Research Paper

The Influence of Student Innovation Management Subject and Students' Creativity in Increasing the Quality of Learning

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ABSTRACT

In learning activities, it is very necessary to have optimal synergy, especially from lecturers and students, as well as a study of the subjects taught in class either through theoretical studies which are then carried out in practice to find out whether the theory can really be proven in the real world through the practice of creating a product. or new services from the results of students' creative thinking and work guided by lecturers in innovation management courses. The purpose of the research conducted this time was to determine the influence between innovation management courses and student creativity, especially in improving the quality of student learning. The method used to obtain data in research is to use quantitative methods using comparative analysis to find out how big the comparison is in the quality of learning. This research was conducted on 104 students majoring in management. The results obtained by researchers include: 1) From the results obtained, it can be seen that the innovation management course has an effect on improving the quality of learning; 2) Furthermore, from the results that have been analysed, it can be seen that the level of student creativity has an effect on improving the quality of learning; and 3) The quality of learning that occurs in class can be seen from the learning outcomes of class 2F students, namely from the average midterm exam score of 79 and the average final semester exam score of 87, class 2G, namely from the average midterm exam score of 76 and the average semester final exam score is 85, and class 2H is from the average midterm exam score of 81 and the average semester final exam score is 85; 4) The comparative test results for class 2F are 0.000 <0.05, indicating a significant difference between the midterm exam scores and the final exam scores, class 2G, namely 0.000 <0.05, indicating a significant difference between the midterm exam scores. Semester with the end of semester exam scores, and class 2H, which is equal to 0.000 <0.05, indicating a significant difference between the midterm exam scores and the final semester exam scores.

Keywords: Innovation Management, Student Creativity, Learning Quality

INTRODUCTION

In the implementation of learning in the classroom, it is necessary to have synergy between various learning tools used by lecturers in class. Where there is continuous synergy, it will be able to make learning in the classroom more memorable than learning that does not show synergy in learning. In this case a lecturer must have good competence so that learning that occurs in class can run optimally without any errors or minimize the existence of problems that make learning unable to run properly. In addition to having good competence from a lecturer, it is also needed how the lecturer has a way of delivering material to students, this is because the better the lecturer is in delivering the material, and the better the students will receive what is conveyed by the lecturer.

Furthermore, to support the material received by students truly understandable by students, it is necessary to have cooperation from students so that the material presented can have an impact on the students themselves. Students must also have an open mind to accept anything conveyed by their lecturers as long as what is conveyed is still within the realm or rules of good. Students are one of the spearheads of success in the learning process, because one of the goals in learning is to provide new experiences for students, both experience in understanding the material and experience in practicing the material presented by the lecturer.

In the learning process in class, both the material presented in the form of theoretical studies and in the form of direct practice in the field are not necessarily fully understood by students. For this reason, students must first understand the main goal of the subject that will be delivered by the lecturer, because by understanding the subject first, more or less it will make students more interested or not with the course. In this study, researchers will examine the innovation management course where the innovation management course is a new subject which of course requires adjustments to the characteristics of students in the class. As it is known that the innovation management course at the beginning of the meeting put more emphasis on constructive theoretical studies regarding the development of innovations until these innovations are suitable for use by the community and can increase people's income. Furthermore, at the end of the meeting, there will be practice regarding situation analysis in innovation management, starting from analysing the feasibility of the product before it is launched in the community, analysing market conditions, who will be the market segmentation of the product, up to an analysis of the level of profit and how quickly the capital is used. For product innovation can return. But what is no less important in the practice of innovation management is to do a SWOT analysis first, where students must find out in advance the strengths of the product being innovated, the weaknesses of the product, the opportunities that arise and the obstacles that might arise from product innovation. This really needs to be done considering that the product or service that is made may not necessarily be accepted directly by the community, it may still need assessment or prior introduction to the community.

As we all know that sometimes innovations that are made from the results of creative thinking are not necessarily able to really win the hearts of the people so that people are immediately interested in the products or services that we make. But it could be that the public needs time to feel whether the new product or service really provides the benefits needed by the community. For this reason, the level of creativity of students who carry out the practice of innovation management needs to be honed continuously so that they can realize a product or service needed by the community from the results of the creativity that has been given.

If what was discussed in the introduction can really go hand in hand, then it is possible that the quality of learning that has been dreamed of will be realized because of the synergy between lecturers and students, as well as the existence of new products or services that are realized from the creativity of students from a combination of theories. and practice from innovation management courses. So that the main objective of this research activity can be felt by lecturers and students to make it a successful form of learning in accordance with predetermined learning outcomes.

LITERATURE REVIEW
Innovation Management
Innovation is the existence of an idea, something practical, a method, the creation of a product, which can be felt by all people as a new form of creation (Lao, 2020). Innovation is something that is very important to do, especially to introduce new

products so as to be able to protect profits for the company, where the existence of a form of investment in innovation will reduce the costs incurred by the company (Soelton & Ramli, 2017). Innovation management is managing and managing everything in the company so that the best results are created that are efficient and effective and require the latest ideas (Zulfianti & Riza, 2015). Innovation management is an attitude that leads to a change, especially in terms of planning, organizing, an action and a combination with owned resources that have the goal of creating the best conditions for customers (Hariyanto, 2017). So that a conclusion can be drawn from some of the opinions above, namely innovation management is a good management of ideas, methods and practices to do something effectively and efficiently.

Furthermore, in innovation management there are also several internal obstacles, including: 1) the culture of innovation has not shown good development; 2) leadership capacity is still weak; 3) the system for managing innovation management is not optimal; 4) the resources owned are not optimal; 5) limited financial capability; 6) alternating leaders who have important roles; 7) innovation management is implemented in a closed manner; 8) limited networking and cooperation; 9) there is a bureaucracy that is not flexible enough to keep up with developments; and 10) lack of external analysis carried out so that they do not know the current developments (Zulfianti & Riza, 2015).
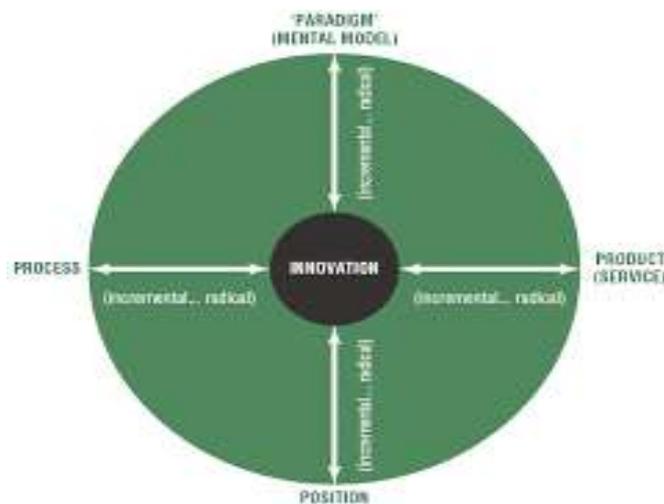

Figure 1. The 4P Innovation Model (Tidd & Bessant, 2009) in (Henrik Kyvsgaard et al., 2013)

The 4P innovation model consists of 1) Paradigm; 2) Products; 3) Processes; and 4) Position. Where in its activities it is able to support management, especially in terms of: 1) finding certain alternatives that can be chosen by the company; 2) creating a condition that focuses more on parts that are considered critical and important; 3) can identify the existence of interdependence in an effort to create a critical and important innovation (Henrik Kyvsgaard et al., 2013).

Student Creativity
Creativity is the ability to create something new where the elements contained in it have

existed before (Yuliarma, 2010). Creativity in essence has meaning as the ability to create something new, provide new ideas, especially in terms of solving problems, and being able to see the relationship of something that is considered new from things that already exist (Laila & Shari, 2016). Creativity is making something that is considered new, compiling an idea to solve a problem, and making something more useful (Safri, 2015). Creativity is the ability possessed by someone in making something new and bringing up new ideas (Mandasari, 2023). So that a conclusion can be drawn from some of the opinions above,

namely creativity is an ability that is expected to be owned by people, especially in finding new ideas and ideas so that it brings more benefits in the future.

The characteristics of creativity include: 1) deep and broad curiosity; 2) high imaginative power; 3) trying to make suggestions on certain issues; 4) existing problems are viewed using various points of view; and 5) the ideas conveyed are original (Safri, 2015). Furthermore, the stages of developing creativity include: 1) Personal creativity, where the expression or uniqueness of each individual is a reflection of the originality of an individual's creativity; 2) Motivator, where encouragement related to creativity arises from internal encouragement that arises from within himself and external encouragement that arises from the social environment; 3) Process, where in creativity there are steps that need to be sequenced starting from preparation, implementation, verification and evaluation; 4) Products, where there is an emphasis on making products according to their creativity by utilizing something that already exists (Munandar, 2012).

Quality of learning

The quality of learning is a synergistic relationship between lecturers, students, and the curriculum as well as all learning tools ranging from teaching materials, learning media, learning facilities that have the goal of producing a process or maximum learning outcomes (Sumarni et al., 2013). The quality of learning is a quality in the implementation of learning and the results of learning, the quality of learning will also affect the results or achievements of learning that occurs in class (Tampubolon et al., 2022). The quality of learning is an achievement that must be achieved by students, especially to obtain academic awards (Jumadin et al., 2020). The quality of learning, namely the achievement and implementation of a learning process that is carried out optimally in achieving goals so that it runs efficiently and effectively (Arifin et al., 2022). So that a conclusion can be drawn from some of the opinions above, namely the quality of learning makes a learning process more optimal and makes a student get academic awards, especially in achieving learning outcomes or learning outcomes.

In the world of education, there are several characteristics that say that education is quality, including: 1) there is a high level of mastery shown by students on things that must be mastered in learning, especially academic achievements which are referred to as learning outcomes; 2) students get something according to their life needs so that students know and are able to carry out something functional in their life; and 3) the results obtained in education are in accordance with the demands of the world of work, relevant to what is currently available so that education is said to be of high quality (Jumadin et al., 2020)..

MATERIALS & METHODS
The research method uses a quantitative method, which has the main characteristics that there is a form of data in the form of numbers which is then followed by analysing statistics (Sugiyono, 2017). The research was conducted on 104 management study program students, then data collection was carried out using a questionnaire distributed via the Google form. In this research, the researcher first analyzed the influence of innovation management courses on the quality of learning, then conducted an analysis of the influence of student creativity on the quality of learning, and carried out an analysis related to student learning outcomes to determine the level of quality of learning in class.

STATISTICAL ANALYSIS
The statistical data analysis used was a comparative test in which there were two or more independent variables, which were then analyzed to draw conclusions about the effect of each research variable (Riduwan, 2010). From the expected results in this study, namely with the help of SPSS

software, one can find out whether or not there is a comparison of learning outcomes in innovation management courses to improve the quality of learning in class.

RESULT

From the results of the data analysis conducted, it can be explained about several things, including the influence of innovation management on the quality of learning, the influence of student creativity on the quality of learning.

The results of the questionnaire on the influence of innovation management courses on the quality of learning are as follows:
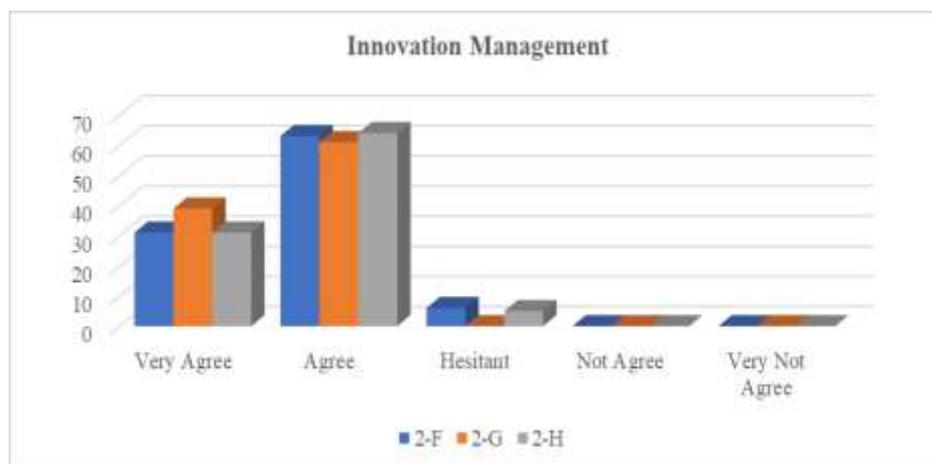

Figure 2. Innovation Management Data

From the questionnaire data that has been given to students related to the innovation management course, there are 106 students where 2F class has 35 students, 2G class has 35 students, and 2H class has 34 students. The results of the class 2F questionnaire showed that on average there were 11 students who answered strongly agree, on average there were 22 students who answered agree, on average there were 2 students who answered doubtfully, and there were no students who answered disagree and strongly disagree. Furthermore, for class 2G it shows that on average there are 14 students who answer strongly agree, on average there are 21 students who answer agree, and there are no students who answer in doubt, disagree and strongly disagree. Finally, for class 2H, it shows that on average there are 11 students who answer strongly agree, on average there are 22 students who answer agree, on average there are 2 students who answer in doubt, and there are no students who answer disagree and strongly disagree.

The results of the questionnaire between the influence of student creativity on the quality of learning are as follows:
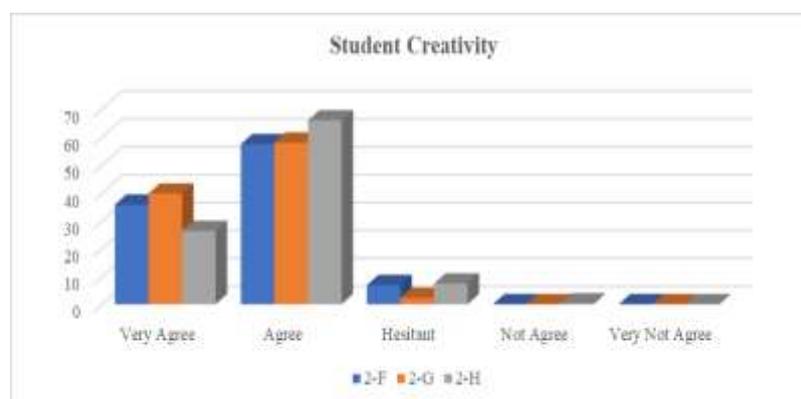

Figure 3. Student Creativity Data

From the questionnaire data that has been given to students related to student creativity, there are 106 students where 2F class has 35 students, 2G class has 35 students, and 2H class has 34 students. The results of the class 2F questionnaire show that on average there are 13 students who answer strongly agree, on average there are 20 students who answer agree, on average there are 2 students who answer in doubt, and there are no students who answer disagree and strongly disagree. Furthermore, for class 2G it shows that on average there are 14 students who answer strongly agree, on average there are 20 students who

answer agree, on average there is 1 student who answers in doubt, and there are no students who answer disagree and strongly disagree. Finally, for class 2H, it shows that on average there are 9 students who answer strongly agree, on average there are 23 students who answer agree, on average there are 3 students who answer in doubt, and there are no students who answer disagree and strongly disagree.

Student learning outcomes as a form of improving the quality of learning in innovation management and student creativity courses, are as follows:
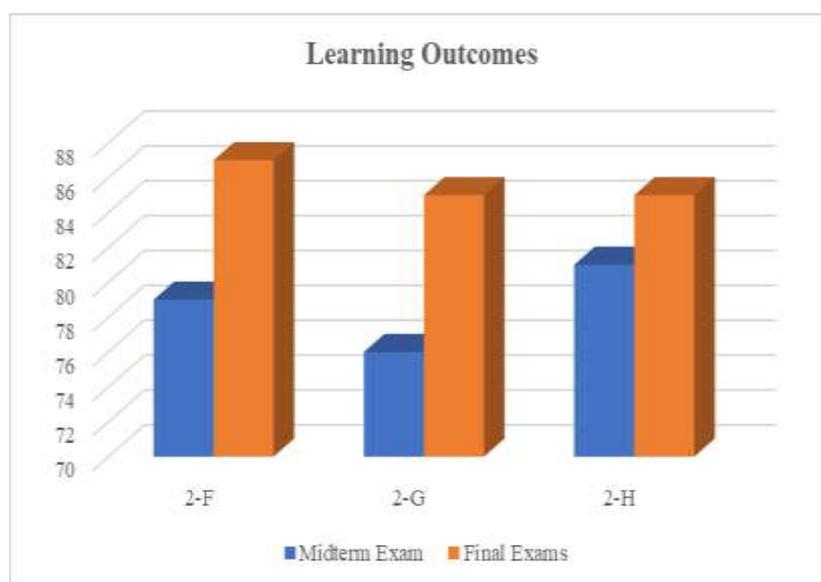

Figure 4. Learning Outcomes

From the picture above, it can be seen that there is a significant change in student learning outcomes, it is from the average final semester exam results from class 2F, class 2G and class 2H have increased when compared to the midterm exam scores.

From the results of partial and simultaneous analysis using SPSS software, as follows:

Table 1.

Paired Samples Statistics		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	2F Midterm Exam	78.77	35	7.852	1.327
	2F Final Exams	86.66	35	1.056	.178
Pair 2	2G Midterm Exam	76.06	35	9.406	1.590
	2G Final Exams	84.91	35	4.598	.777
Pair 3	2H Midterm Exam	80.62	34	4.579	.785
	2H Final Exams	85.32	34	1.965	.337

From the table above it can be shown that the results of the paired samples statistics show average learning outcomes during the midterm exams and average learning outcomes during the final semester exams.

Table 2.

Paired Samples Correlations		N	Correlation	Sig.
Pair 1	2F Midterm Exam & 2F Final Exams	35	-.148	.396
Pair 2	2G Midterm Exam & 2G Final Exams	35	-.099	.571
Pair 3	2H Midterm Exam & 2H Final Exams	34	.287	.100

From the table above it can be shown that the results of paired samples correlations show different correlation results from class 2F, class 2G, and class 2H

Table 3.

Paired Samples Test							t	df	Sig. (2-tailed)
		Paired Differences							
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	2F Midterm Exam - 2F Final Exams	-7.886	8.076	1.365	-10.660	-5.112	-5.777	34	.000
Pair 2	2G Midterm Exam - 2G Final Exams	-8.857	10.871	1.838	-12.592	-5.123	-4.820	34	.000
Pair 3	2H Midterm Exam - 2H Final Exams	-4.706	4.435	.761	-6.253	-3.158	-6.187	33	.000

From the table above it can be shown that the results of the paired sample test show significant results between the midterm exam scores and the final semester exam scores from class 2F, class 2G, and class 2H.

DISCUSSION

From the results of the questionnaire data regarding the innovation management course on improving the quality of learning analyzed above, it can be seen that from class 2F it shows that on average there are 31% of students answering strongly agree, on average there are 63% of students answering agree, on average there are 6 students answered uncertainly, and there were no students who answered disagree and strongly disagree. From class 2G it shows that on average there are 39% of students who answer strongly agree, on average there are 61% of students who answer agree, and there are no students who answer in doubt, disagree and strongly disagree. From class 2H it shows that on average there are 31% of students answering strongly agree, on average there are 64% of students answering agree, on average there are 5% of students answering doubtfully, and there are no students who answer disagree and strongly disagree.

From the results of the questionnaire data regarding student creativity towards improving the quality of learning analyzed above, it can be seen that from class 2F it shows that on average there are 36% of students answering strongly agree, on average there are 57% of students answering agree, on average there are 7% of students answered uncertainly, and there were no students who answered disagree and strongly disagree. From class 2G it shows that on average there are 40% of students answering strongly agree, on average there are 58% of students answering agree, on average there are 2% of students answering doubtfully, and there are no students who answer disagree and strongly disagree. From class 2H it shows that on average there are 26% of students who answer strongly agree, on average there are 66% of students who answer agree, on average there are 7% of students who answer in doubt, and there are no students who answer disagree and strongly disagree.

The student learning outcomes show an increase in the average midterm exam results with the average final semester exam results. The learning outcomes of class 2F, the average midterm exam score is 79, while the average final semester exam score is 87. Furthermore, the learning outcomes of class 2G, the average midterm exam score is 76, while the average grade the final semester exam is 85. As well as the learning outcomes of class 2H the average midterm

exam score is 81, while the average final semester exam score is 85.

From the student learning outcomes after the comparative test was conducted, it was found that the results of the significance test in class 2F were 0.000 <0.05, indicating a significant difference between the midterm and final semester exam scores. Furthermore, the results of the significance test in class 2G were 0.000 <0.05, indicating a significant difference between the midterm exam scores and the final semester exam scores. As well as the results of the significance test in class 2H which is equal to 0.000 <0.05 so that there is a significant difference between the midterm exam scores and the final semester exam scores.

CONCLUSION

From the results of the study it can be concluded as follows: 1) From the results of the analysis of the variables in the innovation management course, it was shown that 94% of students answered that they strongly agreed and agreed that the innovation management course had an effect on improving the quality of learning; 2) From the results of the analysis of student creativity variables, it shows that as many as 93% of students answered strongly agree and agree that student creativity has an effect on improving the quality of learning; 3) From the learning outcomes of class 2F students, namely from the average midterm exam score of 79 and the average final semester exam score of 87, the learning outcomes of class 2G students, it is from the average midterm exam score of 76 and the average exam score the end of the semester is 85, and the learning outcomes of class 2H students are from the average midterm exam score of 81 and the average final semester exam score is 85; and 4) From the comparative test results for class 2F, which is equal to 0.000 <0.05, thus indicating a significant difference between the midterm and final exam scores, class 2G is equal to 0.000 <0.05, indicating a significant difference between grades midterm exam with final semester exam scores, and class

2H, which is equal to 0.000 <0.05, indicating a significant difference between midterm exam scores and final semester exam scores.

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