THE EFFECT OF STUDENT'S CREATIVITY AND LEARNING INTEREST ON LEARNING ACHIEVEMENT IN ECONOMIC STUDENTS CLASS XI IPS SMA EKASAKTI PADANG

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ABSTRACT

This research is motivated by the not yet optimal learning achievement in Economics subjects for class XI Social Sciences SMA Ekasakti Padang, where 42.11% get learning outcomes below the minimum completeness criteria, namely 78 with a range of 0-100. The purpose of the study was to reveal the effect of students' creativity and interest in learning on the economics learning achievement of students in class XI IPS SMA Ekasakti Padang. This type of research is descriptive with a quantitative approach. The population of this study were all students of class XI IPS SMA Ekasakti Padang, consisting of two classes totaling 38 people. While the sampling technique of this research is total sampling. Student achievement data was obtained from the economics teacher at SMA Ekasakti Padang. While the data on creativity and interest in learning through a questionnaire using a Likert scale that has been tested for validity and reliability. The data were analyzed using statistical methods with the help of SPSS (Statistics Product And Service Solutions) Version 22.0 software. The results showed: (1) Creativity has an effect of 14% on learning achievement; (2) Interest in learning has an effect of 41.8% on learning achievement; (3) creativity and interest in learning together have an effect of 50.3% on learning achievement. So it can be concluded that creativity and interest in learning affect learning achievement, the higher students' creativity and interest in learning in the learning process, the better learning achievement and learning achievement will be higher.

Keywords: creativity, learning interest, and learning achievement

INTRODUCTION

In the implementation of the learning process in schools, in general, various problems arise that affect students (as subjects of the school education system) to achieve the educational goals that have been set. One of the problems faced in learning in schools is the low creativity and interest in students' learning.

Education has an important role in improving the quality of human resources such as social, spiritual, intellectual and professional abilities, humans who have good quality are the main force in successful development. This is in accordance with Law no. 20 of 2003 Article 1 concerning the National Education System which states that:

"Education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have religious spiritual strength, self-control, personality, intelligence, noble character. , as well as the skills needed by himself, society, nation and state".

The law interprets that education has an important role in developing all the potential that exists in every human being, in order to create human qualities that are faithful, devoted, creative and independent. Educational institutions, especially schools, are responsible for implementing quality learning in order to achieve the educational goals set out in the law.

Based on the initial observations made, there are symptoms that are still not optimal student learning achievement. This can be seen from the learning outcomes obtained by students in the economics subject of class XI IPS SMA Ekasakti Padang, there are still many students who have not reached the predetermined target for Economics subjects, the minimum completeness criteria (KKM) is 78.

Table 1. Average score Semester Exams for Class XI IPS 1 and 2

Class	Average Grade	Value Below 78	Grades Above 78	Number of Students
XI IPS1	77	7	12	19
XI IPS2	77	9	10	19
Total	154	16	22	38
Percent%		42.11%	57.89%	

Source : Grade XI IPS grade book at SMA Ekasakti Padang in the 2015/2016 academic year.

Based on the table above, it is known that the learning achievement of grade XI IPS students at SMA Ekasakti Padang is still not optimal, because the KKM standard is at 78 and there are still scores below the standard of completeness and not yet reach KKM. Out of 38 students, around 22 students (57.89%) have met the KKM. Meanwhile, there are still around 16 students (42.11%) whose learning achievement has not yet reached the KKM limit.

The low learning achievement of students which causes the factors that affect a person's learning achievement are classified into factors from within students, namely physiological and psychological factors and factors from outside students, namely social and non-social factors. In addition, there are several other factors that can affect learning outcomes such as teacher factors, student factors, facilities and infrastructure factors, and environmental factors.

From the factors that have been explained, it is necessary to see which factor is more dominant in influencing student learning achievement, based on observations from observations that have been made at SMA Ekasakti Padang, about the number of students who are below the KKM score caused by several factors, one of them is the lack of student creativity in learning. Seen during the lesson, some students tend to be passive, indifferent, do other tasks and look for

their respective activities, and students tend to wait for all information from the teacher, besides that students are also less confident either asking questions, responding to friends' questions, or convey ideas when the teaching and learning process occurs.

Creativity is a person's ability to produce compositions, products, or ideas that are basically new, and previously unknown to the creator. It can be in the form of imaginative activities or synthesis of thoughts, the results of which are not only summaries but have a purpose or purpose, not mere fantasy. By being creative, a person can actualize himself, something that is a basic human need today. People who usually manifest themselves are people who successfully develop and use all their talents and abilities so that they can enrich the quality of their lives.

Interest is a sense of liking and a sense of attachment to a thing or activity, without anyone telling. Interest is a psychological aspect that grows in a person, so that with the emergence of interest there will be a tendency in that person to like, have and learn about what he is interested in. In other words, if students do not have an interest in the learning process, the learning outcomes obtained by these students will not be optimal compared to students who have a high interest in learning in these subjects.

Good learning achievement is not only influenced by motivational factors, creativity that comes from within (intrinsic), but is also influenced by factors that come from outside (extrinsic). Thus, interest in learning is closely related to the way students learn. An active way of learning will make it easier for students to master the subject matter, if students easily master the subject matter, student learning outcomes will increase. Thus it can be said that interest in learning has an important position in supporting the teaching and learning process in schools.

Based on observations from observations made at SMA Ekasakti Padang, the number of students who are below the KKM score is caused by several factors, one of which is the lack of student creativity in learning. Seen during the lesson, some students tend to be passive, indifferent, do other tasks and look for their respective activities, and students tend to wait for all information from the teacher, besides that students are also less confident either asking questions, responding to friends' questions, or convey ideas when the teaching and learning process occurs.

METHOD

This research is a descriptive study with a quantitative approach. According to Sugiyono (2012: 8) "Research methods based on the philosophy of positivism are used to examine certain populations or samples, collect data using research instruments, and analyze quantitative/statistical data, with the aim of testing predetermined hypotheses".

The instrument used in this study was a questionnaire where the validity and reliability of this questionnaire were tested. Of the 30 creativity items, there are 22 items that are valid and 8 items that are not valid, while the interest in learning from the 30 items contains 23 items that are valid, while those that are not valid are 7 items.

The description of the data is done to determine the position of the data in a group. The description aims to reveal the mean, mode, median, variance and standard deviation in order to describe the distribution of the data and the level of achievement. To describe the data used descriptive statistical analysis techniques. This research was conducted on students of class IX IPS SMA Ekasakti Padang.

To determine the level of achievement of respondents in each variable, the formula is used:

$$Tingkat\ Pencapaian = \frac{Skor\ Rata-rata}{Skor\ Ideal\ Maksimum}\ X\ 100\%$$

To test the requirements for analysis, several tests are carried out: (1) Normality test using the Liliefors Kolmogrof Smirnov test, (2) Linearity test (3) Multicollinearity test by looking at the Variance Inflation Factor is carried out with the help of SPSS *version 22*
. Hypothesis 1 and 2 tests are used to prove the truth of hypotheses 1 and 2 that have been formulated, the results of which will be used as conclusions for the research that has been carried out. The technique used to test hypotheses 1 and 2 is a simple linear regression technique. In general, Ghozali (2005) formulates the statistical (partial) t-test as follows:

$$t = \frac{b}{Sb}$$

Description:

  t   = Following the function with degrees of freedom
  Sb = Standard standard
  b   = Regression coefficient

If $t_{count} > t_{table}$ then the data is significant at $= 0.05$ with degrees of freedom (df) = nk-1.

Hypothesis 3 test is used to prove the truth of hypothesis 3 that has been formulated, the results of which will be used as the conclusion of the research that has been done. The technique used to test hypothesis 3 is multiple regression technique with F test (simultaneous). To prove the relationship of all independent variables to the dependent variable together, namely variables X_1 and X_2 against Y is used the F test formula quoted from (Riduwan, 2008: 142), which is as follows:

$$F = \frac{(R^2 / k)}{1 - R^2 / n - k - 1}$$

Where:

  F = calculated F value
  R^2= Determination/regression coefficient value
  k = Number of independent variables
  n = Number of samples

To see The percentage of the contribution/influence of variable X to variable Y is used the coefficient of determination formula (Riduwan 2008: 139).

RESULTS AND DISCUSSION
Descriptive Results of Research

Variables Creativity variable data was collected through a questionnaire consisting of 22 statements and learning interest consisted of 23 statements and Interest variable data was collected through a questionnaire consisting of 23 items which had been tested for validity and reliability. Furthermore, a questionnaire was given to 38 respondents to be filled in. Statistical calculations, while learning achievement was obtained from the final grades of the semester and the results of statistical calculations can be seen in the table below.

Table 2. Statistics Calculation Results

		Statistics		
		Creativity	Interest	Learning Learning Achievement
N	Valid	38	38	38
	Missing	0	0	0
Mean		90.55	95.34	75.53
Std. Error of Mean		1.173	.696	1.262
Median		90.50	95.00	75.00
Mode		82[a]	92[a]	75
Std. Deviation		7,229	4,289	7,780
Variance		52,254	18,393	60,526
Range		27	20	30
Minimum		79	84	60
Maximum		106	104	90
Sum		3441	3623	2870

a. Multiple modes exist. The smallest value is shown

Source: Processed Data Using SPSS Version 22.0

1. Creativity

Based on the table above, the research data obtained the lowest (minimum) 79 and highest (maximum) 106, average (mean) 90.55, middle score (median) 90, 50, the score that appears a lot (mode) is 82, and the standard deviation (standard deviation) is 7.229, while the total score (sum) is 3441.

To determine the average level of achievement of respondents on interest in learning, the following formula is used:

$$\textit{Level of achievement} \ \frac{3441}{(22 \ x \ 5 \ x \ 38 \ )} \ x \ 100\% = 82,32\%$$

From the data the level of achievement of the creativity score of 82.32% is included in the high category.

2. Interest in Learning

From the research interest in learning data, the lowest (minimum) score of 84 and the highest (maximum) 104, the average (mean) 90.34, the middle score (median) 95.00, the most frequent score (mode) 92, and The standard deviation (standard deviation) is 4.289, while the total score (sum) is 3623.

To determine the average level of achievement of the respondents' interest in learning, the following formula is used:

$$Level\ of\ achievement\ \ = \frac{3623}{(23\ x\ 5\ x\ 38\ )}\ \ x\ 100\% = 82{,}90\%$$

From the data on the level of achievement of the interest score learning by 82.90% included in the high category.

3. Learning Achievement

From the results of the assessment obtained the value of learning achievement obtained the lowest score of 60 and the highest value of 90 based on the distribution of these values obtained an average (mean) = 75.53, middle score (median) = 75, the most frequent score (mode) = 75, and standard deviation (standard deviation) = 7,780 and while the total score (sum) is 2870.

To determine the average level of achievement of respondents on learning achievement, the following formula is used:

$$Level\ of\ achievement = \frac{2870}{100x38}\ x\ 100\% =\ 75{,}52\ \%$$

Based on the resultsobtained the level of achievement of respondents learning achievement of 75.52% included in the medium category.

Prerequisite Test Results Analysis

a. of the Normality

Test The normality test used is the Lilliefors by looking at the value on the Kolmogorov-Smirnov.

Table 3. Normality Test

	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Statistics	df	Sig.	Statistics	df	Sig.
Creativity	.136	38	.075	.952	38	.102
interest in learning	.113	38	.200[*]	.968	38	.349
learning achievement	.132	38	.092	.956	38	.136

Tests of Normality

* This is a lower bound of the true significance.

a. Lilliefors Significance Correction

Source: Processed Data Using SPSS Version 22.0

In table 3 above, it is known that the significance score for the creativity variable (X1) is 0.075, Interest in Learning (X2) is 0.200 and learning achievement variable (Y) is 0.092 while the significance of Alpha adopted is 0 ,05. Because the significance for all variables > 0.05, the data for all variables are normally distributed.

b. test

Table 4. Homogeneity test

Test of Homogeneity of Variances

Creativity and interest in learning

Levene Statistics	df1	df2	Sig.
1.249	7	17	1.814
.33	10	23	.115

Source: Processed Data Using SPSS Version 22.0

From table 4 above it is known that creativity is significant at 0.331, and significant interest in learning is 0.115 > 0.05, it can be concluded that these data have the same variance or homogeneous.

c. Linearity test Linearity

test aims to determine whether two variables have a linear relationship or not significantly. Linearity test is done by using Test for linearity. The significance value of creativity is 0.776 and the value of learning interest is 0.972, which is greater than 0.05, which means that there is a significant linear relationship.

d. Multicollinearity Test

Table 5. Multicollinearity Test

Coefficients^a

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics	
	B	Std. Error	Beta			Tolerance	VIF
1 (Constant)	-58.209	22,496		-2.587	.014		
Creativity	.316	.129	2.445	.020	.982	.294	1,018
interest in learning	1.102	.218 .608	5.054	.000	.982	1,018	Dependent

a.   Variable: learning achievement

Source: Processed Data Using SPSS Version 22.0.

Based on table 21, it is known that the tolerance value of the creativity variable (X1) and interest in learning (X2) is 0.982 > 0.10 and the Variance Inflation Factor (VIF) value for the two independent variables, namely creativity and interest in learning is 1.018. Because the VIF value is less than 5, it can be concluded that the regression model does not find any multicollinearity problems.

Hypothesis Testing

To test Hypothesis 1 and hypothesis 2 were tested by simple linear regression test with -t test, while hypothesis 3 used multiple linear regression test with F test.

Table. 6 Multiple Linear Regression Test

Coefficients[a]

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	-58,209	22,496		-2,587	.014
Creativity	.316	.129	2.445	.020	5.054
Interests in Learning	1.102	.218 .608	.000	a	.294

. Dependent Variable: Learning Achievement

Source: Processed Data Using SPSS version 22.0

1. First hypothesis

Obtained t_{count} = 2,422 and t_{table} = 1,690 with df = nk-1 = 38-2-1 = 35 (k = number of independent variables). So it can be said that t_{count} (2,422) > t_{table} (1,690), or significant < alpha (0.021 < 0.05) then Ho is rejected and Ha is accepted, meaning that there is a significant influence between creativity (X1) on student learning achievement (Y)

Percentage of creativity (X1) on student learning achievement (Y) by 14%, Munandar (2009: 19) suggests that "creativity is the ability to make new combinations based on previously existing materials, information and data to be meaningful and useful".

2. The second hypothesis is

obtained $t_{arithmetic}$ = 5.085 and t_{table} 1.690 (attachment 19), with df = nk-1 = 38-2-1 = 35 (k = number of independent variables). So it can be said that t_{count} (5.085) > t_{table} (1.690) or significant < alpha (0.000 < 0.05) then Ho is rejected and Ha is accepted, meaning that there is a significant influence between learning interest (X2) on learning achievement (Y). The percentage of the influence of interest in learning on learning achievement is 41.8%, Slameto (2010: 180) suggests "Interest is a sense of preference and a sense of attachment to a thing or activity, without anyone telling".

3. The third

hypothesis This hypothesis was tested using the significance test of multiple linear regression with the F test (simultaneous).

Table 7. F Test

ANOVA[a]

Model	Sum of Squares	Df	Mean Square	F	Sig.
1 Regression	1126.174	2	563.087	17.702	.000[b]
Residual	1113.300	35	31.809		
Total	2239.474	37			

a. Dependent Variable: Prestasi Belajar
b. Predictors: (Constant), Minat Belajar, Kreativitas

Source: Processed Data Using SPSS Version 22.0

Based on table 7 F test analysis obtained F_{count} of 17,702 and F_{table} , *(appendix 19)* so it can be said that F_{count} (17,702) > F_{table} (3,245) or significant < alpha (0.000 < 0.05) then H_0

rejected, meaning that there is an effect of creativity $(X1)$ and interest in learning $(X2)$ together on learning achievement. To determine the percentage of the contribution of the creativity variable $(X1)$ and interest in learning $(X2)$ to learning achievement (Y), a determination analysis was conducted.

4. Determination Coefficient

			Summary	
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.709[a]	.503	.474	5,640
a. Predictors: (Constant), Interest in Learning, Creativity				

Source: Processed data using SPSS version 22.0

Obtained R2 (R square) of 0.503. Then the magnitude of the influence of creativity and interest in learning on learning achievement is 0.503 x 100% = 50.3%. This shows the magnitude of the influence of creativity (X1) and interest in learning (X2) together on learning outcomes is 50.3%.

CONCLUSIONS

Based on the results of the research that has been carried out, the following conclusions can be drawn:

1. Student creativity has an effect of 14% on student achievement in economics subjects for class XI Social Sciences SMA Ekasakti Padang. This shows that creativity has an effect on learning achievement and the higher the creativity, the better the learning achievement.
2. Students' interest in learning has an effect of 41.8% on student achievement in economics subjects for class XI IPS students at SMA Ekasakti Padang. This shows that the better the interest in learning, the better the learning achievement achieved.
3. Creativity and interest in learning together have a 50.3% effect on student achievement in economics class XI IPS SMA Ekaskti Padang, the remaining 49.7% is influenced by several other factors. This shows that the higher the creativity and interest in student learning, the better student achievement will be.

Suggestions

1. For students should be able to further increase creativity in following the learning process.
2. It is hoped that students will be able to increase their interest in learning and be able to create a safer, more peaceful, and comfortable learning environment accompanied by support from related parties, namely the education office, principals, and teachers, so that the learning environment is better than before.
3. For teachers, they should be able to continue to develop and increase students' creativity and interest in learning which can encourage students to be more active in the learning process.

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