables in this study are 1) voice style, 2) teacher's movement, 3) body language, 4) eye contact, and 5) understanding the subject matter well.

## Creativity

Munandar defines creativity as the ability to combine new elements from what has been established or recognized previously. Creativity also arises from human interaction with their environment (Falach, 2023). Rezuli states that creativity is the power to create, which can result in various new discoveries in science, technology, or other fields of endeavor (Setiawan, 2023). Slameto (2010:145) expresses that creativity is related to creation, namely creating something new by utilizing existing elements (Siburian et al., 2023). According to James J. Gallagher, "creativity is a mental process by which an individual creates new ideas or products, or recombines existing ideas and products, in a novel fashion" (Merbau et al., 2023). Creativity can be defined as a mental process in which individuals generate new ideas or products, or combine existing ideas and products in a novel way for them.

According to Alvida (2016) in Khururiyah et al. (2022), indicators of teacher creativity include: creativity in classroom management, developing and using engaging teaching media creatively, using creative teaching methods, and creatively having various interesting teaching materials. To assess teacher creativity, indicators based on the characteristics of creative thinking as outlined by Guilford are used, namely fluency of thinking, flexibility of thinking, elaboration, and originality. According to Guntur (2012:25), creativity characteristics can be categorized into cognitive and non-cognitive traits. Cognitive traits align with the 4 characteristics of creative thinking, namely originality, flexibility, elaboration, and fluency. Non-cognitive aspects related to motivation encompass creative behavior and personality (Kasmur et al., 2021). The creativity indicator variables in this study

are: 1) creativity in classroom management, 2) developing and creatively using interesting teaching media, 3) elaboration, 4) flexibility of thinking.

## Teaching Skills

Sundari et al. (2016) stated that teaching skills are the ability of a teacher to have a deep understanding of teaching materials, choose appropriate teaching methods, present learning materials effectively, and be able to manage the classroom well (Fitri et al., 2020). According to Setyowati, teaching skills are pedagogic competencies possessed by teachers. These skills are complex because they are the result of a complete and comprehensive combination of various competencies (Yusuf & Rizaldi, 2023). Quoting from Pasaribu et al. (2020) teaching skills are the abilities that must be possessed by a teacher in carrying out teaching duties in schools effectively, efficiently, and professionally. This aims to realize the changes desired by students. According to Rusman (2016), it is stated that basic teaching skills, known as "teaching skills," are common attributes possessed by an individual and are related to knowledge and skills expressed through actions (Fitriani et al., 2022).

The basic skills that every teacher should possess, according to Usman (2008) in Saniah & Adriyanti (2020), are: questioning skills, reinforcement skills, varying teaching methods, explaining skills, opening and closing lessons, classroom management skills, individual teaching skills, and guiding small group discussions. Rasto (2015) proposed indicators for teaching skills, namely: clarity of instruction, classroom variation, task orientation, student engagement in learning, and varying student success (Prihandini & Panduwinata, 2022). According to Moedjiono & Hasibun (2012) in (Prihandini & Panduwinata, 2022), there are 8 indicators, namely: the skill of opening and closing lessons, the skill of explaining, the skill of questioning students, the skill of providing motivation, the skill of facilitating small group discussions, individual teaching skills, management skills, and the skill of varying teaching methods. The indicators for teaching skills in this study are: 1) questioning skills, 2) explaining skills, 3) opening and closing lesson skills, 4) motivation skills, 5) student engagement in learning, and 6) small group discussion facilitation skills.

## METHOD

This research utilizes a quantitative approach with a total population of 358 students, and then the research sample is determined to be 188 students. Data collection is conducted through the distribution of questionnaires using a 5-point Likert scale to measure the variables under study. Data processing and analysis are carried out using SPSS version 25. The analysis process includes validity testing, reliability testing, normality testing, linearity testing, multiple linear regression analysis, F-test, T-test, and determination coefficient calculation.

## RESULTS AND DISCUSSION

### Respondent Profile

Based on the data collected from questionnaire responses obtained from 188 respondents, a profile of the respondents based on their grade level and major can be depicted, as shown in the image below.

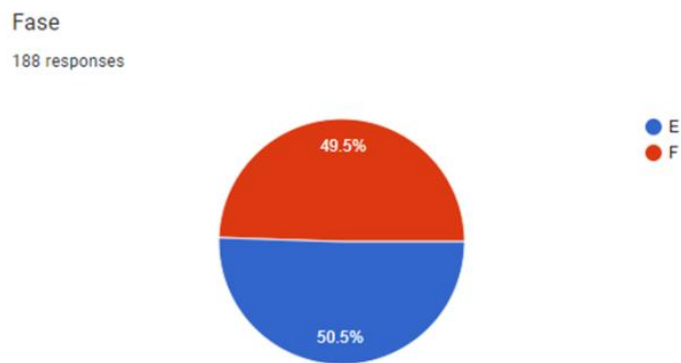


Figure 1. Distribution of respondents by grade level

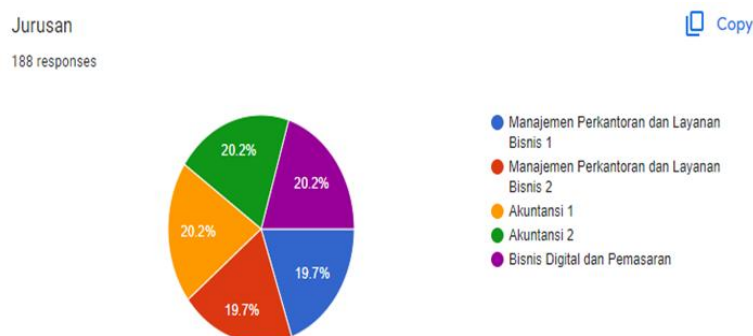


Figure 2. Distribution of respondents by major

The characteristics of the research respondents in Figure 1 and Figure 2 above can be explained as follows: the majority of respondents come from phase E, totaling 95 students or 50.5% out of 188 respondents. Meanwhile, based on the department, there is a difference in the number of respondents between the Office Management and Business Services 1 department and the Office Management and Business Services 2 department compared to other departments, namely a difference of 1 student or 0.5%.

## Normality Test

Table 1. Kolmogorov-Smirnov Normality Test  
One-Sample Kolmogorov-Smirnov Test

		Unstandardized Residual
N		188
Normal Parameters <sup>a,b</sup>	Mean	.0000000
	Std. Deviation	5.50013515
Most Extreme Differences	Absolute	.033
	Positive	.027
	Negative	-.033
Test Statistic		.033
Asymp. Sig. (2-tailed)		.200 <sup>c,d</sup>

a. Test distribution is Normal.  
b. Calculated from data.  
c. Lilliefors Significance Correction.  
d. This is a lower bound of the true significance.

Based on the table of normality test results above, it is known that the significance value for student motivation, teaching style, creativity, and teaching skills is 0.200. Since the value of  $0.200 > 0.05$ , these three variables can be considered normally distributed. In addition to using the Kolmogorov-Smirnov method, normality testing can also be observed through the Normal Probability Plot. The following is the output of the normality test using the Normal Probability Plot.

### Linearity Test

Table 2. Variable Linearity Test X1 – Y

**ANOVA Table**

Motivasi\_Belajar \* Gaya\_Mengajar

	(Combined)	Linearity	Deviation from Linearity	Within Groups	Total
Sum of Squares	3518.876	2576.823	942.053	4047.954	7566.830
df	29	1	28	158	187
Mean Square	121.341	2576.823	33.645	25.620	
F	4.736	100.579	1.313		
Sig.	.000	.000	.151		

From the table above, the test results indicate that the linearity value is  $0.000 < 0.05$ . This signifies a linear relationship between the teaching style variable (X1) and student learning motivation (Y). Additionally, considering the significance of Deviation from Linearity, the obtained value is  $0.151 > 0.05$ , which also indicates a linear relationship between the teaching style variable (X1) and student learning motivation (Y).

Table 3. Variable Linearity Test X2 – Y

**ANOVA Table**

Motivasi\_Belajar \* Kreativitas

	(Combined)	Linearity	Deviation from Linearity	Within Groups	Total
Sum of Squares	2163.244	1033.858	1129.387	5403.585	7566.830
df	23	1	22	164	187
Mean Square	94.054	1033.858	51.336	32.949	
F	2.855	31.378	1.558		
Sig.	.000	.000	.062		

From the table above, the test results indicate that the linearity value is  $0.000 < 0.05$ . This suggests that the creativity variable (X2) has a linear relationship with student learning motivation (Y). Additionally, when considering the significance of Deviation from Linearity, the obtained value is  $0.062 > 0.05$ , which also indicates a linear relationship between the creativity variable (X2) and student learning motivation (Y).

Table 4. Variable Linearity Test X3 – Y

**ANOVA Table**

Motivasi\_Belajar \* Keterampilan\_Mengajar

	(Combined)	Linearity	Deviation from Linearity	Within Groups	Total
Sum of Squares	2432.519	1425.339	1007.179	5134.311	7566.830
df	30	1	29	157	187
Mean Square	81.084	1425.339	34.730	32.703	
F	2.479	43.585	1.062		
Sig.	.000	.000	.391		



From the table above, the test results indicate that the linearity value is  $0.000 < 0.05$ . This suggests that the teaching skill variable (X3) has a linear relationship with student learning motivation (Y). Additionally, when considering the significance of Deviation from Linearity, the obtained value is  $0.391 > 0.05$ , which also indicates a linear relationship between the teaching skill variable (X3) and student learning motivation (Y).

### Multiple Linear Regression Test

Table 5. Coefficients table  
Coefficients<sup>a</sup>

		Model 1			
		(Constant)	Gaya Mengajar	Kreativitas	Keterampilan Mengajar
Unstandardized Coefficients	B	24.617	.247	.364	.147
	Std. Error	5.892	.056	.100	.073
Standardized Coefficients	Beta		.300	.338	.178
	t	4.178	4.393	3.656	2.017
Sig.		.000	.000	.000	.045

a. Dependent Variable: Motivasi Belajar

The relationship between teaching style (X1), creativity (X2), and teaching skills (X3) simultaneously towards student learning motivation (Y) can be expressed in the regression equation as follows:

$$\hat{Y} : 24.617 + 0.247X_1 + 0.364X_2 + 0.147X_3$$

The following are the results of the analysis:

$$\Sigma X_1 = 12,826$$

$$\Sigma X_2 = 8,820$$

$$\Sigma X_3 = 13,844$$

$$\Sigma Y = 13,038$$

$$\Sigma \hat{Y} = 13,041.57$$

$$Y - \hat{Y} = -3.57$$

$$(Y - \hat{Y})^2 = 5657.10$$

The calculation results indicate that the difference between predicted values ( $\hat{Y}$ ) and actual values (Y) is generally small. Most of the residuals approach zero, which means that this model is able to predict data fairly accurately with minimal errors. A small or near-zero residual indicates that this linear regression model has successfully reduced prediction errors, demonstrating a stable and consistent relationship between the variables under study.

Further examples can be seen in the calculation of  $Y - \hat{Y}$ , which shows that the difference between predicted and observed values is quite small. This indicates that the linear model used is valid. The small difference strengthens the evidence of a significant linear relationship between the variables and suggests that the relationship between the variables remains consistent in the analyzed data.

### Individual Parameter Significance Test (T-Test)

Table 6. T-Test  
Coefficients<sup>a</sup>

Model  
1

		(Constant)	Gaya Mengajar	Kreativitas	Keterampilan Mengajar
Unstandardized Coefficients	B	24.617	.247	.364	.147
	Std. Error	5.892	.056	.100	.073
Standardized Coefficients			.300	.338	.178
t		4.178	4.393	3.656	2.017
Sig.		.000	.000	.000	.045

a. Dependent Variable: Motivasi Belajar

Based on the calculations that have been conducted, the results are as follows:

- 1) The calculated T-value for teaching style (X1) is 4.393, and the critical T-value is 1.960. Therefore, it can be concluded that the calculated T-value is greater than the critical T-value, indicating a positive and significant influence between the teaching style variable (X1) and student learning motivation (Y).
- 2) The calculated T-value for creativity (X2) is 3.656, and the critical T-value is 1.960. Therefore, it can be concluded that the calculated T-value is greater than the critical T-value, indicating a positive and significant influence between the creativity variable (X2) and student learning motivation (Y).
- 3) The calculated T-value for teaching skills (X3) is 2.017, and the critical T-value is 1.960. Therefore, it can be concluded that the calculated T-value is greater than the critical T-value, indicating a positive and significant influence between the teaching skills variable (X3) and student learning motivation (Y).

### Simultaneous Test (F-Test)

Table 7. F-Test

ANOVA <sup>a</sup>						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	1909.802	3	636.601	20.706	.000 <sup>b</sup>
	Residual	5657.028	184	30.745		
	Total	7566.830	187			

a. Dependent Variable: Motivasi Belajar

b. Predictors: (Constant). Keterampilan Mengajar. Gaya Mengajar. Kreativitas

Based on the calculation above, it can be determined that the calculated F value is 20.706 and the significance value is 0.000. The critical F value is 2.6049. Therefore, it can be concluded that the calculated F value > critical F value and the significance value < 0.05, which means that the teaching style (X1), creativity (X2), and teaching skills (X3) variables collectively have an impact on student learning motivation (Y).

### Coefficient of Determination (R<sup>2</sup>)

Table 8. Coefficient of determination test

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.502 <sup>a</sup>	.252	.240	5.545

a. Predictors: (Constant). Keterampilan\_Mengajar. Gaya\_Mengajar. Kreativitas

Based on the calculation above, it can be determined that the R Square value or the influence between teaching style (X1), creativity (X2), and teaching skills (X3) on student learning motivation (Y) is 0.252. Meanwhile, the percentage contribution of teaching style (X1),



creativity (X2), and teaching skills (X3) in explaining student learning motivation (Y) simultaneously is 25.2%.

## Discussion

The teaching style implemented by educators plays a crucial role in influencing students' motivation levels. A dynamic, engaging, and interactive teaching approach tends to encourage students to actively participate in the learning process, enhance their interest, and motivate them to learn optimally. Conversely, a monotonous, rigid, or less engaging teaching style may fail to provide the necessary stimulation to ignite active participation and improve their learning motivation. Therefore, teachers should consider varying teaching methods that can create a lively learning environment and motivate students to reach their academic potential optimally.

The creativity of a teacher has a positive impact on students' motivation to learn. When a teacher applies a creative and innovative teaching approach, students tend to become more engaged and enthusiastic in the learning process. A creative teacher can spark students' curiosity, create a dynamic classroom atmosphere, and make the learning material more interesting and relevant for them. This approach can create a more enjoyable learning environment while also making students feel valued and encouraged to study harder. When students feel that the teaching and learning process provides satisfying and meaningful experiences, they are more likely to have higher motivation to explore the subject matter in depth and actively participate in every learning activity. Therefore, a teacher's creativity is a key element in creating an optimal learning environment that supports students' academic and personal development.

Basic teaching skills have a positive impact on student motivation. By mastering fundamental teaching skills, educators can create more effective, structured, and engaging learning experiences. These skills include the ability to design and deliver material clearly, manage the classroom effectively, and use varied methods and strategies to meet the diverse learning needs of students. These three factors are interconnected and mutually supportive in enhancing student motivation, ensuring their active involvement, motivation, and drive to achieve optimal learning outcomes. Creating a dynamic and supportive learning environment through the development of these skills is key to maximizing student learning potential and improving their academic achievements.

## CONCLUSIONS AND RECOMMENDATIONS

### Conclusions

The conclusion that can be drawn from this research is as follows: (1) the research results indicate that H1 "Teaching style has a positive influence on student motivation," (2) the research results indicate that H2 "Creativity has a positive influence on student motivation," (3) the research results indicate that H3 "Teaching skills have a positive influence on student motivation," and (4) the research results indicate that H4 "Teaching style, creativity, and teaching skills collectively have a positive and significant influence on student motivation" are accepted. This means that teaching style, creativity, and teaching skills simultaneously have a positive and significant impact on student motivation at SMKN Negeri 25 Jakarta.

## Recommendations

Recommendations for future researchers are as follows: (1) It is advised to complement the questionnaire technique with other methods, such as in-depth interviews or documentation, and involve additional respondents such as teachers or parents to enrich the data and enhance the validity of the findings. (2) Expanding the research scope to include vocational high school students in other schools, including comparisons based on location (urban or rural), majors, or socio-economic backgrounds, could provide a more comprehensive insight and allow for generalization of findings. (3) In addition to quantitative approaches, the use of qualitative approaches or mixed methods is recommended to broaden and deepen the research results, thus providing a more comprehensive and detailed understanding.

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