



INCREASING TEACHER CREATIVITY THROUGH STRENGTHENING ACHIEVEMENT MOTIVATION AND INFORMATION LITERACY

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PENINGKATAN KREATIVITAS GURU MELALUI PENGUATAN MOTIVASI BERPRESTASI DAN LITERASI INFORMASI

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ABSTRACT

Abstract: This study aims to increase teacher creativity. The approach applied is a correlational approach and SITOREM analysis. The implementation of this research was carried out at public elementary schools in Cibungbulang District. With a population of 166 teachers and a sample of 117 teachers, this sample was selected using the proportional random sampling method. Furthermore, the methods used in this research are survey methods and data analysis techniques, with correlation tests and simple linear and multiple linear regression tests. The results of the research that has been carried out the show: 1. there is a significant positive relationship between the variables Achievement Motivation (X1) and Teacher Creativity (Y) with $r_{y1} = 0.714$. 2. There is a significant positive relationship between Information Literacy (X2) and Teacher Creativity (Y) variables with $r_{y2} = 0.529$. 3. there is a positive and significant relationship between the variable Achievement Motivation (X1) and Information Literacy (X2) together with Teacher Creativity (Y) with $r_{y12} = 0.723$. So it means that Teacher Creativity can be increased through Achievement Motivation and Information Literacy.

Keywords: Teacher Creativity; Achievement motivation; Information Literacy

Abstrak: Penelitian ini bertujuan meningkatkan kreativitas guru. Pendekatan yang dipergunakan adalah pendekatan korelasional serta analisis SITOREM. Pada pelaksanaan penelitian ini dilaksanakan di SD Negeri di Kecamatan Cibungbulang. Dengan populasi 166 guru dan ditentukan sampel sebanyak 117 guru, sampel ini dipilih menggunakan metode Proposional random sampling. Selanjutnya metode yang dipergunakan dalam penelitian yaitu metode survei serta teknik analisis data, dengan uji korelasi serta uji regresi linear sederhana dan linear berganda. Hasil penelitian yang telah dilaksanakan menunjukkan: 1. terdapat hubungan positif yang signifikan antara variabel Motivasi Berprestasi (X1) serta Kreativitas Guru (Y) dengan $r_{y1} = 0,714$. 2. terdapat hubungan positif yang signifikan antara variabel Literasi Informasi (X2) serta Kreativitas Guru (Y) dengan $r_{y2} = 0,529$. 3. terdapat hubungan positif dan signifikan antara variabel Motivasi Berprestasi (X1) Literasi Informasi (X2) secara bersama-sama terhadap Kreativitas Guru (Y) dengan $r_{y12} = 0,723$. Maka disimpulkan bahwa Kreativitas Guru dapat di tingkatkan melalui Motivasi Berprestasi serta Literasi Informasi.

Kata Kunci: Kreativitas Guru, Motivasi Berprestasi, Literasi Informasi

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INTRODUCTION

Education is a planned and conscious effort in the process of developing the attitudes and behavior of an individual or a group through the process of learning received in school or educational institutions and the environment. Schools as formal educational institutions play an important role in the development of a nation because education is an important investment in the creation of human resources. While improving the quality of resources through education, teachers should be able to develop creativity in the learning process in taken and develop children's learning abilities (Sartika & Erni Munastiwi, 2019). But the phenomenon that takes place lies in the difficulty of nurturing the creative abilities of the teacher in the process of teaching and learning. In this of independent learning, there are still teachers who apply a teacher-centered teaching method to the teaching process, and a lack of response from teachers to the limited media and teaching materials available in the school (Sari, 2018). Preliminary testing was conducted to determine the level of creativity of teachers in public primary schools in clusters 01.05 and 06 of Cibungbulang district of Bogor district, which was attended by 30 teachers. The results show that the teacher is not optimal in terms of flexibility in generating new ideas, the teacher is not optimal in finding opportunities when solving problems, the teacher does not develop innovative ideas and thoughts in the learning process, the teacher is not optimal in learning new things, mainly in the field, the teacher did not maximize his opportunities in conducting educational activities at school, developing creative abilities. These findings are similar to the study by Sumarni, Entan, g, and Elisabeth (2021) in that teacher creativity is considered to have a sub-optimal target. Therefore, the teacher must be willing and able to motivate herself in planning her learning activities properly to make them more interesting, so that it can be hoped that she can improve the

quality of the classroom course and encourage student enthusiasm. Teachers need to increase motivation at work (Purwanto, 2014), one of which is achievement motivation, which will encourage teachers to be constantly innovative and creative in their classroom learning (Bayanie, 2013). In addition, good knowledge is also one of the factors in the formation of creativity (Suherman, 2018). In this digital age, knowledge can be obtained from various sources and information. For an educator, information retrieval through information literacy is a key skill to be mastered to develop creativity in the learning process, which is expected to evolve to create innovation in learning and be able to become a de facto information broker Feng & Ha, (2016). Taking into account the existing conditions, it is necessary to analyze the various factors that can affect the quality of education, especially in terms of teacher creativity, seeing the potential that arises from several factors that can influence teacher creativity, the researcher is interested in studying "Increasing teacher creativity by strengthening labor motivation and information literacy".

THEORITICAL STUDIES

Teacher Creativity

Creativity is defined as ideas or thought patterns that arise imaginatively and spontaneously and characterize artistic achievements, mechanical creations, and scientific discoveries (Asriyana et al., 2021). In this case, creative teachers have a supportive environment and are self-motivated the teacher, as for the opinion according to Suryanti & Arifani, (2021) argues that teacher creativity is an application of new ideas during the teaching and learning process in class. In line with the opinion previously stated by Rasam & Sari, (2018) teacher creativity is an encouragement that can position itself among the growth of new ideas from various sources so that student confidence can grow through creative teachers. Meanwhile, another opinion

is Kadir, (2018) teacher creativity is a complex process. As an illustration when thinking about various ideas for developing and managing to learn. The teaching process creates new ideas and ideas so that they become unique and a challenge for creative teachers in creating discoveries.

1. Achievement Motivation

Motivation is an impulse that grows within an individual, consciously or not, when carrying out actions with a specific goal, or a business that can make a person or group do something to achieve the goals to be achieved. Amtu al., (2020) argue that motivation is an impulse moving a person to make a choice and try to survive in the action he is undergoing. According to Kompri, (2016), Motivation is energy that can increase enthusiasm in carrying out activities that arise from within the individual or outside the individual and divides into several groups, namely a) Organic needs, motives related to the inner needs of the body b) Motives emergency motive, namely the motive that grows when the situation encourages the growth of actions that must be resolved quickly and forcefully. Or as a result of stimulation that arises from the outside. c) Objective motives, namely motives shown to certain objects or goals in the surrounding environment. This motive arises because of the urge that grows within. Like previous researchers, similar things were stated by Sardiman, (2011) Motivation is the driving force that grows within a person to carry out certain activities to achieve a goal. what distinguishes motivation as follows a) Innate motivation, is a motivation that is brought from birth, so motivation exists without being studied, one of which is an example such as the urge to eat, this motivation is often called biologically required motivation. b) Learned motivation, is a motivation that arises because it is learned as an example of an urge to learn that aims to gain knowledge gained, this motivation is often called socially required motivation.

2. Information Literacy

Stating that information literacy is one of the main programs in building and developing various concepts derived from various information related to the process of searching, managing, and utilizing information. Information literacy indicator, namely the higher the application of information literacy, the better student achievement. Thus mastery of information literacy is one of the conditions for building better abilities in managing and utilizing various information to strengthen personal capacities and achievement achievements (Mulyono & Ansori, 2020). Another statement put forward by Tosuncuoglu & Küçükler, (2019) is the need to instill in oneself awareness of information and facts that most affect the lives of individuals and the society in which the individual lives. In addition, Batubara, (2014) put forward his statement that information literacy includes knowledge and the need to obtain information and the ability to recognize, locate, evaluate and organize and create effective information to be able to overcome issues and problems that are being faced by someone. Meanwhile, it is in line with the previous opinion of Gani et al., (2020) that information literacy is an essential ability in the era of the industrial revolution 4.0. Information literacy includes activities to find out information, retrieve that information and use it to solve the problems at hand.

METHODS

This study uses a quantitative method with a correlational survey method. The independent variable in this study is the variable Achievement Motivation (X1), Information Literacy (X2), and the dependent variable, namely Teacher Creativity (Y). The population in this study were State Elementary School Teachers in Cibungbulang District, Bogor Regency.

Using a probability sampling technique, namely multistage sampling with

the Yamane formula, a sample of 166 teachers was obtained from 7 teachers from 14 public elementary schools in Cibungbulang District, Bogor Regency. Quantitative research data were analyzed using descriptive statistics and inferential statistics. Inferential statistics using regression-correlation analysis. Data analysis begins with an analysis of prerequisite analysis tests, namely: the normality test, linearity test, and variance homogeneity test, then proceed with statistical analysis, namely correlation analysis, determination of regression equations, significance test of regression equations, and hypothesis testing with correlation tests using the ANOVA table. At the same time, there is also a SITOREM test that is used to obtain and arrange a priority order that needs to be repaired and increased or maintained.

RESULTS AND DISCUSSION

After the research data have fulfilled the prerequisite test, the following are the results and discussion of the regression analysis and the correlation between each variable.

1. Relationship Between Achievement Motivation (X1) Against Teacher Creativity (Y)

Based on the calculation results of regression analysis and correlation analysis, there is a relationship between Achievement Motivation (X1) and Teacher Creativity (Y) which can be shown by the regression equation $\hat{Y} = 34.935 + 0.817 X1$. This equation gives the meaning of the value of the dependent variable Teacher Creativity (Y) is influenced by the independent variable, namely Achievement Motivation (X1). With a correlation coefficient value of 0.714 and a determination coefficient of 0.510, it can describe a significant relationship and the contribution given by the achievement motivation variable is 51.0% to teacher creativity. It can be predicted that each increase in achievement motivation score will increase one's level of creativity by 0.817,

increasing one's level of creativity with a constant of 34.935. This study explains that achievement motivation will make a positive contribution which can have a real effect on teacher creativity.

Achievement motivation is an encouragement that arises from within a person to obtain a goal in meeting needs based on personal abilities and being able to compete with others. Meanwhile, teacher creativity is a thinking behavior, which can increase knowledge to develop ideas that generate innovation in the learning process. The emergence of one's creativity must be assisted by the encouragement that arises from self-confidence, in developing an idea and ideas, every individual who has a strong urge at work can develop new thoughts and ideas to create good creativity. From the results of research that have been carried out theoretically and is supported by relevant research, research conducted by De Jesus, (2013) shows that there is a significant positive relationship between intrinsic motivation on the creativity of t count $30.95 > 22.37$ t table in line With this research, Ghasemi, (2011) revealed that there was a significant relationship between achievement motivation and one's creativity, which indicated a value of $r.0.131$ and obtained results with an increase of 0.42% on teacher creativity, and showed that there was a relationship between achievement motivation and creativity.

2. There is a relationship between information literacy variables (X2) and teacher creativity (Y).

Based on the research that has been carried out, there is a relationship between Information Literacy (X2) and Teacher Creativity (Y). The regression equation $\hat{Y} = 81.846 + 0.940 X2$ can be obtained. The equation obtained means that the value of the dependent variable Teacher Creativity (Y) is influenced by the independent variable, namely Information Literacy (X2). The correlation coefficient of information literacy

and teacher creativity is 0.529 and the resulting determination coefficient is 0.280, which shows a significant relationship with the contribution made by the information literacy variable, which is 28.0% with teacher creativity. Because it can be predicted that every increase in the information literacy score will cause an increase of 0.940 increasing creativity with a constant of 81.846, then the results of this study can be concluded that information literacy can make a positive contribution which has a direct relationship to teacher creativity.

Information literacy is knowledge and attitudes in analyzing and utilizing information to obtain the knowledge needed effectively which aims to develop creative and innovative ideas in developing effective learning, from the information obtained will develop appropriate learning and increase the level of teacher creativity in learning, with the information obtained it will make it easier for teachers to develop these ideas into a source of knowledge in the development of creative learning for students. From the results of research that has been carried out theoretically and is supported by relevant research, in this case, Wajdi, (2021) obtained a simple correlation result value of 0.731 with the understanding that there is a positive relationship between literacy skills and creativity of teaching teachers at state vocational high schools in Gowa Regency, and can obtain a coefficient of determination of 53%. Meanwhile, a similar study was also put forward by Raeis (2013). The results showed that more creative students were more information literate and could achieve higher goals. There was a significant double correlation between the dimensions of information literacy and creativity ($p = 0.000$). The multiple correlation coefficient is 0.41 and the coefficient of determination corrected is 17.0%.

3. Relationship Between Achievement Motivation Variables (X1) Information

Literacy (X2) and Teacher Creativity (Y).

Based on the results of research between the variables Achievement Motivation (X1) and Information Literacy (X2) simultaneously have a relationship with teacher creativity (Y) these results were obtained through multiple regression analysis. Based on the results of the analysis obtained by the regression equation $\hat{Y} = 32.158 + 0.714 X1 + 0.260 X2$ This equation shows the meaning of the value of the dependent variable teacher creativity (Y) is influenced by the variable Achievement Motivation (X1) and Information Literacy (X2). The multiple correlation coefficient obtained between achievement motivation and information literacy with teacher creativity is 0.723. This relationship is said to be strong, if achievement motivation and information literacy can increase together, then teacher creativity also increases. In addition, the coefficient of determination obtained 0.523, which indicates a significant relationship. As well as the contribution is given by the variables of achievement motivation and information literacy together with teacher creativity of 52.3%. Achievement motivation is an impulse that arises from within an individual to do something to meet his needs based on personal abilities and be able to compete with others. with indicators a) the desire to obtain good and quality success b) positive competition c) the need for achievement d) the desire to be superior.

Information literacy is knowledge and attitude in analyzing and utilizing information to obtain the required knowledge effectively and efficiently, which aims to be able to solve a problem and become a source in developing creative and innovative ideas in developing effective learning, which is contained in a reading text, or internet media and others. With indicators, namely a) solving problems through information b) using information effectively c) evaluating information d) managing

information as needed. Teacher creativity is a behavior in thinking, someone who increases new knowledge through ideas that produce new styles and innovations in the learning process and in solving problems. by having indicators: a) flexibility, being able to develop ideas, b) trying to find opportunities in solving problems c) having innovative thinking d) enjoying learning new things.

In school organizations, teachers who have a good level of creativity will always strive to develop new ideas and ideas, this is supported by information literacy which contributes to obtaining resources to increase knowledge and good creativity in creating quality learning.

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a) flexibility, being able to develop ideas, b) seeking opportunities in solving problems c) having innovative thinking d) enjoying learning new things. In school organizations, teachers who have a good level of creativity will always strive to develop new ideas and ideas, this is supported by information literacy which contributes to obtaining resources to increase knowledge and good creativity in creating quality learning.

On the other hand, a teacher also needs achievement motivation to encourage a high desire to develop the potential that arises in the teacher, to achieve success and obtain the expected goals and increase the level of creativity that exists in the teacher which is obtained through sources of knowledge obtained from information literacy process. The calculation results produce $F_{count} > F_{table}$ then H_0 is rejected and H_a is accepted. This means that there is a positive and significant relationship between achievement

motivation and information literacy which together can increase teacher creativity. The test data above it shows that the research hypothesis of the variable Achievement Motivation (X1) Information Literacy (X2) and Teacher Creativity (Y) is acceptable. This

means that achievement motivation and information literacy contribute to teacher creativity because there are supporting factors in increasing teacher creativity.

1. **SITOREM Analysis**

Table 1. SITOREM analysis The Priority Order of Indicators is Maintained and Improved

No	Fixed Indicator Sequence Maintained	Priority Order of Indicators for Improvement
1.	The desire for good results	Desire is superior
2.	Positive competition	
3.	Need for achievement	
4.	Evaluating Information	Troubleshooting via Information Make effective use of information
5.	Using Information Effectively	
6.	Manage Information As Needed	
7.	Think flexibly	Happy to learn new things
8.	Capable of solving problems	
9.	Have innovative thinking	

The analysis of the value of the research results for each indicator of the research variable is calculated using the average score of each indicator of each research variable. The average score of each indicator provides a picture of the current state of each of these indicators from the point of view of the subjects of the study. The weighted analysis for each indicator variable is calculated based on the value (judgment) of several experts based on the "Cost, Benefit, Urgency, and Importance" criteria of each indicator for each variable. After obtaining the average research score for each indicator and the weight (%) of each indicator, analyze to determine the classification for each indicator for each research variable. Become a group of indicator sequences that are maintained and indicator sequences that need to be corrected, improved, or developed.

CONCLUSION

Based on the results of the study, it can be concluded that efforts were found to increase teacher creativity by identifying and

strengthening the relationship between research variables both partially and simultaneously. There is a positive and significant relationship between achievement motivation (X1) and teacher creativity (Y), 2) There is a positive and significant relationship between information literacy (X2) and teacher creativity (Y), 3) There is a positive and significant relationship between motivation achievement (X1) and information literacy (X2) together on teacher creativity. This means that to increase teacher creativity, it is necessary to improve indicators of achievement motivation and information literacy. It is expected that this increase will be able to increase the creativity of teachers, which will affect the achievement of success in the educational process.

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