

## THE INFLUENCE OF TEACHER DISCIPLINE AND CREATIVITY ON STUDENTS' LEARNING MOTIVATION IN MADRASAH

Nur Wasilah\*, Munirul Abidin

Universitas Islam Negeri Maulana Malik Ibrahim Malang, East Java, Indonesia

DOI: <https://doi.org/10.52627/ijeam.v4i3.136>

---

### Article History:

Received: September 2022

Accepted: November 2022

Published: December 2022

---

### Keywords:

Discipline, Creativity, Teachers,  
Learning Motivation, Students.

---

### \*Correspondence Address:

220106210031@student.uin-  
malang.ac.id

---

### Abstract :

Teacher discipline and creativity are things that must exist in teachers. Teachers are always required to always be able to keep abreast of existing developments. Discipline and having high creativity will have an impact on students. According to several articles, creativity is needed in the world of education to support success. This study aims to determine the effect of teacher creativity and discipline on the learning motivation of class VIII students. This research uses quantitative research methods with correlational research types. with a research sample of 78 respondents who are students of MTsN 1 Malang City. Based on the results of partial and simultaneous testing, it was found that there was a positive influence between teacher creativity and discipline on student learning motivation. There is 20.4% teacher creativity affects student learning motivation and 25.5% teacher discipline affects student learning motivation.

### Abstrak:

Kedisiplinan dan kreativitas guru merupakan suatu hal yang harus ada pada guru. Guru selalu dituntut untuk selalu bisa mengikuti perkembangan yang ada. Sikap disiplin dan mempunyai kreativitas yang tinggi akan berdampak pada peserta didik. Menurut beberapa artikel, kreativitas sangat dibutuhkan dalam dunia pendidikan untuk menunjang keberhasilan. Penelitian ini bertujuan untuk mengetahui pengaruh kreativitas dan kedisiplinan guru terhadap motivasi belajar siswa kelas VIII. Penelitian ini menggunakan metode penelitian kuantitatif dengan jenis penelitian korelasional. dengan sampel penelitian sebanyak 78 responden yang merupakan siswa MTsN 1 Kota Malang. Berdasarkan hasil pengujian secara parsial maupun simultan ditemukan pengaruh positif antara kreativitas dan kedisiplinan guru terhadap motivasi belajar siswa. Terdapat 20,4% kreativitas guru mempengaruhi motivasi belajar siswa dan 25,5% kedisiplinan guru mempengaruhi motivasi belajar siswa.

## INTRODUCTION

Education is a medium for students to improve their quality. Education is carried out as an effort to demand students to achieve their desires. In education there are teaching and learning activities in class. To achieve the desired educational goals, must pay attention to management in schools. Good and planned management will produce a good thing too. In this case, it is the school community that realizes good management. Education has been considered as a place to develop children's knowledge and character. Through education can prepare students to face all the changes that exist. (Susilawati, 2020). Educators or teachers have a very important role in educational institutions, teacher awareness is very important to improve the quality of education in educational institutions (Sutianah, 2021).

The success of educational institutions is influenced by the quality of teachers in finding good learning models for students to achieve optimal goals. The teacher is a person who gives directions to students to be able to increase their potential (Hambali, 2019). During learning in educational institutions, students and teachers have a connection. The teacher is a person who has the task of training, evaluating, guiding, teaching and educating. Teaching is developing and transmitting knowledge. Teachers have the authority to control students in educational institutions. Competent teachers certainly have the opportunity to produce competent students as well. In this case, the ability of teachers must always be improved. When teachers do not want to improve their quality, it will also have an impact on student learning outcomes (Wijaya, 2019).

Teachers can become facilitators for students. At this time educational institutions have started to face the challenges and changes of globalization, so that this makes educational institutions always compete to be better. In this case, all school parties are required to increase innovative thinking and also creative thinking (Abidin, 2022). The abilities that must be possessed by teachers are pedagogical abilities, good personality and also professionalism. Professional teachers must have awareness and effort that continues to be trained. There are so many teachers who are still not really aware of their duties and responsibilities. Professional teachers will definitely be liked, respected, valued, and listened to by students. In contrast to unprofessional teachers, they tend not to be listened to by students. So teachers must have a disciplined attitude in carrying out their duties in educational institutions.

Discipline is an important aspect in educational institutions. Teachers who have a good discipline attitude will help to improve the quality of education. Discipline begins with self-awareness, such as awareness of one's duties and responsibilities at school. Examples of teacher discipline are preparing what learning methods will be used in class, what props will be used, preparing material to be delivered, understanding the material to be given to students. Besides discipline, there are other aspects that can improve children's abilities and the quality of learning such as teacher creativity.

Teacher creativity is also needed in the learning process. Teachers not only master learning material, but are also required to understand what learning

models are suitable for use in class, what learning tools can support the learning process. This requires high creativity to always look for new ideas and innovations so that students don't get bored and also to increase their motivation. In today's increasingly developing life, good education is needed by students. Starting from the quality of education and also qualified teachers. Students are expected to have the capability, which is able to deal with the times and have a lot of skills (Hambali, 2017).

Learning motivation is an encouragement that arises from within and outside of students to do something. Motivation to learn has a stake in teaching and learning activities in the classroom, for students and educators. Motivation to learn can lead to enthusiasm for learning so that students are motivated to learn (Haryanto, 2022).

As for previous research conducted by Rizqiyatul Mubarakah with the title "The Influence of Teacher Discipline and Creativity on Learning Motivation VIII in Social Studies Subjects at MTsN 3 Sidoarjo". Discipline and creativity have a significant positive influence. When the teacher's discipline and creativity are high, the student's learning motivation will also be high. When the teacher's creativity and discipline is low, student learning motivation will also be low. (Musbikin, 2019)

Based on the background above, the researcher is interested in raising the title of the influence of teacher discipline and creativity on the learning motivation of class VIII students at MTsN 1 Malang City.

## RESEARCH METHODS

This study uses a quantitative approach to the type of correlational research. The research has to find out about the influence of teacher discipline (X1), and teacher creativity (X2) on student learning motivation (Y) class VIII MTsN 1 Malang City whether or not there is.

The study population was students of class VIII MTsN 1 Malang City with 365, and there were 78 samples from 13 classes selected using a stratified random sampling technique using the Slovin formula. In the number of samples taken for each class using a formula taken randomly with reference to the number of students in each class.

The instrument used to collect research data was a questionnaire/questionnaire to obtain data. Answers from respondents will be given a score and total score to find out the low or high of the variable that has been measured. Each question is given 5-1 points from the highest to the lowest using a Likert scale.

This research on the method of analysis using multiple linear regression analysis. This research involves not just one independent variable, but more. In this study it is used to determine how much influence the independent variable (X1 and X2) has on the dependent variable (Y).

## **FINDINGS AND DISCUSSION**

### **Teacher Discipline**

Discipline is a person's self-awareness in obeying all the rules that have been set in an organization. Discipline is the willingness that arises in every person to comply with existing regulations. The characteristics of discipline are controlling oneself not to violate the rules that have been made, setting all goals and carrying out what should be done, avoiding things that can interfere with the activities to be carried out.

Indicators of teacher discipline must be considered to see whether the teacher is a disciplined person or not, namely as follows: First, time discipline, discipline is a person's awareness in obeying the rules that have been set. Discipline must be possessed by everyone, which is done to avoid violating existing regulations (Apridawai, 2022). The form of time discipline is that the teacher is able to use time properly and with existing regulations, such as going home and arriving according to school hours. With high discipline, it will improve teacher performance and commitment. Second, responsible for planning lessons, teachers have the responsibility to plan learning in schools. Such as by developing an existing curriculum that is in accordance with the conditions in the school. At the beginning of the year, teachers usually have to prepare lesson plans and prepare administration such as learning media, syllabus, learning materials, semester programs, annual programs (Khaidaroh, 2021). Third, implementing learning, A teacher must be able to carry out learning well. Before giving the material, the teacher should master the material that will be given at school and also look for what methods will be used for teaching. Besides that, after giving learning material to students, the teacher must evaluate student learning outcomes to find out whether the material presented is understood by students or not (Hamzah, 2020). Fourth, responsible in guiding students, the teacher is not only in charge of providing learning material at school, but the teacher's job is also to educate students. Teachers must have the ability to set an example and teach good morals to students, so that they are not only intellectually smart, but also have good morals ( Rahmat, 2017). Fifth, participate in school activities, the school has a lot of activities such as joint meeting activities regarding the acceptance of new students or farewells, MGMP activities. Activities in schools have the aim of increasing teacher professionalism (Susanto, 2021). Sixth, uniform dress, dress discipline is a form of teacher professionalism. Not only students must wear uniforms, but teachers must also wear clothes according to the rules in school (Trisno, 2022).

### **Teacher Creativity**

Creativity is an ability to solve problems by creating new ideas to be implemented in an organization or educational institution. The elements that exist in creativity are evaluation, imagination, and knowledge. The characteristics of creativity are sensitivity and awareness in dealing with problems, creative people have a higher awareness than other people. The memory of people who have creativity is sharper (Sunaryo, 2014).

Indicators of teacher creativity must be considered to see whether the teacher is a person who has creativity or not, namely as follows:

First, ability to think openly, lots of changes have occurred and as the development of the scientific era has increased. Teachers must have the ability to think openly such as accepting new things, willing to learn about something new, and willing to accept suggestions and criticism (Suminar, 2021).

Second, high curiosity, one of human nature is a high sense of curiosity, both in facing threats, challenges, or meeting new people. Teachers should have great curiosity. When you have great curiosity, you will not feel easily satisfied with something that has been obtained (Pramunista, 2022).

Third, appreciate differences, learning will go well when the teacher can appreciate the differences in students, both in terms of background and others. Appreciating teacher differences can be used as an example by students, this will make the environment around them comfortable because they don't look at differences (Rosada, 2018).

Fourth, interested in creative power, creating creative power is a form of teacher effort to create a comfortable class for students. Examples of forms of teacher creations such as yelling before learning, charades, short stories or anything that can make students enthusiastic about learning (Umam, 2019).

Fifth, confidence in expressing opinions, confidence is a form of one's belief in one's abilities. Confidence can be trained repeatedly to get good results. Teachers who have a confident attitude both in expressing opinions or giving material in front of the class can make students feel comfortable and easily understand what will be conveyed (Anwar, 2018).

Sixth, have independence in attitude, independence is the state of a person who is not easily influenced by anyone. In this case, the teacher carries out his work according to his profession, other people are not easy to influence him. When creating a learning model, the teacher is confident and immediately applies the model based on considerations that have been thought of and are not easily swayed by persuasion from others (Jamil, 2022).

Seventh, have a broad insight, the learning material conveyed by the teacher must be correct. Teachers should have broad insight, so they must continue to learn so that their knowledge increases. Learning is indeed endless, everyone including teachers must also have self-awareness to always improve their quality (Sahlan, 2018).

### **Student's Motivation to Study**

Motivation is the desire that arises in a person to do something. While motivation to learn is a force that appears in someone to learn something. Motivation in students is a passion that arises in them to achieve high achievements, and this comes from self-awareness. Learning motivation can also come from outside, such as the stimulation given to students. All students who like to learn must have motivation.

The characteristics of students who have motivation to learn are trying to do something more than other people, doing things well, being competitive, working, having high ambitions. Indicators of learning motivation need to be considered carefully, to find out students have a high enthusiasm for learning seen from the following indicators:



First, have high passion, high passion in learning is part of the enthusiasm for learning. Students who have a high passion in learning will enjoy learning activities and do not feel burdened at all. With high enthusiasm when doing an activity such as studying, it will provide good benefits for him (Subando, 2021).

Second, vigorously, learning with enthusiasm can make the material provided by the teacher easy to understand properly. If students are not enthusiastic about learning, then when in class they definitely don't pay too much attention to the teacher (Alfitry, 2020).

Third, have great curiosity, curiosity arises when you have a sense of ignorance about something. Students' curiosity will encourage them to learn about something they have never known. This has a positive impact on himself, because he will have a lot of knowledge (Musbikin, 2021).

Fourth, have great self-confidence, self-confidence is a behavior that is needed by students. When students already have self-confidence, then it becomes their provision to develop their talents or abilities. By having self-confidence, it will help students achieve their desires in learning and good achievement (Suhadi, 2021).

Fifth, has a higher concentration power, the concentration power of students is not the same, there are students who have low, medium, and high concentration power. Students with high concentration power will quickly understand the material properly and maximally (Wandani, 2020).

Sixth, view difficulties as challenges, learning activities at school will definitely encounter obstacles or difficulties. Students who have a high enthusiasm for learning will consider difficulties as challenges that must be overcome. When students are able to overcome all existing difficulties, students will feel able to study well (Sutrisno, 2019).

Seventh, have patience and high fighting power, every child at school will be faced with the various characteristics of his friends. The attitude of patience must be possessed by students because of this diversity. Not only patient in dealing with friends, but patient in understanding the material, listening to teachers, and accepting school assignments. In addition to high patience, students must also be able to have a high fighting spirit such as trying anything to improve their learning achievement (Paiman, 2021).

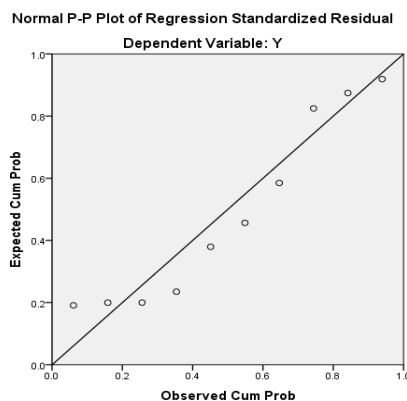
The relationship with the dependent variable is that students' learning motivation is influenced by the creativity and discipline of the teacher. Motivation to learn as independent of the discipline and creativity of the teacher. Discipline will have an influence on student learning motivation, when the teacher is always disciplined it will generate enthusiasm for student learning. Students will feel happy when the teacher is disciplined such as preparing learning materials, arriving on time and being aware of their responsibilities as educators and teachers. Not only discipline that affects student learning motivation, teacher creativity will also have an effect. When the teacher has high creativity, such as looking for new methods in providing learning materials, using visual aids that attract students' enthusiasm.



## Model exposure

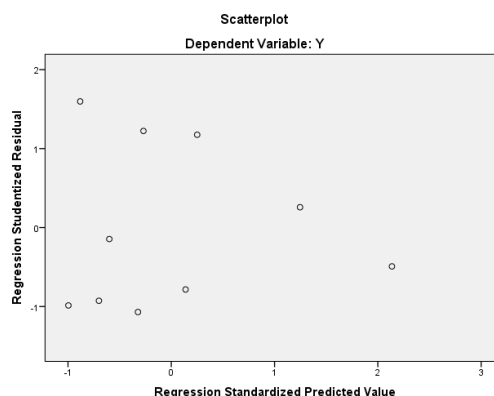
### First, Normality Test

The normality test can be said to be normal if the points in the table are close to the line. The results of the normality test table on teacher creativity and discipline on student learning motivation can be said to be normal because the points in the table are located close to the lines.



### Second, Heteroscedasticity Test

To see that there is no *heteroscedasticity* in the test results, look at the points in the table. When the points in the table form a regular pattern and spread randomly, both above 0 and below 0 on the Y axis, it can be said that there is no heteroscedasticity. In the test results that have been carried out there is no *heteroscedasticity*, because the results show that there are certain points that have a pattern shape, and these points are above 0 on the Y axis.



## Data Validity and Reliability

### *Data validity*

This validity test is used to determine the validity of a questionnaire data from each existing variable using the SPSS application. To state that the questionnaire data is valid or cannot refer to the provisions: if  $r_{count} \geq r_{table}$  at a significance level of 5%, then the result is valid, if  $r_{count} \leq r_{table}$ , then the result can be said to be invalid. The results of the validity that has been carried out using SPSS show all instruments, teacher creativity, teacher discipline, and student learning motivation the results show  $r_{count} \geq r_{table}$ . So that it can be said that the instrument being tested is valid.

The validity results that have been carried out using SPSS show  $r_{count}$  ( $X_1$ ,  $X_2$ , and  $Y$ )  $\leq r_{table}$  (0.2222). The teacher discipline variables, namely  $X_{1.1}$ ,  $X_{1.2}$ ,  $X_{1.3}$ ,  $X_{1.4}$ ,  $X_{1.5}$ ,  $X_{1.6}$ , all of the results are valid. On the teacher's creativity variables, namely  $X_{2.1}$ ,  $X_{2.2}$ ,  $X_{2.3}$ ,  $X_{2.4}$ ,  $X_{2.5}$ ,  $X_{2.6}$ ,  $X_{2.7}$  all the results are valid. While the variables of student motivation, namely  $Y_1$ ,  $Y_2$ ,  $Y_3$ ,  $Y_4$ ,  $Y_5$ ,  $Y_6$ ,  $Y_7$ , the results are also valid. So it can be concluded that the results that have been carried out using SPSS show that all variables of teacher discipline, teacher creativity, and student learning motivation are valid because the value of  $r_{count} \leq r_{table}$ .

### *Data Reliability*

Reliability is to find out whether the results that have been tested are consistent or not. The measurement results are said to be reliable when a measuring instrument is tested up to 2x and the results are consistent or the same. A variable can be said to be reliable when the Cronbach's alpha value is  $\geq 0.06$ .

The reliability measurement on the teacher discipline variable is reliable. The results show that the Cronbach's alpha value is 0.812 in the very correct category, and these results show that the Cronbach's alpha value is greater than 0.06. Measuring reliability on the teacher's creativity variable is reliable. The results show that the Cronbach's alpha value is 0.670 in the very correct category, and these results show that the Cronbach's alpha value is greater than 0.06. Measurement of reliability on the variable student motivation is reliable. The results show that the Cronbach's alpha value is 0.429 in the very agree category, and these results show that the Cronbach's alpha value is greater than 0.06.



| Variable                      | Cronbach's Alpha | N of Items |
|-------------------------------|------------------|------------|
| Teacher Discipline            | 0.812            | 6          |
| Teacher Creativity            | 0.670            | 7          |
| Student's motivation to study | 0.429            | 7          |

## Hypothesis Analysis

### Coefficient of Determination (R<sup>2</sup>)

#### Summary models

| Model | R                 | R Square | Adjusted R Square | std. Error of the Estimate |
|-------|-------------------|----------|-------------------|----------------------------|
| 1     | .451 <sup>a</sup> | .204     | .193              | 1,485                      |

a. Predictors: (Constant), X1

The partial coefficient value (R<sup>2</sup>) of the teacher discipline variable is 0.204 or 20.4%. This shows that student motivation is influenced by 20.4% by teacher discipline and the rest is influenced by other factors.

#### Summary models

| Model | R                 | R Square | Adjusted R Square | std. Error of the Estimate |
|-------|-------------------|----------|-------------------|----------------------------|
| 1     | .505 <sup>a</sup> | .255     | .246              | 1,436                      |

a. Predictors: (Constant), X2

The partial coefficient value (R<sup>2</sup>) of the teacher discipline variable is 0.255 or 25.5%. This shows that student motivation is influenced by 25% by teacher creativity and the rest is influenced by other factors.

### t test (Partial)

If  $t_{count} > t_{table}$ , then there is influence between variables.  $T_{count} X1 0.853 < 1.66488$  so the result is that there is no partial effect of teacher discipline on student learning motivation.  $T_{count} X2 0.87 < 1.66488$  so the result is that there is no partial effect between teacher creativity on student learning motivation.

### Coefficients <sup>a</sup>

| Model        | Unstandardized Coefficients |            | Standardized Coefficients | Q     | Sig. | Collinearity Statistics |       |
|--------------|-----------------------------|------------|---------------------------|-------|------|-------------------------|-------|
|              | B                           | std. Error | Betas                     |       |      | tolerance               | VIF   |
| 1 (Constant) | 73,245                      | 14,412     |                           | 5,082 | 001  |                         |       |
| X1           | .145                        | .170       | .365                      | .853  | .422 | .642                    | 1,558 |
| X2           | .044                        | .216       | .087                      | .203  | .845 | .642                    | 1,558 |

a. Dependent Variable : Y

### F Test (Simultaneous)

If  $f_{count} > f_{table}$  then there is influence.  $f_{count} 0.761 < 1.66488$ , so, it can be said that there is no influence between teacher creativity and teacher discipline on student learning motivation.

### ANOVA <sup>a</sup>

| Model        | Sum of Squares | Df | Mean Square | F    | Sig.              |
|--------------|----------------|----|-------------|------|-------------------|
| 1 Regression | 63,608         | 2  | 31,804      | .761 | .502 <sup>b</sup> |
| residual     | 292,492        | 7  | 41,785      |      |                   |
| Total        | 356,100        | 9  |             |      |                   |

a. Dependent Variable : Y

b . Predictors: (Constant), X2, X1

The partial coefficient value ( $R^2$ ) of the teacher discipline variable is 0.204 or 20.4%. This proves that student motivation is influenced by 20.4% by teacher discipline and the rest is influenced by other factors. These results prove that teacher discipline is very important and has an influence on student learning motivation. The partial coefficient value ( $R^2$ ) of the teacher discipline variable is 0.255 or 25.5%. This shows that student motivation is influenced by 25% by teacher creativity and the rest is influenced by other factors. So that teachers must always be disciplined and creative to improve student learning outcomes.

This is in line with the statement (Apridawai, 2022) in his book entitled "Implementation of Disciplined Character Education to Improve Learning Outcomes." Discipline is a person's awareness in obeying the rules that have been set. Discipline must be possessed by everyone, which is done to avoid violating existing regulations. With high discipline, it will improve teacher performance and commitment. Discipline also has an impact on student enthusiasm for learning. When the teacher is disciplined, both in preparing learning material and arriving on time.

The results of this study are in line with research that has been conducted by (Wahyuningtyas, 2020) in his book entitled "The Influence of Teacher

Discipline in Teaching on Student Learning Motivation at SD Negeri Jomboran, Klaten." From the results of research that has been done, it shows a coefficient of determination of 10.7%. this shows that there is a significant positive effect on teacher discipline on student motivation. In this study, there are two motivations to learn, namely from within (internal) or from outside (external).

The partial coefficient value ( $R^2$ ) of the teacher discipline variable is 0.255 or 25.5%. This shows that student motivation is influenced by 25% by teacher creativity and the rest is influenced by other factors. These results indicate that teacher creativity is very important and has an influence on student learning motivation, so teachers must always be disciplined so that the goals of education are achieved.

This is in line with the statement (Pramunista, Y., Silviana, N, 2022) in his book entitled "21st Century Learning and Learning in Elementary Schools." Creativity is an ability to solve problems by creating new ideas to be implemented in an organization or educational institution. Teachers who have high creativity can make students' enthusiasm even higher. When the teacher always makes new innovations, students will be interested in learning and their learning motivation will increase.

The results of this study are in line with research that has been conducted by (Isnawati, A, 2017) entitled "The Influence of Teacher Creativity on the Learning Motivation of Class III Students of SD Tarbiyatul Islam Kertosari Baban Ponorogo." From the results of the determination of the coefficients, there is a 15.03% influence of creativity on students' learning motivation at SD Tarbiyatul Islam Kotosari. Teacher creativity is needed in learning in schools, because to produce quality and achieving students requires teachers who are creative and have a high sense of curiosity. Teacher creativity has an influence on student learning motivation and the rest is influenced by several other factors at school.

Tcount X1  $0.853 < 1.66488$  so the result is that there is no partial effect of teacher discipline on student learning motivation. Tcount X2  $0.87 < 1.66488$  so the result is that there is no partial effect between teacher creativity on student learning motivation. Fcount  $0.761 < 1.66488$ , so, it can be said that there is no influence between teacher creativity and teacher discipline on student learning motivation.

## CONCLUSION

The partial coefficient value ( $R^2$ ) of the teacher discipline variable is 0.204 or 20.4%. This proves that student motivation is influenced by 20.4% by teacher discipline and the rest is influenced by other factors. These results prove that teacher discipline is very important and has an influence on student learning motivation. The partial coefficient value ( $R^2$ ) of the teacher discipline variable is 0.255 or 25.5%. This shows that student motivation is influenced by 25% by teacher creativity and the rest is influenced by other factors. So that teachers must always be disciplined and creative to improve student learning outcomes.

The partial coefficient value ( $R^2$ ) of the teacher discipline variable is 0.255 or 25.5%. This shows that student motivation is influenced by 25% by teacher creativity and the rest is influenced by other factors. These results indicate that teacher creativity is very important and has an influence on student learning

motivation, so teachers must always be disciplined so that the goals of education are achieved.

Tcount X1  $0.853 < 1.66488$  so the result is that there is no partial effect of teacher discipline on student learning motivation. Tcount X2  $0.87 < 1.66488$  so the result is that there is no partial effect between teacher creativity on student learning motivation. Fcount  $0.761 < 1.66488$ , so, it can be said that there is no influence between teacher creativity and teacher discipline on student learning motivation.

Based on the results of the conclusions of this study, there is a positive influence on the teacher's discipline variable on teacher creativity and on student learning motivation. Researchers try to provide recommendations, namely: First, Principals are expected to continue to improve teacher morale and provide direction so that teachers have high discipline and creativity. Second, Teachers are expected to continue to improve their discipline and creativity which will have good benefits for students. Third, Students are expected to always be enthusiastic about learning and have high curiosity to continue to improve their knowledge.

## REFERENCES

- Alfitry, S. (2020). *Model Discovery Learning dan Pemberian Motivasi dalam Pembelajaran*. Guepedia.
- Anwar, M. (2018). *Menjadi Guru Profesional*. Prenada Media Group.
- Apridawai, M. S. (2022). *Penerapan Pendidikan Karakter Disiplin untuk Meningkatkan Hasil Belajar*. Pusat Pengembangan Pendidikan dan Penelitian Indonesia.
- Hambali, M. (2017). Pembelajaran Berbasis Kehidupan Konsep dan Implementasinya dalam Pembelajaran Bahasa Indonesia. *Waskita*, 1(1), 129.
- Hamzah. (2020). *Kurikulum dan Pembelajaran*. Cv. Pilar Nusantara.
- Haryanto. (2022). *Meningkatkan Motivasi dan Hasil Belajar dengan Two Stay Stray*. Pusat Pengembangan Pendidikan dan Penelitian Indonesia.
- Isnawati, A, F. (2017). *Pengaruh Kreativitas Guru terhadap Motivasi Belajar Siswa Kelas III SD Tarbiyah Islam Kertosari Babadan Ponorogo*. IAIN Ponorogo.
- Jamil, J. (2022). *Etika Profesi Guru*. CV. Azka Pustaka.
- Khaidaroh. (2021). *metode Kooperatif Inquiry*. Cv. Global Aksara Press.
- Musbikin. (2019). *Penguatan Pendidikan Karakter*. Penerbit Nusa Media.
- Musbikin. (2021). *Penguatan Karakter Gemar Membaca Integritas dan Rasa Ingin tahu*. Nusa Media.
- Nabila, N., Abidin, M. (2022). Implementasi Balance Score Card Perspektif Penjaminan Mutu Pendidikan islam. *Jurnal Manajemen Pendidikan Islam*, 6(2), 364.
- Paiman. (2021). *Pendidikan Jasmani dan Olahraga dan Kesehatan*. PT. Gramedia Widiasarana.

- Pramunista, Y., Silviana, N, F. (2022). *Belajar dan Pembelajaran Abad 21 di Sekolah Dasar*. Nawa Literasi Publishing.
- Pristian, D., Hambali, M. (2019). Strategi Guru Madrasah Meningkatkan Mutu Pembelajaran Era Disrupsi di Kediri. *Jurnal Pendidikan Agama Islam*, 5(2), 114.
- Rosada, A. K. (2018). *Pendidikan Multikultural*. PT. Kanisius.
- Sahlan, A, K. (2018). *Mendidik Perspektif Psikologi*. Deepublish.
- Siahan, A., Rahmat, H. (2017). *Konsep-konsep Keguruan dalam Pendidikan Islam*. Lembaga Peduli Pengembangan Indonesia (LPPPI).
- Subando, J. (2021). *Teknik Analisis Data Kuantitatif Teori dan Aplikasi dengan SPSS*. Lakeisha.
- Suhadi., Siti, M, Z. (n.d.). *Path Analysis*. CV. Literasi Nusantara Abadi.
- Suminar, A., D. (2021). *Cerita Inspiratif Pendamping Guru Penggerak Angkatan 1 Catatan Awal Perjalanan Para Pendamping*. CV. Jejak.
- Sunaryo. (2014). *Psikologi untuk Keperawatan*. EGC.
- Susanto, P. (2021). *Best Practices Manajemen Sekolah*. Tsaqiya Publishing.
- Susilawati, S. (2020). Pembelajaran yang Menumbuhkembangkan Karakter Religius pada Anak Usia Dini. *Journal on Early Childhood*, 3(1), 19.
- Sutianah, C. (2021). *Landasan Pendidikan*. CV Penerbit Qiara Media.
- Sutrisno, T. (2019). *Keterampilan Dasar Mengajar*. Duta Media Publishing.
- Trisno, RD, P, W, F. (2022). *Peningkatan Profesionalisme Guru*. PT. Kanisius.
- Umam, Z, N. (2019). *Guru Baper (Bawa Perubahan)*. CV. OASE Group.
- Wahyuningtyas. (2020). *Pengaruh Kedisiplinan Guru dalam Mengajar terhadap Motivasi Belajar Siswa di SD Negeri Jomboran Klaten*. Universitas Widya Dharma Klaten.
- Wandani, D. (2020). *Wonderful Studies*. CV. Bintang Pustaka Mandani.
- Wijaya, C. (2019). *Manajemen Sumber Daya Pendidik dan Tenaga Kependidikan*. LPPPI.