



Creative Teaching Strategies to Improve Achievement and Motivation of Higher Education Students in Indonesia

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ABSTRACT

Education is a human need that must always develop according to time. The rapid development in the world of education and technology is a benchmark for the quality of increasing the achievement and motivation of higher education students in Indonesia. Therefore, to improve achievement and motivation to learn, the strategy taken is to make changes in terms of learning which is usually too monotonous now no longer, so as a lecturer must be able to create creative teaching strategies so as to improve the achievement and motivation of college students to learn even better, the strategy is to stop changing the way of learning that has been usually too monotonous. Therefore, as a lecturer must be able to develop creative teaching strategies to be able to improve student learning achievement and strengthen motivation, with a more interesting and fun learning strategy so that students are more enthusiastic about learning. The purpose of this study was to determine creative teaching strategies to improve the achievement and motivation of college students in Indonesia. This research method uses quantitative research methods, where the data is obtained from the results of distributing questionnaires online. The results showed that creative teaching strategies were able to improve student achievement and motivation. From this research, it can be concluded that the application of creative teaching strategies which aims to improve student achievement and motivation to learn has proven to be effective. The limitation of this study is that researchers can only conduct research on teaching strategies when there are many more strategies that can increase student creativity and motivation. The researcher hopes that future researchers can conduct research related to teaching strategies to increase student creativity and learning motivation but by using other strategies. This study also recommends that future researchers make this research a reference in conducting research on improving student creativity and motivation through teaching strategies.

Keywords: *Improving Creativity, Learning Motivation, Teaching strategies*

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INTRODUCTION

Education is a human need that must always be developed in accordance with the changing times. The rapid development in the world of education and technology has become a benchmark for the quality of education in Indonesia. (Sujarwo, 2015). These

developments occur rapidly and continuously on behalf of the Ministry of National Education System (Kemdiknas) emphasizing on the provision of excellent education services at the national level to form a comprehensive intelligent Indonesian nation. (Widyantari & Dayani, 2023). Education is a human need that must always be developed in accordance with the changing times. Rapid developments in the world of education and technology are a benchmark for the quality of education in Indonesia. Every innovation born brings positive benefits to human life (Usman & Azhari, 2023). Successful training will come to create decent and decent people in society so that they mean education to produce competent and competitive human beings in this view can be taken if learning that uses a good strategy it will increase the ability to learn students to be active and and creative. (Ramal et al., 2023). Education is the systematic and organized process by which individuals acquire knowledge. (Ibrahim et al., 2023) , skills, values, and attitudes necessary to develop their potential personally and participate effectively in society. (Asbullah et al., 2023). It involves information transfer, teaching, learning (Susanto et al., 2023), and skill development through various methods such as direct teaching, social interaction, exploration, and reflection. (Universitas Muhammadiyah Sidoarjo et al., 2023). Education plays an important role in shaping individuals into knowledgeable, critical, creative, and characterized members of society. (Sinurat et al., 2023, p. 101867). It helps improve understanding, critical thinking (Triansyah et al., 2023, pp. 2019–2023), and one's problem solving ability (Nurhafiza et al., 2023). In addition, education also plays a role in shaping an individual's values, ethics and morality.

The main purpose of education is to increase knowledge and deepen understanding in various fields such as math, science, language, history, art, etc. skill development. (Suryani & Hardiyantari, 2023). The purpose of education is to develop academic skills (Reznani et al., 2023), cognitive skills, social skills and practical skills essential for everyday life and careers, character development (G.K. Mantra et al., 2023). Education also aims to shape individual character by prioritizing values such as honesty, ethics, responsibility, and integrity. (Khunaivi et al., 2023), cooperation, leadership and fairness, Individual empowerment (Meri Berliana et al., 2023). Education provides individuals with the knowledge and skills needed to make good decisions, achieve their life goals and contribute to society. (Faustyna, 2023). Preparation for future life Education plays an important role in preparing individuals for adult life, including preparation for work or a career. (Ulma et al., 2023), independent personal life and responsible citizenship (Revalina et al., 2023). Training also includes teacher-student interaction, use of learning materials, evaluation of student progress and a stimulating educational environment. (Revalina et al., 2023). It also adapts to technological developments and social changes to create meaningful and effective learning experiences.

A teaching strategy is a systematic approach used by a teacher in planning, implementing, and evaluating learning with the aim of facilitating understanding and achieving learning objectives. (Magdalena et al., 2023). In the teaching strategy, various methods, techniques, approaches and learning resources are selected and implemented in accordance with the learning objectives, topics and the characteristics and needs of

students. (Magdalena et al., 2023). Teaching strategies include the actual actions taken by teachers in organizing and delivering learning materials to students. (Susanto et al., 2023). This includes lesson planning, the use of various teaching techniques, the creation of a learning environment, the use of learning resources. (Klotz, 2007), use of media or technology (Fricticarani et al., 2023), interaction with students and evaluation of learning outcomes.

The purpose of teaching strategies is to create a learning environment that is effective, engaging, and allows students to gain deep understanding and develop skills. (Syapitri et al., 2023, p. 1). By using appropriate teaching strategies, teachers can help students achieve their optimal potential and generate motivation and interest in learning. (Hanun et al., 2023). Here are some effective teaching strategies that can be used. collaborative learning (Sarah & Witarsa, 2023). Encourage students to work in groups or small groups. They interact, discuss and help each other to understand the topic. (Ramadannisa et al., 2023). project-based learning. Teach students through hands-on experiences and real projects. To apply the knowledge and skills they have learned, students are given subject-related project assignments. Problem Based Learning, educates students by providing challenges or problems to solve. Students are encouraged to think critically, analyze and find the right solution. Game-based Learning. Use game elements or fun activities to engage students. For example, using related board games, role-playing games or computer games. Technology Based Learning. Utilize technology in the teaching process. For example, the use of multimedia, visual presentations or e-learning platforms to enhance student engagement and understanding. Differentiated learning. Consider each student's differences in learning styles, interests or ability levels. (Harefa et al., 2023). Teachers offer different approaches to ensure that all students understand the subject.

Demand-driven learning. Encourages students to explore and discover information independently through research, experimentation or inquiry. The teacher acts as a moderator and accompanies students in the learning process. (Syafrin et al., 2023). Active and collaborative learning. Actively involve students in the learning process. Teachers set tasks that demand students' active participation and cooperation with their peers. Narrative Learning (Hamdiyah & Puspitasari, 2023). Use stories or narratives to introduce and illustrate important concepts. Stories can help students connect what they have learned to the context of everyday life. reflective learning (Susiawati et al., 2023). Encourage students to reflect on and evaluate their learning experience. Teachers help students identify new concepts, difficulties encountered and plans to improve future learning. It is important to remember that effective teaching strategies may vary depending on the subject, education level and student needs. Ideally, teachers combine several appropriate strategies. Learning occurs due to the interaction between students and students for the environment. Therefore, the environment must be set up in such a way that students react in the direction of the desired behavior change. Setting up the environment includes analyzing student needs. Student characteristics, goal formulation, subject definition, choice of appropriate strategies and required learning environment. That is, strategy. Learning is one of the most important elements that a teacher needs to understand.

Learning strategies are created based on certain actions. Factors: Therefore, first describe the learning strategy approach is presented. The next lines represent the concepts of approaches, strategies, methods and techniques in learning.

Approaching a strategic or performance-based approach (strategic). or achieving approach). In the strategic approach or in the activity approach students learn to get high test results (high power). With So the thing that puts this approach at the center of student learning is the material that tends to spread out in the assessment. Learning does not lead to philosophical material. Although students approach learning can be classified into three types of approaches is a measure of student learning success is often used from the partisan point of view of external scholars are grades (in this case GPA) and deep mastery of the content of the material as well as the quality of tasks completed by students. You can find out the higher level of student performance for students to achieve learning outcomes Okay Instead, the lower the student's achievement index, the lower the worse the student's learning outcomes. Under these circumstances, a strategic or performance-based learning approach is important for students. One of the strategies that students can use to get a good grade or index is to repeat courses that received poor grades. Valid assumptions are gained through repetition Students have more good skills for the repeated course material. With that the greater the student's grade in the course this is a logical consequence. The increase in the grade of the course affects the reproduction of the performance index. However, this strategy manages to have a negative effect on the duration of the course. The more the student repeats, the longer the Student learning time. Thus, learning time becomes an indicator of learning outcomes in addition to the performance index. The shorter the learning period, the better the student's learning outcome. Or with a certain unit of time, the more credits you get earned by students, indicating more good learning outcomes.

When learning culture is expressed Thondike's three clues (Hamalik, 2011: 39) it can be concluded that this is a logical consequence of the position of learning culture among other variables. If the learning culture indicators are expressed to pass the environmental influences (or environmental conditions), practices and habits are in good condition (or healthy learning culture). It can be predicted that learning outcomes are in place are also good Likewise, if the indicators are then they are in poor condition It can be assumed that learning outcomes are also poor. learning culture The impact on the learning outcomes model is positive. Better quality and efficiency. The learning strategies implemented can have a direct impact on improving student learning outcomes. On the other hand, the quality and efficiency of teaching strategies become better What is done can affect the motivation of good student learning etc., The impact on learning outcomes is also good. In the concept of behavioral psychology, Watson, Skinner and Pavlov (Weiten, 2010:240) introduced the stimulus-response model. A person gives a specific answer when exposed to certain stimuli. The answer appears in the form of action. Related According to the conceptual definition of this study, human action to meet performance needs occurs when a person is exposed to certain stimuli. Related to achievement motivation The high motivation of the students is clearly visible Efforts or actions to

perform actions that lead to the reproduction of learning outcomes and are carried out with confidence. To answer that students need wrong stimuli others can come from lecturers and the surrounding environment.

Increasing student creativity According to Satyadarma (2003). "Creativity is the capital that students must have to achieve learning outcomes. Student Creativity should not be interpreted as the ability to create something completely new to come but can also combine existing ideas and then apply them into something other than that once before. Add Creativity is considered necessary to implement learning Encourage students to do more creative One of these learning models is the Project-based learning model. Project-based learning (PBL) is an application of enterprising learning. Simply put project-based learning is defined as teaching an attempt to connect Technology in Student Life Problems knowing daily life or with school projects. From Trianto (2011), the project-based learning model has the potential to be an unusually creative experience that is more engaging and educationally rewarding for students (Santyasa, 2006). In project-based learning, students are encouraged to be more active to learn.

Students have a desire or drive to do so in college to achieve the learning goals he wants We call it a drive or motivational driver As Hamzah B. Uno (2008: 1) "Motivation is the basic force that drives people to behave, this desire is someone who moves to do something that is encouraged to be done in him." Likewise Sumadi Suryabrata (1986: 72) explains, "Motivation is a state in a person's personality that encourages him to carry out certain activities to do something Furthermore, motivation starts from a feeling of wanting or wanting not to take action As McDonald's said (in Oemar Hamalik, 2002: 173) "Motivation is a change in energy in a person's personality to become manifest in the emergence of affect and response to achieve goals. Based on the above opinion, motivation is a fundamental force that encourages a person to act to achieve a goal what he wants motivation to learn is One of the factors that influence the learning process and results lies in the psychological aspects of students as revealed by Muhibbin Syah (1995: 133) "Many factors affect the number." and quality of students or students achievement of learning outcomes. However, it is more important for example Intelligence, attitudes, skills and interests of students and student motivation". One of the common field realities is the silence of the low or lack of motivation of students in carrying out lecture activities for example, students do lecture activities for various reasons such as laziness and laziness 36 Dikkaya Volume 05, Number 1, April 2015 Doing assignments, lack of concentration, lectures only fill in the attendance list or absences inside and outside the classroom for the same reason that clearly lack of enthusiasm for attending lectures because it is lost As a course, you think that certain courses are not important, or you go to college because of family coercion, not because of my own will and the like. As a result, they automatically look down on courses, are lazy and unwilling to engage in educational activities.

Motivation comes from the word motive which can be interpreted as the power of a personally present activator to carry out certain actions to achieve a goal. Motive can also be interpreted as an internal state (readiness). energy transition within a person

characterized by feelings and God The existence of motivation to achieve goals. in operation In learning, it can be said that motivation is a general driver within students, which promotes, ensures continuity and leads learning activities so that goals are achieved In learning activities, motivation is very important because someone who is not motivated to learn will not be able to carry out learning activities. Munandir (in W. SWinkel, 1996: 36) suggests learning is a process characterized by a change in position or ability in one person. Changes as a result of the learning process can be shown in various forms, for example in the form of changes in knowledge, understanding, attitudes and behavior, skills, skills, habits, and changes in other things that exist individually. Abu Ahmadi (1993: 20) Learning is a form of growth or activity in a person whose behavior expresses itself as a blessing of experience and practice. Meanwhile, Biggs (in Muhibbin Syah, 1995: 91) presents the concept of learning in three formulaic ways, namely: quantitative design, institutional design and quality design Quantitative learning (organizing) means completing activities or developing cognitive skills with as many facts as possible. In this case, learning is seen from various points of view of the material that students master.

In addition, the concept of motivation is "a condition or mode to activate or increase behavioral beings to achieve goals (Wasty Soemato, 1983: 203). Along with Thomas L. Good and Jere B. Briphy (in Elida Prayitno, 1989: 8) argues that motivation is an amotivator, guiding and strengthening a person's behavior to take certain actions. people do something Action has driving energy and guides strengthen action to achieve goals. Marx and Tombouch (in Elida Prayitno, 1989: 8) compare motivation to fuel material in the operation of a gasoline engine. But it doesn't matter. Our fine machines and subtleties are adjusted in the use of gasoline engines when no fuel is available. Likes with schools that already offer learning opportunities to their students such as libraries, staff, internet, everything is still irrelevant Students are not motivated to learn.

The purpose of this research is to improve student achievement and motivation to learn better, with more effective teaching strategies so as to change the teaching system to be more effective and efficient. The benefits of this research are to improve student achievement and motivation in learning. With a more interesting and creative teaching strategy, it can make students not bored and bored in lecture hours so that with the boredom of learning it can create high-achieving and multitalented students. Hopefully, with a teaching strategy that is more interesting and not menoton is able to create students who are superior and creative so that students become more prominent in achievement and skills in learning.

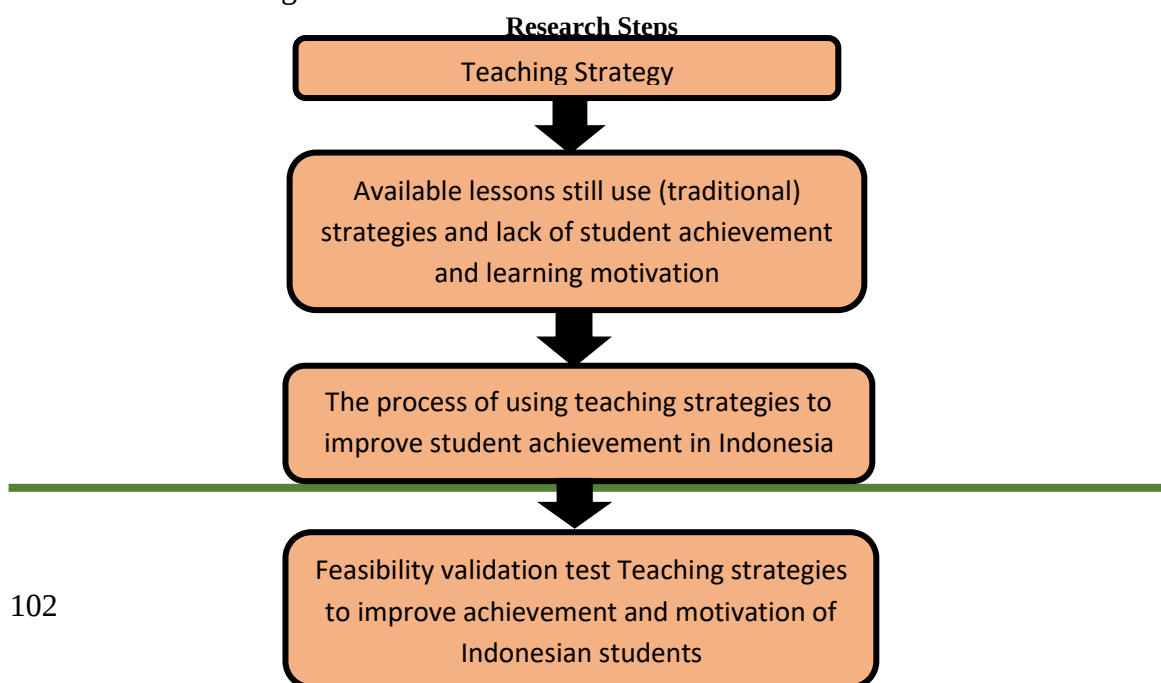
The reason the researcher took this title was to improve the Creative Teaching Strategy for learning. In the past, students learned inadequate effectiveness of their learning strategies now with the times so student learning must increase by using interesting strategies (Hutagalung & Tangkin, 2023). But not anymore with the present. The existence of increasingly sophisticated technology, an educator must be able to use or utilize learning strategies very well. The development of today's times that does not use much monotonous learning. The use of this teaching strategy aims to improve student achievement and motivation, so that students are more active when studying (Nasir et al.,

2023). Learning that is not monotonous and not boring for students, therefore the learning process that uses effective teaching strategies that really help students and teachers in the learning process.

Nowadays is an advanced age, especially in education there are so many teaching strategies that can improve student achievement and motivation to learn, as long as the student is willing to use teaching strategies properly (Melati et al., 2023). In contrast to the era before the existence of interesting learning strategies, there were many problems in learning. So with the development of teaching strategies that are increasingly sophisticated at this time, researchers hope that students today are more advanced in learning, and in the process of increasing development in student learning. So the reason the researcher chose this research title is that there are many problems regarding Student Achievement and Motivation to Learn so that researchers want to solve the problems experienced by these students so that students no longer experience obstacles every year and with a more interesting strategy so that they can improve student achievement in Indonesia.

RESEARCH METHODOLOGY

The application of teaching strategies to improve achievement and motivation has a positive impact on students, because the application of this strategy can change the pattern of old learning to be more effective. The subject of this research is to improve the achievement and motivation of Indonesian students. Data collection in this study was carried out through distributing questionnaires online, the type of research used in this study is quantitative research. Quantitative research is a systematic scientific study of parts and phenomena and the causality of their relationships. Quantitative research is a research method that uses a data-based approach and numbers to collect, analyze, and interpret data statistically. In quantitative research, researchers collect data that can be measured numerically, using data collection instruments such as questionnaires, tests, or structured observations. The purpose of quantitative research is to develop mathematical models, theories and hypotheses related to a phenomenon. by using keywords Teaching strategies, Improving creative and learning motivation (Melati et al., 2023). From the keywords mentioned, many fulfill the title of Creative Teaching Strategies to Improve Achievement and Motivation of Higher Education Students in Indonesia.



The time and place of the research were conducted at the State Islamic University. The object of this research is teaching strategies to improve student achievement and motivation. The method used in this research is quantitative method (Sari et al., 2022). The research site is usually carried out at a school or college institution. The data collection used in this research is a questionnaire interview (carried out by distributing questionnaires which aim to find out how many percent of the feasibility of the teaching strategy to students) and observation (carried out by knowing the knowledge first, determining the object to be observed, knowing the purpose of the problem to be made, preparing for observation, determining the necessary secondary data and recording the results of observations (Kriswanto & Fauzi, 2023). An example is conducting research at school.

The method used by researchers in the data collection process is to collect all information that can be measured, compared and calculated on a numerical scale. The process of processing data that has been collected from respondents in the observation field is a data collection technique in quantitative research. For example, a data collection process based on the type of respondent (Firdaus et al., 2023), calculating hypothesis tests and making tabulations. In quantitative research, there are usually statistical tests, namely inferential statistics (very suitable for use when the data collection technique is random and when the population sample data is clear) and descriptive (used to analyze data by describing and describing the data collected without changing the data source), in inferential statistics there are two parts, namely parametric statistics (has strong power if all assumptions can be met) and non-parametric (data commonly used in statistics are nominal and ordinal data).

1. Objective Approach: Quantitative research seeks to minimize the influence of the researcher on the data collected. It is based on scientific methods that use standardized procedures to collect and analyze data. The goal is to find causal relationships and generalizations of the phenomenon under study.
 2. Use of Measured Data: Quantitative research uses data that can be measured numerically, such as Likert scales, interval or ratio variables, or frequency of occurrence. This data is analyzed using statistical techniques to describe and explain patterns, relationships, or differences in the broader population.
 3. Systematic Data Collection Methods: Quantitative research involves systematic data collection using measurement instruments that have been tested for validity and reliability. For example, researchers may use surveys, structured interviews, or systematic observations to collect data from a representative sample.
 4. Statistical Analysis: Data collected in quantitative research is analyzed using statistical methods. This statistical analysis helps in testing research hypotheses, identifying patterns, calculating measures of relationships, and making generalizations about larger populations.
 5. Generalization: One of the main objectives of quantitative research is to make generalizations about the larger population based on the sample taken. Through
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proper statistical analysis, researchers can generalize their findings and draw generally applicable conclusions.

6. **Conclusions and Recommendations:** Quantitative research produces conclusions based on statistically tested data findings. These conclusions can be used to inform decisions or policies related to the phenomenon under study. Researchers may also present recommendations based on the research findings for future development or improvement in the relevant field.

Quantitative research is commonly used in social sciences, psychology, economics, and other fields where numerical data and statistical analysis are required to test hypotheses and make generalizations.

RESULT AND DISCUSSION

The results of this study indicate that there is a significant difference in the improvement of student achievement after and before learning by using a learning model in the form of a creative teaching strategy for students at UIN Mahmud Yunus Batusangkar. This teaching strategy uses quantitative research methods. Quantitative methods are a series of investigations by collecting data and then measuring it with computational or mathematical statistical techniques. The quantitative data collection process is known as data collection techniques in the form of questionnaires, questions and observations. Research that is in the form of numerical and numbers that can be calculated is also called quantitative research. Quantitative research methods are obtained through questionnaires as research tools or can use questionnaires. Quantitative research according to Sugiono is a method that uses a positive philosophy used to examine certain samples or populations. Quantitative research methods are divided into two, namely inferential methods and descriptive methods (Fitriani et al., 2023). One example of quantitative research is *Creative Teaching Strategies to Improve Achievement and Motivation of Higher Education Students in Indonesia*.

The discussion of creative teaching strategies to improve student achievement and learning motivation involves innovative approaches and focuses on developing creative skills (Hasanah et al., 2023), problem solving, and intrinsic motivation. The following are some of the results of the discussion of creative teaching strategies that can improve student achievement and learning motivation:

1. **Project-based Learning:** Integrating project-based learning in the curriculum can encourage students to think creatively and engage actively in real-world problem solving. In this approach, students are given tasks that encourage them to research, collaborate and produce original products or solutions. This enhances their creative skills, communication and motivation to learn.
 2. **Use of Technology and Interactive Media:** Utilizing technology and interactive media in the learning process can provide an interesting and engaging learning experience for students. For example, the use of videos, computer simulations or e-learning platforms can help students understand difficult concepts in a more visual
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and interactive way. Technology can also be used to facilitate collaboration and discussion between students, which increases motivation and active participation.

3. Collaborative Teaching: Encouraging collaboration among students in the learning environment can help increase motivation to learn. Through group discussions, team projects or joint presentations, students can learn from each other, share ideas and strengthen their understanding. Collaboration can also promote a sense of ownership of learning, which in turn increases intrinsic motivation to achieve good results.
 4. Student-Centered Learning: This approach places students as the main subject in the learning process. Teachers act as facilitators who help students identify their interests, encourage independent exploration, and develop critical thinking skills. In student-centered learning, students have greater control over their own learning, so they feel more motivated to achieve the learning goals they set.
 5. Problem-based Learning: In this approach, students are faced with authentic and complex problems that they must solve. This approach encourages creativity, problem solving and critical thinking. Through solving real problems, students can see the relevance of the material they are learning and feel motivated to find innovative solutions.
 6. Constructive Feedback: Providing constructive and meaningful feedback to students is an important strategy in improving learning achievement and motivation. Good feedback provides specific information about students' strengths and areas of improvement, and provides guidance to improve their performance. Teachers can also use feedback to recognize students' efforts and achievements, which can increase their motivation to continue learning and achieve better results.
 7. Use of Varied Learning Methods: Using diverse learning methods can help maintain the diversity of students' learning styles and interests. Teachers can use different approaches such as group discussions, case studies, role plays, visual presentations or practical experiments. By varying the learning methods, students will be actively engaged and feel more challenged to learn the material in different ways.
 8. Stimulate Creativity: Encouraging creativity in learning can increase students' motivation and interest in learning. Teachers can provide opportunities for students to think creatively, come up with new ideas, or solve problems in unconventional ways. Opening up space for exploration and innovation can develop students' creative skills and increase their confidence and motivation.
 9. Connection to the Real World: Providing a context that is relevant to the real world can help increase students' motivation to learn. Teachers can relate learning materials to situations or issues that occur in students' daily lives. By seeing the relevance and practical benefits of learning, students will be more motivated to study diligently and develop deeper understanding.
 10. Formative Assessment: Using regular formative assessment and providing feedback throughout the learning process can help strengthen students' motivation
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to learn. Formative assessment allows students to see their progress over time and identify areas of improvement. By receiving ongoing feedback, students can improve their understanding and performance and feel more motivated to achieve their learning goals.

11. The implementation of these creative teaching strategies can help improve student achievement and motivation. However, it is important to remember that each student has different learning needs and preferences, so flexibility and customization in the application of these strategies is also an important factor in achieving optimal results.

Creative teaching strategies are approaches that involve methods and techniques that stimulate students' creativity, innovative thinking and intrinsic motivation. The aim of this strategy is to create an interesting, inspiring learning environment (Hasanah et al., 2023), and motivate students to be active in the learning process. Here are some discussion points about creative teaching strategies:

1. **Stimulation of Creativity:** One of the main focuses of creative teaching strategies is to stimulate students' creativity. This can be done by providing space for students to experiment, explore and develop new ideas. Using methods such as brainstorming, role-playing, or art activities can help students develop creative thinking skills and unleash their creative potential.
 2. **Problem Solving:** Creative teaching strategies encourage students to become strong problem solvers. Through assigning challenging tasks or projects, students are encouraged to apply critical and creative thinking in dealing with complex problems. They are encouraged to look for alternative solutions, think out-of-the-box, and engage lateral thinking to find innovative solutions.
 3. **Project-based Learning:** The project-based learning approach engages students in real projects that are relevant to the context of everyday life or the world of work. Students are tasked with investigating, designing and producing original products or solutions. This approach provides opportunities for students to apply their knowledge and skills in authentic situations, which motivates and nurtures their creativity.
 4. **Collaboration and Discussion:** Creative teaching strategies encourage collaboration and discussion between students. Through collaboration in groups or class discussions, students can learn from each other, share ideas, and expand their understanding. Collaboration also enhances students' social interaction, communication skills, and collective creativity.
 5. **Use of Technology:** The utilization of technology in the teaching process can be a powerful tool to enhance students' creativity. The use of digital media, creative software, and online platforms can help students create and express their thoughts in innovative ways. Technology can also be used to facilitate access to creative resources, share student work, and provide in-depth feedback.
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6. **Supportive Learning Environment:** It is important to create a learning environment that supports and empowers students. Teachers can create an open atmosphere, encourage exploration, and value unique ideas.
 7. **Encouraging Active Engagement:** Creative teaching strategies focus on the active involvement of students in the learning process. Teachers can use methods that involve students directly, such as discussions, experiments, role plays, or collaborative projects. Through this direct engagement, students become active players in their learning, which can increase their understanding, motivation and interest.
 8. **Providing Space for Exploration:** It is important to give students the opportunity to explore new ideas, see connections between different concepts, and develop their own understanding. Creative teaching strategies encourage teachers to create an environment that facilitates exploration, experimentation, and free thinking. Teachers can provide challenges, open-ended questions, or complex problems that allow students to develop their critical and creative thinking.
 9. **Creative Skill Development:** One of the main focuses of creative teaching strategies is the development of students' creative skills, such as divergent thinking, creative problem solving, and the ability to innovate. Teachers can integrate activities and tasks that stimulate students' imagination, creativity and discovery. For example, using art, stories, or games that require students to think beyond conventional boundaries.
 10. **Facilitation of the Creative Process:** Teachers play the role of facilitators in creative teaching strategies. They provide guidance, support, and constructive feedback to students in their creative process. Teachers also encourage students to develop an open mindset, accept failure as part of the learning process, and encourage them to continue looking for alternative solutions.
 11. **Paying Attention to Intrinsic Motivation:** Creative teaching strategies encourage students' intrinsic motivation, which comes from their personal desire and interest to learn. Teachers can stimulate intrinsic motivation by providing tasks that are interesting, relevant and meaningful to students. Opening up space for self-expression, providing choices, and recognizing students' achievements can also increase their learning motivation.
 12. **Encourage Collaboration and Discussion:** Collaboration and discussion between students can enrich the creative learning process. Through cooperation, students can build on each other's ideas.

With creative teaching strategies, it will create more interesting learning so that students will be more motivated and actively involved in the learning process. Some of the potential benefits of creative teaching strategies for students include increased interest in learning. Creative approaches can help to ignite students' interest in learning. by engaging students in interesting and relevant activities, they will be more interested in following the learning and have a greater desire to understand the material being taught. Increased creative skills Creative teaching strategies provide opportunities for students to develop

their creative skills, such as innovative thinking, generating new ideas, and expressing themselves through various forms of artistic or creative expression. this can give them a competitive advantage in a world of work that increasingly values creativity.

Table of Creative Strategies Research Results

NO	Question	S	SS	Undecided	TS	STS
1	Creative strategies can boost students' enthusiasm for learning	66,7%	33,3%			
2	Creative teaching strategies can be used by anyone	66,7%	33,3%			
3	Creative strategies can be used anywhere	50%	16,7%	16,7%		
4	Creative strategies are an interesting learning method	50%	50%			
5	Students enjoy learning by using creative strategies	66,7%	33,3%			
6	Teaching strategies as an effective and efficient method	66,7%	33,3%			
7	Teaching strategies can improve student understanding	50%	50%			
8	Delivery of material using strategies will be clearer	50%	50%			
9	Strategies can clarify the material	50%	50%			
10	The terms used in the strategy are very precise	50%	50%			
11.	With the effective teaching strategy in student skills	50%	50%			
12.	Teaching strategies are more fun in learning	50%	50%			
13.	Teaching strategies to improve student	66,7%	33,3%			

	achievement		
14.	Whether the teaching strategy can increase student motivation	50%	50%
15.	Teaching strategies are very effective for students	66,7%	33,3%

In the table above there are statements from several questions in the questionnaire distributed online which were researched by researchers at the UIN Mahmud Yunus Batusangkar campus. The statements generated from several questions in the questionnaire are very helpful for researchers in researching Creative Teaching Strategies to Improve Achievement and Motivation of Higher Education Students in Indonesia. The questions tested in this study were 15 questions containing statements about teaching strategies about the benefits, objectives and functions of student teaching strategies at UIN Mahmud Yunus Batusangkar Campus. The results of the research table explain that with the existence of teaching strategies to increase student motivation and achievement, every lesson that uses teaching strategies can increase student motivation and achievement in learning with the lowest research being 50% and the highest being shown at 66.7%. And all of them experienced an improvement process in the experimental class.

In accordance with the results of research in the form of data collection in the form of tables, it can be concluded that the existence of teaching strategies can improve student achievement, and make it easier for students and lecturers in learning. Teaching strategies Active learning: Facilitates students to be actively involved in the learning process through discussions, problem solving, assignments, and collaborative projects. This improves understanding and retention of information. Problem-based learning: Presents students with real-world problems and explores solutions through research, analysis and discussion. This approach helps students develop problem-solving skills and apply knowledge in relevant contexts. Cooperative learning: Encourages cooperation and collaboration between students in small groups. They help each other, share ideas and solve problems together. This method can build social, communication and team problem-solving skills. Use of educational technology: Utilize technology such as interactive learning software, online platforms and other digital resources to present learning materials in an engaging and interactive manner. Technology can also be used to support distance learning. Differentiated approach: Accommodate individual differences in learning styles, levels of understanding and interests. By understanding the unique needs

each student, lecturers can adjust teaching methods, materials, and assessments to support their learning success. Constructive feedback: Provide clear and constructive feedback to students on their performance. This helps them understand their strengths and weaknesses and provides guidance for further improvement. Emphasis on 21st century skills: Integrate skills such as problem solving, critical thinking, creativity, communication and collaboration in learning. A focus on developing these skills will help students face the challenges of the future. Reflective learning: Encourage students to reflect on their

understanding, connect new concepts with prior knowledge, and identify their strengths and weaknesses. Activities such as reflection journals and group discussions can be used to develop critical thinking and deeper understanding. Practical learning: Integrate real-life experiences, such as internships, industry projects or simulations, into the curriculum. This helps students connect theory with practice and develop skills relevant to the world of work. Varied assignments: Using different types of assignments, such as essay writing, presentations, projects.

The data from the test results of this study are as follows: there are 20 students who are the object of research. In this study, researchers used 15 questions to test students' ability to increase student motivation and achievement in learning. The results of the highest student research obtained a percentage of 50%, based on the results of the study it was obtained in the category strongly agree (SS). The second highest research percentage results obtained a value of 66.7%, with the category agree (S). In the third highest research, a value of 33.3% was obtained in the category of strongly agree. The lowest teaching strategy research results were obtained by the undecided category with a percentage of 0%. In the research results, the second lowest teaching strategy was obtained by the disagree category with a percentage of 0%. In the research results, the third lowest teaching strategy was obtained by the strongly disagree category. This shows the agree category as the highest category.

The data from the research test results on students can be explained as follows: in the strongly agree category there is the highest percentage acquisition of 50%, this strongly agree category is the highest percentage acquisition of several existing categories. The second percentage acquisition is in the agree category with the highest percentage acquisition of 66.7%, while the lowest acquisition in the agree category obtained a percentage of 50%. In the disagree category there is the highest percentage acquisition of 0%, while at the lowest level it gets a percentage of 0%. The acquisition of the next category is the disagree category which obtained the highest percentage of 0%, while the lowest percentage was 0%. Based on the overall results of the study, students who strongly agree with the teaching strategy obtained the highest percentage of 50%. Meanwhile, students who disliked the teaching strategy obtained a percentage of 0%.

In the table above, every university that applies teaching strategies in learning will be able to increase student motivation and achievement. Learning in the form of advanced technology as it is today uses many learning strategies that are very effective in improving student ability in learning outcomes indicated by the difference between the lowest and highest. And all of them experienced an increase in the experimental class. A teaching strategy is a plan or approach used by a lecturer / teacher to teach and educate students / students. The purpose of the teaching strategy is to achieve optimal learning outcomes by considering students' learning styles, the material being taught, and the learning environment. The form of a teaching strategy is its concrete variation or the specific way in which a teaching strategy is implemented in the classroom.

The statements on some of these questionnaires state that creative teaching strategies are able to increase student motivation and learning achievement. The statements

contained in this study show examples of teaching strategies that are very clear by obtaining a high difference so that they can really help when learning takes place. This question states that teaching strategies can improve learning and student motivation and achievement which obtained the largest percentage results in the highly desirable category. Likewise with other statements which also obtained the highest category.

The result of this study is that teaching strategies can increase student motivation and achievement. The use of this teaching strategy is very helpful for students in changing learning methods that used to be unable to develop student achievement and motivation. The use of this teaching strategy is very suitable for students. The advantages of this teaching strategy are

- Increasing student involvement: Interactive teaching strategies that involve students can increase their involvement in the learning process. Students become more active, engaged and involved in learning activities, which can increase their motivation.
- Improves understanding and retention of information: Teaching strategies that engage students in discussions, problem solving or projects can help them build better understanding and retain information better. Practical activities and hands-on experiences help relate concepts to real-life contexts.
- Encourage cooperation and social skills: Teaching strategies that involve cooperation between students, such as group discussions or group projects, can improve social skills and cooperation abilities. Students learn to work together in teams, communicate, resolve conflicts and support each other.
- Improve critical thinking skills: Teaching strategies that encourage students to think critically, such as problem-based learning or reflective learning, can help them develop critical and analytical thinking skills. They are encouraged to question, evaluate and connect their knowledge.
- Accommodate diverse learning styles: Every student has a different learning style, such as visual, auditory or kinesthetic. By using a variety of teaching strategies, teachers can accommodate diverse learning styles and facilitate more effective learning for all students.
- Enhancing creativity: Some teaching strategies, such as project-based learning or role-playing, encourage students to think creatively and develop new ideas. They have the opportunity to apply their creativity in finding solutions or expressing their understanding.
- Fosters interest and curiosity: Interesting and relevant teaching strategies can foster students' interest and curiosity in the subject matter. They are more likely to be engaged and want to continue learning about the topic.
- Facilitates formative assessment: Teaching strategies that involve continuous feedback and evaluation, such as class discussions, group work or individual assignments, can facilitate formative assessment. Teachers can continuously monitor students' understanding and provide useful feedback for further improvement. These advantages make teaching strategies an effective tool.

The research studied on this teaching strategy is that many students like this method with learning to improve students' abilities and achievements. The method used is a quantitative method that uses numbers or symbols in a study. This quantitative research method is obtained by collecting the amount of data obtained by researchers by distributing questionnaires online which aims to find data in research. By using quantitative methods, researchers can explain in detail how many people or how much data has been studied online by distributing questionnaires. This method also makes it

easier for researchers to make scientific papers using tables, bar charts, pie charts, line charts or graphs in scientific papers using data that are clear sources and provisions based on what is in the research site.

The purpose of this study is to facilitate educators and those who are educated so that it makes it easier for students to increase student motivation and achievement. There are many universities that use effective strategies in teaching. Universities that use this teaching strategy are usually advanced in terms of achievement and motivation. So the researcher hopes that future researchers can help continue which strategies have not been implemented in an agency in improving teaching that has not been well implemented with its strategies easily according to the development of today's times.

CONCLUSION

Based on the discussion above, it can be concluded that the teaching strategy is an approach used by teachers/lecturers to teach and educate students. There are various teaching strategies that can be used, such as lectures, group discussions, problem-based learning, project-based learning, etc. Teaching strategies have a number of advantages, including increasing student involvement, improving understanding and retention of information, encouraging cooperation and social skills, improving critical thinking skills, accommodating diverse learning styles, increasing creativity, fostering student interest and curiosity, and facilitating formative assessment. However, it is important to remember that no one teaching strategy is suitable for every situation. Teachers need to consider the learning objectives, material being taught, students' learning styles and available resources to select and combine appropriate strategies.

The combination of different teaching strategies and flexibility in adapting them can increase the effectiveness of teaching and learning. By implementing effective teaching strategies, teachers can create a learning environment that is motivating, interactive and supportive of student development. The ultimate goal is to achieve optimal learning outcomes and help students develop the knowledge, skills and attitudes necessary for success in an ever-evolving world. Effective teaching strategies can help improve student achievement to be better and better. When the right teaching strategies are used well, it can have a positive impact on student learning and academic achievement. The following are some of the reasons why teaching strategies can improve student achievement: Increased engagement: Engaging and interactive teaching strategies can increase student involvement in the learning process.

When students feel engaged and interested, they are more likely to actively participate in class and take responsibility for their learning. Increased understanding: Teaching strategies that promote deep and sustained understanding can help students grasp the material better. Through discussion, problem solving or project work, students can develop a more comprehensive and critical understanding of concepts and theories. Skill development: Teaching strategies that involve practical and collaborative activities can help students develop various skills. For example, through problem-based learning, they can improve their problem-solving, critical thinking, teamwork and communication skills.

Adjustment to learning styles: By taking into account students' learning styles, teaching strategies can be customized to meet individual needs. Students will learn more effectively when the material is presented in a way that suits their learning preferences and inclinations.

Increasing motivation: Teaching strategies that generate student interest and motivation can have a positive impact on academic performance. Through engaging, relevant and interactive approaches, students feel motivated to learn, develop a greater interest in the material and are more eager to achieve good results. Continuous feedback: Teaching strategies that facilitate continuous and constructive feedback help students understand their strengths and weaknesses. By getting informative feedback from the teacher, they can make necessary improvements in their learning and improve the quality of their work. It is important to note that effective teaching strategies must be tailored to the context and characteristics of the students. Recognizing the needs and uniqueness of each student and using a variety of appropriate methods and approaches will help improve their academic performance.

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