
TEACHER MOTIVATION AND CREATIVITY TOWARDS STUDENT LEARNING ACHIEVEMENT AT ENSINO SECUNDARIO GERAL PÚBLICO HATO-UDO, AINARO - TIMOR LESTE

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ABSTRACT

In an educational institution, learning achievement is an important indicator to measure the success of the teaching and learning process. Learning achievement is influenced by many factors that are generally grouped into internal and external factors, including teacher factors, in this case, teacher motivation and teacher creativity. The objectives of this study were 1) To determine and analyze the significant influence between teacher motivation and creativity partially on learning achievement in class II IPS students at Ensino Secundário Geral Público Hato-Udo; 2) To identify and analyze the significant influence between teacher motivation and creativity simultaneously on learning achievement in class II IPS students at Ensino Secundário Geral Público Hato-Udo; 3) To determine and analyze the variables of teacher motivation and creativity that have a dominant influence on learning achievement in class II IPS students at Ensino Secundário Geral Público Hato-Udo. This research is quantitative research with a sample of 49 students of class II IPS by distributing questionnaires to respondents. After that, the data were analyzed using multiple linear regression analysis techniques with the help of the SPSS program. Where, the results showed that the motivation and creativity of teachers simultaneously had a significant effect on learning achievement with the value of $F_{count} = 12,330 >$ from the value of $F_{table} = 2.80$. Besides, teacher motivation and creativity partially affect learning achievement because the value of t_{count} for learning motivation is obtained = 2,575, and teacher creativity is 2,825 with t_{table} value of = 1,678. So, the t_{count} value of the two variables is greater than the t_{table} . Thus, of the two variables of learning motivation and teacher creativity the most dominant influence on learning achievement in Ensino Secundario Geral Público Hato-Udo is

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Teacher Creativity where the correlation coefficient of learning motivation (X1) on learning achievement (Y) is 0.486 and teacher creativity (X2) to the Learning Achievement variable (Y) of 0.911 with multiple linear regression prices $Y = 6.175 + 0.262 X1 + 0.420X2$. Meanwhile, the correlation coefficient of the two variables of Learning Motivation and Teacher Creativity on Learning Achievement is 0.591 and the determinant coefficient (Rsquare) is 0.349 or 34.9% and the remaining 65.1% is influenced by other factors.

INTRODUCTION

Timor Leste is currently actively carrying out development in all sectors, one of which is the education sector, so it is necessary to increase and prepare human resources who can participate in development. Changes that occur in development as a result of technological advances, which always require development, expansion, and skills, make all of us aware to prepare as well as possible. Humans are a very important resource in carrying out the development of the nation and the State of Timor Leste because they are the actors, successors, and owners of the future of this nation. Education has a very important role in improving the performance and insight of individuals, especially for the development of the nation and state. Then the education system is a form and program established by the State through the government to its people to prosper and educate the nation's life following the ideals of the nation as stated in the Basic Law (RDTL constitution) article 59 paragraphs 1 -5 concerning education and culture. , but more specifically in paragraph 1: The State will recognize and guarantee the right of every citizen to education and culture, and the State is obliged to promote the establishment of a universal and compulsory basic education system and allow free of charge under the law; Paragraph 2: Everyone has the right to equal opportunities for education and vocational training; Paragraph 4: The State must guarantee to all citizens, according to their abilities, the opportunity to enter or be involved in the highest level of education, scientific research, and artistic creativity.

Thus, from time to time the field of education must remain a priority and orientation to be endeavored to achieve in realizing facilities and infrastructure, especially for schools. One of the main tasks of the school is to prepare students so that they can achieve optimal development. A student is said to have achieved optimal development if the student can obtain education and learning achievement following his talents, abilities, and interests. Concerning the world of education, to create high-quality and high achievers, students must have good learning achievements. In an educational institution, learning achievement is an important indicator to measure the success of the teaching and learning process. Learning achievement is not only influenced by motivation but also influenced by teacher creativity. Motivation is an effort that encourages a person to do something or the driving force of the subject to do an action for a purpose (Sardiman, 2000: 71). Meanwhile, according to Nasution (1991) motivation is a psychological condition that encourages someone to do something. So, learning motivation is a psychological condition that encourages a person to learn. So that learning outcomes generally increase if the motivation to learn increases (Djamarah, 2000).

According to Wijaya (1991), one of the problems faced by the world of education is fostering teacher creativity. Creativity in the teaching and learning process has an important role in improving the quality of student learning outcomes. So creativity is the ability to create a new product, either completely new or a modification or change by developing existing things. If this is related to teacher creativity, the teacher concerned may create a teaching strategy that is completely new and original (original of his creation), or it can be a modification of existing strategies to produce new forms. Because the creative approach varies and has a variety of possibilities for solving a problem properly. People who have creative potential will show the results of actions, or works, both in the form of goods and ideas in a meaningful and quality manner.

From the results of observations, some Class 2 IPS students were less enthusiastic and active in participating in lessons. This can be seen from the students when the teaching and learning process takes place. Even though at that school the students wanted to enter social studies majors, it was not because they were happy with social studies lessons but because social studies seemed relaxed and did not make it difficult for them because there was a lack of scratch material which made them dizzy.

The same thing was conveyed by the teacher who taught the Social Studies (Sociology) subject that the students in the class were less active in the teaching and learning process, even though they entered the Ensino Secundario Geral Publico Hato-Udo with good grades, namely the minimum average score set. school. The lack of student activity can be seen from the unsatisfactory learning outcomes/student achievement (still low) compared to the grades when they entered, the learning resources used are limited to the teacher (explanatory notes from the teacher), and the only reading book/module, the learning method used is still classified as conventional and does not stimulate student learning activities optimally and there are not complete and adequate tools and types of media in schools.

Thus, it will attract researchers and their motivation to research with the title Teacher Motivation and Creativity Against Learning Achievement in Class II Social Sciences students at Ensino Secundário Publico Hato-Udo Munisipiu Ainaro, Timor Leste.

THEORETICAL FRAMEWORK

Motivation

Motivation comes from the word motive which means effort that encourages someone to do something. Meanwhile, the motive can be said to be the driving force from within the subject to carry out certain activities to achieve a goal. Starting from the word "motive", then motivation can be interpreted as a driving force that has become active at certain times when the need to achieve goals is increasingly urgent (Sardiman, 2003).

With motivation, the child can move his heart to learn together with other friends. Several forms of motivation that teachers can use, to maintain students' interest in the learning materials are provided, (Djamarah and Zain, 2010). The form of motivation in question is as follows.

a. Give numbers

Numbers are symbols or values from the results of students' learning activities. If, the numbers are given to each student usually vary according to the test results they have obtained from the results of the teacher's assessment. Numbers or good grades by the teacher will motivate students to learn. If the number obtained by students is higher than the others, then the child tends to maintain it. However, the teacher should be careful in giving numbers. Various kinds of considerations the teacher must pay attention to whether the child's results are achieved on his own or the results of cheating on a friend's work.

b. Reward

the reward is something that is given to others as a token of appreciation or a gift, which is whatever depends on the wish of the giver. Following the achievements achieved by someone. In school, teachers can give gifts to students who excel. Gift giving is not only done during class promotion exams, or at the time of distribution of report cards in each quarterly period. But it can also be done in teaching and learning activities, teachers can give gifts in the form of anything to students who excel in completing assignments, answer formative tests correctly, are disciplined in learning, obey the school rules, and so on. The teacher gives gifts in the form of objects such as notebooks, pencils, pens, pens, rulers, reading books, and so on can be used for the learning interests of students, as well as gifts in the form of food such as sweets, candy, bread, and the like. Teachers should give gifts suddenly (spontaneity), to students who show brilliant work performance at the end of teaching activities. That way, he feels proud because his work is appreciated in material form.

c. Praise

Praise is a positive motivational tool. Everyone likes to be praised, be it, parents or young people. Children also like to be praised for a job that has been done well. People who are praised feel happy because their work has received praise from others. In teaching and learning activities praise can be used as a motivational tool because students are happy when a teacher is praised, the teacher can use praise to please students' feelings. Students love to get attention from the teacher. By giving attention, the child feels watched and he will not be able to do what he wants. Praise can serve to direct students' activities to things that support the achievement of teaching goals. According to Purwanto (2002) that motivation is a conscious effort to move, direct, and maintain a person's behavior so that he is motivated to act to do something to achieve certain results or goals. There is another opinion that says that motivation is a change in energy in a person which is marked by the emergence of feelings and reactions to achieve goals (Hamalik, 2002). From the several definitions of motivation, it contains the same meaning, namely that motivation is an impulse that causes an action to occur to achieve a goal. What is meant by motivation, in this case, is learning motivation, which is an encouragement or willingness of someone to carry out activities so that learning achievement can be achieved following previous expectations?

d. Body movement

Body movements in the form of bright mimics, with nodding smiles, thumbs up references, applause, greetings, raise shoulders, shake heads, raise hands, etc. are some physical movements that can provide feedback from students. Body movement is a strengthening that can arouse students' enthusiasm for learning so that the teaching and learning process is more enjoyable. This happens because of the

interactions that occur between students and teachers to achieve teaching goals. Students respond to the stimulus given. Body movements can straighten the behavior of students who deviate from learning objectives. The teacher's movement back and forth at the right time, sideways at another time, and then back to the front of the class, can create an atmosphere of teaching and learning that is far from noise. The attention of students can be maintained. Even lessons can be delivered in a calm classroom atmosphere so that the interaction between teachers and students easily occurs harmoniously.

e. Give homework

A task is a job that demands execution to be completed. The teacher gives assignments to students as an inseparable part of the students' learning tasks. Assignments can be given in various forms, namely Tasks given in the form of individuals or the form of group assignments. Assignments can be given by the teacher after completing the lesson material. The method is before the material is given, the teacher can notify the students that after the delivery of the learning material, all the children get the assignment that the teacher will give. Students realize that they will get an assignment from the teacher after they receive the lesson material. So they try to increase their attention by concentrating on the explanation for the explanation given by the teacher. Of course, they are worried that they will not complete the assigned task properly.

f. Give tests

Deuteronomy is an important strategy in teaching. In a certain period, the teacher never forgets this test problem. Because with the tests given to students, the teacher wants to know the extent and extent of the teaching results that have been carried out (process evaluation) and to what extent the students' level of mastery of the material that has been given within a certain period (product evaluation). Apart from the two test functions, namely process evaluation, and product evaluation, it is of another interest to get feedback from students. Usually, students will study hard (both at school and home) when it is known that tests will be carried out. Strive to read notebooks and textbooks so that they are mastered in advance, for students as if there is no time for relaxation - relaxing, but time for studying. In teaching and learning activities, the teacher can use tests to arouse students' attention to the material provided in class.

g. Know the results

The urge to know makes a person try in any way to make that wish come true or come true. Because a protégé is a human being, there is a desire inside him to know something. Teachers do not have to kill students' desire to know but use it for the benefit of teaching that every task that has been completed by students and has been given a number (value), the teacher should be distributed to each student to know their work performance. The correctness of the work done by students to be improved in the future. Of course, the students' work errors are corrected with the help or guidance of the teacher and the teacher also explains to students how to complete an assignment properly and correctly.

h. Punishment

The punishment referred to here is not like imprisonment or cutting off hands, but is an educational punishment. Educational penalties are needed in the education of students' mistakes because they violate discipline, which can be punished in the

form of sweeping the floor, recording missed learning materials, or anything educational. In the teaching and learning process students who make a fuss can be given sanctions to explain the learning material that has just been explained by the teacher. Immediate sanctions should not be postponed anymore because the aim is to get feedback from students on the teaching material just explained by the teacher. Based on the description the writer can conclude that the form of motivation above is to get feedback from students in teaching and learning activities that occur in the classroom.

To obtain good learning outcomes requires motivation because the more precise the motivation is given, the more successful it will be in learning a lesson. So this motivation will always determine the intensity of learning efforts for students. In connection with this, there are three functions of motivation, including:

a) Encouraging humans to act, so as a driving force or motor that releases energy.

b) Determining the direction of action, namely towards the goal to be achieved.

c) Selecting actions, namely determining what actions must be carried out in harmony to achieve the goal, by setting aside actions that are not useful for that goal.

Motivation is one of the psychological factors in learning which has a very important role, namely as a driving force or impetus for one's soul to do some learning activities. The factors include:

a. Student abilities.

The ability will strengthen children's motivation to carry out learning tasks. The desire of a child needs to be supported by the development of skills to achieve good achievements. For example, the desire to read needs to be reinforced with the ability to recognize and pronounce the sounds of letters.

b. Student conditions.

Students' conditions which include physical and spiritual conditions affect learning motivation. Because a student who is sick, hungry, or angry will interfere with learning attention and vice versa.

c. Environmental conditions.

The student environment can be in the form of natural conditions, the environment in which they live, peer relationships, and community life. Therefore, the condition of a healthy school environment, harmony in life, and social order need to be of higher quality. With a safe, peaceful, orderly, and beautiful environment, it is easy to strengthen the enthusiasm and motivation to learn.

Teacher Creativity

Creativity is the ability to create new combinations based on existing data, information, or elements. Creativity (creative thinking or divergent thinking) is the ability based on available data or information to find many possible answers to a problem, where the emphasis is on the quantity, efficiency, and diversity of answers. According to Moreno in Slameto, (2003: 146) what is important in creativity is not the discovery of something people have never known before, but that the product of creativity is something new for oneself and does not have to be something new for other people or the world in In general, for example, a teacher creates a teaching method with the discussion that he has never used. According to Wijaya and Rusyan

(1991), creativity is usually defined as the ability to create a new product, either completely new or a modification or change by developing existing things. If this concept is related to teacher creativity, the teacher concerned may create a teaching strategy that is completely new and original (original of his creation), or it may be a modification of existing strategies to produce new forms.

To become a creative person, it is necessary to know about the characteristics or characteristics of a creative person. Utami Munandar in Reni Akbar Hawadi, et al. (2001) describe the characteristics of creative thinking skills as follows:

a). *Characteristics of the ability to think creatively (Aptitude).*

- Skills to think fluently
- Flexible thinking skills (Flexible)
- Rational thinking skills
- Skills to detail or elaborate
- Skills to assess (evaluate)

b). *Affective Traits (Non-aptitude).*

- Curiosity
- Imaginative
- Feeling challenged by progress
- The nature of taking risks
- Respect

The behavioral characteristics found in people who make prominent creative contributions to society are suggested by Munandar (1999: 36), namely 1). Be brave in your stance/belief; 2). Want to know; 3). Independent in thinking and considering; 4). Keep busy with his work; 5). Intuitive; 6). Resilient; and 7). Not willing to take an authoritative opinion for granted.

Traditionally a teacher is someone who stands in front of the class to convey knowledge. According to Noor Jamaluddin, (1978) Teachers are educators, namely adults who are responsible for providing guidance or assistance to students in their physical and spiritual development to reach maturity, able to stand on their own to carry out their duties as God's creatures on earth, as social creatures. and independent individuals. Husnul Chotimah, (2008) A teacher in a simple sense is a person who facilitates the process of transferring knowledge from learning resources to students.

According to Cece Wijaya and Tabrani Rusyan, (1991) creativity is generally influenced by its appearance by the presence of various abilities, positive and high attitudes and interests in the field of work they are engaged in, and the ability to carry out tasks. The growth of creativity among teachers is influenced by several things, including:

- a) A working climate that allows teachers to increase their knowledge and skills in carrying out assignments.
- b) Fairly good cooperation between various educational personnel in solving the problems faced.
- c) Giving appreciation and encouragement for every positive effort for teachers to improve student achievement.
- d) Less sharp differences in status among school personnel, allowing for a more harmonious human relationship.

- e) Giving confidence to teachers to improve themselves and showcase their creative work and ideas.
- f) Delivers considerable authority on teachers in carrying out tasks and solving problems faced in carrying out tasks
- g) Providing opportunities for teachers to take part in formulating policies that are part of formulating policies related to educational activities at the school concerned, especially those related to improving learning outcomes.

There are several requirements to become a creative teacher as stated by Munandar (1985: 67), namely:

- 1) Professionals, who are experienced in teaching, master various teaching and learning techniques and models, are wise and creative in seeking various ways, can manage learning activities individually and in groups, as well as classically, prioritize high standards of achievement at every opportunity, master various techniques and models research.
- 2) Having a personality, among others: being open to new things, being sensitive to children's development, having broad and deep considerations, being attentive, being tolerant, having high creativity, being curious.
- 3) Establishing social relationships, including likes and is good at associating with gifted children with all their anxieties and understands the child, is adaptable, sociable, and able to quickly understand the behavior of others.

Student Learning Achievement

Learning achievement is a sentence consisting of two words, namely: "achievement and learning" between "achievement and learning" has a different meaning. Before we discuss the meaning of learning achievement, we must know the meaning of the word "achievement" and the word "study". So, achievement from English prestige "self-esteem" achievement is everything we can achieve with hard effort and smart attitude. Or the result of an activity that has been done, created either individually or in groups. According to Sardiman A.M, (2001: 46) "Achievement is a real ability which is the result of the interaction between various factors that influence both from within and from outside the individual in learning". Meanwhile, the definition of achievement according to A. Tabrani, (1991: 22) "Achievement is an actual ability (actual ability) achieved by individuals from an activity or effort".

According to W.S Winkel, (1996) that "Achievement is evidence of efforts that have been achieved. Some of the opinions above can be concluded that the definition of achievement is a result that has been achieved as evidence of the effort that has been attempted. Meanwhile, studying according to the expert TR Mc. Connel, (1990: 27) states that learning is the modification of behavior through experience and training, in the sense that learning is a modification of behavior or changes in behavior, a person does not only perform external actions that are visible but also perform internal actions. like thinking and imagining.

According to Slameto (2003), there are two groups of factors that affect learning outcomes, namely:

a. Internal factors, including:

- 1). Physical factors, including health factors and disabilities

2). Psychological factors, including: intelligence; attention; interest; talent; motive; maturity; readiness.

3). The fatigue factor

b. External factors, including:

1). Family factors, including how parents educate, relationships between family members, home atmosphere, family economic conditions, and so on.

2). School factors, including teaching methods, curriculum, discipline, teaching tools, etc.

3). Community factors, including student activities in society, mass media, and so on.

The need for achievement is overcoming obstacles, exercising strength, trying to do something difficult as well, and as quickly as possible. Achievement is the result that someone has achieved in carrying out an activity. According to Gagne (1985), learning achievement can be divided into five aspects, namely: 1). Ability, 2). Intellectual, 3). Cognitive strategies, 4). Verbal Information, 5). Attitudes and skills

METHOD

This research was conducted at Ensino Secundário Geral Público Hato-Udo, Munisípio Ainaro, Timor Leste. Before determining the sample, the writer will first determine the unit of analysis. The analysis unit in this study is the teacher and students at Ensino Secundario Geral Publico Hato-Udo, especially in class II IPS (Ciências Sociais). The sample in this study was the total students at Ensino Secundário Geral Público Hato-Udo class XI IPS totaling 49 people. The techniques used for data collection, both primary and secondary data, are observation techniques, questionnaires or questionnaires, and documentation.

The variables to be analyzed consisted of two kinds of variables, namely, the independent variable (teacher motivation and creativity) and the dependent variable (learning achievement). The independent variable (X) is the type of variable that explains or affects other variables (Indriantoro and Supomo, 1999), while the dependent variable (Y) is the type of variable that explains or affects the independent variable. The method of statistical data analysis used is the data used in this study are:

a. Correlation test

A correlation test is used to measure the closeness (strong, weak, or absent) of the relationship between variables.

- Simple correlation coefficient for variables X1 and Y
- Simple correlation coefficient for variables X2 and Y
- Determine the correlation value of motivation (X1) with teacher creativity (X2)
- Multiple correlation analysis for X1 and X2 against Y

b. Multiple Linear Regression Analysis

Multiple linear regression analysis is an analysis tool for forecasting the value of two or more independent variables on the dependent variable. Then the equation used is $Y = a + b_1X_1 + b_2X_2 + e$

c. Hypothesis testing

To test whether statistically, the selected independent variable has a significant effect on the dependent variable or not, the t statistical test and F statistical test can be carried out. The t statistical test can be used to test the regression coefficient for each variable, whether separately the variable to -1 has a significant effect. against

dependent variables. While the F statistical test is used to test the regression coefficient simultaneously, whether the independent variables together can explain the variation of the dependent variable.

d. Determinant Coefficient Analysis

To find out the amount of the independent variable's contribution to the dependent variable it is necessary to look for the coefficient of determination (R²).

RESULT

In this study, the researcher distributed or provided a questionnaire containing statements about independent variables (teacher motivation and creativity) and dependent or dependent variables (student learning achievement) to respondents in this case students of class II IPS (Ciências Sociais) in Ensino Secundario Geral Publico Hato-Udo. In connection with research conducted by giving questionnaires to respondents, then the results of filling out questionnaires from respondents are analyzed first using the Classical Assumption Test to obtain an efficient estimate value from multiple linear regression equations. For this reason, the implementation of data analysis must fulfill several classical assumptions to determine whether the estimation results with multiple regression carried out are free from the presence of multicollinearity symptoms. Where the results of the multicollinearity calculation with the identification of the VIF value know that there is no multicollinearity between the independent variables because the VIF value is <10. And the next test is the autocorrelation test to see whether the members of the observation in the same independent variables are related to one another, So the research results show that in the model summary section, the DW number is 2.516, which means that the regression model has autocorrelation. Furthermore, using the normality test to test the regression model of the dependent variable and the independent variable, both have a normal distribution or not. The test results show that the regression model meets the normality assumption so that it can be used for predictions. Thus, because the analysis test or classical assumption test meets the test requirements, further analysis can be carried out.

a. Correlation coefficient

At this stage there will be an analysis of the relationship between the two variables X1 (Learning Motivation) and Variable X2 (Teacher Creativity) to the Y variable (Learning Achievement) to find out how much the relationship of each independent variable (X1 and X2) to Learning Achievement (Y) in Ensino Secundario Geral Público Hato-Udo Ainaro, can be seen in the following table:

Correlations

		Learning achievement	Learning Motivation	Teacher Creativity
Pearson Correlation	Learning achieve.	1.000	.486	.505
	Learning Motiv	.486	1.000	.408
	Teacher Creati	.505	.408	1.000
Sig. (1-tailed)	Learning achieve.	.	.000	.000

N	Learning Motiv	.000	.	.002
	Teacher Creati	.000	.002	.
	Learning achieve.	49	49	49
	Learning Motiv	49	49	49
	Teacher Creati	49	49	49

Based on the description in the table above, it shows that the two independent variables (Learning Motivation and Teacher Creativity) have a significant and unidirectional relationship to the dependent variable (Learning Achievement). Where, the learning motivation variable (X1) on learning achievement (Y) is = 0.486 at a significance level of 0.000, which is a unidirectional and a quite strong relationship. Meanwhile, the Teacher Creativity variable (X2) on the Learning Achievement variable (Y) is = 0.911 at the significance level of 0.000, which is a one-way and very strong relationship.

b. Multiple Linear Regression Analysis

Multiple linear regression analysis is used to determine the relationship and influence of two or more independent variables X1 and X2 on the dependent variable Y (Learning Motivation and Teacher Creativity on Learning Achievement). Multiple linear regression analysis in this study is to determine the relationship model between the independent variables consisting of Learning Motivation (X1) and Teacher Creativity (X2) on Learning Achievement (Y).

Following are the results and models of the relationship between the independent variables and the dependent variable based on the results of the analysis using SPSS version 21.00 for windows:

Coefficients^a

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	6.175	3.204		1.927	.060
1 Learning Motiv.	.262	.102	.336	2.575	.013
Teacher Creati	.420	.149	.368	2.825	.007

a. Dependent Variable: Learning Achievement

Based on the results of the above calculations, the multiple linear regression model is $Y = 6.175 + 0.262 X1 + 0.420X2$

Based on the results of the multiple linear regression calculations above, the interpretation of the model is:

- 1) The constant value of 6,175 shows that if the value of the independent variable consisting of Learning Motivation (X1) and Teacher Creativity (X2) is 0 (zero), then the amount of Learning Achievement is 6,175
- 2) The learning motivation coefficient (X1) is 0.262. Where the coefficient is positive, it explains that the influence of Learning Motivation on Learning Achievement is unidirectional, meaning that the higher the Learning Motivation, the Learning Achievement in Ensino Secundario Geral Público Hato-Udo Ainaro is getting higher. The value of this coefficient can be concluded that if the Learning Motivation increases by one unit, the amount of Learning Achievement will increase by 0.262 units.
- 3) The coefficient of Teacher Creativity (X2) is 0.420. It can be explained that the influence of Teacher Creativity on Learning Achievement is unidirectional, meaning that the higher the teacher's creativity, the greater the Learning Achievement in Ensino Secundario Geral Público Hato-Udo Ainaro. The coefficient value in the model above, explains that if Teacher Creativity increases by one unit, Learning Achievement will also increase by 0.420 units.

c. Hypothesis test

To prove the hypothesis simultaneously or simultaneously by looking at the Fcount value, namely to test the meaning of the regression coefficient simultaneously. Based on the results of the F test according to the calculation of SPSS for windows version 21.00 can be seen in the following table:

ANOVA^a

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	155.693	2	77.846	12.330	.000 ^b
	Residual	290.430	46	6.314		
	Total	446.122	48			

a. Dependent Variable: Learning Achievement

b. Predictors: (Constant), teacher creativity, Learning Motivation

Based on the description in the table above, it shows that the value of Fcount = 12.330 is greater than Ftable = 2.80 with a significant level of 0.000 and a significant value of $0.000 < 0.05$, it can be concluded that the two independent variables, namely X1 and X2 (Learning Motivation and Teacher Creativity) Simultaneously / simultaneously a significant effect on the dependent variable (Learning Achievement). then Ho is rejected at the 95% confidence level which means significant or the value of the significant level of the F test of 0.000 which is smaller than a by 5% so that Ho is rejected and accepted by H1.

After that, it was continued by using a partial test to test the effect of each variable, namely the independent variable on the dependent variable. The partial test looks at the results of the t test which is used to prove the truth of the second hypothesis (H2) which states that it is assumed that learning motivation (X1) and teacher creativity (X2) variables have a partial effect on learning achievement (Y).

Furthermore, the partiality of each variable can be seen from the t value obtained from the t test in the following table:

Coefficients^a

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	6.175	3.204		1.927	.060
1 Learning Motiv.	.262	.102	.336	2.575	.013
Teacher creativity	.420	.149	.368	2.825	.007

a. Dependent Variable: Learning Achievement

Based on the calculation, it is obtained that $t = 2,575$ is greater than t table of 1,678, so H_2 is accepted at a 95% significance level or a significant value of t test is 0.013 so that H_2 is accepted and H_0 is rejected. Thus, it can be concluded that partially the Learning Motivation variable (X_1) has a significant effect on the Learning Achievement variable (Y). Meanwhile, the calculation results obtained that $t = 2.825$ is greater than t table of 1.678, so H_2 is accepted at the 95% significance level, or the significant value of the t test is 0.007 smaller than a by 5% so that H_2 is accepted and H_0 is rejected, so it can be concluded partially the teacher creativity variable (X_2) has a significant effect on the learning achievement variable (Y).

From the description above, it can be concluded that the second hypothesis which states that the variable Learning Motivation (X_1) and Teacher Creativity (X_2) partially affects Learning Achievement (Y) in Ensino Secundario Geral Público Hato-Udo Ainaro for the 2015 Academic Year is proven, namely t_{count} of learning motivation variable is greater than t_{table} ($t_{count} = 2.575 > t_{table} = 1.678$), meanwhile, teacher creativity is t_{count} greater than t_{table} ($t_{count} = 2.825 > 1.678$).

Furthermore, the available results are used to test the determinant coefficient by looking at the adjusted R square value or the coefficient of determining Learning Motivation and Teacher Creativity on Learning Achievement, are as follows:

Model Summary^b

Mode	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.591 ^a	.349	.321	2.513

a. Predictors: (Constant), Teacher creativity, learning Motivation

b. Dependent Variable: Learning achievement

Based on the table above, it shows that the value of R (correlation coefficient) is = 0.591 which indicates a very close correlation between the independent variable and

the dependent variable. The R square value of 0.591 indicates that 34.9% of Learning Achievement is influenced by Learning Motivation and Teacher Creativity. Meanwhile, the remaining 65.1% is influenced by other factors outside the model used.

DISCUSSION

The Effect of Learning Motivation (X1) on Learning Achievement (Y)

The results of the calculation of multiple linear regression analysis of the values obtained through the regression equation show that the Learning Motivation variable (X1) shows a positive regression coefficient (unidirectional) with a very strong category of 0.900. This shows that there is a positive direction or a very strong and unidirectional relationship between the learning motivation variable and learning achievement. This can be interpreted that if the learning motivation increases, the learning achievement will increase, and vice versa if the learning motivation decreases, the learning achievement will decrease.

The learning motivation variable partially has a significant influence on learning achievement, with a significance value of 0.000, when compared with the significance level of (a) 5%, then the Asymp value. Sig. (2-sided) is greater than a by 5% so that H2 is accepted and H0 is rejected, or it can be said that Learning Motivation has a significant effect on Learning Achievement in Ensino Secundario Geral Público Hato-Udo Ainaro. Where, the result of the calculation of $t = 2.575$ is greater than the t table of $= 1.678$ at the 95% significance level, or the significant value of the t test of 0.018 is greater than a 5% so that H2 is accepted and H0 is rejected.

Effect of Teacher Creativity (X2) on Learning Achievement (Y)

In the results of statistical calculations, it shows the multiple linear regression coefficients from the value of the model regression equation, it is known that the work performance variable (X2) shows a positive regression coefficient (unidirectional) with a value of $= 0.911$. This shows a positive or unidirectional relationship with a very strong category of Teacher Creativity on Learning Achievement. This may imply that if the teacher's creativity is increased, the learning achievement will be higher and vice versa, if the teacher's creativity decreases, the learning achievement will decrease.

Teacher Creativity variable (X2) has a significant influence on Learning Achievement, with a significance value of 0.000, when compared with a significance level of (a) 5%, then the Asymp value. Sig. (2-sided) is smaller than a by 5% so that H2 is rejected and H0 is accepted, or it can be said that Teacher Creativity influences Learning Achievement in Ensino Secundario Geral Público Hato-Udo Ainaro. Where, the calculation results obtained t count of $2.825 >$ from t table of 1.678 , then H2 is accepted at the 95% significance level, or the significant value of the t test is 0.009 smaller than a by 5% so that H2 is accepted and H0 is rejected, so it can be concluded that the variable Teacher creativity (X2) affects the learning achievement variable (Y).

The Effect of Learning Motivation and Teacher Creativity on Learning Achievement

Based on the results of hypothesis testing, the independent variable consisting of Learning Motivation (X1) and Teacher Creativity (X2) together (simultaneously) has a significant effect on the dependent variable, namely Learning Achievement (Y). This is evidenced by the value of Fcount ($12.330 >$) from Ftable (2.80) with a probability value of 0.000 so that the research hypothesis which reads

the variable Learning Motivation (X1) and Teacher Creativity (X2) simultaneously (simultaneously) has a significant effect on the Achievement variable. Studying (Y) in Ensino Secundario Geral Público Hato-Udo Ainaro is proven or accepted to be true.

On the other hand, the calculation of the correlation between the two independent variables (Learning Motivation and Teacher Creativity) on the dependent variable (Learning Achievement) obtained an R value of = 0.591, the R value represents the magnitude of the correlation or relationship simultaneously (simultaneously) and unidirectional. This means that Learning Motivation (X1) and Teacher Creativity (X2), have a very strong and positive relationship with Learning Achievement (Y). The unidirectional nature (positive) explains that if Learning Motivation (X1) and Teacher Creativity (X2) increase, Learning Achievement (Y) will also increase significantly, where the coefficient of determination (R-square) is obtained = 0.349. This determinant coefficient value states the magnitude of the two variables, namely Learning Motivation and Teacher Creativity, which can affect the dependent variable (Learning Achievement), which is = 0.349 or 34.9%. This means that the contribution of learning motivation and teacher creativity to learning achievement is = 34.9%, while the remaining 65.1% is determined by other factors that are not analyzed and examined in this study. For this reason, it can be explained that for Study Achievement in Ensino Secundario Geral Público Hato-Udo to be effective and efficient and to achieve expectations, it is necessary to look at Learning Motivation and Teacher Creativity.

Thus, it can be explained that one of the principles of implementing education is that students actively take part in the educational activities carried out. To carry out an activity there must be encouragement to carry it out. In other words, there must be motivation. Strong motivation in the educational process makes students more active and participate in teaching and learning activities.

CONCLUSION

Based on the results of the research and the results of the analysis that has been done, the conclusions in this study include:

- 1) Learning motivation and teacher creativity simultaneously have a significant effect on learning achievement in Ensino Secundario Geral Público Hato-Udo, where the value of $F_{count} = 12.330 > F_{table} = 2.80$ with a significance level of $0.000 < 0.005$. With the simultaneous correlation coefficient of 0.591 and the coefficient of determination (r^2) of = 0.349 or 34.9%.
- 2) The learning motivation variable (X1) and the teacher creativity variable (X2) partially affect learning achievement (Y) in the Ensino Secundario Geral Público Hato-Udo. Where, the Learning Motivation variable obtained a t-value of = $2,575 > t_{table} = 1,678$ a significant value of the t test of 0.013, and the t value of the Teacher Creativity variable of = $2,825 > t_{table} = 1,678$ at the 95% significance level, or the significant value of the t test. equal to 0.007.
- 3) Of the two variables of Learning Motivation (X1) and Teacher Creativity (X2) the most dominant influence on Learning Achievement (Y) in Ensino Secundario Geral Público Hato-Udo Ainaro academic year 2015 is variable X2 (Teacher Creativity) where the variable correlation coefficient Learning Motivation (X1) on Learning Achievement (Y) is 0.486 at a significance level of 0.000 and the Teacher Creativity

variable (X2) on the Learning Achievement variable (Y) is 0.911 at a significance level of 0.000, with multiple linear regression prices $Y = 6.175 + 0.262 X1 + 0.420X2$. Meanwhile, the correlation coefficient of learning motivation and teacher creativity on learning achievement is 0.591 with an R square value of 0.349 or 34.9% and the remaining 65.1% is influenced by other factors.

In connection with the research results, so that every teacher needs to attend training so that teachers provide more motivation to learn to students to improve better learning achievement and to increase learning achievement teachers must be able to determine effective strategies and if there is a decrease in learning achievement can identify the cause.

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