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**TEACHING STRATEGIES FOR CREATIVE TEACHER EFFORT TO INCREASE
LEARNING MOTIVATION OF STUDENTS AT STATE HIGH SCHOOL OF SURABAYA
IN COVID-19 ERA**

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Abstract

Purpose of this research analysed the teaching strategies for creative teachers in an effort to increase student motivation in SMA Negeri Surabaya. This research was conducted with a quantitative approach with the number of respondents 27 students. This research was conducted to test hypotheses related to the relationship between the variables of creative teacher teaching strategies on students' learning motivation. The selection of participants by purposive sampling was based on the inclusion criteria set by the researcher. Data was collected through a Google form using a closed questionnaire containing a number of written questions. Data analysis technique used a simple linear regression analysis with the aim of finding whether there was a relationship or influence between variables. The results showed that the correlation coefficient R that were obtained as follows: From the Summary model table, $R^2 = 0.451$ from the output, the termination coefficient is 0.512 which implied that the influence of the independent variable on the dependent variable is 5.12% that the calculated F value = 8,400 with a significance level of $0.02 < 0.05$. The regression test can be used to predict the environmental school variable (X) T on the dependent variable (Y). With the form of the linear equation $Y = a + Bx$ it can be used correctly. From the ANOVA table, the F value was 8,400 with a significant test of 0.020. Since the significant test value was less than 0.05 that can be concluded that the form of the linear equation $Y = a + Bx$ was correct and can be used. 3) Based on the coefficient, it was known that a) the constant number of Unstandardized Coefficients with a value of 2,585. This was a constant number which meant that if the teaching strategy effort was (X) then the consistent value of learning motivation was 2,585. b) The number of regression coefficients, the value of 0.512 meant that for every 1% addition of r (X), then (Y) can increase by 0.512.

Keywords: Teaching Strategies, Local Wisdom, Motivation, Students

INTRODUCTION

The learning process is actually the most basic thing in human life (Pornpimon et al., 2014). Therefore, a good learning process naturally has reciprocity between students and teachers in a professionally managed educational institution (Hao et al., 2020). Teachers are professional educators with the main task of educating, guiding, directing, training, assessing, and evaluating students in early childhood education through formal education, basic education, and secondary education (Khusna et al., 2018). Teachers have many tasks, both bound by the service and outside the service, in the form of devotion (Koning et al., 2020). If grouped, there can be three types of teacher duties, namely tasks in the professional field, humanitarian tasks, and tasks in the social field (Fang et al., 2021).

Tasks include educating teachers as a profession, teaching and training. Educating also means continuing and developing life values (Zhang et al., 2020). A teacher in the humanitarian field at school is required to be able to make himself the second parent of all students (Deschênes et al., 2020). Teachers must also be able to attract the sympathy of their students so that they become idols. So that the lessons given by the teacher can be accepted by students, so an educator should be able to motivate students to continue learning (Panadero et al., 2021). A teacher in the social field must be able to get along with the community because the teacher is seen by the community as a person who has knowledge and as a versatile and flawless human being, so that people often make teachers as role models and charismatic figures (Dds et al., 2020).

A teacher in teaching is not just monotonous but always provides a different learning atmosphere. Therefore, the students do not get bored in participating in learning activities (Anderman, 2020). Any lessons that are considered difficult by students can be easy with the teaching style provided by the teacher so that students' intrinsic motivation grows (Jorge et al., 2018). From a psychological point of view, the term motivation refers to a concept used to describe the forces that exist and work on a person (Sa et al., 2020). Motivation in education is absolutely necessary in any case (Bawa et al., 2018). According to Oemar Hamalik in his book which emphasizes that motivating learning is very important in the student learning process, because it functions to encourage, move and direct learning activities (Carter et al., 2020). Then the teacher always instills a positive self-concept in the students, to continue to provide motivation so that they will be encouraged to continue to hone themselves (Colvara et al., 2018).

The more positive values in children, the stronger the desire to achieve achievement (Daumiller et al., 2020). The motivation given by a teacher can be a shining light in the life of a student (Ditta et al., 2020). Indeed, everyone can be happy if they are given positive motivation, with this motivation, students can be more enthusiastic to be creative and show their creativity (Guijarro-romero et al., 2020). Then Awards are needed in carrying out the role of motivator. Awards are not always synonymous with objects. Since in the form of verbal or non-verbal sentences that can pump children's enthusiasm for learning (Hagger & Hamilton, 2018). The problem that is often faced by teachers is that in the learning process students are often busy, sleepy and do not pay attention to the lessons delivered (Hanrahan et al., 2018).

The conditions that occur include most teachers only teaching, the quality of teachers in teaching is still low, it seems monotonous and only lectures so that students get bored quickly and are not enthusiastic about learning in class (Hotulainen et al., 2020). Students often experience obstacles and difficulties in the learning process and obstacles in understanding and capturing lessons (Prit et al., 2020). For that you must have sensitivity to students who experience this (Kelso et al., 2020). But in reality, on the contrary, the teacher will blame the students if the student scores are bad, the teacher pays attention to the students only on the pedagogical aspect, even though other aspects also need to be considered (Kinsella et al., 2018). For a teacher to motivate students is very

important, as an educator should be able to change students' views is no longer a scary subject, so the process of knowledge transfer will be easily captured by students (Matsumoto et al., 2020).

The above phenomenon occurred at SMAN 3 Surabaya which the researchers made the object of research. At the time of learning, students are not enthusiastic and have no motivation to learn on the grounds of being lazy, difficult, having a lot of tasks, must be told to go forward and many more reasons, especially in learning the teacher applies a classical, monotonous, and teacher-centered teaching style (Meens et al. al., 2018; Naudin, 2018). Seeing that only teachers are smart and know best, and teachers only give assignments, if they don't do it and will get punishment (punishment) so that students feel bored, bored and lazy because they are always given assignments (Perini et al., 2018).

Based on the researcher's assumptions, the low quality of tutoring in turn has negative implications for students such as being lazy in attending lessons, not enthusiastic, sleepy, busy and not paying attention to the lessons delivered (Immaniar & Astina, 2019; Stein et al., 2020). From the description above, it implies that there are problems that need to be researched, for that the author can solve this problem by research, in this research the researchers used quantitative research methods. Understanding these problems, researchers are encouraged to solve these problems by conducting research activities entitled teacher's teaching strategies on student motivation at SMAN 3 Surabaya.

RESEARCH METHOD

Research Design

This research used a quantitative approach. This research intended to obtain an overview and information about creative teacher teaching strategies on student motivation at SMAN 3 Surabaya. The location of this research located in Surabaya, by taking class XI IIS respondents at SMAN 3 Surabaya. The reason the researcher choose research in this class was because it is to find out all the students in that class

Data Collection Technique

Technique used to collect data in this research that was a closed interview through a questionnaire or written questionnaire. It obtained the information from respondents in the sense of personal reports or things that were known. Then the questionnaire in this research was a written question that was asked to students as respondents regarding creative teacher teaching strategies in an effort to increase student learning motivation.

Data Analysis Technique

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Data analysis was grouping data based on variables and types of respondents, tabulating data based on variables from all respondents, presenting data for each variable studied. Then perform calculations to answer the formulation of the problem and perform calculations to test the hypothesis that has been proposed. The data analysis technique used simple linear regression analysis with the aim of finding whether there was a correlation or influence between variables. It found out the significance of the regression equation is to compare the empirical F value with the theoretical F contained in the F values table. Was there a significant effect of variable X on learning motivation on variable Y on learning achievement? Then the calculation results were compared

with the 95% confidence interval level (significant level = 0.05) that H_0 was rejected if the probability r (correlation coefficient) < 0.05 . Hypothesis (H_0 : there was no relationship while H_1 : there was a relationship). Then it can also be determined if $F_{\text{count}} > F_{\text{table}}$ then there was an effect of variable X on variable Y.

Research Result

Research result obtained were analyzed quantitatively descriptively therefore, it can be stated how the perspectives of students regarding the wisdom-based on teaching strategies at SMAN 3 Surabaya amounted to 27 respondents. With regard to the learning motivation of students, the aspects of teaching strategies were described in the table below.

Table 1 . Teacher Teaching Strategy Based on Local Wisdom

Category	Score	Percentage
Strongly Agree (SS)	121	8.06
Agree (S)	165	11.00
Doubt - Doubt (RR)	71	4.74
Disagree (TS)	28	1.86

In table 1 according to the results of the questionnaire analysis of local wisdom-based teacher teaching strategies in the Strongly Agree category with a score and percentage of 121 (8.06%). Then the Agree category with a score and percentage of 162 (11.00%). The Doubtful category with a score and percentage of 71 (4.74%). While the Disagree category with a score and percentage of 28 (1.86%)

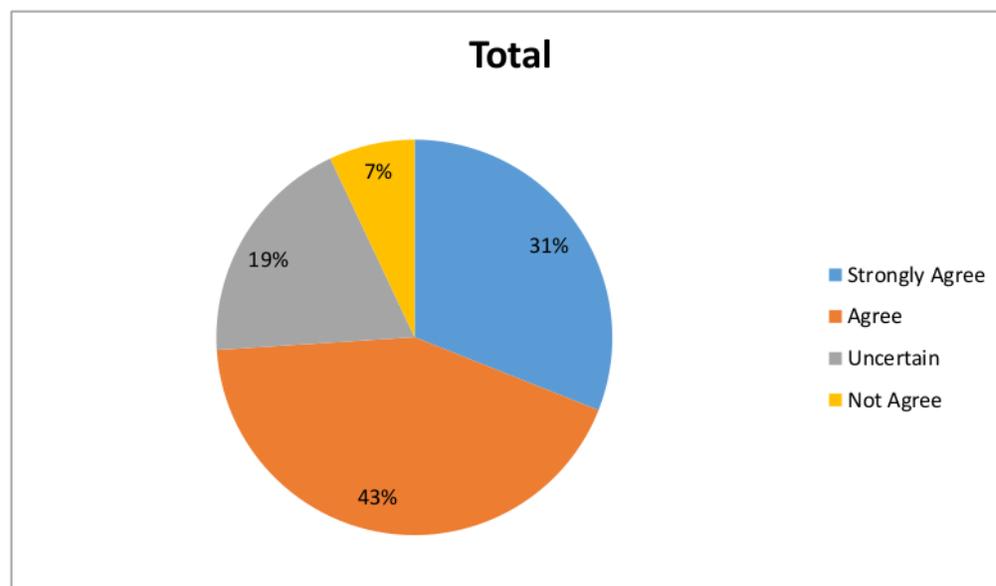


Figure 1. Teaching Strategy Diagram

Table 2. Student Learning Motivation

Category	Score	Percentage
Strongly Agree (SS)	83	8.3
Agree (S)	94	9.4
Doubt - Doubt (RR)	64	6.4
Disagree (TS)	4	0.4

Then from the results of student learning motivation data from the resulting questionnaire analysis, the category strongly agrees with a score and percentage of 83 (8.3%). Category Agree with scores and percentages totaling 94 (9.4%). Then in the Doubtful category with a score and percentage of 64 (6.4%). While in the Disagree category with a score and percentage of 4 (0.4%).

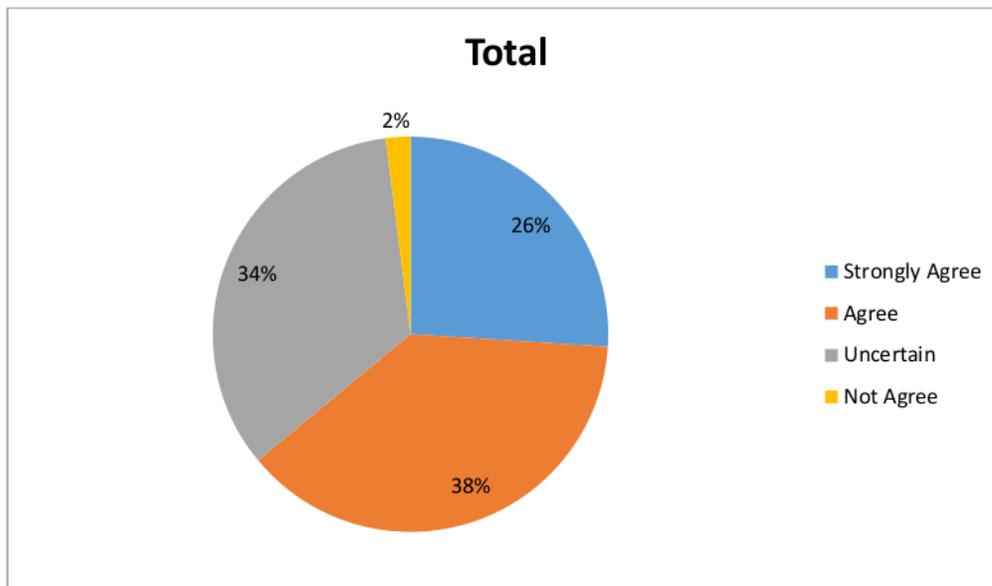


Figure 2. Student Learning Motivation

Table 3. Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.716 ^A	.451	.35784	.512

a. Predictors: (Constant), SM

The table above shows the magnitude of the correlation value / R relationship of 0.451 from the output obtained a termination coefficient of 0.512 which implied that the influence of the independent variable on the teacher's teaching strategy on the dependent variable of learning motivation is 5.12%.

Table 4. ANOVA Test Result

Model	Sum of Squares	df	Mean Square	F	Sig.
1 Regression	1,076	1	1,076	8,400	.020 ^a
Residual	1,024	8	.128		
Total	2100	9			

a. Predictors: (Constant), SM

b. Dependent Variable: MB

The table above shows that from the ANOVA test in the output it is known that the calculated F value = 8,400 with a significance level of $0.02 < 0.05$. The regression test can be used to predict the environmental school variable (X) T on the dependent variable (Y). With the form of the linear equation $Y = a + Bx$ it can be used correctly.

Table 5. Results of Coefficients

Model	Unstandardized Coefficients		Standardized Coefficients		Sig.
	B	Std. Error	Beta	t	
1 (Constant)	2,585	.943		2.740	.025
SM	.177	.716	.020	2,898	.512

a. Dependent Variable: MB

Based on the coefficient, it is known that a) the constant number of Unstandardized Coefficients with a value of 2,585. This is a constant number which means that if the teaching strategy effort is (X) then the consistent value of learning motivation is 2,585. b) the number of regression coefficients, the value of 0.512 means that for every 1% addition of teaching strategies (X), the learning motivation (Y) will increase by 0.512. Because the coefficient value is positive, it can be said that the teacher's teaching strategy (X) has a positive effect on learning motivation (Y), so the regression equation is $= 2.585 + 0.512X$. Based on the output coefficient above, it is known that the significance value (Sig.) is $0.020 < 0.05$, so it can be concluded that H_0 is rejected and H_a is accepted, which means that there is an influence of teacher teaching strategies (X) on student learning motivation (X).

Discussion

Based on the results of the table above, the results obtained from the Summary Model table, $R^2 = 0.451$ from the output, the termination coefficient is 0.512 which implied that the influence of the independent variable on the dependent variable was 5.12%. 2) that the calculated F value = 8,400 with a significance level of $0.02 < 0.05$. The regression test can be used to predict the environmental school variable (X) T on the dependent variable (Y). With the form of the linear equation $Y = a + Bx$ it can be used correctly. From the ANOVA table, the F value is 8,400 with a significant test of 0.020. Since the significant test value was less than 0.05, it can be concluded that the form of the linear equation $Y = a + Bx$ was correct and can be used. Based on the coefficient, it was known that a) the constant number of Unstandardized Coefficients with a value of 2,585. This was a constant number which meant that if the teaching strategy effort was (X) then the consistent value of learning motivation was 2,585. b) The number of regression coefficients, the value of 0.512 meant that for every 1% addition of teaching strategies (X), the learning motivation (Y) can increase by 0.512.

Based on the analysis of the data, it was one of the lessons that were considered boring by some students and the teacher task at SMAN 3 Surabaya. Teachers' teaching strategies have a significant influence on students' learning motivation (Sutter-brandenberger et al., 2018; Tajeri et al., 2020). This was reinforced by the results of a questionnaire which showed that in order for this teaching and learning activity to be accepted by students, teachers needed to try to arouse their interest in learning (Roy & Zaman, 2018; Vanslambrouck et al., 2017). The awakening of students' passion and interest in learning can make it easier for teachers to connect teaching activities with learning activities (Vasalampi et al., 2018). One form of passion was reflected in learning motivation, so in this case motivation plays a dominant role (Forester, 2018). Therefore, the discussion of passion and interest in learning motivation cannot be separated from the teacher's teaching strategy when delivering subject matter (Roy & Zaman, 2018).

The more precise the teacher's teaching strategy, the more opportunities for students to obtain learning outcomes in accordance with expectations (Pornpimon et al., 2014). And good learning achievement will be easily achieved by students (Izak, 2013). Therefore, the teacher's teaching strategy is one of the factors that can affect student learning. This is reinforced by the statement (Hao et al., 2020) which states that for students or students, the teacher's teaching strategy is seen as positive, energetic, enthusiastic, fun, and all of them have a close relationship with achieving maximum learning achievement. (Fang et al., 2021). The variety of teaching styles carried out by the teacher can create a dynamic, lively learning atmosphere, and improve good communication between teachers and students. In addition, variations in teaching styles can also be a positive stimulus to the ongoing learning process (Panadero et al., 2021; Zhang et al., 2020). So it can be

concluded that the teacher's teaching strategy is able to increase student learning motivation (Dds et al., 2020).

Therefore, if the students already had motivation, the learning objectives can run well which allows students to have achievements. This is reinforced by the opinion (Anderman, 2020) which reveals that motivation can function as a driver of effort and achievement. Students make a certain effort because of their good motivation in learning so that they show good results (Jorge et al., 2018). In other words, with diligent effort and mainly based on motivation, someone who learns will be able to give birth to good achievements (Bawa et al., 2018). For example, a lesson that is considered a scourge, so to achieve all of that, teachers must have new innovations in teaching to increase student learning motivation (Carter et al., 2020). So that the intensity of a student's motivation will greatly determine the level of achievement of his learning achievement (Colvara et al., 2018).

Creative teacher teaching strategies are a form of teacher appearance during the learning process (Hotulainen et al., 2020). Since a teacher is different from one another during the learning process even though they have the same goal of conveying knowledge (Carter et al., 2020). The teacher's appearance in teaching is very important because the teacher is a facilitator of every appearance, behavior, voice that students can pay attention to, so the teacher must be able to maintain his appearance in front of his students, so that students are motivated to learn (Guijarro-romero et al., 2020; Hagger & Hamilton). , 2018). Because teaching strategies need to be applied in the learning process that is varied, innovative, and easily accepted by students in delivering subject matter (Matsumoto et al., 2020).

As a teacher, you must also know the intelligence of each student because each student has a different intelligence (Meens et al., 2018). Based on research conducted by Howard Gardner, a psychologist from Harvard University that every human being has at least eight intelligence centers, maybe even more (Naudin, 2018). That concept is called multiple intelligence (Perini et al., 2018; Prit et al., 2020). The theory of multiple intelligences initiated by Gardner brings fresh air to every child and parents now that children are not only fixated on one intelligence (Kelso et al., 2020). The multiple intelligences in question are linguistic, logical-mathematical, visual-spatial, kinesthetic, musical, interpersonal, intrapersonal, and natural intelligences. So that it will increase students' learning motivation to the maximum (Matsumoto et al., 2020).

Learning motivation comes from the lack of motives, defined as the power to encourage someone to do something (Meens et al., 2018). Starting from the word motive, motivation can be interpreted as a driving force that has become active (Naudin, 2018). Motives become active at certain times, especially when the need to achieve goals is felt/urgent (Perini et al., 2018). According to Mc. Donald, that motivation is a change in energy in a person which is marked by the emergence of feelings and is preceded by a response to the existence of a goal (Pornpimon et al., 2014). From the understanding put forward by Mc. Donald contains three important elements, namely motivation that initiates energy changes in each individual human being (Izak, 2013). Motivation is characterized by the emergence, feeling of feeling, one's affection, and motivation will be stimulated because of the purpose (Daumiller et al., 2020).

As for the function of motivation in learning, namely to encourage humans to act, so as a driver in student learning; determining the direction of action, namely towards the goal to be achieved, and selecting actions, namely determining what actions must be done that are harmonious in order to achieve the goal, by setting aside actions that are not useful for that goal (Ditta et al., 2020). In addition, there is also another function of motivation as a driver of effort and achievement (Guijarro-romero et al., 2020; Hagger & Hamilton, 2018). The intensity of a student's motivation will greatly determine the level of achievement of his learning achievement (Hanrahan et al., 2018).

The forms of motivation itself are giving points, prizes, competition or competition, ego-involvement, giving tests, knowing results, praise, punishment, desire to learn, recognized interests and goals (Daumiller et al., 2020; Hotulainen et al. ., 2020).

CONCLUSION

Based on the research analysis of creative teacher teaching strategies as an effort to increase student learning motivation, it can be concluded that with the results of the Summary $R^2 = 0.451$ from the output, the termination coefficient is 0.512 which implied that the influence of the independent variable on the dependent variable is 5.12 %. 2) that the calculated F value = 8,400 with a significance level of $0.02 < 0.05$. The regression test can be used to predict the environmental school variable (X) T on the dependent variable (Y). With the form of the linear equation $Y = a + Bx$ it can be used correctly. From the ANOVA table, the F value is 8,400 with a significant test of 0.020. Since the significant test value was less than 0.05, it can be concluded that the form of the linear equation $Y = a + Bx$ was correct and can be used. Based on the coefficient, it was known that a) the constant number of Unstandardized Coefficients with a value of 2,585. This was a constant number which means that if the teaching strategy effort was (X) then the consistent value of learning motivation is 2,585. b) The number of regression coefficients, the value of 0.512 meant that for every 1% addition of teaching strategies (X), the learning motivation (Y) can increase by 0.512. Therefore in the strategy of designing creative teachers can improve student learning. Therefore, it required teachers to be more creative and innovative in teaching which in the end students can be motivated to learn.

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