

The Influence of Teacher Creativity on Students' Learning Interest in Accounting Subjects at SMKS Islam Bahagia, Academic Year 2023/2024

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Abstract

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This study aims to examine whether teacher creativity influences students' interest in learning accounting subjects. Additionally, the researchers hope that this study will enhance readers' understanding of the importance of creativity, especially for teachers in delivering instruction. The method employed in this study is quantitative, with 75 respondents participating. The findings indicate a significant relationship with a value of $t = 5.092$ and $t\text{-table} = 1.666$, or $5.092 > 1.666$. Based on these results, it can be concluded that teacher creativity significantly influences students' interest in learning accounting at SMKS Islam Bahagia.

Keywords: creativity; teachers; learning interest

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INTRODUCTION

Self-development is essential for citizens to thrive in society, especially amidst the rapid advancements of the Fourth Industrial Revolution, which demands changes across economic, political, social, and cultural aspects. One way to achieve this is by enhancing knowledge and understanding through education. Education plays a critical role in ensuring the development and quality of a nation's life. A country with limited natural resources but high-quality human resources developed through education can achieve excellence and prosperity more quickly.

Education motivates individuals to learn various sciences with the hope of becoming skilled, competent, and high-quality generations. True education transforms individuals, enabling them to improve their own quality of life. The success of education manifests in individuals with noble character, knowledge, and skills. Therefore, the progress and development of a nation are significantly influenced by the success of its educational system. Education is a fundamental need for everyone striving for a better life.

Teachers are integral to the educational process in schools (Hamid, 2017). They play a crucial role in shaping human resources with potential in development. Teachers are tasked with educating students to adopt courteous behavior, teaching subjects that students may find difficult to understand, guiding and directing students positively, training and evaluating their abilities, and assessing their progress. However, many teachers primarily function as instructors who only deliver course material during the learning process.

Learning interest is a key factor driving students' learning success, originating from their internal motivation (Yunitasari & Hanifah, 2020). External factors influencing learning interest include how teachers deliver lessons. Teachers play a vital role in fostering students' learning interest by creating enjoyable learning environments and providing constructive motivation. According to Pratiwi (2015), learning interest deserves special attention as it is a critical factor supporting the success of the learning process. Furthermore,

interest arising from students' needs significantly contributes to their engagement in academic activities. Students will perform better when they have a strong interest in learning, as it enhances their ability to retain and comprehend what they study.

Despite technological advancements, the role of teachers remains indispensable in education. Technology facilitates human tasks but cannot replace the role of teachers. As times change and evolve, the education system adapts to align with societal dynamics. Consequently, teachers must also adapt to these changes, ensuring they remain relevant. To fulfill their dual role as educators and student mentors, teachers must exhibit creativity and innovation by updating curricula, strategies, methods, media, and technology to create meaningful and effective learning experiences.

Teachers must possess creativity to enhance their knowledge and skills. Creativity refers to the ability to generate new ideas, whether entirely original or modifications of existing concepts (Suhendra, Nurbaeti, & Gustiawati, 2021). This is particularly important for teachers, who are tasked with delivering lessons daily. Creative teachers should devise novel and original learning strategies or modify existing strategies to produce new approaches, ensuring students remain engaged during classroom learning sessions.

Creative teachers play a pivotal role in education, regardless of technological advancements. They must keep up with the times and adapt to changes to avoid becoming outdated. By adopting innovative approaches in curriculum design, teaching methods, and the use of new media and technology, teachers can make classroom learning enjoyable and motivating for students. A creative teacher can inspire enthusiasm and prevent boredom during the learning process. Conversely, a lack of creativity in teaching may result in students feeling unmotivated and disengaged. Therefore, fostering teacher creativity is essential for delivering high-quality education.

Teacher creativity is crucial for motivating students to develop a genuine interest in learning (Mulyasa, 2014). While various teaching methods exist, their success often depends on the creativity of teachers in selecting and implementing the most appropriate methods for their specific teaching objectives.

METHODS

This study employs a quantitative method with a survey approach. According to Sugiyono (2019), surveys involve collecting natural data on opinions, characteristics, behaviors, or relationships between variables. Data are gathered from a sample drawn from a specific population using questionnaires, tests, interviews, and other techniques. In this study, the researchers distributed pre-designed questionnaires to collect data on the influence of teacher creativity on students' interest in learning accounting at SMKS Islam Bahagia.

Observation is a focused activity not limited to individuals but extends to other natural objects (Sugiyono, 2019). Before distributing questionnaires, the researchers conducted observations at the study site to gain insights into the teaching and learning process at SMKS Islam Bahagia. Observations included visiting classrooms during accounting lessons to assess learning conditions directly.

Questionnaires are a data collection tool used to explore individual characteristics by presenting a set of questions about various aspects of personality (Rahardjo & Gudnanto, 2022). This study used questionnaires to evaluate students' interest in learning accounting at SMKS Islam Bahagia. Data were measured using a Likert scale, which gauges opinions or perceptions of individuals or groups regarding predefined social phenomena or research variables.

The study population consisted of all tenth-grade students, totaling 75 individuals.

Table 1. Population Study

No	Class	Amount Participant Educate
1	X – AKL 1	26
2	X – AKL 2	24
3	X – AKL 3	25
	Amount	75

Source: Data from Bahagia Islamic Vocational School

Based on amount existing population, then researcher make amount population is number of samples.

RESULTS & DISCUSSION

Results

Validity and Reliability Testing

Table 2. Results of Validity Testing for Teacher Creativity Instrument

No.	r-tabel	r-value	Testing Criteria
1	0,3494	0,786	Valid
2	0,3494	0,701	Valid
3	0,3494	0,437	Valid
4	0,3494	0,768	Valid
5	0,3494	0,542	Valid
6	0,3494	0,437	Valid
7	0,3494	0,807	Valid
8	0,3494	0,712	Valid
9	0,3494	0,379	Valid
10	0,3494	0,581	Valid
11	0,3494	0,786	Valid
12	0,3494	0,655	Valid
13	0,3494	0,820	Valid
14	0,3494	0,956	Valid
15	0,3494	0,412	Valid
16	0,3494	0,750	Valid
17	0,3494	0,685	Valid
18	0,3494	0,407	Valid
19	0,3494	0,909	Valid
20	0,3494	0,525	Valid

Source: Results of Validity Testing, 2024

The table above shows the validity test results of 20 questionnaire items tested on 30 respondents. Items with r-value > 0.3494 are deemed valid, while items with r-value < 0.3494 are invalid. The analysis confirmed all 20 items as valid because r-value > 0.3494.

Table 3. Reliability Testing for Teacher Creativity (Variable X)

TESTING CRITERIA		
Reference Value	Cronbach's Alpha Value	Conclusion
0,70	0,93	Reliable

Source: Results of Reliability Testing, 2024

The reliability test results indicate that the Cronbach's Alpha value for Variable X is 0.93. Since $0.93 > 0.70$, $0.93 > 0.70$, $0.93 > 0.70$, all questionnaire items are deemed reliable.

Table 4. Results of Validity Testing for Student Learning Interest Instrument

No.	r-table	r-value	Testing Criteria
1	0,3494	0,564	Valid
2	0,3494	0,781	Valid
3	0,3494	0,564	Valid
4	0,3494	0,603	Valid
5	0,3494	0,735	Valid
6	0,3494	0,466	Valid
7	0,3494	0,723	Valid
8	0,3494	0,505	Valid
9	0,3494	0,697	Valid
10	0,3494	0,690	Valid
11	0,3494	0,632	Valid
12	0,3494	0,543	Valid
13	0,3494	0,813	Valid
14	0,3494	0,693	Valid
15	0,3494	0,760	Valid
16	0,3494	0,668	Valid
17	0,3494	0,372	Valid
18	0,3494	0,853	Valid
19	0,3494	0,791	Valid
20	0,3494	0,341	Inalid

Source: Results of Validity Testing, 2024

Out of 20 items tested, 19 were found valid with r-value > 0.3494, and one item was invalid due to r-value < 0.3494.

Table 5. Reliability Testing for Student Learning Interest (Variable Y)

TESTING CRITERIA		
Reference Value	Cronbach's Alpha Value	Conclusion
0,70	0,92	Reliable

Source: Results of Reliability Testing, 2024

The reliability analysis indicates that the Cronbach's Alpha value for Variable Y is 0.92, confirming the reliability of all questionnaire items.

Discussion

Simple Linear Regression Analysis

Table 6. Regression Coefficients

	Coefficients	Standard Error	t Stat	P-value	Lower 95%	Upper 95%
Intercept	22,66500862	6,774484406	3,345643	0,001299	9,163480668	36,16654
Variabel X	0,65476789	0,073834921	8,867997	3,29E-13	0,507615106	0,801921

Source: Regression Coefficient Analysis

The regression equation is as follows:

$$Y=22.665+0.654X$$

The regression significance test (P-value < 0.05) indicates that teacher creativity (X) significantly influences students' learning interest (Y).

Table 7. ANOVA for Regression Significance

	<i>Df</i>	<i>SS</i>	<i>MS</i>	<i>F</i>	<i>Significance F</i>
Regression	1	2228,297355	2228,297	78,64138	0,00
Residual	73	2068,449312	28,33492		
Total	74	4296,746667			

Source: Regression Analysis Data

The ANOVA test shows an F-value of 78.641 with a significance of 0.000 ($<0.05 < 0.05 < 0.05$), confirming that teacher creativity significantly affects students' learning interest.

Correlation Analysis

Table 8. Correlation Test Results

<i>Regression Statistics</i>	
Multiple R	0,720139608
R Square	0,518601055
Adjusted R Square	0,512006549
Standard Error	5,323055709
Observations	75

Source: Correlation Analysis Results

The correlation coefficient (R square) of 0.720 suggests a strong positive relationship between teacher creativity and students' learning interest.

Determinant Analysis

Table 9. Determination Test Results

<i>Regression Statistics</i>	
Multiple R	0,720139608
R Square	0,518601055
Adjusted R Square	0,512006549
Standard Error	5,323055709
Observations	75

Source: Determination Analysis

The coefficient of determination (R Square) indicates that 51.2% of the variance in students' learning interest is explained by teacher creativity, while the remaining 48.8% is influenced by other factors.

Hypothesis Testing

Testing hypothesis done use determine whether hypothesis proposed by the researcher accepted or rejected in accordance with the actual state of the data and not to justify hypothesis that has been arranged.

$$\begin{aligned}
 t_{value} &= r \frac{\sqrt{n-2}}{\sqrt{1-r^2}} \\
 t_{value} &= 0.512 \frac{\sqrt{75-2}}{\sqrt{1-0,262144}} \\
 t_{value} &= 0.512 \frac{\sqrt{73}}{\sqrt{0,737865}} \\
 t_{value} &= 0.512 \frac{8,544}{0,858990687} \\
 t_{value} &= 0.512 \frac{8,544}{0,858990687}
 \end{aligned}$$

$t_{value} = 5,092$
Values of α and t_{table}

After it is known mark t_{value} so t_{value} will compared to with mark t_{table} . Level significant error used $\alpha = 5\%$ 2-sided test and degree freedom (dk) = n-2. Where mark critical testing can obtain from table t distribution with formula as following:

$\alpha = 5\%$

$\alpha = 0.05$

dk = n-2

dk = 75 – 2

df = 1.666

Results obtained from testing hypothesis show that t_{value} bigger from t_{table} that is of $5.092 > 1.666$ which states that there is significant influence between variable (X) teacher creativity towards variable (Y) student learning interest.

CONCLUSION

Based on the research conducted at SMKS Islam Bahagia regarding the influence of teacher creativity on students' interest in learning accounting during the 2023/2024 academic year, the following conclusions can be drawn:

1. Teacher creativity has a significant influence on students' interest in learning accounting at SMKS Islam Bahagia during the 2023/2024 academic year. This is supported by the results of a simple linear regression analysis, which showed a significance value of 0.00. Since the significance value is less than 0.05, the null hypothesis (H_0) is rejected, and the alternative hypothesis (H_a) is accepted. This confirms that teacher creativity (X) has a significant impact on students' learning interest (Y).
2. The influence of teacher creativity on students' interest in learning is measured at 51.2%, as evidenced by the determination coefficient (R Square) value of 0.512. In other words, 51.2% of the variance in students' learning interest is attributable to teacher creativity, while the remaining 48.8% is influenced by other factors.

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