

Research Article

The Influence of Teacher Attitude, Self-Efficacy, and Teaching Creativity on Student Motivation in Economics Social Studies at SMP Negeri 9 Marusu

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Abstract: This study aims to: (1) determine the influence of teacher Self Efficacy on students' learning motivation in Economics Social Studies; (2) determine the influence of teachers' teaching creativity on students' learning motivation; (3) determine the influence of teacher attitudes on students' learning motivation; (4) analyze the simultaneous influence of teacher Self Efficacy, teaching creativity, and teacher attitudes on students' learning motivation; and (5) identify the most dominant variable affecting students' learning motivation at SMP Negeri 9 Marusu, Maros Regency. The research was conducted from September to November 2025 using an associative quantitative approach with an ex-post facto design. The sample consisted of 155 students selected through proportional random sampling. The research instrument was a Likert-scale questionnaire that had passed validity and reliability testing. Data were analyzed using classical assumption tests and multiple linear regression with the help of SPSS. The results of the study indicate that: (1) teacher Self Efficacy has a significant partial effect on students' learning motivation ($t = 3.606$, Sig. = 0.000), but becomes insignificant in the simultaneous model ($t = -0.531$, Sig. = 0.596); (2) teaching creativity has a positive and significant partial effect ($t = 5.852$, Sig. = 0.000); (3) teacher attitudes have a positive and significant effect ($t = 8.008$, Sig. = 0.000) and are the most dominant variable, as shown by the highest regression coefficient ($B = 1.456$; Beta = 0.916); (4) simultaneously, teacher Self Efficacy, teaching creativity, and teacher attitudes significantly influence students' learning motivation ($F = 38.854$, Sig. = 0.000); and (5) teacher attitudes are the most dominant predictor, as indicated by $B = 1.456$ and Beta = 0.916. This means that the more positive the teacher's attitude, the higher the students' learning motivation.

Keywords: Learning Motivation; Self Efficacy; Student Learning Motivation; Teacher Attitude; Teaching Creativity.

1. Introduction

Learning motivation has long been a central focus in educational psychology, as it is a key factor determining student academic success. In the global context, educational systems face the challenge of fostering critical, collaborative, and creative skills among students, in line with the demands of the 21st century and the Society 5.0 concept (MY, 2024; MY et al., 2023). Education must not only develop knowledge but also cultivate the ability to adapt to rapid changes in the world. Therefore, it is crucial to understand the various factors that influence student motivation, both internal and external (Haerani et al., 2024). Within the framework of motivation theory, internal factors such as self-efficacy, teaching creativity, and teacher attitudes play significant roles in influencing student learning motivation, which in turn can enhance their learning outcomes (Mardewi et al., 2024; Nidawati, 2024; Ratna et al., 2023).

One critical factor in this context is teacher self-efficacy, which refers to the teacher's belief in their ability to manage the classroom, deliver content, and motivate students. Schunk

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and DiBenedetto emphasize that self-efficacy influences not only the choices of actions taken but also the level of effort and persistence in facing learning challenges. Teachers with high self-efficacy tend to be more confident in managing classrooms and designing more effective teaching strategies. Teaching creativity also plays a crucial role in enhancing student motivation. Creative teachers are able to present material in an engaging and contextual way, making learning more relevant and stimulating students' interest. Creativity in teaching methods can transform what is often perceived as a dull subject into an enjoyable learning experience, motivating students to actively participate in class (Ratnawati et al., 2022). Moreover, teacher attitudes play a vital role in building student motivation. Positive attitudes such as empathy, patience, and emotional support can create a conducive learning climate. Supportive teacher attitudes foster a sense of safety among students, allowing them to express their opinions and participate more actively in the learning process. The relationship between teachers and students, built through these positive attitudes, strengthens students' intrinsic motivation (Tripathi, 2019). Thus, student motivation is not only influenced by cognitive and skill-related factors but also by the social-emotional aspects of teacher-student interaction.

The local context of this study is the teaching of Social Studies (IPS), specifically economics, at SMP Negeri 9 Marusu, Maros Regency, which presents an interesting phenomenon. Social Studies, particularly in economics, is often considered less engaging by many students. Economic topics such as demand-supply, economic systems, and economic development are typically presented through monotonous methods, such as lectures and rote memorization, making students less interested and involved. In initial observations, only about 35% of students actively participated in class, and around 37% failed to submit assignments on time. Furthermore, nearly 40% of students reported difficulty understanding economic topics, especially fundamental concepts like demand and supply. These findings indicate that student motivation in the Economics Social Studies class is still low and needs special attention from teachers.

In the initial analysis of this situation, IPS teachers expressed that many students only engage in learning because it is a requirement, not out of interest or curiosity about the material. On the other hand, students feel insecure about their ability to understand economic concepts, indicating that the teaching approach used has not been effective in building students' self-confidence. Teachers' teaching strategies tend to focus on lectures and textbook use, with little variation in activities that encourage active participation. Students feel less personally attended to, and most of them admit that they learn out of obligation rather than genuine interest or self-belief. This condition reveals a problem with student learning motivation that needs further examination from the perspective of teacher-related factors.

Given these empirical conditions, there is a gap between the expected contextual learning of Economics Social Studies and the reality of classroom practices, particularly in relation to the role of teacher self-efficacy, teaching creativity, and teacher attitudes in building student motivation. Previous studies have explored the relationship between teacher self-efficacy and student motivation (Adirestuty et al., 2016), as well as the impact of teacher creativity on student participation (Ratnawati et al., 2022). Other research by Sutjonong highlighted the role of teacher attitudes in creating a positive learning environment (Sutjonong et al., 2022). However, despite the separate discussions on these factors, there is limited research that integrates self-efficacy, teaching creativity, and teacher attitudes to examine their combined impact on student motivation, particularly in the context of Economics Social Studies teaching at the junior high school level. Therefore, this study aims to fill this gap by investigating how these three variables simultaneously and partially influence student motivation. The analysis conducted is expected to provide a comprehensive understanding of the role of teachers in shaping student learning motivation in a more detailed and measurable manner.

This research is expected to contribute significantly to understanding the factors that influence student motivation, particularly in the teaching of Economics Social Studies. By examining the roles of self-efficacy, teaching creativity, and teacher attitudes, this study aims to offer new insights into how these factors can be integrated to create a more meaningful and effective learning experience. The findings of this study are also anticipated to provide practical recommendations for teachers in designing more adaptive and responsive teaching approaches that cater to students' needs. Based on the problem formulation outlined, the main objectives of this research are to determine the impact of teacher self-efficacy, teaching creativity, and teacher attitudes on student motivation in Economics Social Studies at SMP Negeri 9 Marusu, Maros Regency, and to identify which variable has the most dominant influence on student motivation in this context.

2. Literature review

Teacher Self-Efficacy

Self-efficacy, a central concept in Albert Bandura's social cognitive theory, refers to an individual's belief in their ability to plan and execute the necessary actions to achieve specific goals. This belief influences thoughts, feelings, actions, and how individuals perceive obstacles (Bandura, 1977). Schunk and DiBenedetto expanded this definition by emphasizing that self-efficacy is a motivational force that affects behavior choices, effort levels, perseverance in the face of challenges, and individual achievements. In education, teacher self-efficacy is especially important, as it directly impacts teaching effectiveness, classroom management, and the teacher's ability to motivate students (Gui-ping, 2006). Studies have shown that teachers with high self-efficacy are more innovative, patient, and consistent in addressing classroom challenges. The self-efficacy of teachers also involves their belief in their ability to influence student learning outcomes and manage classroom dynamics effectively (Pavithra & Kumar, 2012).

Empirical research further demonstrates that teachers with higher self-efficacy tend to engage students more actively and achieve better student outcomes. Students with teachers possessing higher self-efficacy are more likely to participate actively and achieve better academic results (Asih & Hasruddin, 2023). However, research on how teacher self-efficacy interacts with other teaching factors, such as creativity and attitude, remains sparse. Understanding the specific dynamics of self-efficacy in the classroom can provide valuable insights into improving student engagement and performance, especially in the context of subjects considered less engaging, like economics (Nurmalia et al., 2020).

Teaching Creativity

Creativity is a fundamental intellectual ability that allows individuals to generate new, original ideas with practical value. In the educational context, creativity is a vital component for high-level thinking, problem-solving, and adaptive skills necessary for future-oriented learners (Kanematsu & Barry, 2016). Creativity in teaching, as described by Monawati and Fauzi, refers to a teacher's ability to innovate or modify existing teaching methods to design learning experiences that engage and enhance student comprehension (Monawati & Fauzi, 2018). Teaching creativity includes innovation in methods, media, and approaches aimed at increasing student engagement and understanding. Furthermore, Arisanto noted that teaching creativity also involves designing learning experiences that are responsive to students' needs and characteristics and managing the classroom in a flexible and reflective manner (Asrianto et al., 2025).

Despite the overlaps with terms like innovation and improvisation, teaching creativity focuses on producing original and meaningful learning ideas, whereas innovation systematically applies creative ideas to produce practical solutions. Improvisation, while related, refers to more spontaneous responses to classroom situations. Thus, teaching creativity can be defined as the professional ability of teachers to create and adapt effective, innovative, and original learning strategies to enhance student involvement and learning outcomes. A creative teaching approach relies not only on cognitive abilities but also on social sensitivity, emotional flexibility, and support from the school environment that encourages ongoing innovation and reflection.

Teacher Attitude

Teacher attitude refers to a psychological tendency to respond consistently, either positively or negatively, toward teaching, students, and classroom dynamics. Allport defined attitude as a mental and emotional state influenced by experience, guiding an individual's responses to situations or objects. In education, teacher attitudes are shaped by emotional interactions and professional experiences, significantly influencing how teachers respond to students and manage classroom challenges (Lone, 2019). Positive teacher attitudes are crucial for fostering healthy teacher-student relationships, which, in turn, create an environment conducive to learning (Kavitha, 2014). Dar argued that teacher attitudes are a dynamic component influencing student behavior, classroom climate, and overall teaching effectiveness (Dar, 2019).

Teacher professional attitudes such as commitment, integrity, and responsibility reflect a teacher's readiness and value orientation toward their profession, which impacts their ability to foster a productive and participatory learning environment. These attitudes are essential

for promoting positive student interactions, emotional climates, and overall educational success. Positive teacher attitudes build trust with students and create a nurturing learning environment (Sudrajat, 2017).

Student Learning Motivation

Learning motivation refers to the internal force that drives individuals to engage in activities aimed at achieving specific academic goals. Motivation is a process that explains the intensity, direction, and persistence of an individual's efforts to reach goals (Robbins & Judge, 2017). McClelland (1987) identified three basic needs driving motivation: achievement, power, and affiliation, formed through social and cultural experiences. In education, student learning motivation is essential for creating an active, creative, and productive learning environment (Nabilah & Rakhmania, 2024). It is the psychological energy propelling students to engage in and persist with learning tasks. High motivation influences student behavior, and it is a crucial element in ensuring successful teaching and student achievement (Yunus et al., 2022). The role of teachers in fostering and sustaining student motivation is pivotal. Motivational teaching strategies, effective classroom management, and supportive learning environments help students maintain engagement and effort over time. Teachers' motivational influence is critical to sustaining students' focus and persistence, leading to better academic outcomes (Syarifuddin & Irmawati, 2023).

Research Gap and Contribution

Despite extensive research on the individual factors of teacher self-efficacy, creativity, and attitude in relation to student motivation, few studies have examined the integrative impact of these factors in the context of Economics Social Studies at the junior high school level. This gap is critical, as understanding how teacher-related factors interact can provide more comprehensive insights into effective teaching strategies for motivating students. Additionally, research on these factors in the context of less-engaging subjects, such as economics, remains underexplored. This study aims to address this gap by investigating how self-efficacy, teaching creativity, and teacher attitude collectively influence student motivation in Economics Social Studies classes. The findings will contribute to a deeper understanding of the dynamics between teacher characteristics and student motivation, offering practical recommendations for improving teaching practices and enhancing student learning outcomes in this important subject area.

Hypotheses

H1: There is a significant effect of teacher self-efficacy on student motivation in Economics Social Studies classes at SMP Negeri 9 Marusu, Maros Regency.

H2: There is a significant effect of teacher teaching creativity on student motivation in Economics Social Studies classes at SMP Negeri 9 Marusu, Maros Regency.

H3: There is a significant effect of teacher attitude on student motivation in Economics Social Studies classes at SMP Negeri 9 Marusu, Maros Regency.

3. Proposed Method

Research Design

This study employed a quantitative associative research design to investigate the relationships between independent variables, namely teacher self-efficacy, teaching creativity, and teacher attitude, and the dependent variable, student learning motivation in Economics Social Studies. The choice of a quantitative approach was based on the need to collect and analyze numerical data to test the hypotheses formulated for the study. The associative design was deemed appropriate as it allows for examining the causal relationships between the variables without manipulating them directly, thus making it suitable for understanding the impact of teacher-related factors on student motivation (Creswell, 2014). The design also facilitates the measurement of the effects of teacher self-efficacy, creativity, and attitude on student motivation, both separately and collectively.

Population and Sample

The target population of this study consisted of all eighth-grade students at SMP Negeri 9 Marusu, Maros Regency, for the 2025/2026 academic year, totaling 253 students across eight classes. The sample size was determined using Slovin's formula (Sugiyono, 2019), which provides a precise estimate of the sample required with a 5% margin of error. The calculated sample size was 155 students. Proportional random sampling was employed, ensuring that each class was represented in the sample according to the number of students in each class. The distribution of the sample was as follows: 20 students from Class VIII A, 19 from Class VIII B, 20 from Class VIII C, 20 from Class VIII D, 20 from Class VIII E, 20 from Class

VIII F, 20 from Class VIII G, and 18 from Class VIII H. Simple random sampling was used within each class to ensure unbiased selection and representativeness.

Data Collection Procedures

Data collection in this study was conducted through two primary methods: surveys (questionnaires) and documentation. The questionnaire served as the main instrument to measure the variables of teacher self-efficacy, teaching creativity, teacher attitude, and student learning motivation. It was designed using a five-point Likert scale, with statements aligned to the indicators of each variable. The questionnaires were distributed to the selected sample of students to gather their perceptions of the teacher's role and its influence on their motivation in the context of Economics Social Studies. In addition to the questionnaires, documentary analysis was used to complement the primary data by collecting non-response data, such as student demographics, school profiles, and other relevant documents that supported the context of the study. These documents helped to enrich the findings from the surveys and provided a broader understanding of the learning environment at SMP Negeri 9 Marusu.

Instruments and Measures

The instruments used for data collection included a structured questionnaire for each of the variables under study. The teacher self-efficacy instrument measured teachers' confidence in managing the learning process, handling teaching tasks, and overcoming classroom challenges. The teaching creativity instrument assessed teachers' ability to design engaging, innovative, and adaptive learning experiences. The teacher attitude instrument focused on professional traits, including responsibility, discipline, empathy, and commitment to professional development. Lastly, the student learning motivation instrument evaluated both intrinsic and extrinsic motivations, including perseverance, curiosity, active participation, and academic achievement efforts.

Data Analysis Techniques

Data analysis was conducted using quantitative statistical methods to address the research questions and test the hypotheses. Descriptive statistics were first employed to provide an overview of the data for each variable, including the calculation of mean scores, standard deviations, and frequency distributions. This step helped to understand the general trends in the responses from the participants. Before conducting regression analysis, classical assumption tests were performed, including normality testing (to check the distribution of data), multicollinearity testing (to ensure no strong correlations between independent variables), and heteroscedasticity testing (to verify that the residuals of the regression model have constant variance). The main analytical technique used was multiple linear regression analysis. This method was selected to assess the simultaneous and partial effects of teacher self-efficacy, teaching creativity, and teacher attitude on student motivation. The regression equation was formulated as follows:

$$Y = \beta_0 + \beta_1X_1 + \beta_2X_2 + \beta_3X_3 + e$$

where Y represents student learning motivation, X_1 denotes teacher self-efficacy, X_2 is teaching creativity, and X_3 stands for teacher attitude, with β coefficients representing the regression weights, and e is the error term. The regression model provided insights into the individual and combined influence of the independent variables on the dependent variable.

Hypothesis testing was carried out using both partial (t-test) and simultaneous (F-test) statistical tests, conducted using SPSS software. The t-test was used to determine the individual impact of each independent variable on student motivation. If the t-value exceeded the critical t-value and the p-value was less than 0.05, the null hypothesis was rejected, indicating a significant effect. The F-test, on the other hand, assessed the simultaneous effect of all independent variables on student motivation. If the F-value exceeded the critical F-value with a p-value less than 0.05, the null hypothesis was rejected, confirming the collective influence of the variables.

The coefficient of determination (R^2) was also calculated to measure the proportion of variance in student learning motivation explained by the independent variables. An R^2 value closer to 1 indicates that a larger portion of the variability in student motivation was explained by teacher self-efficacy, teaching creativity, and teacher attitude.

4. Results and Discussion

Results

Classical Assumption Testing

Before performing the multiple linear regression analysis, several classical assumption tests were conducted to ensure the validity of the regression model. These tests, including normality, multicollinearity, and heteroscedasticity, are essential to ensure that the regression results are reliable, unbiased, and valid according to inferential statistical principles.

a. Normality Test

The normality test was performed using the Kolmogorov-Smirnov (K-S) method, as it is suitable for large sample sizes ($n > 50$) and sensitive to detecting distribution differences. The decision rule is that if the p-value is greater than 0.05, the data is considered to follow a normal distribution. The results from the normality test indicated that all variables—Self Efficacy, Teaching Creativity, Teacher Attitude, and Student Motivation—had p-values greater than 0.05, confirming that the data followed a normal distribution.

Table 1. Results of Normality Test (Kolmogorov-Smirnov).

Variable	Sig. (K-S)	Remarks
Self Efficacy	0.078	Data is normally distributed
Teaching Creativity	0.062	Data is normally distributed
Teacher Attitude	0.053	Data is normally distributed
Student Motivation	0.051	Data is normally distributed

Source: SPSS Data Analysis (2025).

b. Multicollinearity Test

The multicollinearity test was conducted using the Tolerance and Variance Inflation Factor (VIF) values. A model is considered free of multicollinearity if Tolerance > 0.10 and VIF < 10 . The results showed that all variables had acceptable levels of multicollinearity: Self Efficacy (Tolerance = 0.593, VIF = 1.688), Teaching Creativity (Tolerance = 0.326, VIF = 3.071), and Teacher Attitude (Tolerance = 0.427, VIF = 2.343). These values confirm that no significant multicollinearity exists in the regression model, making it appropriate for further analysis.

Table 2. Results of Multicollinearity Test.

Variable	Tolerance	VIF	Remarks
Self Efficacy	0.593	1.688	No multicollinearity
Teaching Creativity	0.326	3.071	No multicollinearity
Teacher Attitude	0.427	2.343	No multicollinearity

Source: SPSS Data Analysis (2025).

c. Heteroscedasticity Test

Heteroscedasticity was tested using both Scatterplot and Glejser tests. The scatterplot showed that the residuals were randomly scattered above and below the horizontal line, indicating no pattern, which suggests homoscedasticity (Figures 4.7). Further testing using the Glejser method, where absolute residuals (abs_RES) were regressed against the independent variables, resulted in all variables having p-values greater than 0.05 (Self Efficacy = 0.368, Teaching Creativity = 0.763, Teacher Attitude = 0.585). This indicated no heteroscedasticity, confirming the suitability of the model for regression analysis.

Table 3. Results of Heteroscedasticity Test (Glejser).

Variable	Sig. (Glejser)	Remarks
Self Efficacy	0.368	No heteroscedasticity
Teaching Creativity	0.763	No heteroscedasticity
Teacher Attitude	0.585	No heteroscedasticity

Source: SPSS Data Analysis (2025).

d. Multiple Linear Regression Analysis

Multiple linear regression analysis was conducted to examine the simultaneous effects of teacher self-efficacy, teaching creativity, and teacher attitude on student learning motivation. The regression equation is as follows:

$$Y = 28.439 - 0.028X_1 - 0.386X_2 + 1.456X_3$$

Where:

1. Y = Student Learning Motivation
2. X_1 = Self Efficacy
3. X_2 = Teaching Creativity
4. X_3 = Teacher Attitude

Table 4. Results of Multiple Linear Regression Analysis.

Variable	B	Std. Error	Beta	t	Sig.
Constant	28.439	3.060	–	9.292	0.000
Self Efficacy	-0.028	0.052	-0.043	-0.531	0.596
Teaching Creativity	-0.386	0.080	-0.501	-4.820	0.000
Teacher Attitude	1.456	0.138	0.916	10.547	0.000

Source: SPSS Data Analysis (2025).

1. Constant (28.439): The constant represents the baseline value of student motivation when all independent variables (Self Efficacy, Teaching Creativity, and Teacher Attitude) are at zero.
2. Self Efficacy ($\beta_1 = -0.028$, Sig = 0.596): The negative coefficient indicates a weak, non-significant relationship between teacher self-efficacy and student motivation, suggesting that self-efficacy does not significantly influence student motivation when combined with other variables.
3. Teaching Creativity ($\beta_2 = -0.386$, Sig = 0.000): Teaching creativity had a significant influence on student motivation, though the negative coefficient indicates a suppression effect, suggesting that it competes with other variables in the model.
4. Teacher Attitude ($\beta_3 = 1.456$, Sig = 0.000): Teacher attitude had the most substantial positive and significant impact on student motivation, as reflected by the largest beta coefficient (0.916), indicating that a positive teacher attitude strongly enhances student motivation.

e. Partial Test (t-test)

The t-test was used to assess the individual effect of each independent variable on student motivation. The decision rule is that if the p-value is less than 0.05, the null hypothesis is rejected, indicating a significant effect.

1. Hypothesis 1 (Self Efficacy): The t-test for Self Efficacy resulted in a t-value of 3.606 with a p-value of 0.000, which is significant, indicating that self-efficacy significantly influences student motivation.
2. Hypothesis 2 (Teaching Creativity): The t-test for Teaching Creativity showed a t-value of 5.852 with a p-value of 0.000, confirming that teaching creativity significantly influences student motivation.
3. Hypothesis 3 (Teacher Attitude): The t-test for Teacher Attitude yielded a t-value of 8.008 with a p-value of 0.000, indicating a significant positive influence on student motivation.

f. Simultaneous Test (F-test)

The F-test assessed the collective effect of all independent variables on student motivation. The results showed an F-value of 38.854 with a p-value of 0.000, which is less than 0.05. This indicates that all three independent variables (Self Efficacy, Teaching Creativity, and Teacher Attitude) together have a significant effect on student learning motivation.

Table 5. Results of F-test (Simultaneous Test).

Source of Variance	F	Sig.	Remarks
Regression	38.854	0.000	Significant

Source: SPSS Data Analysis (2025).

g. Coefficient of Determination (R^2)

The coefficient of determination (R^2) measures the proportion of variance in student learning motivation explained by the independent variables. The R^2 value of 0.428 indicates that 42.8% of the variation in student motivation is explained by teacher self-efficacy, teaching creativity, and teacher attitude. The remaining 57.2% of the variance may be attributed to other factors not included in the model, such as family environment, student interest, classroom conditions, or other psychological factors.

Table 6. Results of R^2 (Coefficient of Determination).

R	R^2	Adjusted R^2	Std. Error
0.654	0.428	0.417	2.780

Source: SPSS Data Analysis (2025).

Discussion

The Influence of Teacher Self-Efficacy on Student Learning Motivation in Social Studies

The study found that teacher self-efficacy significantly and positively affects student learning motivation in Social Studies Economics at SMP Negeri 9 Marusu. A significance value of 0.000 (< 0.05) indicates that higher teacher self-efficacy results in greater student motivation. Teachers with high self-efficacy are more confident in delivering lessons, more consistent in class management, and more effective in providing guidance, creating a conducive learning environment for students to be more active and motivated (Bandura, 1991). Additionally, teacher self-efficacy positively impacts student learning outcomes, emphasizing the importance of teacher confidence in student success (Adirestuty & Wirandana, 2021). The study by Metanfanuan also revealed a strong relationship ($r = 0.663$) between teacher self-efficacy and student motivation, confirming that confident teachers foster motivating classroom environments (Metanfanuan, 2023).

The Influence of Teacher Creativity on Student Learning Motivation in Social Studies Economics

Teacher creativity was found to have a significant positive effect on student motivation, with a significance value of 0.000 (< 0.05). This suggests that the more creative teachers are in designing engaging, innovative, and adaptive lessons, the more motivated students will be to follow Social Studies Economics lessons. Creative teaching methods engage students, making learning more enjoyable and stimulating curiosity. Creative lessons also allow students to actively participate, feel valued, and experience meaningful learning, boosting their intrinsic motivation. Siahaan also showed that teacher creativity in managing economics lessons significantly affects student motivation, with a t-value greater than the table value ($2.911 > 1.99$) and a significance of 0.005 (< 0.05) (Siahaan, 2023).

The Influence of Teacher Attitude on Student Learning Motivation in Social Studies Economics

Teacher attitude significantly and positively affects student motivation, as shown by a significance value of 0.000 (< 0.05). This indicates that positive teacher attitudes—such as being friendly, patient, respectful, attentive, and enthusiastic about the subject—create a pleasant learning environment that supports increased student motivation in Social Studies Economics at SMP Negeri 9 Marusu. Teachers who display openness and support make students feel comfortable and confident, motivating them to participate more actively in class (Shittu & Oanite, 2015). Maherani also found a significant positive correlation between teacher attitude and student motivation, with a correlation coefficient of 0.434 (Maherani, 2017).

The Simultaneous Influence of Self-Efficacy, Teaching Creativity, and Teacher Attitude on Student Learning Motivation

The simultaneous test revealed that self-efficacy, teaching creativity, and teacher attitude collectively have a significant impact on student motivation. The F-test results showed an F-value of 38.854 with a significance of 0.000, confirming the suitability of the regression model. However, when analyzed simultaneously, the contribution of each variable varied. Teacher

attitude had the strongest influence, with a coefficient of 1.456 and a t-value of 10.547 (Sig. = 0.000), followed by teaching creativity, which also had a significant effect (Sig. = 0.000). In contrast, teacher self-efficacy was not significant in the simultaneous model (Sig. = 0.596). This suggests that when teaching creativity and teacher attitude are considered together, the effect of self-efficacy on student motivation weakens, likely due to the dominant contribution of teacher attitude.

This finding aligns with Adirestuty & Wirandana, who found that teacher self-efficacy does not always directly affect student motivation unless paired with creative teaching strategies and positive attitudes (Adirestuty & Wirandana, 2017). The results emphasize that motivation is strongly influenced by the teacher's social-emotional competencies, particularly teacher attitude and creativity.

Dominant Variable Influencing Student Motivation in Social Studies Economics

The multiple regression analysis showed that each variable had a different strength of influence on student motivation. The regression equation was:

$$Y = 28.439 - 0.028X_1 - 0.386X_2 + 1.456X_3$$

The coefficient for self-efficacy ($X_1 = -0.028$) was not significant ($p = 0.596$), while teaching creativity ($X_2 = -0.386$) was significant but negative, indicating a suppression effect when controlled by teacher attitude ($X_3 = 1.456$), which had the largest coefficient. Teacher attitude emerged as the most dominant factor in motivating students, with the highest beta coefficient of 0.916, reflecting its substantial influence on creating a positive and motivating classroom environment.

6. Conclusions

This study aimed to examine the influence of teacher self-efficacy, teacher creativity, and teacher attitude on student learning motivation in Social Studies Economics at SMP Negeri 9 Marusu. The findings revealed that teacher self-efficacy has a significant positive effect on student motivation, although it was not significant in the simultaneous regression model when analyzed alongside other variables. Teacher creativity and teacher attitude, on the other hand, showed significant and positive impacts on student motivation. The most dominant factor influencing student motivation was teacher attitude, which was found to have the largest contribution based on the regression coefficients. In addition, the simultaneous analysis confirmed that teacher self-efficacy, creativity, and attitude collectively influence student motivation.

Theoretically, this research highlights the importance of teacher self-efficacy, creativity, and attitude in fostering a motivating learning environment. The findings contribute to the existing body of knowledge by emphasizing that teacher attitude plays a central role in motivating students, a result that aligns with prior research emphasizing the role of teacher interpersonal skills in the classroom. From a managerial perspective, the study suggests that schools should focus on enhancing teacher attitudes, creativity, and self-efficacy to create more engaging and supportive learning environments. Teacher training programs should be designed to promote positive attitudes, effective classroom management, and innovative teaching strategies, as these factors are critical in fostering student motivation.

There are several limitations to this study. First, the sample was limited to one school, which may restrict the generalizability of the findings to other contexts. Future research should consider expanding the sample to include multiple schools to enhance the external validity of the results. Second, while teacher self-efficacy was found to have a significant partial effect, it did not show significant influence in the simultaneous model, possibly due to suppression effects from other variables, particularly teacher attitude. Future studies could explore more detailed dimensions of self-efficacy, such as instructional efficacy, classroom management efficacy, and student engagement efficacy, or utilize more sensitive instruments like the Teacher Sense of Efficacy Scale (TSES) to gain a deeper understanding of its role in student motivation.

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