

Efforts to Increase Teacher Creativity in Motivating Student Learning

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Abstract

In increase quality education, must there is continuity performance and quality improvement. Continuous quality improvement serves as a measure for resolve problem education quality low which depend on approach conventional. this writing study about deep teacher creativity motivating study participant educate. Teacher creativity in motivating Participant educate is also part from Behavior Educational Organization, which is behavior a teacher gives influence good for development participant he taught. Study is a marked process with exists change in self-somebody good knowledge, understanding, attitudes and behavior he did nor his skills . Participant students really need motivation and encouragement in study , encouragement from in nor from outside . If participant educate have motivation strong study , then _ Theory lesson will light and easy as well as the learning process Becomes fun . Teacher creativity is one _ pusher motivation learn . Creative teacher could develop ability of new ideas and ways new in teach . Teacher creativity can be in the form of creativity in classroom management and the use of learning media. Ways to generate motivation that teachers can do include giving numbers, prizes, competition, ego involvement, tests, knowing results, praise, punishment, desire to learn, interest, and recognized goals.

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1. INTRODUCTION

Education in the concept of community development is a dynamic in the development of civilized humans. Education is not only limited to the role of transferring knowledge (*Transfer of knowledge*) only, but also functions to develop abilities and shape the character and civilization of a dignified nation in order to make the nation's life more intelligent, aimed at developing the potential of students to become human beings who have faith and devotion to God Almighty, have noble character, are healthy, knowledgeable, capable, creative , be independent, and become democratic and responsible citizens. From the function and goals of education, it is hoped that Indonesian people will be people who are balanced between cognitive, affective and psychomotor aspects, and in achieving national education goals, the world of national education is faced with a big problem, namely improving the quality and relevance of education. This problem is the most important focus in national education development.

Every individual has the desire to change himself for the better. These changes can be achieved by learning. Likewise, students at school have the desire to change, know many things, and want to increase their creativity and intellectual abilities. A student must understand that learning has several purposes (Sardiman, 2011:3) expressing several purposes, namely: 1) Knowing an intelligence, skill or concept that was never previously known; 2) Can do something that previously could not be done, both behavior and skills; 3) Able to combine two pieces of knowledge (or more) into a new understanding, both skills, knowledge, concepts and attitudes/behavior; and 4) Can understand and/or apply the knowledge that has been obtained.

However, in the course of the learning process, students experience various psychological conditions, including ups and downs in their drive to learn or motivation to learn. Motivation is a psychological condition that encourages someone to do something. In the field of education, motivation is of course oriented towards achieving psychological conditions that encourage a person to be enthusiastic about learning (Thoifuri, 2013: 96).

It can be seen that during this time many students seem to have lost motivation in learning. Even though they are physically present in the classroom, it is only to carry out their study routine according to the lesson schedule prepared by the school. Students become objects and only accommodate what is conveyed by the teacher, so that they lose the purpose of what they are studying for and learning at school is just a formality. Learning activities become passive and boring. Stiff interactions between teachers and students cause students to not be motivated to learn.

Creative teachers can utilize everything available so that teaching and learning interactions can take place in a fun way and make students motivated to participate in learning. Teachers can optimize their creativity to motivate students both from within and from outside. From within, for example, teachers must be good at being a person close to students. Meanwhile, from outside, for example, teachers can choose the right method and use appropriate media so that students are motivated to learn.

Next, this article will explain motivation theory, learning theory, learning motivation, teacher creativity and how teacher creativity increases students' learning motivation.

a) Motivation

Motivation (*to move*) according to Bimo Walgito (in Erjati Abbas, 2014: 80) means "moving" or *to move*. So, motivation is defined as the power within an organism that drives it to do or act as a driving *force*. In religious language, the term motivation according to Tayar Yusuf is not much different from "intention/intention", (innamal a'malu binniat = actually actions depend on intention), namely the tendency of the heart that encourages someone to take action.

Thus, it can be understood that the basic definition of motivation is the internal state of an organism that encourages it to do something. Many terms are used to refer to motivation or motive, including need, urge, desire and drive. The term motivation, which is defined as a condition in a person's personality that encourages the individual's desire to carry out certain activities in order to achieve goals. The motivation that exists in a person is the driving force that will realize a behavior to achieve the goal of self-satisfaction (T. Hani Handoko, 2009: 252).

Siagian (in Erjati Abbas, 2014: 80) states that motivation is a driving force that results in an organization member being willing and willing to mobilize their abilities in the form of expertise or skills, energy and time to carry out various activities for which they are responsible and fulfill their obligations in order to achieve goals. which has been specified.

Motivation according to Greenberg and Baron is defined as a series of processes that move, direct and maintain individual behavior to achieve several goals. Mathis and Jackson stated that motivation is a drive that is governed by goals and rarely appears in a vacuum. The terms need, desire, desire or drive are the same as motive, which is the origin of the word motivation.

Motivation talks about how to encourage someone's work enthusiasm, so that they want to work by optimally providing their abilities and skills to achieve goals. This stimulation will create encouragement for someone to carry out activities. According to Berelson and Steiner quoted by Wahjosumidjo, motivation is a conscious effort to influence someone's behavior so that it leads to achieving organizational goals (Danang Sunyoto, 2015: 10).

According to Terry, motivation is a desire that exists in an individual that stimulates him to take action. This understanding concludes that motivation is stimulation that originates from an individual's desire to carry out action. Basically, this motivation departs from the motives a person has (Marno and Triyo, 2013: 21).

According to Mc Donald (in Sardiman, 2011: 73), motivation is a change in energy in a person's life which is characterized by the emergence of "feelings" and is preceded by a response to a goal. There are three important elements contained in the statement The Mc Donald's are:

- 1) Motivation initiates energy changes in every human individual. Even though motivation arises from within humans, its appearance will involve human physical activities;
- 2) Motivation is characterized by the emergence of feelings/ *feeling*, someone's affection. In this case, motivation is relevant to psychological issues, affection and emotions which can determine human behavior; And
- 3) Motivation will be stimulated because of a goal.

According to several experts in the field of education, motivation theory was also explained.

Motivation theory consists of two approaches, namely the content approach and the process approach. Content approaches include Abraham Maslow's hierarchy of needs theory, ERG theory, two-factor theory, and Mc Clelland's theory of needs. Meanwhile, the process approach consists of expectancy theory, justice theory, and goal setting theory.

1. Abraham Maslow's Hierarchy of Needs Theory

Abraham Maslow's theory of needs consists of five levels of basic human needs according to Robbins and Judge (in Danang Sunyoto and Burhanudin, 2011:27), namely:

- a. Physiological needs/*physiological needs*: includes hunger, thirst, sexual, shelter, and other physical needs.
- b. Need for security/*safety needs*: includes a feeling of wanting to be protected from physical and emotional harm.
- c. social needs/*social needs*: includes feelings of affection, belonging, acceptance, and friendship.
- d. Reward needs/*esteem needs*: includes internal reward factors such as self-respect, autonomy, and achievement, as well as external reward factors such as status, recognition, and attention.
- e. Self-actualization needs/*self-actualization needs*: namely the urge to become someone according to one's abilities, including growth, achieving potential, and self-fulfillment.

2. ERG Theory (Existence, Relatedness, and Growth)

Robbins and Judge (in Danang Sunyoto and Burhanudin, 2011:28) explain that this theory was put forward by Clyton Alderfer, the more a certain need is not fulfilled, the greater the desire to satisfy it. The strength of the desire to satisfy higher needs is greater if lower needs have been satisfied. Conversely, the more difficult it is to satisfy higher level needs, the greater the desire to satisfy more basic needs.

3. Mc Clelland's Theory of Needs

This theory states that there are three needs that can be used to explain individual motivation, namely:

- a. The need for achievement, namely the drive to exceed, achieve standards, and strive hard to succeed. The characteristics of individuals who have a high need for achievement are that they prefer jobs that require personal responsibility, feedback, and a moderate level of risk.
- b. Need for power / *need for power* namely the need to have influence, be influential, and control other individuals.
- c. Need for affiliation, namely the desire to establish close and friendly interpersonal relationships. Robbins and Judge, 2007 (in Danang Sunyoto and Burhanudin, 2011:30).

4. Expectancy Theory

Expectancy theory / *Expectancy theory* developed by Victor Vroom, who explained that the strength of a tendency to act in a certain way depends on the strength of an expectation that the action will be followed by a given outcome and on the attractiveness of that outcome for the individual.

5. Goal Setting Theory

According to goal setting theory / *goal setting theory* that specific and difficult goals, with feedback, will result in better levels of performance. Edwin Locke and his colleagues then formulated a goal setting model. Goal setting has four mechanisms related to motivation, namely:

- a. Goals direct attention, personal goals mean focusing attention on something that is relevant and important.
- b. Goals of organizing a business. Goals not only make individual perceptions more selective, but also motivate them to act.
- c. The goal is to increase perseverance, perseverance is related to the effort put into a task over a longer period of time.
- d. Goals drive strategies and action plans; goals help individuals to develop strategies and action plans that will be carried out to achieve goals. Kreitner and Kinicki, 2005 (in Danang Sunyoto and Burhanudin, 2011:35)

Regarding student motivation in learning, the following is a review of learning motivation. However, first we will explain learning theory.

b) Learning Theory

Learning is an activity to gain knowledge, whether carried out individually, in groups, or with teacher guidance so that behavior changes. Behavior is a person's habits, whether in the form of knowledge, attitudes, understanding or skills. And a person's behavior can be: *behavioral performance* (observable appearance) or *behavioral tendency* (not visible which is not observed). These two behaviors will get better if they are obtained through proper learning (Thoifuri, 2013:99).

Winkle (in Ahmad Susanto, 2016:1), learning is a mental or psychological activity, which takes place in active interaction with the environment which results in changes in knowledge, understanding, skills, values and attitudes.

Ngalim Purwanto (in Ahmad Susanto, 2016:1) learning is a relatively permanent change in behavior that occurs as a result of training or experience.

Robert M. Gagne (in Ahmad Susanto, 2016: 1) learning can be defined as a process in which an organism changes its behavior as a result of experience. Learning and teaching are two concepts that cannot be separated from each other. These two concepts become integrated in one activity where interaction occurs between teachers and students, as well as students and students during learning.

Hamalik (in Ahmad Susanto, 2016: 4) explains that learning is modifying or strengthening behavior through experience (***learning is defined as the modificatory or strengthening of behavior through experiencing***). According to this understanding, learning is a process, an activity, and not a result or goal. So, it can be concluded that learning is not just remembering or memorizing, but more broadly than that, it is experiencing. Hamalik also emphasized that learning is a process of changing individual or person behavior through interaction with their environment. These behavioral changes include changes in habits (*habit*), attitude (*affective*), and skills (*psychomotor*).

Behavioral changes in learning activities are caused by experience or training. According to Slameto, learning is a process of effort carried out by individuals to achieve a change in behavior new as a whole, as a result of the individual's own experience in interaction with his environment (Slameto, 2010:2) Slameto.2010. Rusman explained that learning is one of the factors that influences and plays an important role in personal formation and individual behavior (Rusman, 2015:12).

Explanation by experts in the field of Education about various learning theories. Understanding that learning involves psychological elements and a person's psychology is diverse, so there are many different learning theories. In general, learning theories as expressed by several experts written by Thoifuri, can be categorized into three, namely:

1. Power psychology learning theory

According to this theory, a person's learning is based on mental readiness which consists of a number of valuable powers which are separate from each other, such as the power to observe, remember, respond, imagine and think, all of which require practice. This theory views that learning from teaching materials has value and this value lies in the formality, not in the material. This means that whatever teaching material a person learns is not important, what is important is its influence in forming certain abilities. Understanding the power psychology theory above, of course, requires teachers to be more active, creative and dynamic. Teachers don't just come to meet students and deliver teaching materials, but teachers should be able to respond to their students, both inside and outside the classroom. The teacher's position as a stimulant requires thorough preparation with various teaching materials, teaching methods, teaching media and teaching evaluation. Stimulants created by teachers are basically the key to active learning, both individual and group.

2. Association learning theory

The initiator of this theory was Herman Ebbinghaus in Skinner whose experiments stated that humans have the ability to remember by verbal association. Verbal abilities consist of expressing words or actions that can connect one stimulus to another so that it becomes a

significant response. It can be said that there is no stimulant if there is no response, conversely there will be no response if there is no stimulant. The relationship between response (R) and stimulant (S) is one unit. The student is the response and the teacher is the stimulant. Association theory emphasizes the importance of behavior that arises because of the relationship between response and stimulant, rather than on a person's cognitive or intelligence in responding to stimulants.

3. Gestalt learning theory

If the associative learning theory emphasizes behavior, then the gestalt learning theory is oriented towards the importance of cognition obtained from the function of a person's intellectual intelligence in understanding something. In addition to emphasizing on understanding, some also emphasize on remembering. Both are part of the gestalt theory which is the form of the learner in considering the phenomena of his environment (Thoifuri, 2013:95).

From the various definitions of learning above, according to Sardiman, there are several principles that are important to complete the understanding of the meaning of learning, including:

- 1) Learning essentially concerns human potential and behavior;
- 2) Learning requires processes and stages as well as personal maturity in students;
- 3) Learning will be more stable and effective if it is driven by motivation, especially motivation from within/based on need/awareness or *intrinsic motivation*;
- 4) In many ways, learning is an experimental process;
- 5) A student's learning ability must be taken into account in determining the content of the lesson;
- 6) Learning can be done in three ways, namely: direct teaching, control, direct immersion contact, as well as introduction and/or imitation;
- 7) Learn through practice or direct experience;
- 8) The development of students' experiences will greatly influence the learning abilities concerned;
- 9) Meaningful learning materials, easier and more interesting to learn, than less meaningful materials;
- 10) Information about students' good behavior, knowledge, mistakes and successes helps a lot in smooth and enthusiastic learning;
- 11) Learning is transformed wherever possible into a variety of tasks, so that children carry out dialogue within themselves or experience it themselves (Sardiman, 2011:24) providing direction for learning activities, so that it is hoped that the goals can be achieved (Sardiman, 2011:102)

c) Motivation to learn

The definition of learning motivation has been expressed by many experts, including according to M. Dalyono, who explained that learning motivation is the driving force to do something, which can come from within oneself and also from outside (Dalyono, 2005: 55). In learning activities, motivation can be said to be the overall driving force within students which gives rise to, ensures continuity and provides direction to learning activities, so that it is hoped that goals can be achieved (Sardiman, 2011: 102).

According to Winkel (in Aina Mulyana, 2018), learning motivation is all efforts within oneself that give rise to learning activities, and ensure the continuity of learning activities and provide direction to learning activities so that the desired goals are achieved. Motivation to learn is a psychological factor that is non-intellectual and plays a role in fostering enthusiasm for learning for individuals.

In learning, motivation is very necessary so that learning objectives can be successful. And the success of learning really depends on how enthusiastic the participants are in participating in the learning. Each student has motivation to learn and in general motivation to learn comes from two directions (Sudirman in his book), namely:

1. Intrinsic Motivation

Intrinsic motivation is motives that become active or function without needing to be

stimulated from outside, because within each individual there is already an urge to do something. If viewed in terms of the purpose of learning activities, what is meant by intrinsic motivation is wanting to achieve the goals contained in the act of learning itself. So motivation arises from self-awareness with an essential purpose, not just symbols and ceremonies.

2. Extrinsic Motivation

Extrinsic motivation is motives that are active and function due to external stimuli. For example, someone studies because they have an exam tomorrow in the hope of getting good grades and praise.

So, it's not because you want to learn to know something, but you want to get good grades or praise. Therefore, extrinsic motivation can also be said to be a form of motivation in which learning activities are initiated and continued based on external encouragement which is not absolutely related to learning activities (Sardiman, 2011: 89). Motivation can be seen from several indicators. According to (Hamzah B Uno, 2009:21) there are nine motivation indicators, namely:

- 1) Persevere in facing tasks (can work continuously for a long time, not stopping before completion);
 - 2) Resilient in facing difficulties (not giving up quickly);
 - 3) Does not require external encouragement to achieve;
 - 4) Want to deepen the material or field of knowledge provided;
 - 5) Always try to achieve as best as possible (not quickly satisfied with one's achievements);
 - 6) Show interest in various problems adults" (for example regarding development, corruption, justice, and so on);
 - 7) Happy and diligent in studying, full of enthusiasm, gets bored quickly, with routine tasks, can defend his opinions (if he is sure about it) something, it's not easy to let go of something you believe in);
 - 8) Pursue long-term goals (can postpone the satisfaction of immediate needs that you want to achieve later);
 - 9) Enjoy searching and solving problems. (So that students grow in their motivation to learn)
- With motivation, it will increase students' persistence in learning and can further develop learning activities.

E. Teacher Creativity

Learning activities involve several components, namely students, teachers, learning objectives, lesson content, teaching methods, appropriate learning media, and evaluation. All of these components interact with each other in learning activities which end in learning objectives (Sulistiyorini and M. Fathurrohman, 2016: 155).

1. In learning activities, try to make learning student-centered. Make students active participants, not passive. Teachers can use active methods by giving students challenging assignments so that students are motivated to complete these challenges.
2. Teachers can use appropriate learning media. Learning media that attracts students' attention will make the rest motivated to learn. It doesn't have to be difficult or expensive, just take advantage of whatever objects or things are around us.
3. Show enthusiasm as a teacher in teaching. Make sure the teacher looks good, enthusiastic and confident. Use your skills as a good story teller, because basically the teacher is an actor.
4. The teacher creates a pleasant learning atmosphere. Students are only likely to learn well if the learning atmosphere is pleasant. Avoid things that cause tension. Teachers can also occasionally create humor.
5. Give positive comments on student work results. Basically, students need appreciation, at least positive comments from the teacher, for example the words "good", "keep up your efforts", or "you are great".

According to (Slameto, 2010: 145), explains that the meaning of creativity is related

to the discovery of something, regarding things that produce something new by using something that already exists. According to Slemeto, in general it can be stated that individuals with creative potential can be recognized by the following characteristics:

- 1) Have a fairly large desire for curiosity;
- 2) Be open to new experiences;
- 3) Resourceful;
- 4) Have curiosity to discover (research);
- 5) Tend to prefer heavy (difficult) tasks;
- 6) Tend to look for broad and satisfying answers;
- 7) Have dedication, be mobile and actively carry out tasks;
- 8) Thinking flexibly;
- 9) Respond to questions asked and tend to provide more answers;
- 10) Ability to make analysis and synthesis;
- 11) Have quite good abstract power; And
- 12) Have a fairly extensive reading background (Slameto, 2010: 197).

A creative teacher is a teacher who has the ability to develop new ideas and new ways of educating, teaching, guiding, directing, training, assessing and evaluating students. According to (Mangwaskim, 2016) in his paper he states the characteristics of creative teachers as follows:

1. Has the latest innovative ways in developing learning models.
2. Have the ability to design and design learning devices independently.
3. Have varied abilities in presenting learning material.
4. Have the ability to present fun learning.
5. Have an optimistic spirit in carrying out tasks.
6. Have the ability to solve problems in social communication relationships.
7. Have the ability to carry out experiments in carrying out their duties.
8. Have a good mindset and always think positively.
9. Have the character of being obedient to worship.
10. Have a personality who can be a role model for students and fellow teachers (Mangwaskim, 2016).

Teacher creativity can be directed at two components, namely:

1. Creativity in classroom management. Class management is existing activities and planning activities carried out in class to direct a good learning process. In terms of classroom management, teacher creativity in classroom management is directed at helping students in the classroom learn collaboratively and cooperatively and creating an academic environment that is conducive to the learning process.
2. Teacher creativity in using learning media. Learning media are tools or objects that can support the learning process in the classroom. The functions of learning media are:
 - a. Help students understand the abstract concepts being taught
 - b. Increase student motivation in learning
 - c. Reduce the occurrence of misunderstanding
 - d. Motivating teachers to develop knowledge (Iwan Ridwansyah, 2010).

F. Teacher Creativity to Motivate Student Learning

Student learning motivation can be increased by teacher creativity, students become more enthusiastic in learning and avoid boredom. Students are motivated and happy with teachers who are full of creativity.

Teacher creativity does not necessarily emerge from a teacher. There needs to be an effort to shape and increase teacher creativity. Within the school scope, efforts to increase teacher creativity can be carried out by the school principal.

Efforts to increase teacher creativity carried out by school principals include:

1. The school principal supervises teachers. According to Mulyasa (2009:113) the principal as a supervisor can be carried out effectively, among other things, by group discussions,

class visits, individual talks, and learning simulations. With these methods, it is hoped that teachers will get the freedom to express creative ideas in learning.

2. Providing coaching and development. This activity is related to providing opportunities for teachers to advance through seminars, upgrading, KKG, workshops and providing opportunities for teachers to improve their knowledge and skills by studying at a higher level.
3. Giving appreciation to creative teachers. Appreciation (*reward*) is given with the aim that creative teachers can be more enthusiastic about increasing their creativity in learning.
4. Create a pleasant work atmosphere. Enjoyable working conditions are something that can influence teacher creativity.
5. Train teachers. By doing teacher internships, it is hoped that you can gain valuable knowledge and experience to increase teacher creativity.
6. Conduct case studies. With case studies, teachers can freely express what they want to talk about so that teachers can ask for direction and advice from the school principal.
7. Provide freedom. The aim of giving freedom is so that teachers are able to be creative and more creative.

The efforts made above to increase teacher creativity in learning are of course related to student learning motivation. By increasing teacher creativity, creative learning activities can increase student learning motivation. As expressed by Guntur Talajan (2011:54) regarding the importance of teacher creativity, including:

1. Teacher creativity is useful for increasing student interest in subjects.
2. Teacher creativity is useful in transferring information more completely
3. Teacher creativity is useful in stimulating students to think more scientifically in observing societal phenomena or natural phenomena which are objects of study in learning
4. Teacher creativity will stimulate student creativity

There are several forms and ways of raising student motivation at school that can be carried out by teachers, (Sardiman, 2011: 92) explains the forms and ways of motivating students in learning activities at school, namely:

- 1) Giving numbers, what is meant by numbers here is the value obtained from the results of a test or exam.
- 2) gifts,
- 3) Competition/rivalry is a motivation for students to study harder.
- 4) Growing awareness (Ego-Involvement)
- 5) Give a review
- 6) Knowing the results
- 7) Give praise when students get good results or do a good deed.
- 8) Providing punishment when a child commits a violation of the rules that apply at school. This punishment is intended so that children understand the meaning of the rules and understand what consequences they will receive when they break them.
- 9) Interest, encouraging student interest is very important, so that students become more motivated in learning.

2. Cover

a. Conclusion

Learning is an activity that a person carries out deliberately in a conscious state to obtain a new concept, understanding or knowledge so as to enable a person to experience relatively permanent changes in behavior in thinking, feeling and acting. In studying, students must have several conditions, one of which is motivation. Learning motivation is the overall driving force within students which gives rise to learning activities, ensuring the continuity of learning activities in order to achieve a goal. In reality, a student only carries out learning activities based on routine, because of his obligation to attend school. He has no motivation to study. Maybe

it's because the subjects are not of interest, or the teachers are less creative in delivering lessons.

b. Suggestion

Students' learning motivation comes from within (intrinsic) and from outside (extrinsic). So that motivation to learn can grow in students, stimulants are needed, one of which is a creative teacher. Teacher creativity in learning can be applied in two ways, namely in learning management in the classroom and in the use of learning media. Teachers can use their potential to make students motivated to learn.

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