

The Role of Teacher Professionalism and Creativity in Increasing Student Motivation to Learn

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Abstract: This study aims to examine the role of professionalism and creativity of teachers in increasing the learning motivation of Madrasah Ibtidaiyah students through a library research approach with an integrative review type. Data were obtained from scientific articles published on reputable databases such as Google Scholar, Scispace, DOAJ, and Scopus in the range of 2015-2024. Literature selection was done systematically based on certain inclusion and exclusion criteria. The results of the study show that teacher professionalism, which includes mastery of soft skills, learning leadership, academic supervision, and continuous competency development, contributes significantly to shaping a motivating learning environment. Meanwhile, teacher creativity is proven to increase students' interest and engagement in learning through innovative and adaptive learning designs. The integration between these two aspects results in a holistic educational strategy, which directly impacts on increasing students' learning motivation. This study emphasizes the importance of developing teachers' professional and creative capacity as a strategic foundation in transforming the quality of basic education and recommends further research to develop an applicable model that combines these two variables in the context of 21st century learning.

Keywords: Teacher Professionalism, Teacher Creativity, Learning Motivation, Madrasah Ibtidaiyah, Integrative Review.

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A. INTRODUCTION

Teacher professionalism refers to the pedagogical, personality, social, and professional competencies possessed by an educator in carrying out their duties effectively and efficiently. Professional teachers are able to create a conducive learning environment, facilitate meaningful learning, and become role models for students (Hamid, 2017). Meanwhile, teacher creativity includes the ability to design and implement learning strategies that are innovative, adaptive, and in accordance with students' needs, so as to increase their learning engagement and motivation (Sutrisno & Nasucha, 2022). Students' learning motivation, which is an internal or external drive to engage in the learning process, is strongly influenced by the quality of interaction between teachers and students and the learning approach used.

Research by Khoerudin and Mantik (2025) showed that teacher professionalism has a significant influence on student learning motivation at MI Al Islamiyah Bandarsakti. Teachers who have good pedagogical competence, are able to manage the classroom effectively, and establish positive communication with students can increase student interest and participation in learning. Similarly, a study by Muthiah et al. (2022) in MA Alkhairaat Gorontalo found that

teachers' professionalism in teaching Arabic contributed positively to students' learning motivation, although students' internal factors also played an important role. Seftiani et al. (2020) also confirmed that teacher professionalism has a direct impact on increasing student learning motivation in elementary schools.

Teacher creativity in designing and implementing interesting and relevant learning can increase student learning motivation. Putri and Istikomah (2022) found that teacher creativity in the learning process during the COVID-19 pandemic at MI Muhammadiyah 3 Penatarsewu was positively related to student learning motivation. Azizah et al. (2022) also reported that teacher creativity contributed to increasing students' interest in learning at SD Inpres Lolu. In addition, Mastul (2023) emphasized the importance of teachers' role in fostering students' creativity, critical thinking and motivation through positive relationships and innovative learning strategies.

A study by Setyorini and Khuriyah (2023) at MIM Plumbon Eromoko Wonogiri showed that the combination of teacher professionalism and creativity had a significant effect on student learning motivation. Although the contribution of these two variables is only 3.9% of the variation in student learning motivation, this shows that other factors also play a role, but teacher professionalism and creativity remain important elements in increasing learning motivation. This finding is in line with research by Suprihatin et al. (2022) who emphasized the importance of teacher motivation and discipline in improving performance and student learning motivation in madrasah.

The strategies used by teachers in learning also affect students' learning motivation. Bagaskara et al. (2022) highlighted that appropriate learning strategies can increase students' learning motivation in madrasah ibtidaiyah. In addition, the use of innovative learning methods, such as TAPPS (Think Aloud Pair Problem Solving), has been shown to improve student learning outcomes in fiqh learning (Fatimah et al., 2023). This shows that creative learning strategies that suit students' needs can improve their motivation and learning outcomes.

Based on the literature review above, it can be concluded that teacher professionalism and creativity play an important role in increasing student learning motivation in madrasah ibtidaiyah. However, there are still gaps in the research regarding the relative contribution of each of these variables to student learning motivation, as well as how the interaction between teacher professionalism and creativity affects learning motivation in different learning contexts. In addition, most of the existing research is quantitative in nature and has not delved deeply into students' experiences and perceptions of teacher professionalism and creativity. Therefore, this study aims to comprehensively examine the role of teacher professionalism and creativity in increasing students' learning motivation in madrasah ibtidaiyah through a literature review approach, as well as identify practical implications for improving the quality of learning at the primary level.

B. METHOD

This study uses a library research approach with an integrative review type, which is an approach that systematically reviews, combines, and synthesizes primary literature to produce a comprehensive understanding of the theme under study (Torraco, 2005). This

method allows researchers to identify patterns, gaps, and conceptual contributions from various previous studies relevant to the topic of "The Effect of Teacher Professionalism and Creativity on MI Students' Learning Motivation". This approach is also very suitable for building a strong theoretical foundation and exploring practical implications in the context of madrasah ibtidaiyah education comprehensively.

Data sources in this study were obtained from various national and international reputable scientific databases such as Google Scholar, Scispace, DOAJ, and Scopus. The inclusion criteria used in the literature selection are: (1) articles that discuss teacher professionalism, teacher creativity, or student learning motivation; (2) articles published within 2015 to 2024; (3) articles published in accredited or reputable journals; and (4) articles available in full-text access. The exclusion criteria included: (1) articles that are not based on empirical research; (2) duplicate articles; and (3) articles that are not thematically relevant to the focus of the study.

C. RESULTS AND DISCUSSION

1. Teacher Professionalism as a Foundation for Improving Learning Motivation

In the context of education, teacher professionalism is an important foundation that can increase student learning motivation. Teacher professionalism includes the application of soft skills, pedagogical competencies, managerial abilities in planning, implementing, and evaluating learning, as well as applying student-centered learning principles (Murdianto et al., 2020), (Seftiani et al., 2022). Research by Murdianto et al. shows that mastery of soft skills and achievement motivation contribute to improving teacher professionalism, which affects the quality of learning and student satisfaction (Murdianto et al., 2020). Seftiani et al. confirmed the significant effect of teacher professionalism on student learning motivation, although the percentage of influence is relatively small, it is still an important indicator that teacher quality is the main capital in creating a supportive learning environment (Seftiani et al., 2022).

In addition, good managerial approaches and supervision from school leaders also play a role in encouraging teacher professionalism. Untoro et al. suggested that effective academic supervision and teachers' work motivation are supporting factors that increase professionalism in the implementation of the learning process in elementary schools (Untoro et al., 2023). Kristiyani et al. support these findings by emphasizing that academic supervision and internal teacher motivation simultaneously improve teachers' ability to manage learning, create an environment that encourages active participation and enthusiasm for student learning (Kristiyani et al., 2023). The synergy between leadership, supervision, and teacher motivation is reflected in improving the quality of interaction between teachers and students, which is the foundation for the emergence of intrinsic student learning motivation.

Furthermore, the link between teacher professionalism and students' learning motivation can be seen from how teachers who continue to develop themselves through professional training and competency improvement have a positive impact on the teaching and learning process. Nasution and Chairani revealed that the level of teacher professionalism, when combined with student motivation, contributed to a significant improvement in learning outcomes (Nasution & Chairani, 2017). Thus, continuity in teachers' professional development

not only enriches their personal competencies, but also provides impetus for students to be more motivated in following the learning process. Research by Stiffler also highlights the importance of teacher leadership, which is an integral element of professionalism, in creating an inclusive and effective learning ecosystem (Stiffler, 2019).

2. The Role of Teacher Creativity in Designing Motivating Learning

In the 21st century education era, teacher creativity plays a crucial role in designing learning that is not only innovative, but also increases students' learning motivation. This creativity can be seen in the ability of teachers to develop learning methods and strategies that suit the characteristics and needs of students, thus creating a challenging and enjoyable learning environment (Haumahu & Tupamahu, 2022; (Marhamah et al., 2024). Through psychological empowerment and innovative training, teachers can increase their creativity in designing interactive and adaptive learning activities, which in turn increases student engagement in the learning process (Marhamah et al., 2024). Research by Marhamah et al. shows that innovative learning design training can improve teachers' understanding and skills in developing learning that is relevant to the demands of the 21st century, thus having a positive impact on student learning motivation (Marhamah et al., 2024). In addition, teachers' creativity is reflected in their expertise to integrate various learning approaches, such as the use of mind mapping method, cooperative techniques, and technology integration in online learning. Mustika and Rosyid revealed that the application of creativity in online learning in Science subjects can increase students' interest and motivation through the packaging of interesting and innovative materials (Mustika & Rosyid, 2024). Ananda et al. also highlighted that teachers' deep professional skills, including creative ability in designing learning, play an important role in opening up opportunities for students to develop their own creativity, thus encouraging active participation in the classroom (Ananda et al., 2023). In addition, a study by Kusumaningrini and Sudibjo found that teacher creativity is one of the significant factors in increasing student learning motivation, where teachers who are able to design learning creatively create a conducive and inspiring classroom atmosphere (Kusumaningrini & Sudibjo, 2021).

Furthermore, innovation in learning is not only limited to the application of conventional methods, but also to adaptation to the dynamics of technology and the latest pedagogical developments. Rahayu et al. emphasized that 21st century learning innovation, which relies heavily on teacher creativity, is an important strategy in shaping student character and competence through blended learning approaches and the use of digital media (Rahayu et al., 2022). Thus, the synergy between teacher creativity, innovation in learning methodology, and the use of modern technology is a determining factor in creating a learning environment that is not only interesting, but also motivates students to actively innovate and think critically.

3. Impact of Professionalism and Creativity Synergy on Student Learning Motivation

The synergy between professionalism and creativity in education greatly influences students' learning motivation. In this context, "professionalism" can be interpreted as the competence and ability of teachers in carrying out their duties, while "creativity" includes

innovations applied by teachers in the learning process. Research shows that improving teachers' pedagogical competence will significantly impact student learning motivation (Santika et al., 2018; Wahyudi & Rokhmaniyah, 2022). With professional teachers, students feel more cared for, which contributes positively to their motivation in learning.

Teacher creativity in delivering material also plays an important role in increasing students' learning motivation. When teachers use innovative and interesting learning methods, students are more likely to be actively involved in the learning process (Shakira, 2022). One study showed that the implementation of Problem-Based Learning (PBL) methods and creative learning strategies resulted in higher learning motivation and ultimately had a positive impact on learning outcomes (Raharjo & Soenarto, 2015). With this approach, students are not only stimulated to understand the material, but also encouraged to develop their critical thinking and problem-solving skills.

Furthermore, creative approaches such as the use of innovative teaching methods, including the use of Mind Mapping models reported by Subhan, can result in improvements in student motivation and creativity (Subhan, 2023). Such methods make learning more interactive and engaging, which of course is a key factor in fostering students' learning motivation.

D. CONCLUSIONS AND SUGGESTIONS

Teacher professionalism and creativity are proven to have complementary contributions in increasing student learning motivation in Madrasah Ibtidaiyah. Professionalism demonstrated through soft skills, visionary leadership and continuous competency development creates a conducive learning environment. Meanwhile, teachers' creativity in designing innovative and student-centered learning results in a fun and motivating learning experience. The synergy between these two aspects, reinforced by parental support, forms a holistic and effective educational strategy in improving student enthusiasm and learning success.

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