CREATIVITY IN ENCOURAGING STUDENTS LEARNING OUTCOMES AT CLASS X OF SMK – PP RAPPANG OF SIDRAP REGENCY
(CASE STUDY ON SUBJECT OF ENTREPRENEURSHIP)

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Abstract

This research is motivated by the lack of students learning outcomes in a subject of entrepreneurship that is caused by students’ lack of creativity or ability to complete the learning task where this issue cannot be separated from the role of schools and teachers. This study aims to 1) determine the relationship of creativity to students learning outcomes in entrepreneurship subject, 2) determine how strong the relationship of creativity to students learning outcomes in entrepreneurship subject.

The type of this research is a correlational study that illustrates whether there is a relationship between independent variables (creativity) and dependent variable (learning outcomes). The populations of this study were 80 students of class X in SMK-PP Rappang of Sidrap Regency and 49 students were taken as samples. The sampling technique of this research is by using Slovin formula, while the tool of data collection used was a questionnaire.

The results of this study show that (1) the relationship between creativity and learning outcomes is strong. It is indicated by the correlation coefficient of 0.501. (2) there is a significant relationship between creativity and learning outcomes of class X on the subjects of entrepreneurship in SMK-PP Rappang of Sidrap Regency as based on the analysis of the correlation coefficient obtained by value of $t_{\text{count}} = 4.634 > t_{\text{table}} = 2.021$ which means that there is a significant relationship between variable X (creativity) and variableY (learning outcomes). (3) the contribution of creativity to the learning outcomes of class X student of SMK-PP Rappang of Sidrap Regency is about 25.1% which means that creativity is one of the factors in improving learning outcomes for entrepreneurship subjects by 25.1%, whereas for 74.9% is determined by other variables beside creativity.

From the results of this study it can be concluded that creativity and learning outcomes are related strongly because the creativity of the students have a contribution to the students learning outcomes.

Keywords — Creativity, Students Learning Outcomes

INTRODUCTION

Everyone has a creative potential in a different levels and fields that needs to be developed early in order to be realized in the real life. It requires driving forces from either external (environment) or the individual himself. Then, the environmental conditions need to be created in order to develop the creative power of the individual. In this case, it includes environment in the narrow sense (family, school) as well as in the broad sense (society, culture). One of the institutions that develop creativity is SMK-PP Rappang of Sidrap regency. The graduate students
of the school are expected to have appropriate ability and skills to face the working world.

Based on the initial investigation on entrepreneurship subject conducted by the author, it is known that students obtain a low average value in their class because they have not met the requirements of a weight rating specified in the syllabus of the subjects of entrepreneurship which require 75.00. Also, independent tasks given by the teacher are not achieved or carried out by the students as a whole.

Moreover, creativity is important to be developed in order to encourage creative thinking and develop the potential of the learners then, finally learn to use the ability optimally. Students’ creativity is one of the factors that may increase their success in learning as they are able to face, recognize and solve problems and tend not to wait for orders to learn from parents or teachers.

Based on the description above, the author is very interested in conducting research entitled "Creativity in Encouraging Student Learning Outcomes at Class X SMK-PP Rappang of Sidrap regency (Case Study on Entrepreneurship Subject)".

Learning is a process or effort to obtain new behavior changes thoroughly and permanently as a result of his own experience in the interaction with the environment. While, learning outcomes in the psychological sense is a process of change in behavior as a result of interaction with the environment in fulfilling his needs. These changes will be shown in all aspects of behavior.

There are some definitions of creativity. According to Supriadi (1994: 47) creativity is the ability to create something new either in the form of ideas or the real work which is relatively different from what has existed before. Furthermore, Ilyas (1998: 142) argues that the students with creative attitudes have variety of abilities and conscientious towards new issues or problems. According to Winkel, in creativity of thinking, creativity is an act of thinking that generates creative ideas or new, original, independent, and imaginative ways of thinking. Creativity is seen as a mental process. Creative power refers to the ability to think more original than most others.
Based on the definition of creativity stated by the experts above, the authors propose a definition of creativity as an activity process that involves the reorganization of ideas in the learning process with the intention of getting something new, which has never existed in the self or one's mind. Based on these opinions, it is known that every individual has the creativity. The disclosure of creativity is different depending on how each individual creating new, targeted and effective ideas.

There are some characteristics of creative individuals according to Nana Sudjana (1989: 61):

1) Participate in carrying out the task in the learning process. Students want to find a solution to the problems given and even express his opinion in resolving such problem.

2) Engage in problem solving. In the learning process students are not just sitting in class but want to get involved to solve the problem given by the teacher.

3) Feel free to ask questions related to the lesson. Teacher and friends can be a source of information in learning, the emergence of an active attitude seen from the willingness to ask teacher or friends about the difficulty in understanding an idea. For some students, they are more comfortable asking to their friend instead of teacher. Even, it is sometimes easier to understand the lesson from their friend rather than teacher.

4) Attempting to find a variety of information needed for problem solving. Students try to seek other learning resources other than what given by the teacher to solve the problem.

5) Carrying out group discussion. If the lesson requires formation of a group, a student who is active will seriously join the discussion on the teacher's instructions.

6) Using opportunities given by teacher in solving problems. The emergence of activeness in learning can be seen from the desire to use the opportunity to solve the problems as optimal as possible.

According to Munandar (1999: 61), to improve creativity in teaching learning process it is necessary to note the following:
a) Develop a high confidence to students and reduce the incidence of fear.

b) Encourage students to an independent and directed scientific communication.

c) Allowing the students to determine their own goals and evaluating themselves.

d) Monitoring should not be too strict and authoritarian.

The obstacles of creativity are things that can hinder, reduce or prevent creativity. There are four obstacles of creativity, namely: perceptual, emotional, cultural and environmental, intellectual and expression (Evans, 1991: 60):

a) Perceptual obstacles prevent individuals to clearly get the information needed to prevent problems.

b) Emotional obstacles prevent creative problem caused by emotional factors.

c) Culture and environment obstacles prevent to solve problem creatively that is influenced by the physical social environment.

d) Intellectual and expression obstacles are influenced by inefficient tactics of divergent and convergent thinking.

Creativity requires the existence of a positive thinker device in the self-learners to learn a particular object broadly and deeply. Furthermore, Munandar (2004: 70) points out the relationship between creativity and learning outcomes:

1) Openness to a new and incredible experience. The new experience is an extraordinary experience that makes students explore their creativity to observe and study an object such as homework that have various possibilities of completion provided by the teacher at school. In other words, the task can be solved in various ways so as to open or develop their intellectuality.

2) Flexibility in thinking. Flexibility of individual in thinking has the ability to generate a number of ideas in dealing with problems outside the usual categories.

3) Freedom of expression and statement. Besides solving problems such as homework, students can also express ideas in accordance with their intellectuality.

4) Respect Fantasy. Fantasy states the imagination of an object.
This study was conducted in SMK-PP Rappang of Sidrap Regency in Semester I Academic Year 2014/2015. Subjects were students of class X SMK-PP Rappang of Sidrap Regency with a sample size of 49 students. The type of this research is a correlational study that aims to examine the relationship between independent variables (creativity) and dependent variable (entrepreneurship subject).

**Research Instruments**

The instrument of this research is questionnaires for creativity while for learning outcomes seen from the results of final examinations.

1. Form of Instruments
   The instrument used was a questionnaire compiled according to Likert scale pattern in the continuum form of five categories and the statement are positive and negative.

2. Preparation of Instruments
   Preparations of the instruments were: (a) formulating the questionnaire based on the indicators, (b) listing the statements in accordance with the questionnaire that has been made. Preparation of the questionnaire should consider the ease to fill the questions of the object of study.

3. Testing of the instruments
   Before distributing the instruments, they are tested to students of class X which are not as samples amounted to 31 people to determine whether the instruments used are valid and reliable. The test was conducted on Monday, November 17th, 2014.

   a. Validity
      Validity test of the instruments is done to see the accuracy of measuring devices toward the concept that is measured in this study. It uses SPSS (Statistic Product Service Solution) Version 16.00. Moreover, in terms of Construct Validity, an analysis using Product Moment Correlation formula is conducted (Arikunto, 2006: 146) with a significance level of 5% and critical value, where r can be used a formula:
$$r_{xy} = \frac{N(\Sigma XZ) - (\Sigma Z)(\Sigma X)}{\sqrt{N \Sigma X^2 - (\Sigma X)^2}} \sqrt{N \Sigma Z^2 - (\Sigma Z)^2} \ldots \ldots 1$$

**Keterangan:**

- $r_{xy} =$ Coefisien corelation of one item
- $\Sigma X =$ total score every item
- $\Sigma X^2 =$ total quadrate score of item
- $\Sigma Z =$ total score of all item
- $\Sigma Z^2 =$ total quadrate score of all item
- $\Sigma XZ =$ total of score X dan Y
- $N =$ number of respondent

With the provision, if the correlation value is bigger than 0.3, it is consider valid and otherwise if the correlation value is smaller than 0.3, then it is invalid.

**b. Reliability**

An instrument is called reliable if show accurate and consistent measurement from time to time. To determine the reliability of this questionnaire, the Alpha formula (Arikunto, 2006: 171) used as follow:

$$r_{11} = \left[ \frac{k}{k - 1} \right] \left[ 1 - \frac{\sum \sigma_{p}^2}{\sigma^2_{i}} \right] \ldots \ldots 2$$

Where:

- $r_{11} =$ reliability of the Instrument
- $k =$ number of valid questions
- $\sum \sigma_{p}^2 =$ number of item
- $\sigma^2_{i} =$ total

According to (Suharsimi: 2003), an instrument is reliable if the reliability coefficient is about 0.7 or more. By SPSS version 16:00 obtained the value of $r_{11}$ as much as 0.935 which means the reliability is very high. Thus, the questionnaire can be used as a measuring tool.
**TECHNIQUE OF DATA COLLECTION**

Data collection is conducted on December 22nd, 2014 – Februari 23rd 2015 in SMK-PPRappang of Sidrap Regency. The data were collected by distributing the questionnaire to the respondents directly and then answered during school hours without interfere the teaching learning process. To ensure the validity and accuracy of the data the questionnaire are not allowed to take home.

**TECHNIQUE OF DATA ANALYSIS**

1. **Description Analysis**

   The description of measuring results against two variables, namely creativity and student learning outcomes are presented through descriptive analysis. The quantity of the descriptive statistics includes mean, median, mode, and standard deviation.

   \[
   \text{Ideal Mean} \ (M_i) = \frac{1}{2} (\text{the highest score} + \text{the lowest score}) \quad \ldots \quad 3) \\
   \text{Ideal SD} \ (SD_i) = \frac{1}{6} (\text{the highest score} - \text{the lowest score}) \quad \ldots \quad 4)
   \]

   According to Mardapi (2008: 123), the tendency of each variable is categorized into four as follows:

   \[
   X \geq (M_i + 1. SD_i) \quad : \quad \text{high} \quad \ldots \quad 5) \\
   (M_i + 1. SD_i) > X \geq M_i \quad : \quad \text{adequate} \quad \ldots \quad 6) \\
   M_i > X \geq (M_i - 1. SD_i) \quad : \quad \text{less} \quad \ldots \quad 7) \\
   X < (M_i - 1. SD_i) \quad : \quad \text{low} \quad \ldots \quad 8)
   \]

2. **Test of Prerequisite Analysis**

   a. **Normality Test**

      Normality test of the data distribution is using the Kolmogorov-Sminove (KS) method by seeing the level of Asymp. If sig > α, *means the data samples taken are normal*, whereas if sig < α, *then the data samples taken are not normal.*

   b. **Linearity test**

      Linearity test is done to see whether each variable data of creativity form a linear distribution toward learning outcomes on entrepreneurship subjects in SMK-PP Rappang of Sidrap Regency.
3. Hypothesis Testing

a. Correlation Test

To determine the relationship between creativity and learning outcomes on entrepreneurship subject, this study uses the value of the correlation coefficient with the formula (Agussalim Manguluang, 2013 : 95)

\[
r_{xy} = \frac{N(\sum XY) - (\sum X)(\sum Y)}{\sqrt{N\sum X^2 - (\sum X)^2} \sqrt{N\sum Y^2 - (\sum Y)^2}} \quad \ldots \ldots 9)
\]

Where:

- \( Y \) : variabel learning outcomes
- \( X \) : variabel creativity
- \( N \) : number of sampel

With the provision if the value of the correlation coefficient, as follows:

- \( r_{xy} \geq \pm 0.75 \), very strong relationship
- \( \pm 0.50 \leq r_{xy} < \pm 0.75 \), strong relationship
- \( \pm 0.25 \leq r_{xy} < \pm 0.50 \), weak relationship
- \( r_{xy} < \pm 0.25 \), very strong relationship

To examine the relationship between creativity (variable \( X \)) and learning outcomes (variable \( Y \)), the author uses the ratio between the value \( t_{\text{count}} \) and \( t_{\text{table}} \) based on standard error (\( \alpha \)) = 5%.

Hypothesis testing that aimed to be proven in this study:

- \( H_0 : \beta_1 = 0 \) : there is no significant relationship between variable \( X \) (creativity) and variable \( Y \) (learning outcomes) with a degree of error (\( \alpha \)) = 5%

- \( H_a : \beta_1 \neq 0 \) : there is significant relationship between the variable \( X \) (creativity) and variable \( Y \) (learning outcomes) with a degree of error (\( \alpha \)) = 5%

Value of \( t_{\text{count}} \) can be determined using the following formula:

\[
t - r_{XY} = \frac{r_{XY}}{\sqrt{1-r_{XY}^2}} \quad \ldots \ldots 10)
\]

Where:

- \( n \) = amount of data
r_{yx} \quad = \quad \text{correlation value} \\
r_{yx}^2 \quad = \quad \text{coefficient of determination value} \\

while, value of t-table can be determined based on distribution table list with df \{ \alpha/2 : (n-k-1) \}.

If both values of t-count are compared with value of t-table then, the conclusion of analysis used are:

1) Ho is rejected and Ha is accepted if t_{count} \geq t_{table}
2) Ho is accepted and Ha is rejected if t_{count} < t_{table}

b. Determination

To determine the percentage of data variation of variable Y determined by data variation of variable X then, the coefficient of determination is used. The value of coefficient of determination is determined by the following formula (Agussalim Manguluang, 2012: 96):

R_{Y,X} = (r_{Y,X})^2 \quad .... \quad 11)

DISCUSSION

A. Description of the data

The data being described are creativity and learning outcomes. The data of creativity obtained from the distribution of the questionnaire while data of learning outcome obtained from the test results on entrepreneurship subjects. Description of data of creativity to reveal how high the scores obtained by students on creativity and a description of learning outcomes data to reveal how much the learning results obtained by the students which are shown in a graphic as follows:

1. Description of Students Learning Outcomes

Figure 1: Score of Students Learning Outcomes
From the Figure 1 above, it can be concluded that as many as 11 students or 22.5% gain very high learning outcomes, an adequate score of learning outcomes obtained by 13 students or 26.5%, about 15 students or 30.6% have high learning outcomes and the last 10 students or 20.4% with less high learning outcomes. It can be concluded that the learning outcomes on entrepreneurial subject at class X SMK-PP Rappang of Sidrap Regency is high.

2. Description of Data of Creativity
   Figure 2: Score of students’ creativity

From the Figure 2 above, it can be concluded that students of SMK-PP Rappang of Sidrap Regency have no high creativity, 8 students or 16.3% are quite creative, as much as 34 students or 69.4% are less creative and 7 students
or 14.3% have a low creativity. It can be concluded that the students at class X SMK-PP Rappang of Sidrap Regency have less creativity.

**B. Hypothesis Testing**

1. The hypothesis between creativity and learning outcomes shows a positive and significant relationship that is seen from the correlation analysis. It states that strong/ close relationship between creativity and learning outcomes obtained in accordance with comparison results between the value of \( t_{\text{count}} \) and \( t_{\text{table}} \), where \( t_{\text{count}} = 4.013 \) > \( t_{\text{count}} = 2.021 \) degree of error (\( \alpha \)) = 5%.  
Correlation values \( (r_{XY}) = 0.501 \), indicates that the higher creativity, the higher learning outcomes. The value of coefficient of determination \( R_{XY} = (r_{xy})^2 = (0.501)^2 = 0.251 \), atau \( R_{XY} = 0.251 \times 100\% = 25.1\% \), meaning that 25.1% of the value of the learning outcomes (variable Y) are determined/influenced by the value of creativity (variable X). While about 74.9% are determined by other variables besides the variable of creativity.

2. This study shows that creativity has a positive relationship with learning outcomes. Therefore, efforts to increase creativity needs to be developed continuously. As revealed from the respondents’ answers that in order to improve relationship between creativity and learning outcomes the following should be done:
   a) A new or an extraordinary experience that makes students explore their creativity to observe and study an object, for example in doing homework that has a variety of possibilities of completion so that, it helps open or develop the intellectuality of the students.
   b) Thinking has the ability to produce a number of ideas to deal with problems outside the usual categories for students.
   c) Students are able to solve problems through the disclosure of new ideas in accordance with their intellectuality.
   d) Students are able to express an idea or imagination about an object that is being analyzed.

3. Student with a high creativity has a lot of ideas to find solutions or solve problems in learning process in obtaining optimal learning outcomes in
accordance with the expected goals. The higher the creativity, the higher the learning outcomes obtained by the students

CONCLUSION
1. Based on the results of the analysis, the contribution of creativity to the learning outcomes of class X student of SMK-PP Rappang Sidrap is 25.1%.
2. The relationship between creativity and learning outcomes is strong. The strength of the relationship is indicated by the correlation coefficient of 0.501.
3. The hypothesis in this study can be accepted as based on the analysis obtained by value of $t_{\text{count}} = 4.013 > t_{\text{table}} = 2.021$ means that there is a significant relationship between the variable X (creativity) and variable Y (learning outcomes).

RECOMMENDATIONS
1. The teachers as educators are expected to give more motivation in accordance with their role as a motivator and pay attention to the uniqueness of the students so that the creativity of students can be increased. For example, by giving the task to look for business opportunities in the neighborhood, allowing students to solve problems in entrepreneurship subject different from the way taught by the teacher.
2. It is expected to the school (SMK-PP Rappang of Sidrap Regency) to give more attention to other factors besides creativity in efforts to improve learning outcomes.
3. For the next researcher who will conduct similar research, it is suggested to pay more attention to the activities of students both inside and outside the school. This is meant in order to make the better instrument.

REFERENCE


