

Teacher Creativity and Student Learning Interest as Determinants of Student Learning Outcomes in Elementary Schools

Didit Darmawan

Universitas Sunan Giri (Unsur) Surabaya, Indonesia.

dr.diditdarmawan@gmail.com

Aida Fitria Balqis

Universitas Sunan Giri (Unsur) Surabaya, Indonesia

aydapitia29@gmail.com

Rizky Fitra Auliya

Universitas Sunan Giri (Unsur) Surabaya, Indonesia

rizkyfitrauliya@gmail.com

Abstract

This study aims to examine the relationship between teachers' instructional creativity and students' interest in learning as the main factors driving learning outcomes. Using a literature review design, this research conducts an in-depth analysis of various previous scientific discourses in order to formulate comprehensive and relevant conclusions. Data analysis was carried out qualitatively using secondary sources, with a focus on interpreting existing empirical findings. The results of the study indicate that teachers' creativity in teaching and students' high level of attention in learning are closely related to the achievement of academic competency standards. These findings confirm that the quality of primary education is strongly influenced by the balance between engaging instructional stimulation and consistent learning motivation.

Keywords: Teacher Creativity, Learning Interest, Learning Outcomes

Abstrak

Penelitian ini bertujuan untuk mengkaji hubungan antara kreativitas guru dalam pembelajaran dan minat belajar siswa sebagai faktor utama yang mendorong hasil belajar. Dengan menggunakan desain kajian pustaka (*literature review*), penelitian ini melakukan telaah mendalam terhadap berbagai diskursus ilmiah sebelumnya guna merumuskan kesimpulan yang komprehensif dan relevan. Analisis data

dilakukan secara kualitatif terhadap sumber-sumber sekunder dengan menitikberatkan pada interpretasi temuan empiris yang telah ada. Hasil penelitian menunjukkan bahwa kreativitas guru dalam mengajar serta tingginya perhatian siswa dalam belajar memiliki keterkaitan erat dengan pencapaian standar kompetensi akademik. Temuan ini menegaskan bahwa kualitas pendidikan dasar sangat dipengaruhi oleh keseimbangan antara stimulasi pembelajaran yang menarik dan motivasi belajar yang konsisten.

Keywords: Kreativitas Guru, Minat Belajar, Hasil Belajar

A. Introduction

Long-term national development requires high-quality human resources, which can only be realized through a robust education system. As the primary means of producing a reliable workforce, education must be able to bridge the access gaps that have hindered societal potential¹. The essence of education itself has a very deep influence on human existence within society². Therefore, the synergy between teacher motivation³ and the fulfillment of children's rights in schools⁴ becomes the foundation for achieving academic success. This excellence is further strengthened by the institution's ability to create a disciplined classroom atmosphere⁵ and build communicative interaction patterns with students⁶, thereby producing graduates who are ready to face future challenges.

Education is a fundamental aspect of life that helps individuals develop optimally. Education can also be understood as a conscious and planned effort to develop one's potential. The goals of education encompass not only the mastery of knowledge but also character building and skill development. Support from the surrounding environment greatly assists in shaping a student's personality⁷. Through education, society is expected to have the ability to build a more

¹ Rojak, J. A., & Khayru, R. K. (2022). Disparities in Access to Education in Developing Countries: Determinants, Impacts, and Solution Strategies. *Journal of Social Science Studies*, 2(1), 31.

² Akmal, D. K., Darmawan, D., & Wardani, A. (2015). *Manajemen Pendidikan*. IntiPresindo Pustaka, Bandung.

³ Juita, D. P., Priya, P., Azwardi, M., & Amra, A. (2024). Pentingnya Pengembangan Sumber Daya Manusia pada Lembaga Pendidikan. *Indo-MathEdu Intellectuals Journal*, 5(3), 3068.

⁴ Hariani, M., & Mardikaningsih, R. (2022). The Social Education Role in Shaping Students' Global Awareness in Higher Education. *Journal of Social Science Studies*, 2(1), 55

⁵ Rozikin, M. Z., Ghozali, S., & Darmawan, D. (2023). Teacher Adaptation and the Role of Educational Institutions to Foster Learner Discipline and Participation in the Classroom. *Journal of Social Science Studies*, 3(1), 199

⁶ Hariani, M., Mardikaningsih, R., Darmawan, D., Nuraini, R., & Halizah, S. N. (2025, October). Transformational Leadership, Student Participation, and Campus Digital Communication: A Systematic Review of Green Management Implementation in Higher Education. In *Proceeding of International Management Conference and Progressive Papers*, 3(1).

⁷ Firmansyah, B., Aliyah, N. D., & Darmawan, D. (2024). Pengaruh Kompetensi Guru PAI, Perhatian Orang Tua, dan Pergaulan Teman Sebaya terhadap Pembentukan Karakter Siswa di MA Unggulan Nur Al-Jadid Waru Sidoarjo. *TEACHING: Jurnal Inovasi Keguruan dan Ilmu Pendidikan*, 4(3), 203.

inclusive and participatory future⁸. With clear objectives, the learning process can take place effectively and in harmony with the needs of the students, while simultaneously serving as a benchmark for learning success. Furthermore, education plays a role in developing skills and forming individuals who possess high personality and quality⁹. A child's social abilities can develop well through proper education¹⁰. Education also serves as an important space for restructuring gender roles in the modern era to be more dynamic¹¹. Education is represented as an instrument capable of actualizing individual potential and talent, so that their contributions can be directed toward a more constructive process of community development. Broad insights gained since school will prepare students to face the outside world¹². Educational goals can be interpreted as the expected results of the student's learning process. This reflects a structured learning system in developing knowledge and skills so that students are able to achieve their desired goals. According, the learning process includes three main components: teaching objectives, the learning process, and learning outcomes. These three components form the basis for assessing educational success, which is reflected through behavioral changes and the mastery of student competencies.

Learning outcomes represent behavioral changes encompassing all aspects of human self-ability after the learning process has taken place. Learning outcomes are evaluated comprehensively and interconnectedly rather than in isolation¹³. Furthermore, learning outcomes indicate the extent to which students are able to understand concepts and apply the knowledge they have acquired. Mastery of technology is currently one of the determinants of student success in learning¹⁴. Additionally, this success is inseparable from the support of social capital and good quality management in schools¹⁵. The effectiveness of an educational institution is largely determined by various internal factors¹⁶. Thus, learning outcomes function

⁸ Warin, A. K. (2022). Reconstructing Community Futures through Non-Formal Education for Participatory and Inclusive Social Advancement. *Journal of Social Science Studies*, 2(1), 183.

⁹ Khasanah, S. U., & Setiawan, B. (2022). Penerapan Pendekatan Socio-Scientific Issues Berbantuan E-LKPD Pada Materi Zat Aditif untuk Meningkatkan Literasi Sains. *Pensa E-Jurnal: Pendidikan Sains*, 10(2), 313.

¹⁰ Hariani, M., Safira, M. E., & Wahyuni, S. (2021). Multidisciplinary Education and the Growth of Social Competence in Children. *Journal of Social Science Studies*, 1(2), 253.

¹¹ Sudahri, S., El-Yunusi, M. Y. M., & Ghozali, S. (2024). Duality and Dynamics of Education in the Transformation of Gender Roles in Modern Society. *Journal of Social Science Studies*, 4(2), 55.

¹² Hariani, M., & Mardikaningsih, R. (2022). The Social Education Role in Shaping Students' Global Awareness in Higher Education. *Journal of Social Science Studies*, 2(1), 55

¹³ Mawardi, M. (2019). Hakikat Hasil Belajar. *Scholaria: Jurnal Pendidikan dan Kebudayaan*, 9(2), 131.

¹⁴ Rizal, M. I., & Darmawan, D. (2024). Digital Literacy and Utilization of Learning Media: Their Contribution to Academic Achievement in Intensif Taruna Pembangunan High School, Surabaya. *Jurnal Inovasi Pendidikan*, 7(3), 22

¹⁵ Seran, G., & Ismail, A. binti. (2025). Family Social Capital and Quality Management in Primary and Secondary Education. *Bulletin of Science, Technology and Society*, 4(3), 91.

¹⁶ Purwanto, P. (2017). *Evaluasi Hasil Belajar*. Pustaka Pelajar, Yogyakarta.

as an indicator of the students' level of understanding regarding the material studied. According to Purwanto¹⁷, "learning outcomes are changes in student behavior as a result of learning. These changes are sought in the teaching and learning process to achieve educational goals. A high level of discipline will lead to more satisfying learning outcomes. Changes in individual behavior due to the learning process are not singular. Every learning process affects behavioral changes in specific domains within the student, depending on the changes desired to occur in accordance with educational goals." Besides school factors, family environment conditions have a real influence on the achievement of these learning outcomes (Latif et al., 2024; Rahmanyah & Darmawan, 2025). According to Marlina and Sholehun Khayru¹⁸, internal factors influence learning achievement, which include intelligence, physical health, attitudes, interests, talents, and motivation. External factors consist of relatives, the school, and the surrounding community in real situations, as well as developing desired skills. Social values that grow within the community environment also help strengthen the character of students.

Learning outcomes encompass various abilities such as skills, analysis, problem-solving, and the ability to produce a piece of work¹⁹. Direct practical activities at school are proven to help students understand the material more easily²⁰. These skills become essential preparation for students to be ready for future technological developments²¹. Future work readiness requires students to have good technical and social skills. According to Bloom²², abilities are classified into three main domains, with the cognitive domain as the initial aspect covering mental activities in the form of thinking and reasoning processes, manifested in various skills such as knowledge, comprehension, application, analysis, synthesis, through to evaluation. Bloom groups this aspect into six categories ranging from simple to highly complex. He also emphasizes the hierarchical nature of the cognitive aspect, which shows the achievement of goals at a higher level. Second, the affective aspect concerns behavior and values. Finally, the psychomotor aspect

¹⁷ Mubarak, L., & Darmawan, D. (2025). Pengaruh Disiplin Belajar terhadap Hasil Belajar Madrasah Ibtidaiyah. *PHEDHERAL*, 22(2), 19

¹⁸ Martina, A., & Hadi, M. S. (2025). Pengaruh Kreativitas Guru dan Media Pembelajaran Digital terhadap Hasil Belajar Bahasa Indonesia Materi Majas di Kelas VI SD. *JIIIP Jurnal Ilmiah Ilmu Pendidikan*, 8(2), 1558

¹⁹ Rofiuddin, A. N., & Darmawan, D. (2024). Pengaruh Disiplin Belajar terhadap Hasil Belajar Pada Mata Pelajaran Pendidikan Agama Islam Siswa Sekolah Menengah Atas Setingkat. *Journal of Early Childhood and Islamic Education*, 3(1), 110

²⁰ Irawan, A. I., Hariani, M., Mardikaningsih, R., Issalillah, F., Khayru, R. K., Darmawan, D., & Evendi, W. (2023). Integrasi Video Learning dan Praktik pada Pembelajaran Wudhu untuk Membangun Pondasi Keagamaan Usia Dini. *Jurnal Pendidikan, Penelitian, dan Pengabdian Masyarakat*, 3(2), 61

²¹ Zahid, R. A., Fajar, A. S. M., Fauzi, A., El-Yunusi, M. Y. M., Darmawan, D., & Abror, S. (2025). Upaya Meningkatkan Kesadaran dan Keterampilan Mahasiswa dalam Menghadapi Era Kecerdasan Buatan di Masa Depan. *Jurnal Pengabdian Ibnu Sina*, 4(2), 129

²² Bloom, B. S. (1956). *Taxonomy of Educational Objectives: The Classification of Educational Goals*. Longmans, Green and Co, New York.

involves skills and self-development to master an ability. These three aspects need to be directed so that individuals are able to face social stereotypes that often hinder opportunities in society. These three aspects can be developed optimally through correct learning methods, so that the learning outcomes obtained are also correct. Conversely, if the learning methods used are ineffective, the learning outcomes obtained will not be optimal. Complete facilities and a comfortable learning environment will make students more enthusiastic²³.

Furthermore, learning outcomes are also influenced by supporting factors in the learning process, such as teacher creativity and student learning interests. The discipline and professionalism of teachers significantly determine the progress of an institution. As the ability to combine learning elements and produce innovative, easy-to-understand ideas, teacher creativity is a vital factor in the learning process²⁴. Creative teachers are able to adjust their teaching methods to the needs of each student (Hidayat et al., 2024). This creativity is manifested in the teacher's ability to design teaching materials that align with the needs, characteristics, and learning styles of students, thereby increasing their motivation and understanding. In addition, adequate facilities will create effective learning activities²⁵. This is reinforced who state that teacher creativity in choosing and applying appropriate learning methods can foster student interest through the connection between cognitive, motivational, and emotional response aspects in the learning process. Support for newly employed teachers is crucial so they can adapt well²⁶. Furthermore, the contribution of teacher creativity in the educational process has a significant influence on student learning success, as the level of creativity in teaching will determine the magnitude of the learning outcomes achieved by students²⁷. An understanding of organizational behavior is also necessary for smooth cooperation within the school²⁸. Besides creativity in teaching, appropriate assignments and good social interaction have been proven

²³ Latif, A., & Darmawan, D. (2024). Examining How School Environment and Teacher Competence Affect Student Learning Motivation at MA Al Fatic Tambak Osowilangun Surabaya. *Teaching and Learning Journal of Mandalika (Teacher)*, 5(1), 69

²⁴ Anasro, A., Insyirah, I., & El-Yunusi, M. Y. M. (2023). Kreativitas Guru PAI dalam Mengembangkan Bahan Ajar di Madrasah Darut Taqwa I Watukosek Gempol Pasuruan. *Impressive: Journal of Education*, 1(3), 124

²⁵ Imanuddin, F. & D. Darmawan. (2024). Enhancing Learning Effectiveness Strategy: Self-Directed Learning and Learning Facilities at SMK Teknik Pal Surabaya. *Jurnal Al-Qayyimah*, 6(1), 99.

²⁶ Liwak, S., Darmawan, D., & El-Yunusi, M. Y. M. (2023). Adaptation Readiness and Resilience Building of Novice Teachers in Navigating the World of Education Professional Work. *Journal of Social Science Studies*, 3(1), 213

²⁷ Mahmud, H., Isnanto, I., & Sugeha, J. (2022). Pengaruh Kreativitas Guru terhadap Hasil Belajar Siswa Sekolah Dasar di Kota Gorontalo. *Aksara: Jurnal Ilmu Pendidikan Nonformal*, 8(2), 779

²⁸ Darmawan, D. (2013). *Prinsip Prinsip Perilaku Organisasi*. Pena Semesta - PT. Jepe Press Media Utama, Surabaya.

to increase student activity²⁹. Proper learning strategies and good facilities will encourage students to study harder³⁰. Therefore, the role of teacher creativity is not limited to material delivery but also in forming an effective, participatory learning process oriented toward achieving optimal learning outcomes.

In addition to teacher creativity, the internal aspect of students in the form of learning interest plays an equally important role in determining the success of learning outcomes. Student interest often emerges because of a teacher's enjoyable teaching style³¹. Fundamentally, student learning interest forms psychological dynamics that influence how they interact and internalize knowledge during the learning process³². The use of various teaching methods can make students more interested in following lessons³³. This interest is not static but develops through interaction with the teacher, learning methods, and the classroom atmosphere, which directly determine the involvement and meaningfulness of the student's learning experience. The utilization of appropriate learning media also helps ignite student enthusiasm for learning³⁴. Teachers are required not only to deliver material but also to act as adaptive and professional learning facilitators in developing teaching methods to create an active, interesting classroom atmosphere capable of increasing student involvement and enthusiasm³⁵. High learning interest is reflected through active student involvement in learning, feelings of enjoyment, as well as consistent attention and interest in the learning process, which directly implies an improvement in learning outcomes³⁶.

Based on the explanation outlined above, learning success is fundamentally the result of interactions between various components within the education system working in an integrated manner. Each element, whether related to the

²⁹ Rahmawati, D., & Darmawan, D. (2024). The Relationship between Assignment Methods and Social Interaction with the Level of Student Learning Activeness at Madrasah Ibtidaiyah Darul Ulum Tandes. *International Journal of Islamic Thought and Humanities*, 3(1), 49

³⁰ Imanuddin, F. & D. Darmawan. (2024). Enhancing Learning Effectiveness Strategy: Self-Directed Learning and Learning Facilities at SMK Teknik Pal Surabaya. *Jurnal Al-Qayyimah*, 6(1), 99

³¹ Juaini, A., Aliyah, N. D., & Darmawan, D. (2024). Pengaruh Fasilitas Belajar dan Gaya Mengajar Guru dan Lingkungan Belajar terhadap Motivasi Belajar Siswa MTs NW Kotaraja Lombok Timur, NTB. *Jurnal Cahaya Mandalika*, 3(3), 1890

³² Laili, N., Darmawan, D., El-Yunusi, M. Y. M. (2024). Pengaruh Media Pembelajaran, Metode Pembelajaran, dan Dukungan Orang Tua terhadap Minat Belajar Siswa Smp Buana Waru Sidoarjo. *Khazanah Pendidikan-Jurnal Ilmiah Kependidikan (JK)*, 18(2), 260

³³ Mardikaningsih, R. (2014). Metode Pembelajaran dan Variasi Penerapannya. *Jurnal Ilmiah Manajemen Pendidikan Indonesia*, 1(1), 43

³⁴ Laili, N., & Darmawan, D. (2024). Investigating the Impact of Educational Media and Teaching Methods on Student Interest at SMP Buana Waru Sidoarjo. *Jurnal Pendidikan Inovatif*, 6(2), 456

³⁵ El-Yunusi, M. Y.M., Firmansyah, B., Dena, S., & Muiz, A. (2024). Penerapan Materi Pengajaran PAI dalam Meningkatkan Minat Belajar Mata Pelajaran Aqidah Akhlak. *Jurnal Education and Development*, 12(1), 8

³⁶ Khumairoh, I. A., & El-Yunusi, M. Y. M. (2025). Tingkat Minat Belajar Siswa Sekolah Dasar dalam Pembelajaran Pendidikan Jasmani dengan Media Permainan Monopoli. *Jendela Olahraga*, 10(2), 7.

role of the educator or the psychological condition of the students, provides a distinct yet complementary contribution toward achieving learning objectives. Therefore, it is essential to examine the relationships between the variables involved more deeply to obtain a comprehensive understanding of the factors that play a role in improving learning achievement. This study is expected to provide an empirical foundation and serve as a reference in developing learning strategies that are more effective and relevant to the needs of the students.

B. Literature Review

Teacher creativity is considered one of the most influential factors in improving the quality of learning in elementary schools. Creative teachers are capable of designing innovative learning environments that encourage students to participate actively in classroom activities. Creativity in teaching involves the ability to apply diverse instructional methods, utilize engaging learning media, and adapt teaching strategies to students' developmental characteristics. In elementary education, students tend to learn more effectively when instructional activities are interactive and enjoyable. Therefore, teachers who demonstrate creativity in classroom instruction are more likely to foster positive learning experiences among students. Previous studies have emphasized that teacher creativity contributes significantly to students' academic engagement and achievement outcomes.³⁷

Student learning outcomes represent the level of knowledge, attitudes, and skills acquired after participating in educational activities. Learning outcomes are generally influenced by internal and external factors, including motivation, interest, instructional quality, and classroom environment. In the context of elementary education, teachers play a central role in shaping students' academic success through pedagogical competence and instructional innovation. Effective teaching practices help students understand learning materials more comprehensively and improve their academic performance. Moreover, learning outcomes are often used as indicators of educational quality and instructional effectiveness. Consequently, understanding the determinants of student learning outcomes remains a major concern in educational research.³⁸

Teacher creativity is closely associated with students' learning interest. Learning interest refers to students' tendency to feel attracted, motivated, and emotionally engaged in learning activities. Students who possess high learning interest usually demonstrate greater enthusiasm, concentration, and persistence

³⁷ Muhammad Hasan et al., "How Do Teacher Creativity, Parental Guidance, Learning Methods and Interest in Learning Affect the Quality of Student Learning in Elementary Schools?," *Jurnal Ilmiah Sekolah Dasar* 7, no. 2 (2023): 252

³⁸ Aulia Ulin Nuha and Achmad Fathoni, "Teacher Creativity and Student Learning Motivation on Science Achievement Results of Fifth Grade Elementary School Students," *International Journal of Elementary Education* 6, no. 4 (2022): 657

during the learning process. Conversely, students with low learning interest are more likely to experience boredom and disengagement in classroom activities. Teachers who apply creative teaching strategies can stimulate students' curiosity and encourage them to participate actively in learning. As a result, creative instruction is considered an important factor in fostering students' interest in learning at the elementary school level.³⁹

The constructivist learning theory explains that students learn more effectively when they are actively involved in constructing knowledge through meaningful experiences. In this perspective, teachers are expected to act as facilitators who create learning environments that encourage exploration, collaboration, and critical thinking. Creative teachers are able to integrate games, storytelling, multimedia resources, and project-based learning into classroom instruction to increase students' participation. Such instructional approaches help students connect abstract concepts with real-life experiences, thereby improving understanding and retention. Therefore, creativity in teaching practices aligns closely with student-centered learning principles. This theoretical perspective supports the assumption that teacher creativity contributes positively to student learning outcomes.⁴⁰

Several empirical studies have highlighted the relationship between teacher creativity and student achievement in elementary schools. Research on project-based learning demonstrated that innovative instructional approaches significantly improved students' creativity, motivation, and academic achievement in science learning.⁴¹ Similarly, inquiry-based learning has been found to enhance students' creative thinking and learning outcomes by encouraging active exploration and problem-solving activities.⁴² These findings suggest that instructional creativity plays an essential role in creating meaningful learning experiences. Furthermore, students tend to develop stronger academic confidence when teachers provide opportunities for participation and independent thinking. Hence, teacher creativity can be viewed as a significant determinant of educational effectiveness.

Student learning interest has also been widely recognized as a predictor of academic success. Interest serves as an internal motivational factor that drives

³⁹ Septi Anggreini, Rosmayadi, and Abd. Basith, "Hubungan Kreativitas Guru dengan Minat Belajar Siswa Kelas V SDN 82 Singkawang," *Pendas: Jurnal Ilmiah Pendidikan Dasar* 10, no. 1 (2024): 115

⁴⁰ Iván Sánchez Milara and Marta Cortés Orduña, "Possibilities and Challenges of STEAM Pedagogies," *arXiv* (2024): 4

⁴¹ Kinanti Pangestu et al., "The Influence of Project Based Learning on Learning Outcomes, Creativity and Student Motivation in Science Learning at Elementary Schools," *Jurnal Prima Edukasia* 12, no. 2 (2024): 145

⁴² Ariyatun, Suriswo, and Dewi Apriani, "The Effectiveness of Inquiry-Based Learning in Enhancing Student Creativity as a Dimension of Deep Learning and Its Impact on Learning Outcomes in Elementary Education," *Jurnal Paedagogy* 13, no. 2 (2025): 216

students to engage more deeply in learning activities. Students with strong learning interest usually demonstrate higher levels of attention, discipline, and perseverance in completing academic tasks. Previous studies have shown that learning interest positively correlates with students' science learning outcomes in elementary schools.⁴³ Additionally, differentiated learning approaches that accommodate students' needs and preferences have proven effective in increasing both learning interest and academic performance.⁴⁴ These findings indicate that learning interest is an important psychological factor influencing student achievement.

Teacher support and self-efficacy are additional dimensions that influence students' interest in learning. Research published in *Teaching and Teacher Education* revealed that teacher self-efficacy significantly affected student-perceived teacher support, which subsequently enhanced students' learning interest.⁴⁵ This finding suggests that students are more likely to develop interest in learning when teachers create supportive and encouraging classroom environments. Teacher creativity often reflects teachers' confidence in applying innovative instructional strategies and adapting to students' learning needs. Therefore, supportive and creative teaching practices are interconnected in fostering students' academic motivation and engagement. In elementary education, such support is essential because younger learners require emotional encouragement and active guidance during learning activities.

The relationship between teacher creativity and learning interest can also be explained through motivational theories. According to self-determination theory, students become more motivated when their needs for competence, autonomy, and relatedness are fulfilled. Creative teachers are capable of fulfilling these needs by designing collaborative and interactive learning activities that promote autonomy and achievement. Moreover, innovative learning strategies encourage students to express ideas freely and participate confidently in classroom discussions. This condition helps students experience enjoyment and satisfaction in learning processes. Consequently, students' learning interest increases, leading to improved academic outcomes.

In contemporary elementary education, the integration of technology and innovative pedagogy has become increasingly important in enhancing student

⁴³ Komang Suardi Wiradarma, Ni Ketut Suarni, and Ndara Tanggu Renda, "The Relationship of Learning Interest to Science Online Learning Outcomes for Third-Grade Elementary School Students," *Jurnal Ilmiah Sekolah Dasar* 5, no. 3 (2021): 425

⁴⁴ Endang Supartiningsih and Setiawan Edi Wibowo, "Differentiated Learning Number Division Material Increases Elementary School Students' Interest and Learning Outcomes," *International Journal of Elementary Education* 7, no. 4 (2023): 537

⁴⁵ Franziska Hagenauer et al., "Elementary School Teachers' Self-Efficacy, Student-Perceived Support and Students' Mathematics Interest," *Teaching and Teacher Education* 103 (2021): 103351

engagement. Interactive learning media, digital resources, and inquiry-based activities are often associated with higher student creativity and improved learning outcomes.⁴⁶ Educational innovations such as differentiated instruction and STEAM-based learning also provide opportunities for students to develop critical thinking and problem-solving skills. These approaches encourage students to become active learners rather than passive recipients of information. Teachers who can creatively integrate technology into instruction are more capable of sustaining students' interest and participation in learning. Thus, instructional creativity is becoming increasingly relevant in modern educational contexts.

Based on the theoretical and empirical perspectives discussed above, teacher creativity and student learning interest can be identified as significant determinants of student learning outcomes in elementary schools. Teacher creativity contributes to the development of engaging, meaningful, and student-centered learning environments, while learning interest encourages students to participate actively and persistently in academic activities. Both variables interact dynamically in influencing students' cognitive, affective, and behavioral development. Existing studies consistently demonstrate that creative teaching practices positively affect students' motivation, interest, and academic achievement. Therefore, strengthening teacher creativity and promoting students' learning interest should become essential priorities in improving the quality of elementary education. Future research may further explore the mediating and moderating relationships among these variables to enrich educational theory and practice.

C. METHOD

This research implements a qualitative approach with a literature study (library research). The selection of this research type is based on the orientation to examine, compare, and synthesize various previous research findings related to teacher creativity, interest in learning, and learning outcomes at the elementary school level. Through a literature study approach, researchers can systematically collect, organize, and analyze secondary data to obtain a comprehensive overview of the relationships between variables based on published empirical evidence. Data collection techniques were carried out using documentation methods and tracing relevant scientific articles through Google Scholar. The inclusion criteria used in the literature selection are as follows: (1) the research discusses the variables of teacher creativity, interest in learning, and learning outcomes; (2) the research subjects are elementary school students; (3) the research uses a quantitative approach; and (4) published in scientific journals or undergraduate

⁴⁶ Atik Nasehatul Khoiriyah, Bambang Subali, and Suharto Linuwih, "Development of Interactive Learning Media to Foster the Creativity of Elementary School Students," *Journal of Primary Education* 11, no. 3 (2022): 306

theses that are openly accessible. Literature that meets these criteria is then selected and classified according to the focus of the variables studied. Content analysis was applied as a data processing method carried out through a series of stages, including interpretation and formulation of conclusions based on finding trends, preparation of data in synthesis tables, categorization of data according to research variables, and the stage of data simplification. The analysis was conducted descriptively-analytically to obtain a comprehensive picture of the relationship between teacher creativity and learning interest toward the learning outcomes of elementary school students.

C. Result and Discussion

Studies regarding the influence of teacher creativity and learning interest on student learning outcomes have become a very important focus in the field of education, especially at the elementary school level. Each student demonstrates non-uniform variations in learning interest, while teacher creativity also plays a role in facilitating or inhibiting the dynamics of the learning process occurring within the student. Therefore, it is useful to interpret how educator creativity and learning interest influence student learning outcomes to provide insight and efforts to improve the quality of learning in elementary schools. As the main source of the study, this research utilizes a literature study approach. Through the search process on the Google Scholar database, as many as 20 scientific publications were identified that have relevance to the focus of this research.

1. Mangangantung et al. (2022)

In the observations conducted by Mangangantung et al., the main focus was directed at how the academic scores of fifth-grade SDN Wanea. They attempted to dissect the roles of teacher creativity and students' internal enthusiasm in that process. Through numerical calculations from 44 randomly selected students, an interesting fact was revealed: when teachers teach creatively and students have a strong will, their learning outcomes automatically increase significantly.

2. Mahmud et al. (2022)

In the study conducted by Mahmud et al. they attempted to dissect what actually happens behind the scores of fifth-grade students at SDN No. 41 Hulonthalangi. The researchers wanted to see if a teacher's teaching method full of ideas (creativity) truly brings about change. By distributing questionnaires to students and matching them with grade books (documentation), a definite answer was found: the creative touch of a teacher plays a major and very real role in boosting student learning success in that class.

3. Najoan et al. (2024)

The research carried out by Najwan et al. took place at SD GMIM 4 Tomohon to dissect the subject of mathematics, which is often considered difficult by fifth-grade students. The researchers wanted to prove whether varied teacher teaching styles and student learning enthusiasm could be the solution. From 44 randomly selected children, the researchers did not immediately jump to conclusions; they first tested their measurement tools to ensure the data was truly accurate and consistent. Finally, statistical calculations confirmed that when teachers are creative and students have high motivation simultaneously, their mathematics scores jump significantly.

4. Salindeho et al. (2024)

This study conducted by Salindeho et al. seeks to understand the factors behind student learning achievement. They took a sample of 64 students using a proportional random technique to ensure the data was fair. The researchers did not only distribute questionnaires but also matched them with student grade books. From the results of this data analysis, it was discovered that the creativity of an educator and the magnitude of motivation from within the student are two things that are very influential and provide a positive impact on their school success.

5. Asriadi et al. (2021)

The research pioneered by Asriadi et al. explores how infrastructure, teacher creativity, and student learning drive interact in determining academic achievement in Social Studies. Located at SDN Gunungsari II Makassar, this study involved 73 participants selected through the Krejcie and Morgan formula from a total population of 118 students. Through the application of path analysis, an interesting mechanism was found: teacher creativity does not only provide an instant impact on learning outcomes but also works indirectly by strengthening student learning motivation first.

6. Anggraini (2023)

In her study, Anggraini focuses on the correlation between teacher creativity and student success in understanding Science material. This research uses a quantitative approach that emphasizes the comparison of achievements between the phase before (pretest) and after (posttest) the provision of creative treatment. Based on the integration of data from test results and documentation processed inferentially, strong empirical evidence was found. These findings confirm that the implementation of varied and creative learning strategies provides a real positive contribution to improving the quality of learning outcomes in elementary schools.

7. Martina dan Hadi (2025)

In their scientific study, Martina and Hadi focus on analyzing learning achievements in figure of speech material through the lens of instructional creativity and digital tools. The researchers ensured data quality by conducting strict prerequisite testing of the measurement instruments before drawing

hypothesis conclusions. The results of the analysis of 65 units of analysis show a consistent pattern: the effectiveness of learning in that classroom depends heavily on how creative the instructor is and how optimally digital media is utilized, both of which provide a collective positive impact.

8. Widyaningtyas dan Huda (2018)

In their study, Widyaningtyas and Huda focus on a quantitative analysis with a correlational design to test the relevance between teacher creativity and academic achievement. This research used a large population of 227 students, from which a sample unit of 65 people was analyzed in depth. The main focus of this data processing was to measure the intensity of the relationship between variations in learning strategies and Social Studies grades. Empirical findings show consistent results, namely a significant positive relationship; the more creative the teacher is in varying their teaching methods, the more optimal the learning outcomes shown by the students.

9. Rorenza (2023)

Research conducted by Rorenza explores how an instructor's pedagogical innovation power and the completeness of supporting instruments at school synergize in determining the mathematics achievement of fourth-grade students at SD MBS Prambanan. Given the limited population of 45 students, the researcher used a census or total sampling approach to maintain data accuracy. Through comprehensive statistical tests, a clear pattern was found: the combination of creative teachers and adequate facilities together serves as the primary driver for achieving maximum learning outcomes.

10. Murniyeh (2025)

The empirical study compiled by Murniyeh focuses on proving the relationship between teachers' creative proficiency and students' academic performance. In its implementation, the researcher relied on a correlational design to map the links between variables precisely and objectively. Data gathered from 54 fifth-grade students were analyzed using systematic statistical methods to ensure that the relationship depicted was truly representative. The primary focus of this research was to confirm whether every increase in instructional creativity is consistently followed by a rise in student learning outcomes.

11. Hermawan et al. (2023)

Through the study conducted by Hermawan et al. the research focus was directed toward two psychological aspects of students, namely learning interest and self-efficacy, in relation to mathematics achievement in grade V. Using an *ex-post facto* design, the researchers observed phenomena that had already occurred in 95 respondents selected from a total of 134 students. Through multiple linear regression calculations, convincing evidence was found: both interest in the subject and the students' self-confidence together act as real driving factors for the improvement of their learning outcomes.

12. Riwahyudin (2015)

In his study, Riwahyudin used a quantitative approach to dissect the link between students' attitudes and learning motivation with academic achievement in elementary school. Through a survey framework involving 40 students in Lamandau Regency, this research tested hypotheses using in-depth statistical analysis techniques. The focus of data processing was directed at estimating the magnitude of the contribution of each variable, whether occurring instantly or through intermediaries. The test results prove a significant influence of the learning interest aspect on the mastery of Science (IPA) material in grade V.

13. Fatimah et al. (2022)

In their research, Fatimah et al. examined the contribution of internal motivation in the form of learning interest toward academic performance at the elementary school level. The researchers chose an *ex post facto* design because the focus was on phenomena that had already occurred naturally in the field. By basing the analysis on data from 60 students, this study integrated questionnaire results and official grade documentation to be tested statistically. The results of the analysis provide strong empirical evidence that learning interest is a determinant factor that has a significant impact on the success of students' Social Studies (IPS) learning.

14. Setiawan et al. (2022)

The exploration carried out by Setiawan et al. examined the extent to which the learning interest variable becomes a predictor for academic success at the elementary school level. Relying on quantitative methods, this research mapped the relationships between variables across the entire population of sixth-grade students. Through systematic statistical procedures to measure the strength of the relationship, a consistent scientific pattern was identified. The results of the analysis confirm that learning interest provides a meaningful positive impact, showing that the internal passion of students is a crucial factor in determining the quality of learning outcomes in school.

15. Utamingtyas et al. (2020)

The exploration carried out by Utamingtyas et al. examined the link between the home environment climate and students' interest drive with mathematics learning outcomes. The quantitative design applied allowed the researchers to estimate the strength of the relationship between variables without changing the natural conditions in the field. Based on the results of data processing on 80 research subjects, a consistent pattern was identified. The results of the analysis show that learning interest provides a significant positive influence, indicating that motivation within the student is the main engine for their success in understanding numbers and mathematical logic.

16. Simbolon et al. (2024)

The scientific exploration by Simbolon et al. examines the extent to which the learning interest variable acts as a predictor for learning outcomes within a

tutoring institution. By involving a very specific sample through saturation sampling procedures, this research ensures that the data collected fully reflects the characteristics of the group under study. Through a systematic numerical approach, a consistent relationship pattern was identified. These findings provide empirical evidence that students' enthusiasm for learning mathematics directly contributes to the improvement of their academic achievement standards.

17. Iskandar et al. (2022)

The scientific exploration by Iskandar et al. examines the link between students' psychological aspects and learning performance at the elementary school level. Through a systematic survey approach, this research maps the relationship between learning interest and self-efficacy as predictors of Social Studies learning outcomes. Based on the results of regression path analysis, a significant relationship pattern was identified; learning interest consistently provides a positive impact on academic achievement. This proves that internal motivation is an important instrument in improving the quality of education in the administrative area of the Thousand Islands.

18. Wibowo et al. (2024)

The exploration carried out by Wibowo et al. examines the extent to which the learning interest variable is able to serve as a predictor for success in learning statistics at the elementary school level. This research bases its analysis on 45 subjects who represent the population through a systematic sampling method. The primary focus of data processing was directed at estimating the strength of the relationship and the magnitude of influence generated through a simple linear regression model. The final results of the study provide empirical evidence of a significant connection, showing that mastery of statistical material depends heavily on the learning enthusiasm possessed by the students.

19. Gustina (2020)

The exploration conducted by Gustina examines the correlation between the internal motivational aspect of interest and learning performance at the elementary school level. Using an ex-post facto research design, this study maps the relationships between variables objectively based on real conditions in the field. Through data processing of a representative sample, the researcher estimates the strength of the influence of interest through regression statistical analysis. The final results of this study provide strong evidence that there is a significant positive impact, indicating that students' passion for learning plays a major role in achieving mathematics competency standards.

20. Nengsih et al. (2025)

The exploration conducted by Nengsih et al. examines the extent to which the independent variable of interest in learning can serve as a predictor for mathematics learning outcomes. By relying on the entire sixth-grade

population as the research sample, this study ensures the objectivity of the findings without any missed samples. Through systematic statistical procedures, the researchers identify the strength of the relationship between internal motivation and academic performance. The research findings emphasize that learning interest provides a meaningful positive impact, confirming the importance of students' psychological aspects in achieving mathematics competency standards.

Table I. Study on the Effect of Teachers' Creativity and Students' Interest in Learning on Learning Outcomes

Researcher(s)	Research Location	Research Focus	Key Findings
Mangangantung et al. (2022)	SD Negeri Wanea	The influence of teacher creativity and student motivation on the learning outcomes of Grade V students.	There is a significant influence of teacher creativity on student learning outcomes.
Mahmud et al. (2023)	SD Negeri No. 41 Hulonthalangi	The influence of teacher creativity on elementary school students' learning outcomes in Gorontalo City.	Teacher creativity has a significant positive correlation with learning outcome variables.
Najoan et al. (2024)	SD GMIM 4 Tomohon	The influence of teacher creativity and student motivation on Mathematics learning outcomes of Grade V students.	There is a significant simultaneous influence of teacher creativity and student motivation on Mathematics learning outcomes.
Salindeho et al. (2024)	SD St. Nikolaus Talawaan	The influence of teacher creativity and learning	Teacher creativity has a positive and significant effect on

Researcher(s)	Research Location	Research Focus	Key Findings
		motivation on student learning outcomes at SD Katolik St. Nicolaus Talawaan.	student learning outcomes.
Asriadi et al. (2021)	SDN Gunungsari II Makassar	The influence of infrastructure, teacher creativity, and learning motivation on Social Studies learning outcomes.	Teacher creativity has a positive effect on student learning outcomes.
Anggraini (2023)	SD Negeri 76 Bengkulu Tengah	The influence of teacher creativity on student learning outcomes in Science subjects.	Results indicate that teacher creativity influences student learning outcomes.
Martina & Hadi (2025)	SDN Puspanegara 08	The influence of teacher creativity and digital learning media on Indonesian language learning outcomes (Figure of Speech) in Grade VI.	There is an influence of both teacher creativity and digital learning media on student learning outcomes.
Widyaningtyas & Huda (2018)	SD Dabin V, Grabag District, Magelang	The relationship between teacher creativity and Social Studies learning	There is a strong and significant correlation between teacher creativity in instructional

Researcher(s)	Research Location	Research Focus	Key Findings
		outcomes in elementary school.	variation and IPS learning outcomes.
Rorenza (2023)	SD Prambanan MBS	The influence of teacher creativity and learning facilities on learning outcomes for Geometry (2D Shapes) in Grade IV.	Teacher creativity and learning facilities together influence student outcomes in Grade IV Mathematics.
Murniyeh (2025)	SDIT Tresna Asih	The relationship between teacher creativity and student learning outcome creativity in Grade V.	It is concluded that there is a positive relationship or correlation between the teacher creativity variable and learning outcomes.
Hermawan et al. (2023)	SD Negeri Gugus Mawar, Natar District	The influence of learning interest and self-efficacy on Mathematics learning outcomes of Grade V students.	Learning interest and self-efficacy have a positive effect on learning outcomes.
Riwahyudin (2015)	SD in Lamandau Regency	The influence of student attitudes and learning interest on Science outcomes of Grade V students.	Learning interest has a direct positive influence on student learning outcomes.
Fatimah et al. (2022)	SD Inpres Borong Jambu II	The influence of learning interest on Social	There is an influence of learning interest

Researcher(s)	Research Location	Research Focus	Key Findings
		Studies learning outcomes.	on student learning outcomes.
Setiawan et al. (2022)	SDN I Gamping	The influence of learning interest on the outcomes of Grade VI students at SDN I Gamping.	There is a mutually influencing relationship between learning interest and student learning outcomes.
Utamingtyas et al. (2020)	SD Gugus III, Galur District	The influence of family environment and learning interest on Mathematics learning outcomes of Grade V students.	Learning interest significantly influences Mathematics outcomes for Grade V students in the cluster.
Simbolon et al. (2024)	"Rumah Belajar" Tutoring Center	The influence of learning interest on elementary school students' learning outcomes in Mathematics.	There is an influence of learning interest on student learning outcomes.
Iskandar et al. (2022)	All Grade V students in Thousand Islands Regency	The influence of learning interest and self-efficacy on Social Studies learning outcomes.	Learning interest contributes significantly to learning outcomes.
Wibowo et al. (2024)	SDN Wirun 3	The influence of student learning interest on Statistics learning outcomes at SDN Wirun 3.	There is a significant, though moderate, positive relationship regarding the level of learning interest.

Researcher(s)	Research Location	Research Focus	Key Findings
Gustina (2020)	SD Negeri 68 Bengkulu City	The influence of learning interest on Mathematics outcomes of Grade V students.	Learning interest has an empirically significant influence.
Nengsih et al. (2025)	SDN Baadia, Baubau City	The influence of learning interest on Mathematics outcomes of Grade V students at SDN 2 Baadia.	There is a positive and significant influence between learning interest and student learning outcomes.

Based on Table 1, which presents the synthesis of 20 previous studies, it is consistently evident that teacher creativity and learning interest have a tangible and significant impact on elementary school students' learning outcomes. These empirical findings are reinforced by various established educational theories and learning psychologies. First, regarding teacher creativity, research by Mangangantung in 2022, Mahmud in 2022, Najoan in 2024, and Martina and Hadi proves that a teacher's creativity in designing lessons contributes directly to the improvement of student outcomes. This finding aligns with the learning theory proposed by Sudjana, which states that successful learning outcomes are driven by the quality of the learning process, including the methods and strategies used by the teacher⁴⁷.

Creative teachers are capable of varying methods, media, and approaches so that students do not feel bored and can more easily understand the material. Furthermore, according to Mulyasa, professional teachers are required to possess innovative abilities in classroom management to ensure an active, effective, and fun learning atmosphere⁴⁸. In this context, teacher creativity serves as an external factor that creates an active learning environment and stimulates students' cognitive, affective, and psychomotor development. Theoretically, teacher creativity also relates to constructivist theory, which focuses on students creating meaningful learning activities.

When teachers are able to present lessons in a varied and contextual manner, students find it much easier to connect the material to their real-world skills. This phenomenon is supported by the ideas of DePorter and Hernacki in

⁴⁷ Sudjana, N. (2006). *Penilaian Hasil Proses Belajar Mengajar*. Remaja Rosdakarya, Bandung.

⁴⁸ Mulyasa, M. (2004). *Manajemen Berbasis Sekolah*. PT Remaja Rosdakarya, Bandung.

the concept of Quantum Learning, which emphasizes the importance of a pleasant and creative learning atmosphere for optimal information absorption⁴⁹. Thus, the research findings in the table showing the relevant impact of teacher creativity on learning outcomes have a strong theoretical foundation. Second, regarding learning interest, research by Hermawan et al. in 2023, Riwahyudin, Fatimah et al. in 2022, Wibowo et al. in 2024, Gustina, and Nengsih proves that learning interest has a direct and significant impact on student learning outcomes.

This finding is strengthened by the educational psychology theory put forward by Dalyono, which states that interest is a high inward desire for an activity accompanied by a sense of happiness and full attention⁵⁰. When students have a high desire for learning, they will certainly be focused, more serious, and more active in participating in learning activities. This leads to increased understanding of the material and ultimately improves learning outcomes. Furthermore, the theory of learning motivation from Uno explains that learning interest is a part of intrinsic motivation that drives students to learn without external compulsion⁵¹.

Strong intrinsic motivation increases students' learning endurance when facing academic difficulties. This is in line with the research results in the table proving that students with high-quality learning interest tend to have better academic achievements than those with minimal interest. Additionally, the theory of learning outcomes according to Bloom, which categorizes learning domains into cognitive, affective, and psychomotor, also supports the findings in the table⁵².

Teacher creativity plays a role in optimizing these three domains through innovative learning methods, while learning interest acts as an internal driver ensuring that students are actively involved in the learning process. When these two factors work synergistically, the achievement of learning outcomes will be more optimal. Furthermore, the research by Asriadi et al. and Rorenza in the table shows that teacher creativity often interacts with other variables such as motivation and learning facilities. This phenomenon is in line with the theory of educational ecology, which states that learning outcomes do not stand alone but are driven by various external and internal aspects.

A supportive learning environment, high teacher creativity, and strong learning interest will form an effective learning system. The link between these factors is further strengthened by the importance of educational environment support involving various parties. Collaboration between schools, parents, society, and the utilization of technology as a learning support plays a role in creating an environment that encourages student activity and learning

⁴⁹ DePorter, B., & Hernacki, M. (2001). *Quantum Learning*. Mizan Media Utama, Bandung.

⁵⁰ Dalyono, D. (2010). *Psikologi Pendidikan*. Rineka Cipta, Jakarta.

⁵¹ Uno, H. B. (2006). *Orientasi Baru dalam Psikologi Pembelajaran*. Bumi Aksara, Jakarta.

⁵² Bloom, B. S. (1956). *Taxonomy of Educational Objectives: The Classification of Educational Goals*. Longmans, Green and Co, New York.

motivation⁵³. The use of learning media such as videos and multimedia presentations, as well as the application of creative and interactive learning methods, is proven to be able to increase student learning interest through the creation of a more attractive and meaningful learning atmosphere⁵⁴. Overall, the synthesis from Table I shows a consistent pattern that teacher creativity as an external aspect and learning interest as an internal aspect have a significant contribution to the learning outcomes of elementary school students. In addition to creativity, the competencies possessed by teachers also play an important role in determining student learning achievement in schools⁵⁵.

Theoretically, this relationship is reinforced by Bloom's theory of learning outcomes, learning motivation theory, constructivism theory, and the concept of creative learning. Student learning achievement is often the result of a blend of motivation, creativity in learning, and the teacher's skill in teaching⁵⁶. Thus, improving the quality of education in elementary schools needs to be focused on developing teacher creativity through professional training and fostering student learning interest through captivating learning schemes that are significant to their needs. Besides that, the implementation of a culture of discipline is very necessary to face the challenges of changing times.

The implications of this research's results show that improving the learning outcomes of elementary school students cannot be separated from strengthening two main aspects, namely teacher creativity and student learning interest. Student discipline supported by good teacher competence will create maximum learning achievement⁵⁷. Therefore, educational institutions need to encourage the professional development of teachers through training focused on learning innovation.

Teachers also need to pay attention to classroom management and ethics in teaching to maintain the dynamics of student motivation within the classroom. In addition, schools also need to design a learning environment capable of fostering student learning interest. Such a supportive environment must pay attention to technology access and digital skills so that students are ready to face

⁵³ El-Yunusi, M. Y. M., Darmawan, D., Al Mursyidi, B. M., Firmansyah, B., Arrozi, F., Rafiuddin, A., Kholid, K., & Haqiqi, F. (2023). Upaya Meningkatkan Minat Belajar Anak Melalui Kegiatan Bimbingan Belajar Gratis di Desa Suko Kecamatan Sukodono. *Jurnal Pendidikan, Penelitian dan Pengabdian Masyarakat*, 3(2), 35

⁵⁴ Laili, N., Darmawan, D., El-Yunusi, M. Y. M. (2024). Pengaruh Media Pembelajaran, Metode Pembelajaran, dan Dukungan Orang Tua terhadap Minat Belajar Siswa Smp Buana Waru Sidoarjo. *Khazanah Pendidikan-Jurnal Ilmiah Kependidikan (JIK)*, 18(2), 260-271.

⁵⁵ Alam, M. B., & Darmawan, D. (2025). Pengaruh Kompetensi Guru terhadap Hasil Belajar Peserta Didik di Madrasah Ibtidaiyah. *NUSRA: Jurnal Penelitian dan Ilmu Pendidikan*, 6(1), 48-59.

⁵⁶ Alfaaza, M. F., & Darmawan, D. (2025). Pengaruh Motivasi Belajar, Kreativitas Belajar, dan Kompetensi Guru terhadap Prestasi Belajar Akidah Akhlak Siswa. *Atta'dib Jurnal Pendidikan Agama Islam*, 6(2), 166-186.

⁵⁷ Bayhaqi, H. N., Rafsanjani, M. Z., & Darmawan, D. (2025). Pengaruh Kedisiplinan Belajar dan Kompetensi Guru terhadap Prestasi Belajar Siswa. *FONDATIA: Jurnal Pendidikan Dasar*, 9(2), 393-408.

future challenges⁵⁸. Another implication is the need for integration between creative learning strategies and approaches that encourage students' intrinsic motivation so that learning engagement increases optimally. Cooperation between the role of the family, literacy culture, and learning discipline at school becomes a supporting factor for overall educational success⁵⁹. Thus, the synergy between these external and internal factors is the key to improving the quality of learning outcomes in a sustainable manner.

⁵⁸ Arifin, S., & Darmawan, D. (2021). Technology Access and Digital Skills: Bridging the Gaps in Education and Employment Opportunities in the Age of Technology 4.0. *Journal of Social Science Studies*, 1(1), 163-168.

⁵⁹ Azizah, C., & Darmawan, D. (2025). The Influence of Literacy Culture, Family Roles, and Learning Discipline on Student Learning Achievement at MA Tanada Waru Sidoarjo. *Dirasah: Jurnal Pendidikan Islam*, 6(2), 167-182.

Conclusion

Based on a comprehensive literature review, it can be concluded that the quality of students' learning acquisition is a reflection of a teacher's pedagogical effectiveness and the students' internal drive. Innovative teachers are capable of presenting contextual methods that effectively break through learning boredom. Meanwhile, high interest acts as psychological energy that makes students more persistent and focused. These two variables are intertwined; creative teaching becomes more powerful when met with great learning interest. Thus, improving the quality of education in elementary schools requires a balance between the professional development of teachers in managing classes and efforts to nurture students' interest in knowledge.

Bibliography

- Akmal, D. K., Darmawan, D., & Wardani, A. (2015). *Manajemen Pendidikan*. IntiPresindo Pustaka, Bandung.
- Al Laisty, M. D., Darmawan, D., & Fajar, A. S. M. (2024). The Role of Leadership Style in Building a Discipline Culture in Pesantren: Facing the Challenges of Social and Technological Change. *Bulletin of Science, Technology and Society*, 3(3), 62-68.
- Al Madury, Z. Q. A. S., & Darmawan, D. (2024). Pengaruh Pola Asuh Orang Tua terhadap Karakter Peserta Didik Setingkat Sekolah Dasar. *Jurnal Ilmiah Multidisiplin*, 2(2), 87-101.
- Alam, M. B., & Darmawan, D. (2025). Pengaruh Kompetensi Guru terhadap Hasil Belajar Peserta Didik di Madrasah Ibtidaiyah. *NUSRA: Jurnal Penelitian dan Ilmu Pendidikan*, 6(1), 48-59.
- Alfaaza, M. F., & Darmawan, D. (2025). Pengaruh Motivasi Belajar, Kreativitas Belajar, dan Kompetensi Guru terhadap Prestasi Belajar Akidah Akhlak Siswa. *Atta'dib Jurnal Pendidikan Agama Islam*, 6(2), 166-186.
- Alfiyani HD, A., Aliyah, N. D., & Darmawan, D. (2024). Strategi Belajar: Pengamatan Dinamika Motivasi Siswa di SD Negeri Paseseh 01 Tanjungbumi Bangkalan Madura melalui Manajemen Kelas, Media Pembelajaran, dan Etika Guru. *Jurnal Bilqolam Pendidikan Islam*, 5(2), 13-28.
- Anasro, A., Insyirah, I., & El-Yunusi, M. Y. M. (2023). Kreativitas Guru PAI dalam Mengembangkan Bahan Ajar di Madrasah Darut Taqwa I Watukosek Gempol Pasuruan. *Impressive: Journal of Education*, 1(3), 124-140.
- Anggraini, W. (2023). Pengaruh Kreativitas Guru terhadap Hasil Belajar Siswa pada Mata Pelajaran IPA di SD Negeri 76 Bengkulu Tengah. *Skripsi*, Universitas Islam Negeri Fatmawati.
- Arifin, S., & Darmawan, D. (2021). Technology Access and Digital Skills: Bridging the Gaps in Education and Employment Opportunities in the Age of Technology 4.0. *Journal of Social Science Studies*, 1(1), 163-168.
- Asriadi, A., Herman, H., & Bastiana, B. (2021). Pengaruh Sarana Prasarana, Kreativitas Guru dan Motivasi Belajar terhadap Hasil Belajar IPS Siswa. *Phinisi Integration Review*, 4(3).
- Azizah, C., & Darmawan, D. (2025). The Influence of Literacy Culture, Family Roles, and Learning Discipline on Student Learning Achievement at MA Tanada Waru Sidoarjo. *Dirasah: Jurnal Pendidikan Islam*, 6(2), 167-182.
- Bayhaqi, H. N., Rafsanjani, M. Z., & Darmawan, D. (2025). Pengaruh Kedisiplinan Belajar dan Kompetensi Guru terhadap Prestasi Belajar Siswa. *FONDATIA: Jurnal Pendidikan Dasar*, 9(2), 393-408.
- Bloom, B. S. (1956). *Taxonomy of Educational Objectives: The Classification of Educational Goals*. Longmans, Green and Co, New York.
- Dalyono, D. (2010). *Psikologi Pendidikan*. Rineka Cipta, Jakarta.
- Darmawan, D. (2013). *Prinsip Prinsip Perilaku Organisasi*. Pena Semesta - PT. Jepe Press Media Utama, Surabaya.
- Darmawan, D. (2024). Distribution of Six Major Factors Enhancing Organizational Effectiveness. *Journal of Distribution Science*, 22(4), 47-58.
- DePorter, B., & Hernacki, M. (2001). *Quantum Learning*. Mizan Media Utama, Bandung.

- El-Yunusi, M. Y. M., Darmawan, D., Al Mursyidi, B. M., Firmansyah, B., Arrozi, F., Rafiuddin, A., Kholid, K., & Haqiqi, F. (2023). Upaya Meningkatkan Minat Belajar Anak Melalui Kegiatan Bimbingan Belajar Gratis di Desa Suko Kecamatan Sukodono. *Jurnal Pendidikan, Penelitian dan Pengabdian Masyarakat*, 3(2), 35 – 46.
- El-Yunusi, M. Y.M., Firmansyah, B., Dena, S., & Muiz, A. (2024). Penerapan Materi Pengajaran PAI dalam Meningkatkan Minat Belajar Mata Pelajaran Aqidah Akhlak. *Jurnal Education and Development*, 12(1), 8-15.
- Fatimah, W., Abustang, P. B., & Supardi, R. (2022). Pengaruh Minat Belajar terhadap Hasil Belajar IPS. *JKPD (Jurnal Kajian Pendidikan Dasar)*, 7(1), 28-35.
- Fazriah, I. N., Anggraini, S., & Insani, P. (2023). Pengaruh Lingkungan Sekolah terhadap Hasil Belajar PAI. *Tarbiyah: Jurnal Ilmu Pendidikan dan Pengajaran*, 2(1), 117–121.
- Firmansyah, B., Aliyah, N. D., & Darmawan, D. (2024). Pengaruh Kompetensi Guru PAI, Perhatian Orang Tua, dan Pergaulan Teman Sebaya terhadap Pembentukan Karakter Siswa di MA Unggulan Nur Al-Jadid Waru Sidoarjo. *TEACHING: Jurnal Inovasi Keguruan dan Ilmu Pendidikan*, 4(3), 203-214.
- Gustina, H. (2020). Pengaruh Minat Belajar terhadap Hasil Belajar Siswa Kelas V pada Mata Pelajaran Matematika di SD Negeri 68 Kota Bengkulu. *Skripsi*, IAIN Bengkulu.
- Hariani, M., & Mardikaningsih, R. (2022). The Social Education Role in Shaping Students' Global Awareness in Higher Education. *Journal of Social Science Studies*, 2(1), 55-60.
- Hariani, M., Aliyah, N. D., & Issalillah, F. (2021). Legal Guarantee of Children's Rights in Education and Health. *Journal of Social Science Studies*, 1(2), 177-180.
- Hariani, M., Mardikaningsih, R., Darmawan, D., Nuraini, R., & Halizah, S. N. (2025, October). Transformational Leadership, Student Participation, and Campus Digital Communication: A Systematic Review of Green Management Implementation in Higher Education. In *Proceeding of International Management Conference and Progressive Papers*, 3(1).
- Hariani, M., Safira, M. E., & Wahyuni, S. (2021). Multidisciplinary Education and the Growth of Social Competence in Children. *Journal of Social Science Studies*, 1(2), 253-258.
- Hermawan, J. S., Surahman, M., Rini, R., Amaliyah, F., & Rohmah, M. F. (2023). Pengaruh Minat Belajar dan Efikasi Diri terhadap Hasil Belajar Matematika Peserta Didik Kelas V Sekolah Dasar. *Jurnal Inovasi Sekolah Dasar*, 10(2), 94–105.
- Hidayat, L. E., Basthomi, Y., & Afrilyasanti, R. (2024). Exploring Secondary School Teachers' Creativity in Differentiated Instruction (DI) Practices Across Indonesian EFL Classrooms. *Thinking Skills and Creativity*, 53, 101620.
- Imanuddin, F. & D. Darmawan. (2024). Enhancing Learning Effectiveness Strategy: Self-Directed Learning and Learning Facilities at SMK Teknik Pal Surabaya. *Jurnal Al-Qayyimah*, 6(1), 99-105.
- Imanuddin, F., Aliyah, N. D., & Darmawan, D. (2024). Pengaruh Kemandirian Belajar, Fasilitas Belajar, dan Kompetensi Guru terhadap Efektivitas Belajar Siswa-siswi SMK Teknik PAL Surabaya. *Journal of Innovative and Creativity*, 5(2), 12491-12504.

- Irawan, A. I., Hariani, M., Mardikaningsih, R., Issalillah, F., Khayru, R. K., Darmawan, D., & Evendi, W. (2023). Integrasi Video Learning dan Praktik pada Pembelajaran Wudhu untuk Membangun Pondasi Keagamaan Usia Dini. *Jurnal Pendidikan, Penelitian, dan Pengabdian Masyarakat*, 3(2), 61–66.
- Iskandar, M. T., Sasmita, K., & Tatminingsih, T. (2022). Pengaruh Minat Belajar dan Efikasi Diri terhadap Hasil Belajar IPS Siswa Sekolah Dasar. *Jurnal Elementaria Edukasia*, 5(1), 36–47.
- Juaini, A., Aliyah, N. D., & Darmawan, D. (2024). Pengaruh Fasilitas Belajar dan Gaya Mengajar Guru dan Lingkungan Belajar terhadap Motivasi Belajar Siswa MTs NW Kotaraja Lombok Timur, NTB. *Jurnal Cahaya Mandalika*, 3(3), 1890-1909.
- Juita, D. P., Priya, P., Azwardi, M., & Amra, A. (2024). Pentingnya Pengembangan Sumber Daya Manusia pada Lembaga Pendidikan. *Indo-MathEdu Intellectuals Journal*, 5(3), 3068-3077.
- Khasanah, S. U., & Setiawan, B. (2022). Penerapan Pendekatan Socio-Scientific Issues Berbantuan E-LKPD Pada Materi Zat Aditif untuk Meningkatkan Literasi Sains. *Pensa E-Jurnal: Pendidikan Sains*, 10(2), 313-319.
- Khayru, R. K., Issalillah, F., Mardikaningsih, R., Putra, A. R., & Darmawan, D. (2025, October). The Impact of Islamic Digital Literacy on College Students Mental Health and Charity Behavior. In *Proceedings of International Conference on Educational Management*, 3(1), 103-113.
- Khumairoh, I. A., & El-Yunusi, M. Y. M. (2025). Tingkat Minat Belajar Siswa Sekolah Dasar dalam Pembelajaran Pendidikan Jasmani dengan Media Permainan Monopoli. *Jendela Olahraga*, 10(2), 1-11.
- Laili, N., & Darmawan, D. (2024). Investigating the Impact of Educational Media and Teaching Methods on Student Interest at SMP Buana Waru Sidoarjo. *Jurnal Pendidikan Inovatif*, 6(2), 456-471.
- Laili, N., Darmawan, D., El-Yunusi, M. Y. M. (2024). Pengaruh Media Pembelajaran, Metode Pembelajaran, dan Dukungan Orang Tua terhadap Minat Belajar Siswa Smp Buana Waru Sidoarjo. *Khazanah Pendidikan-Jurnal Ilmiah Kependidikan (JIK)*, 18(2), 260-271.
- Latif, A., & Darmawan, D. (2024). Examining How School Environment and Teacher Competence Affect Student Learning Motivation at MA Al Fatich Tambak Osowilangun Surabaya. *Teaching and Learning Journal of Mandalika (Teacher)*, 5(1), 69-75.
- Latif, A., Darmawan, D., & El Yunusi, M. Y. M. (2024). Pengaruh Lingkungan Sekolah, Kompetensi Guru dan Pola Asuh Orang Tua terhadap Motivasi Belajar Siswa MA Al Fatich Tambak Osowilangun Surabaya. *Journal of Innovative and Creativity*, 5(2), 11313–11323.
- Liwak, S., Darmawan, D., & El-Yunusi, M. Y. M. (2023). Adaptation Readiness and Resilience Building of Novice Teachers in Navigating the World of Education Professional Work. *Journal of Social Science Studies*, 3(1), 213-222.
- Magfud, C., Hariani, M., & Aliyah, N. D. (2023). Islamic Education for All: A Review of Strategies and Inclusion Frameworks for Students with Special Needs. *Journal of Social Science Studies*, 3(2), 353-364.
- Maharani, L., & Darmawan, D. (2024). Factors Affecting Learning Achievement: Learning Discipline and Self-regulation at MTs Wachid Hasyim Surabaya. *TA'DIBUNA: Jurnal Pendidikan Agama Islam*, 7(1), 12-20.

- Mahmud, H., Isnanto, I., & Sugeha, J. (2022). Pengaruh Kreativitas Guru terhadap Hasil Belajar Siswa Sekolah Dasar di Kota Gorontalo. *Aksara: Jurnal Ilmu Pendidikan Nonformal*, 8(2), 779–784.
- Mangangantung, J., Wentian, S., & Rorimpandey, W. (2022). Pengaruh Kreativitas Guru dan Motivasi Belajar Siswa terhadap Hasil Belajar Siswa Kelas V SD Negeri di Kecamatan Wanea. *Jurnal Inovasi Teknologi Pendidikan*, 9(1), 16–24.
- Mardikaningsih, R. (2014). Metode Pembelajaran dan Variasi Penerapannya. *Jurnal Ilmiah Manajemen Pendidikan Indonesia*, 1(1), 43-54.
- Marlina, L., & Sholehun, S. (2021). Analisis Faktor-Faktor yang Mempengaruhi Hasil Belajar Bahasa Indonesia pada Siswa Kelas IV SD Muhammadiyah Majaran Kabupaten Sorong. *Frasa: Jurnal Keilmuan, Bahasa, Sastra, dan Pengajarannya*, 2(1), 66-74.
- Martina, A., & Hadi, M. S. (2025). Pengaruh Kreativitas Guru dan Media Pembelajaran Digital terhadap Hasil Belajar Bahasa Indonesia Materi Majas di Kelas VI SD. *JIP Jurnal Ilmiah Ilmu Pendidikan*, 8(2), 1558–1566.
- Mawardi, M. (2019). Hakikat Hasil Belajar. *Scholaria: Jurnal Pendidikan dan Kebudayaan*, 9(2), 131–140.
- Mendonca, C. N., Wahyudi, Kabalmay, R. N. K., & Amri, M. W. (2021). Developing Technical and Social Competencies for Future-Ready Education in Digitally Mediated Labor Environments. *Journal of Social Science Studies*, 1(2), 259-266.
- Mubarok, L., & Darmawan, D. (2025). Pengaruh Disiplin Belajar terhadap Hasil Belajar Madrasah Ibtidaiyah. *PHEDHERAL*, 22(2), 19-32.
- Mubasysyir, M. M., & Darmawan, D. (2024). Improving Performance: The Role of Teacher Professionalism and Discipline at the Tahsinul Akhlaq Bahrul Ulum Foundation Surabaya. *Hikamatzu| Journal of Multidisciplinary*, 1(1), 337-354.
- Mudzakkir, M., & Darmawan, D. (2024). The Influence of Teacher Teaching Styles and Learning Motivation on the Learning Achievement. *Edu-Riligia: Jurnal Ilmu Pendidikan Islam dan Keagamaan*, 8(1).
- Mulyasa, M. (2004). *Manajemen Berbasis Sekolah*. PT Remaja Rosdakarya, Bandung.
- Murniyeh, M. (2025). Hubungan antara Kreativitas Guru dengan Hasil Belajar Siswa Kelas V SD IT Tresna Asih. *Skripsi*, UIN Raden Intan Lampung.
- Najoan, R. A. O., Goni, A. M., & Mongkau, J. G. (2024). Pengaruh Kreativitas Guru dan Motivasi Belajar Siswa terhadap Hasil Belajar Matematika Siswa Kelas V Sekolah Dasar. *Jurnal Ilmiah Wahana Pendidikan*, 10(9), 921-924.
- Nengsih, W., Yusnan, M., & Safira, S. (2025). Pengaruh Minat Belajar terhadap Hasil Belajar Matematika kelas VI Sekolah Dasar Negeri 2 Baadia Kota Baubau. *Jurnal Akademik Pendidikan Matematika*, 11(1), 1–7.
- Purwanto, P. (2017). *Evaluasi Hasil Belajar*. Pustaka Pelajar, Yogyakarta.
- Rahmaniati, R., Septiana, M. C., & Setyawan, D. (2022). Kreativitas Guru dalam Menggunakan Media Pembelajaran Matematika Kelas IV: Teacher Creativity in Use of Learning Media Mathematics Class IV. *Tunas: Jurnal Pendidikan Guru Sekolah Dasar*, 8(1), 1–10.
- Rahmaniyah, S. B., & Darmawan, D. (2025). Pengaruh Lingkungan Keluarga terhadap Hasil Belajar Siswa Setingkat Madrasah Tsanawiyah (MTS). *Jurnal Edukasi dan Literasi Pendidikan*, 6(3).
- Rahmawati, D., & Darmawan, D. (2024). The Relationship between Assignment Methods and Social Interaction with the Level of Student Learning

- Activeness at Madrasah Ibtidaiyah Darul Ulum Tandes. *International Journal of Islamic Thought and Humanities*, 3(1), 49-58.
- Riwahyudin, A. (2015). Pengaruh Sikap Siswa dan Minat Belajar Siswa terhadap Hasil Belajar IPA Siswa Kelas V Sekolah Dasar di Kabupaten Lamandau. *Jurnal Pendidikan Dasar*, 6(1), 11-23.
- Rizal, M. I., & Darmawan, D. (2024). Digital Literacy and Utilization of Learning Media: Their Contribution to Academic Achievement in Intensif Taruna Pembangunan High School, Surabaya. *Jurnal Inovasi Pendidikan*, 7(3), 22-30.
- Rofiuddin, A. N., & Darmawan, D. (2024). Pengaruh Disiplin Belajar terhadap Hasil Belajar Pada Mata Pelajaran Pendidikan Agama Islam Siswa Sekolah Menengah Atas Setingkat. *Journal of Early Childhood and Islamic Education*, 3(1), 110-127.
- Rojak, J. A., & Khayru, R. K. (2022). Disparities in Access to Education in Developing Countries: Determinants, Impacts, and Solution Strategies. *Journal of Social Science Studies*, 2(1), 31-38.
- Rorenza, N. (2023). Pengaruh Kreativitas Guru dan Fasilitas Pembelajaran terhadap Hasil Belajar Siswa pada Materi Bangun Datar Mata Pelajaran Matematika di Kelas IV SD MBS Prambanan. *Skripsi*, Universitas Ahmad Dahlan.
- Rozikin, M. Z., Ghozali, S., & Darmawan, D. (2023). Teacher Adaptation and the Role of Educational Institutions to Foster Learner Discipline and Participation in the Classroom. *Journal of Social Science Studies*, 3(1), 199-212.
- Sajjapong, T., Darmawan, D., & Marsal, A. P. (2022). The Role of Social Stereotypes in Shaping Opportunities and Inequalities in Society: Their Impact on Education, Employment, and Intergroup Interactions. *Bulletin of Science, Technology and Society*, 1(1), 44-49.
- Salindeho, C. A., Tamboto, F. I., & Mangundap, J. M. (2024). Pengaruh Kreativitas Guru dan Motivasi Belajar terhadap Hasil Belajar Siswa di SD Katolik St. Nicolaus Talawaan. *Nusra: Jurnal Penelitian dan Ilmu Pendidikan*, 5(2), 786-792.
- Seran, G., & Ismail, A. binti. (2025). Family Social Capital and Quality Management in Primary and Secondary Education. *Bulletin of Science, Technology and Society*, 4(3), 91-102.
- Setiawan, A., Nugroho, W., & Widyaningtyas, D. (2022). Pengaruh Minat Belajar terhadap Hasil Belajar Siswa Kelas VI SDN I Gamping. *Tanggap: Jurnal Riset dan Inovasi Pendidikan Dasar*, 2(2), 92-109.
- Shidiq, A., Majid, A. B. A., Darmawan, D., Saleh, M., Evendi, W., Anwar, M. S., & Bangsu, M. (2024). Penguatan Nilai-Nilai Sosial Melalui Kegiatan Keagamaan Berbasis Komunitas. *Manfaat: Jurnal Pengabdian Pada Masyarakat Indonesia*, 1(1), 1-10.
- Siburian, A., Siahaan, E. A., & Naibaho, D. (2023). Kreativitas Guru dalam Meningkatkan Minat Belajar Siswa. *Jurnal Pendidikan Sosial dan Humaniora*, 2(2), 11202-11209.
- Simbolon, K. T., Lestari, A., Hasanah, P., & Ananda, W. (2024). Pengaruh Minat Belajar terhadap Hasil Belajar Siswa Sekolah Dasar pada Mata Pelajaran Matematika. *Yayasan Literasi Emas Nusantara*, 1(1), 34-39.
- Sudahri, S., El-Yunusi, M. Y. M., & Ghozali, S. (2024). Duality and Dynamics of Education in the Transformation of Gender Roles in Modern Society. *Journal of Social Science Studies*, 4(2), 55-64.

- Sudjana, N. (2006). *Penilaian Hasil Proses Belajar Mengajar*. Remaja Rosdakarya, Bandung.
- Sudjana, N., & Rivai, A. (2010). *Media Pengajaran*. Sinar Baru Algensindo, Bandung.
- Uno, H. B. (2006). *Orientasi Baru dalam Psikologi Pembelajaran*. Bumi Aksara, Jakarta.
- Utamingtyas, S., Subaryana, & Fatimah, S. (2020). Pengaruh Lingkungan Keluarga dan Minat Belajar terhadap Hasil Belajar Matematika Peserta Didik Kelas V Sekolah Dasar. *Dwija Cendekia: Jurnal Riset Pedagogik*, 4(2), 349–359.
- Warin, A. K. (2022). Reconstructing Community Futures through Non-Formal Education for Participatory and Inclusive Social Advancement. *Journal of Social Science Studies*, 2(1), 183-188.
- Wibowo, B. A., Restyowati, E., Ratnaningsih, A., Murtiyasa, B., & Setyaningsih, N. (2024). Pengaruh Minat Belajar Siswa terhadap Hasil Belajar Statistik di SDN Wirun 3. *Edukasia: Jurnal Pendidikan dan Pembelajaran*, 5(1), 578–594.
- Widyaningtyas, R., & Huda, M. J. (2018). Hubungan Kreativitas Guru terhadap Hasil Belajar IPS Siswa di Sekolah Dasar. *Jurnal Inventa*, 2(2), 37–46.
- Zahid, R. A., Fajar, A. S. M., Fauzi, A., El-Yunusi, M. Y. M., Darmawan, D., & Abror, S. (2025). Upaya Meningkatkan Kesadaran dan Keterampilan Mahasiswa dalam Menghadapi Era Kecerdasan Buatan di Masa Depan. *Jurnal Pengabdian Ibnu Sina*, 4(2), 129-139.