

## The Influence of Teacher's Teaching Style on Students' Learning Motivation and Creativity in Grade X and XI in High School

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### ABSTRACT

The Purpose of This Study was to determine the Effect of Teacher Teaching Style on Motivation and Learning Creativity of Students in Classes X and XI in SMA Negeri 2 Tondano, Minahaa Regency. The method used in this study is multiple linear regression. With the results of research as follows: 1. Based on the results of the analyst of variance testing that the value of Sig = 0.00. Because the value of Sig < 0.05 the H0 is accepted, as well as if you look at the Ftest. With Fcount = 520,654 > Ftable = 1,680. So it can be concluded that there is an influence of Teacher's Teaching Style On The Learning Motivation of Students of Class X and XI in SMA Negeri 2 Tondano, Minahasa Regency. Based on the result of the analyst of variance testing that the value of Sig = 0.00. Because the value of Sig < 0.05 the H0 is accepted, as well as if you look at the Ftest. With Fcount =311,583> Ftable = 1.680. So it can be concluded that there is an influence of Teacher's Teaching Style on the Learning Creativity of Students of Class X and XI in SMA Negeri 2 Tondano, Minahasa Regency. Based on the result of the analyst of variance testing that the value of Sig = 0.00. Because the value of Sig < 0.05 the H0 is accepted, as well as if you look at the Ftest. With Fcount =290,567> Ftable = 1.680. So it can be concluded that there is an influence of Teacher's Teaching Style On the Learning Motivation and Creativity of Students of Class X and XI in SMA Negeri 2 Tondano, Minahasa Regency. The study of conclusions that is a significant determine the Effect of Teacher Teaching Style on Motivation and Learning Creativity of Students Class X and XI in SMA Negeri 2 Tondano, Minahaa Regency. Based on the conclusion above it is recommended as follows: 1. The teacher always motivates students the creativity power. 2 The teachers must develop the potential of students including fostering students. 3. the teacher always provides support and assistance to understand that learning is very important the development of knowledge.

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## INTRODUCTION

The essence of education is the development of students' potential to have spiritual religious strength, self-control, personality, intelligence, noble morals and skills needed for society, nation and state. In an effort to realize the ideals of the Indonesian nation for the welfare and intelligence of the nation.

According to the formulation in Law No. 20 of 2003 concerning the National Education System, education aims to develop students' potential to become human beings who believe and fear God Almighty, have noble character, are healthy, knowledgeable, capable, creative, independent, and become democratic and responsible citizens". To fulfill the above educational goals, the role of education in schools is very important which is implied in learning.

Teachers are figures who act as educators to shape behavior and as teachers to transform knowledge into learning and teaching activities and also motivate students to learn and develop their creativity. According to Mulyasa (2011), there are elements that play a role in the learning process, namely: (1) Students, as subjects with all their characteristics, try to develop their potential as optimally as possible through learning activities. Students' learning abilities greatly determine their success in the learning process. (2) Teachers always try to create a conducive learning and teaching situation and climate so that an optimal learning process can occur.

A conducive learning climate is also influenced by motivation because motivation influences high and low levels of learning outcomes and mastery of a subject (Hamalik, 2001). Learning achievement is indicated by a score or number that shows the value of a subject that describes the knowledge and skills obtained by students. Munandar (2009) Creativity is a potential unit that exists in humans, but the levels are different and basically every human being has this potential. These potentials are the ability to develop new ideas based on the results of reception of objects or reading sources (Djamarah, 2002). Creativity contains strong motivation so it can be assumed that someone who has high motivation and creativity in him/herself, then the student will try to learn as well as possible. This tendency can certainly be done continuously (Munandar, 2009).

Based on the results of information and observations in the field, teachers do not provide enough motivation for students to learn so that in the learning process students do not understand the lesson material (Iskandar, 2009). The variation in learning motivation possessed by students can be seen from a small number of students who have been enthusiastic and active in the learning process, but most of them are less attentive, and are not disciplined, not diligent in learning, not interested, students tend to be less enthusiastic in the learning process (Uno, 2006). Thus, it can be concluded that most students who do not participate in this learning process experience difficulties in learning, namely students have difficulty in receiving or absorbing lessons or information given by the teacher. In the teaching and learning process in the classroom, increasing students' creativity is also influenced by the teacher's teaching style (Ali, 2006). There are teachers who teach as long as they have taught without looking at the level of student motivation.

In learning between teachers and students is not interactive and teachers dominate the learning process. This has an impact on the presence of students in class is very low. The problems that occur above also have an impact on the level of student

creativity in learning where students do not develop new ideas in learning. Students only focus on activities that are less useful in class.

Seeing the various phenomena above if left without awareness from students to fix it and if it does not get attention from teachers as educators, of course the atmosphere of the learning process that occurs will never be conducive and ineffective, because students do not realize that these things will bring losses and learning objectives are not achieved properly (Sukmadinata, 2003). It is different if this problem is studied and gets attention, students who have low learning motivation and poor learning creativity are expected to realize that this can still be fixed and overcome, because it is classified as a non-intellectual factor which means it can still be eliminated with efforts to create a conducive learning situation so that learning objectives are achieved optimally.

## METHOD

The method used in this study is a quantitative research method with regression analysis techniques, namely a study that aims to find the influence of two or more variables. (Morissan, 2014:166) The research approach used is quantitative, namely research that is based on the consideration of numbers or statistics of a variable to be studied separately and then connected. The place of implementation of the research is at SMA Negeri 2 Tondano, Minahasa Regency. The population in this study were all students of Class X and XI of SMA Negeri 2 Tondano, Minahasa Regency. Totaling 46 students. Based on the sampling technique, the sample in this study was students of class X and XI totaling 46 students.

Data collection procedures are techniques or methods that can be used by researchers to collect data. There are 4 (four) methods of data collection procedures in this study, namely: 1) Documents in this study are data obtained from the research site in the form of School Profiles. Even learning outcome data Documentation is looking for data on things or variables in the form of notes or transcripts. 2) Observation or observation is a technique or method of collecting data by observing ongoing activities. 3) Semi-standard interviews or what are known as standardized controlled interviews are used as data collection techniques using the main points of the questions to be asked. Questions are asked freely and modified according to the situation. 4) Questionnaire list of statements distributed to respondents as research objects, namely students of Class X and XI of SMA Negeri 2 Tondano, Minahasa Regency. 5) Questionnaire validity test. 6) Test

The data analysis technique used in this study is the multiple correlation analysis technique. To do this analysis using the SPSS version 21 program. Statistical Program for Social Science (SPSS) is the latest version for computer applications that are reliable and trustworthy. This program is also specifically for statistical analysis. (Santoso 2014)

## RESULT AND DISCUSSION

The description of the research data aims to see a general picture of the characteristics of the samples in this study. The research data can be seen in table 4.2.

Table 1. Description of Research Result Data

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation

TeachingStyleTeacher	46	36.0	75.0	57,891	10,0780
Motivation	46	3.0	79.0	63,848	14,5800
Creativity	46	41.0	77.0	64,370	10,7463
Valid N (listwise)	46				

Based on table 4.1. above, it is obtained for the variables of Teacher Teaching Style, learning motivation and student learning creativity with the mean result = 57.891 and Learning motivation of = 63848 while learning creativity = 64.37. and the standard deviation of the teacher teaching style variable = 10.0780, learning motivation = 14.5800 and creativity = 10.7463 with N (number of samples) N = 46

Based on the results of the calculation of the analysis requirements for the normality test and homogeneity test above, it can be concluded that the analysis requirements needed for variance analysis are met so that further analysis can be carried out using parametric statistics.

Hypothesis testing is done with parametric statistics to answer the problem. The formulation of the hypothesis is:

**Hypothesis 1** There is an Influence of Teacher Teaching Style on Student Learning Motivation in Class X and XI of SMA Negeri 2 Tondano, Minahasa Regency

Ho = there is an influence of the Teacher's Teaching Style on the Learning Motivation of Class X and XI Students of SMA Negeri 2 Tondano, Minahasa Regency

Ha = there is no influence of Teacher Teaching Style on Student Learning Motivation in Grades X and XI of SMA Negeri 2 Tondano, Minahasa Regency

Table 3 Analysis of Variance Test  
ANOVA

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	5241,021	1	5241,021	520,654	,000b
	Residual	442,914	44	10,066		
	Total	5683,935	45			

a. Dependent Variable: Teacher Teaching Style

b. Predictors: (Constant), motivation

Based on the results of the Analysis of Variances test using SPSS version 20, the Mean Square = 5241.02, F = 520.654 and Sig. 0.00, because the sig. value  $< \alpha = 0.05$ , then Ho is accepted. Likewise when looking at the F test. If the F value is greater than the F Table, then there is an influence of the dependent variable with the independent variable in this case the teacher's teaching style with student learning creativity. F count  $520.654 > F$  table 1.680. So it can be concluded that there is an influence of the Teacher's Teaching Style on the Learning Motivation of Class X and XI Students of SMA Negeri 2 Tondano, Minahasa Regency

Table 4 coefficients  
Coefficientsa

Model	Unstandardized Coefficients	Standardize d Coefficients	t	Sig.

	B	Std. Error	Beta		
1 (Constant)	2,942	2,723		1,080	,286
1 motivation	,779	,034	,960	22,818	,000

a. Dependent Variable: Teacher Teaching Style

The basis for decision making based on the results in table 4.6 is if the calculated T is greater than the t table then there is an influence and if the calculated t is smaller than the t table then there is no influence. The calculated t value is  $22.818 > t$  table 1.679. Likewise with the significance value of more than 0.05. Namely  $0.000 < 0.05$ , it can be concluded that the first hypothesis is that there is a significant influence of the teacher's teaching style on the learning motivation of class X and XI students of SMA Negeri 2 Tondano, Minahasa Regency.

**Hypothesis 2** There is an Influence of Teacher Teaching Style on the Learning Creativity of Class X and XI Students of SMA Negeri 2 Tondano, Minahasa Regency.

Ho = there is an influence of the Teacher's Teaching Style on the Learning Creativity of Class X and XI Students of SMA Negeri 2 Tondano, Minahasa Regency.

Ha = there is no influence of the Teacher's Teaching Style on the Learning Creativity of Class X and XI Students of SMA Negeri 2 Tondano, Minahasa Regency

Table 5. Analysis of Variance  
ANOVA

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	4980,603	1	4980,603	311,583	,000b
	Residual	703,332	44	15,985		
	Total	5683,935	45			

a. Dependent Variable: Teacher Teaching Style

b. Predictors: (Constant), Creativity

Based on the results of the Analysis of Variances test based on table 4.7 above using SPSS version 21, the Mean Square =4980,603,  $F=311,583$  and Sig. 0.00, because the sig. value  $< \alpha = 0.05$ , then Ho is accepted. It can be concluded that there is an influence of Teacher Teaching Style on the Learning Creativity of Class X and XI Students of SMA Negeri 2 Tondano, Minahasa Regency. Likewise when looking at the F value where the F value is greater than the F table value, namely F count =311.583 > F table = 1.680, so it can be concluded that there is an influence of teacher teaching style on student learning creativity. Students of Class X and XI of State Senior High School 2 Tondano, Minahasa Regency.

Table 6 Coefficients  
Coefficients<sup>a</sup>

Model	Unstandardized Coefficients		Standardize d Coefficients	t	Sig.
	B	Std. Error	Beta		

1	(Constant )	-,539	3,712		-,145	,885
	Creativity	,847	,048	,936	17,652	,000

a. Dependent Variable: Teacher Teaching Style

The basis for decision making based on the results in table 4.8 is that if the calculated T is greater than the T table then there is an influence and if the calculated t is smaller than the t table then there is no influence. Based on table 4.8 above, the results of the calculated t value are  $17,652 > t$  table 1.679. Likewise with a significance value of more than 0.05. Namely  $0.000 < 0.05$ , it can be concluded that the first hypothesis is that there is a significant influence of teacher teaching style on learning creativity of class X and XI students of SMA Negeri 2 Tobdabi, Minahasa Regency.

**Hypothesis 3** There is an Influence of Teacher Teaching Style on Learning Motivation and Learning Creativity of Class X and XI Students of SMA Negeri 2 Tondano, Minahasa Regency.

Ho = there is an influence of the Teacher's Teaching Style on the learning motivation and learning creativity of Class X and XI Students of SMA Negeri 2 Tondano, Minahasa Regency.

Ha = there is no Teacher Teaching Style towards learning motivation and learning creativity of Class X and XI Students of SMA Negeri 2 Tondano, Minahasa Regency

Table 4.9 Analysis of Variance  
ANOVA

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	5292,338	2	2646,169	290,567	,000b
	Residual	391,597	43	9,107		
	Total	5683,935	45			

a. Dependent Variable: Teacher Teaching Style

b. Predictors: (Constant), Creativity, motivation

Based on the results of the Analysis of Variances test based on table 4.8 above using SPSS version 21, the Mean Square = 2646,169, F = 290,567 and Sig. 0.00, because the sig. value  $< \alpha = 0.05$ , then Ho is accepted. It can be concluded that there is an influence of Teacher Teaching Style on learning motivation and Learning Creativity of Class X and XI Students of SMA Negeri 2 Tondano, Minahasa Regency. Likewise when looking at the F value where the F value is greater than the F table value, namely F count = 290,567 > F table = 1.680, based on the decision-making above, it can be concluded that there is an influence of the teacher's teaching style on students' learning motivation and learning creativity. Students of Class X and XI of State Senior High School 2 Tondano, Minahasa Regency.

### Discussion of Research Results

The calculation of the results of data analysis in this study has been carried out using variance analysis, F Test and T Test, on the hypotheses that have been proposed, it turns out that all 3 hypotheses proposed have been tested for their truth. The results of this study are the results of statistical calculations that still need to be studied further why the hypothesis is accepted and why there are hypotheses that are not

accepted. By looking at the results of the hypothesis testing, each result can be described as follows:

**Hypothesis 1** There is an Influence of Teacher Teaching Style on Student Learning Motivation of Grade X and XI of SMA Negeri 2 Tondano, Minahasa Regency

From the results of the calculation of research data, the teacher's teaching style on student learning motivation. This can be seen from the results of the analysis of variance calculation with a Sig value = 0.00 smaller than the value of  $\alpha = 0.05$ . These results indicate that there is a significant influence. Furthermore, from the results of the F Calculation where  $F_{\text{count}} 520.654 > r_{\text{table}} 1.680$ , there is a strong influence of teaching style on learning motivation. The T test also shows that the  $t_{\text{count}}$  value is  $22.818 > t_{\text{table}} 1.679$ . This shows that there is an influence of the Teacher's Teaching Style on the Learning Motivation of Class X and XI Students of SMA Negeri 2 Tondano, Minahasa Regency

If we look at the teacher's teaching style related to speech behavior, intonation in delivering material greatly affects the level of student motivation in learning as a teacher's action in the context of learning to overcome student boredom so that students show perseverance, enthusiasm and play an active role in the learning process. Therefore, variations in the learning process aim to increase student learning motivation so as to reduce boredom and saturation.

**Hypothesis 2** There is an Influence of Teacher Teaching Style on the Learning Creativity of Class X and XI Students of SMA Negeri 2 Tondano, Minahasa Regency.

From the results of the research data calculations, the teacher's teaching style has an effect on students' learning creativity. This can be seen from the results of the analysis of variance calculations with a Sig value = 0.00 smaller than the value of  $\alpha = 0.05$ . These results indicate that there is a significant influence. Furthermore, from the results of the F Calculation where  $F_{\text{Calculation}} 311,583 > r_{\text{table}} 1.680$ , then there is a strong influence of teaching style on learning creativity. The T-test also shows that the calculated  $t$  value is  $17,652 > t_{\text{table}} 1.679$ . This shows that there is an influence of Teacher Teaching Style on the Learning Creativity of Class X and XI Students of SMA Negeri 2 Tondano, Minahasa Regency.

If we look at the teacher's teaching style related to speech behavior, intonation in delivering material greatly affects the level of student motivation in learning as a teacher's action in the context of learning to overcome student boredom so that students show perseverance, enthusiasm and play an active role in the learning process. If we look at the variables of learning creativity and both have a connection, when there is an increase. This means that there must be a balance between the variables of learning creativity which is part of the ability to develop new ideas from students through the learning process. as well as increasing thinking to invite students to sense and complete the tasks given based on the results of observations and analyze the objects seen.

**Hypothesis 3** There is an Influence of Teacher Teaching Style on Learning Motivation and Learning Creativity of Class X and XI Students of SMA Negeri 2 Tondano, Minahasa Regency.

From the results of the research data calculations, the teacher's teaching style has an effect on students' learning motivation and creativity. This can be seen from the results of the analysis of variance calculations with a Sig value = 0.00 smaller than the  $\alpha$  value = 0.05. These results indicate that there is a significant effect. Likewise when looking at the F value where the F value is greater than the F table value, namely the calculated  $F = 290.567 > F_{\text{table}} = 1.680$ , from the basis of the decision-making above, it

can be concluded that there is an influence of the teacher's teaching style on students' learning motivation and learning creativity. Students of grades X and XI.

If we look at the teacher's teaching style related to speech behavior, intonation in delivering material greatly influences the level of student motivation in learning as a teacher's action in the context of learning to overcome student boredom so that students show perseverance, enthusiasm and play an active role in the learning process. State Senior High School 2 Tondano, Minahasa Regency.

The variables of teaching style, learning creativity and learning motivation are all related or influence each other. This means that there must be a balance between the variables which are part of the ability to develop new ideas from students through the learning process.

When there is an increase. This means that there must be a balance between the variables of motivation and learning creativity because motivation is a drive that comes from within students to learn and is strengthened by external encouragement, namely teachers. Likewise with creativity. Students' creative power is part of the ability to develop new ideas through the learning process. Motivation with driving/ movement can develop residual creative power and these two variables must be developed in one direction to achieve the goal of improving learning achievement.

## CONCLUSION

There is an Influence of Teacher Teaching Style on Student Learning Motivation of Grade X and XI of SMA Negeri 2 Tondano, Minahasa Regency. There is an Influence of Teacher Teaching Style on the Learning Creativity of Class X and XI Students of SMA Negeri 2 Tondano, Minahasa Regency. There is an Influence of Teacher Teaching Style on Learning Motivation and Learning Creativity of Class X and XI Students of SMA Negeri 2 Tondano, Minahasa Regency.

Based on the conclusion of this study, it can provide direction on an implication that in the teaching and learning process, the teacher's style greatly influences the level of student motivation and creativity, but also the teacher can consider the characteristics of the subject which include creativity and motivation. From the results of the study given with both characteristics show an increase in creativity and increased motivation in learning. Therefore, before applying this variable, psychological testing is needed on student creativity and motivation so that the test will be a benchmark in the implementation of learning.

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