THE INFLUENCE OF TEACHER CREATIVITY IN ENTREPRENEURIAL LEARNING TODAY

Sabrina Aprilia[1], Annazwa Julesya Azzahra[2], Dia Khana Auliya[3]

Universitas Indraprasta PGRI

e-mail: sabrinaapr28@gmail.com, julesya31@gmail.com, diakhana375@gmail.com

ARTICLE INFO	ABSTRACT
Published: 09-May-2024 **Keywords:** *: Creativity, learning, entrepreneurship*	*This fast-paced and changing era of globalization, creativity is one of the most important things in providing education to the younger generation. Especially, when we talk about entrepreneurial learning. This research aims to help develop students' entrepreneurial spirit, encourage students to think creatively and take initiative. The method used in analyzing data uses a Quantitative approach. The way to collect data is by filling out a questionnaire using Google Form. The method of data processing in this study is that the data is processed using the IBM SPSS 29 program, after that the data is running in accordance with the SPSS technical test. The survey was conducted on students of SMA Prestasi Prima majoring in social studies grade 12 in East Jakarta. The respondents in this study were students involved in entrepreneurial learning. With the development of technology and the ever-changing needs of the market, teacher creativity has a very important role in helping students develop the entrepreneurial skills needed in the present.*

INTRODUCTION

The world of education, the role of teachers is very dependent on the continuity of learning. Teachers not only provide knowledge, but also educate and inspire their students. The role of teachers is very important in various fields of learning, one of which is entrepreneurship, teachers provide motivation, innovation and creative ideas to students. According to Robbins and Coulter (2010), entrepreneurship is a process in which a person or group of people uses organized efforts and means to pursue opportunities with the aim of realizing aspirations and creating value and therefore creativity and uniqueness are needed. Meanwhile, a person's ability to produce a work, product, or in the form of any idea that is entirely new and has never been created before is called creativity. Creativity and entrepreneurship are two things that are very closely related.

Teacher creativity can help students develop critical thinking skills and the ability to solve problems. Entrepreneurial learning in education can provide experience and opportunities to create businesses. Running an entrepreneur from a young age, can encourage progress to create new jobs for a number of people. According to Agus andiyono and Dyah Nurlaila (2023), entrepreneurship can not only be done by people who are ready to run a

business or people who do not have a job, but entrepreneurship can also be done by school students who want to add additional income.

Students who are still in high school, in particular, do not necessarily have the same opportunity or opportunity to continue their education to a higher level, therefore learning about entrepreneurship has also been included in school lessons. Research conducted by Mustikawati and Karjono (2020) which reviews how the impact of entrepreneurial learning on interest in entrepreneurship in students in the era of revolution 4.0 shows that in increasing the interest in entrepreneurship of students today, it will be more effective to improve the learning process about entrepreneurship in schools

In entrepreneurial learning, often students are faced with challenges and problems that they must solve. Creative teachers can teach students to think creatively in finding solutions. Thus, students will be familiar with critical thinking skills that will be very useful in facing challenges in the business world. The purpose of this study is to develop students' entrepreneurial spirit and encourage students to think creatively.

METHOD

The study uses a quantitative approach with several variables that will be tested for influence with the results of data in the form of numbers. Quantitative research is research by testing objective theories by analyzing relationships between variables (Creswell, 2013) The way of data collection is by filling out questionnaires using Google Form. The data processing method is processed using the IBM SPSS 29 program, after which the data is running in accordance with the SPSS technical test. By collecting and processing data, data can be used to assess student performance, identify necessary needs, and generate information that can be used to develop more effective lesson plans. The data acquisition is located on Jl. Hankam Raya No.89, RT.7/RW.4, Cilangkap, Cipayung District, East Jakarta City, Special Capital Region of Jakarta 13870. The population comes from 28 students of SMA Prestasi Prima Department of Social Studies Grade 12, as well as 2 teachers of entrepreneurship subjects. In total, all respondents were 30 people, and the sample used amounted to 6 people.

RESULT AND DISCUSSION

Data processing has been carried out on the results of questionnaires for students of SMA Prestasi Prima Class 12 Department of Social Studies. There are several results selected and analyzed. We took 20% of the total respondents, which was 6 samples. This research is correlational, which looks at the relationship between variables or several variables with other variables. To look for relationships or influences between two or more variables is done by calculating the variables that will be searched for relationships or influences. Correlation research is research whose data is in the form of numbers that can show the direction and strength of the relationship between two or more variables.

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The population in this study is a number of students at SMA Prestasi Prima Class 12 Social Studies Department. Using the table determining the number of samples from a given

population with error rates of 1%, 5%, and 10%, if the number of populations = 30, the error is 5% (the greater the error rate, the smaller the sample size) Then the number of samples = 6

Uji Validitas

The Validity Test is carried out to determine the level of validity of each questionnaire question item in the review. This Validity Test is done by adding the results of each question with the sum of the results of all questions, so that a pearson correlation value is obtained which is used as a reference to determine the level of question validity, if the value of pearson correlation or r count is more than r table then the question item is said to be correct but if the value of r count is less than r table, then the question item is incorrect, Siyoto & Sodik (2015). The results of the questionnaire validity test conducted have met the requirements.

Correlations

		P1	P2	P3	P4	P5	P6	P7	P8	P9	P10	J11
P1	Pearson Correlation	[a]	[a]	[a]	[a]	[a]	[a]	[a]	[a]	[a]	[a]	[a]
	Sig. (2-tailed)	.	.	.	.	.	.	.	.	.	.	.
	N	30	30	30	30	30	30	30	30	30	30	30
P2	Pearson Correlation	[a]	1	[a]	[a]	[a]	1.000[**]	[a]	[a]	-.290	.306	.506[**]
	Sig. (2-tailed)	.		.	.	.	<,001	.	.	.121	.101	.004
	N	30	30	30	30	30	30	30	30	30	30	30
P3	Pearson Correlation	[a]	[a]	[a]	[a]	[a]	[a]	[a]	[a]	[a]	[a]	[a]
	Sig. (2-tailed)	.	.	.	.	.	.	.	.	.	.	.
	N	30	30	30	30	30	30	30	30	30	30	30
P4	Pearson Correlation	[a]	[a]	[a]	[a]	[a]	[a]	[a]	[a]	[a]	[a]	[a]
	Sig. (2-tailed)	.	.	.	.	.	.	.	.	.	.	.
	N	30	30	30	30	30	30	30	30	30	30	30
P5	Pearson Correlation	[a]	[a]	[a]	[a]	[a]	[a]	[a]	[a]	[a]	[a]	[a]
	Sig. (2-tailed)	.	.	.	.	.	.	.	.	.	.	.
	N	30	30	30	30	30	30	30	30	30	30	30
P6	Pearson Correlation	[a]	1.000[**]	[a]	[a]	[a]	1	[a]	[a]	-.290	.306	.506[**]
	Sig. (2-tailed)	.	<,001	.	.	.		.	.	.121	.101	.004
	N	30	30	30	30	30	30	30	30	30	30	30
P7	Pearson Correlation	[a]	[a]	[a]	[a]	[a]	[a]	[a]	[a]	[a]	[a]	[a]
	Sig. (2-tailed)	.	.	.	.	.	.	.	.	.	.	.
	N	30	30	30	30	30	30	30	30	30	30	30
P8	Pearson Correlation	[a]	[a]	[a]	[a]	[a]	[a]	[a]	[a]	[a]	[a]	[a]
	Sig. (2-tailed)	.	.	.	.	.	.	.	.	.	.	.
	N	30	30	30	30	30	30	30	30	30	30	30
P9	Pearson Correlation	[a]	-.290	[a]	[a]	[a]	-.290	[a]	[a]	1	.267	.559[**]
	Sig. (2-tailed)	.	.121	.	.	.	.121	.	.		.153	.001
	N	30	30	30	30	30	30	30	30	30	30	30
P10	Pearson Correlation	[a]	.306	[a]	[a]	[a]	.306	[a]	[a]	.267	1	.821[**]
	Sig. (2-tailed)	.	.101	.	.	.	.101	.	.	.153		<,001
	N	30	30	30	30	30	30	30	30	30	30	30
J11	Pearson Correlation	[a]	.506[**]	[a]	[a]	[a]	.506[**]	[a]	[a]	.559[**]	.821[**]	1
	Sig. (2-tailed)	.	.004	.	.	.	.004	.	.	.001	<,001	
	N	30	30	30	30	30	30	30	30	30	30	30

**. Correlation is significant at the 0.01 level (2-tailed).
a. Cannot be computed because at least one of the variables is constant.

Uji Reliabilitas

Reliability tests are carried out to determine the stability of the analytical instrument, if the research questionnaire is used repeatedly and still shows good consistency, then this research tool is considered reliable. As for the indicator to find out whether the research questionnaire is reliable or not using the Alpha coefficient value, if the Alpha coefficient is greater than 0.6 the tool is said to be reliable, but if the Alpha coefficient value is less than 0.6 this tool is not reliable. (Siyoto & Sodik, 2015). The reliability test on the research questionnaire obtained the following results:

Reliability Statistics

Variabel Penelitian	Cronbach's Alpha	Keterangan
Hasil Kuesioner	.525	Reliabel

According to the reliability tests that carried out, the value of Cronbach Alpha is equal to the value of the coefficient. So it can be concluded that the question items in the entire questionnaire are reliable.

Uji Hipotesis

Uji Statistik t

The results of statistical tests t have been performed on each independent variable on the dependent variable showing the following results:

Coefficients[a]

Model		Unstandardized Coefficients B	Unstandardized Coefficients Std. Error	Standardized Coefficients Beta	t	Sig.	Collinearity Statistics Tolerance	Collinearity Statistics VIF
1	(Constant)	.786	.392		2.007	.055		
	Hasil kuesioner	.607	.357	.306	1.698	.101	1.000	1.000

a. Dependent Variable: P10

Uji Statistik F

The results of the F statistical test that have been carried out produce the following values:

ANOVA[a]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	.688	1	.688	2.885	.101[b]
	Residual	6.679	28	.239		
	Total	7.367	29			

a. Dependent Variable: P10

b. Predictors: (Constant), P2

Uji Koefisien Determinasi

Model Summary[b]

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	.306[a]	.093	.061	.488	2.601

a. Predictors: (Constant), P2
b. Dependent Variable: P10

The Adjusted R square value is used to estimate the maximum amount of capacity for the dependent variable variation, in the table of Adjusted R square values of 0.061. This shows that 6.1% of entrepreneurial learning taught is influenced by variations in the influence of teacher .

CONCLUSION

The role of teachers is very dependent on the continuity of learning. Teachers not only provide knowledge, but also educate and inspire their students. The role of teachers is very important in various fields of learning, one of which is entrepreneurship, teachers provide motivation, innovation and creative ideas to students. The influence of teacher creativity is not only limited to classroom learning, but can also motivate students to develop their own creative ideas. In entrepreneurial learning, often students are faced with challenges and problems that they must solve. This study uses a quantitative approach with several variables that will be tested for influence with the results of data in the form of numbers. The Validity Test is carried out to determine the level of validity of each questionnaire question item in the review. Reliability tests are carried out to determine the stability of the analytical instrument, if the research questionnaire is used repeatedly and still shows good consistency, then this research tool is considered reliable. According to the reliability tests that have been carried out, the value of Cronbach Alpha is equal to the value of the coefficient. So it can be concluded that the question items in the entire questionnaire are reliable. In the coefficient of determination test, it showed that 6.1% of entrepreneurial learning taught was influenced by variations in the influence of teacher creativity.

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