



## The Influence of Creativity and Learning Innovation on Entrepreneurial Mentality and its Implications for Learning Outcomes

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Creativity; Learning Innovation; Entrepreneurial Mentality; Learning Outcome

### Abstract

This research aims to analyze the influence of creativity and learning innovation on entrepreneurial mentality and its implications on student learning outcomes. The research was carried out in the Economic Education Program of Universitas Pasundan Bandung with 43 students as the sample of the research. The research method used descriptive quantitative method with path analysis. The results of this study are: 1) Creativity variable is in good category, with an average score of 4.06; 2) Learning innovation variable is in good category, with the score of 4,17; 3) Entrepreneurial mental variable is in good category, with an average score of 4,14; 4) Student learning outcome variables are good, with an average score of 3.94; 5) There is influence of creativity (X1) to entrepreneurial mentality (Y) with total influence of 32,8%. Learning innovation (X2) to entrepreneurial mentality (y) with total influence of 30,47%. There is an influence of creativity (X1), and learning innovation (X2), simultaneously to entrepreneurial mentality (Y) with total influence of 63,3%; 6) There is an entrepreneurial mental effect (Y) on student learning outcomes (Z) of 67.7%. It can be concluded that there are influences between creativity and learning innovation towards entrepreneurship mentality and its implication for the student learning outcomes.

### How to Cite

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## INTRODUCTION

According to UNESCO, the quality of education depends on the quality of teachers and lessons. In many countries, there are significant lacks of teachers. In order for children around the world to get primary school education, by 2015 it takes 5.1 million teachers. In the UNESCO report, it also stated that teachers in many areas of the world need better education and further education as well as easy access to appropriate subject matter and salary.

In order to improve the quality of the teachers, it takes strong commitment from various parties, especially the organizers of the teacher candidate preparation program (Lembaga Penyelenggara Pendidikan Tinggi Keguruan/LPTK) is required. In order for LPTKs to produce teachers who have competencies as required in the national higher education standard (Permendikbud no.49 of 2014), require beside than the availability of a curriculum, a sufficient field experience of teaching practice (PPL) and a representative Empirical Empowerment Teaching Laboratory (Microteaching), the availability and adequacy of facilities and supporting infrastructure, also need to be supported by adequate academic staffs (lecturers). The ultimate goal of it all is to make LPTK able to produce graduates who have high competitiveness, have a strong basis for the learning development to become a professional teacher and able to become a learning agent (Permendikbud RI no. 73 of 2013 on the Application of Indonesia National Qualification Framework for Higher Education ). The ultimate goal of it all is for LPTK able to produce graduates who have high competitiveness, have a strong basis for the learning development to become a professional teacher and able to become a learning agent (Permendikbud RI no 73 of 2013 on Implementation of Indonesia National Qualification Framework (KKNI) for Higher Education).

Economic Education Study Program is one of the study programs in the Faculty of Teacher Training and Education (FKIP) of

Universitas Pasundan which is implementing the learning by using KKNI-based curriculum. This, need to be supported by facilities and infrastructure especially in the learning process where it must prepare learning that improve the ability of creative, critical, collaborative and communicative thinking. Creativity is needed as a support in answering the current resource problems, creativity learning needs to be done by LPTK in lecturing process.

In the process of lecturing that is moving together toward economic and industrial life toward global life based on information technology and knowledge, as it is happening in ASEAN Economic Community (Masyarakat Ekonomi Asean/MEA), it is necessary to comprehend innovative learning which is expected to produce productive, creative, innovative and knowledgeable for overall graduates, both individuals and groups. So it is expected to understand, utilize, and develop various resources to contend and even compete in the global era that must be grown with entrepreneurial mentality. Here is the important role of education in preparing the hidden characters that may be possessed by the entrepreneur.

On the one hand, cultivating entrepreneurship is essential nowadays, although on the other hand it is not easy to achieve that goal. This reality can not be separated from the various obstacles behind the growth of entrepreneurship, whether in industrialized countries or in developing countries (Steenkamp, et al., 2011). The entrepreneurial theoretical studies emphasize that the entrepreneurship itself, can grow due to internal and external encouragement. This suggests that the stronger the internal drive will push ahead the entrepreneurial spirit, though it is also likely to be pushed ahead on by external forces. The understanding of aspects of external encouragement is such as the rapidly evolving environmental conditions and the increasingly complex reality of life demands (Al-Dajani and Marlow, 2013). This fact becomes a growing research opportunity in the field of entrepreneurship.

The attention to research in entrepreneurship tends to increase. The identification of successful entrepreneurial factors becomes an important reference for further research and also the way to solve problems from any issues that arise related to entrepreneurship (George and Bock, 2011). Related to this, the findings of a number of empirical research results mapped out a number of aspects behind the success of entrepreneurial factors and this is a reference to the development of entrepreneurial ethic (Dawson and Henley, 2012).

This reflects that, in particular, teacher students in applying their learning and learning skills are not yet optimal and have not reflect the progress that is closely related to the teacher profession, as well as the characters that support progress. Especially to understand and apply entrepreneurship which will obviously help the current life and the future, where the spirit and mental of an entrepreneur requires to be owned and able to be applied during lectures by teacher students. In addition, in attention to the improvement of the professional world of teachers is the attention to technological developments, where the lecturers as the educator for the teacher training students are required for one step, even two steps ahead of the students. This is in line with the results of research by Widyaningrum (2017) who argued that:

*“Innovative learning model with business practice teaching firms approach can be used as an alternative method to build up entrepreneurship character to the students. If the student character has been built up, hopefully the students have an interest to become an entrepreneur, so after graduated they will be able to open the employment. The entrepreneurship character is not only a parameter of readiness or interest of someone to start a business, but with the entrepreneurship character, the students are expected to be professional in any field they work”.*

Based on the problems faced by teacher training students as mentioned above, it needs a research by studying the influence of learning creativity and innovation on entrepreneurial mentality and its implication on student learning

outcomes of Economic Education Study program of Teacher Training and Education Faculty of Pasundan University Bandung. The hope is that LPTK lecturers and graduate students will have entrepreneurial mentality in every profession. Atmaja and Margunani (2017) argued that through entrepreneurship education, students are invited and directed so that they are able to open the insight that how entrepreneurial means as it can be used as a potential to provide a good life in the current world job conditions. In addition to support entrepreneurship education is necessary for an entrepreneurial activity, where this activity provides the actual experience in applying the knowledge the students possess in the business world.

A research by Ekpoh and Edet (2011) showed that entrepreneurship education positively affect the career goals of college students. In addition, a research by Lestari and Wijaya (2012) also showed that entrepreneurship education influence on entrepreneurship interests. This means that the more knowledge and understanding of entrepreneurship, the higher the interest to entrepreneurship. In line with the research by Achmad (2016) who argued that the development of entrepreneurship becomes the burden of teaching described in the curriculum. This confirms that entrepreneurship can basically be created with learning and education models, either through formal or non-formal channels.

Based on research background and identification of problem above, hence it can be formulated the problems in this research are as follows: (1) how is the creativity of student of Economic Education Study Program of Teacher Training and Education Faculty (Fakultas Keguruan dan Ilmu Pendidikan/FKIP) of Universitas Pasundan/UNPAS Bandung. (2) How is the learning innovation of the students of Economic Education Study Program of FKIP UNPAS. (3) How is the entrepreneurial mentality of the students of Economic Education Study Program of FKIP UNPAS. (4) How is the learning result of the students of Economic Education Study Program of FKIP

UNPAS. (5) How much is the influence of creativity towards entrepreneurial mentality of the students of Economic Education Study Program of FKIP UNPAS. (6) How much is the influence of learning innovation towards entrepreneurship mentality of the students of Economic Education Study Program of FKIP UNPAS. (7) How much the influence of creativity and learning innovation towards entrepreneurial mentality of the students of Economic Education Study Program of FKIP UNPAS. (8) How much is the influence of entrepreneurship mentality towards the learning result of the students of Economic Education Study Program of FKIP UNPAS.

The general purpose of this research is to know and to examine the influence of creativity and learning innovation on entrepreneurial mentality and its implication on student learning outcomes. In particular, the purposes of this study are as follows: (1) To analyze how is the creativity of the students of Economic Education Study Program. (2) To analyze how is the learning innovation of the students of Economic Education Study Program. (3) To analyze how is the entrepreneurial mentality of the students of Economic Education Study Program. (4) To Analyze and explain how is the learning result of the students of Economic Education Study Program. (5) To Describe and analyze how much is the influence of creativity towards entrepreneurial mental student of economic education study program. (6) To describe and analyze how much is the influence of learning innovation towards entrepreneurial mentality of the students of Economic Education Study Program. (7) To describe and analyze how much is the influence of creativity and learning innovation towards the entrepreneurial mentality of the students of Economic Education Study Program. (8) To describe and analyze how much is the entrepreneurial mentality affects towards the learning result of the students of Economic Education Study Program of Faculty of Teacher Training and Education of Universitas Pasundan Bandung.

## METHODS

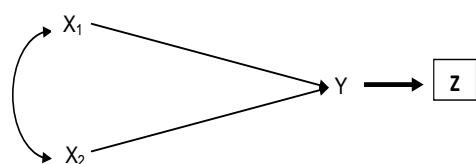
The research conducted is using quantitative approach with descriptive analysis method, and the inferential analysis technique used is correlation analysis technique, path analysis technique, determination analysis techniques. This study assumed that the population is homogeneous, so that sampling can be taken randomly (random sampling). This research took a sample of a number of students of Economic Education Study Program of Faculty of Teacher Training and Education of Universitas Pasundan Bandung which consists of 43 students.

The data collection in this research is done by several methods, namely: observation, questionnaire, and documentation. The data collection method used is questionnaire. The questionnaire compiled is a type of closed questionnaire and the form is rating scale.

The exogen/independent variables used in research is creativity and learning innovation with the dependent variable is entrepreneurial mental. Analysis of test data data is done with validity and reliability test. Test validity can be obtained by using SPSS. The test criteria uses 5% significance level if the calculation of each grain yielded a value of significance. To measure the reliability, this study helped by SPSS program with Cronbach Alpha statistical test. Instrument can be said reliable if it gives the value of cronbach alpha by  $> 0.70$ .

To identify the descriptive of research variables, it used descriptive statistical analysis. While to test the hypothesis, inferential statistics is used. Initially, prerequisite test is taken, consisting of the test of normality and linearity. The following, it tested the classical assumptions consisting of multicollinearity and heteroscedasticity test. Then, analysis path performed to test the hypothesis. As an extension of the linear regression, in this study will be used simple and multiple regression analysis. Here is the path analysis model presented in figure 1.





**Figure 1.** Path Analysis model of the Influence of Creativity and Learning Innovation towards Entrepreneurial Mentality and Its Implications on Learning Outcomes

**RESULT AND DISCUSSION**

The research data obtained from the questionnaire was processed in the form of descriptive statistical analysis. This analysis is done to find out the description of creativity (X1), learning innovation (X2) in influencing student entrepreneurial mentality and its implication to learning result. Here are the descriptions of each research variable. The results obtained based on the calculation of descriptive statistical analysis on student creativity variables which is processed by using the help of IBM SPSS program, obtained descriptive statistics as shown in table 1 below.

**Table 1.** Data Processing Result of Student Creativity Variable

Aspect	Score	Average	Category
Understanding	739	4,29	Very good
Combiantion	683	3,97	Good
Compare the old one to the new one	1025	3,96	Good
<b>Total</b>	<b>2.447</b>	<b>4,06</b>	<b>Good</b>

Source: Processed Primary Data (2017)

Based on Table 1 above, it obtained a mean value of 4.06, including the category of good student creativity. The average for each aspect is in a good category. Thus, it can be concluded that the students of Economic Education Study Program of Faculty of Te-

acher Training and Education of Universitas Pasundan Bandung have a good entrepreneurial creativity.

**Table 2.** Data Processing Result of Learning Innovation Variable

Aspect	Score	Average	Category
Learning environment improvement	193	4,48	Very good
Learner's needs identification	194	4,51	Very good
Developing curriculum	171	3,97	Good
Core Competence-Basic Competence development into learning indicator	166	3,86	Good
Study group creation	186	4,32	Very good
Learning activity management	173	4,02	Very good
Learning model selection with students	189	4,39	Very good
Joint planning development	187	4,34	Very good
Learning activity implementation	181	4,20	Good
Authentic scoring	183	4,25	Very good
Scoring rubric	184	4,27	Very good
Learning needs re-diagnose	147	3,41	Good
<b>Total</b>	<b>2.154</b>	<b>4,17</b>	<b>Good</b>

Source: Processed Primary Data (2017)

Table 2 is an overview of the variables of learning innovation based on the questionnaire responses from each student. Table 2 above shows that the average score of student questionnaire responses of 4.17 is included in the category of good learning innovation. Table 2 shows information that the 12 aspects covering the aspects of planning, implementation and evaluation in learning innovation variable have a good category. Thus, it can be concluded that the learning innovations conducted by lecturers is in good category.

**Table 3.** Data Processing Result of Entrepreneurial Mentality Variable

Aspect	Score	Average	Category
Strong-willed	357	4,15	Good
Creative thinking	528	3,68	Good
Self confident	533	4,13	Good
Honesty	336	3,90	Good
Responsible	351	4,08	Good
Self-discipline	563	4,36	Good
Patience	187	4,34	Good
Total	2.855	4,14	Good

Source: Processed Primary Data (2017)

Table 3 is a description of the processing result of the entrepreneurial mentality, which consists of 7 aspects that are strong will, creative thinking, self-belief, honesty, responsibility, discipline, and patience. Based on table 3, the result of average value is 4.14, included in the good category. Of the seven aspects, the lowest average aspect is the creative thinking aspect, and the highest average is self-discipline aspect. Overall, all of the aspects valued on the entrepreneurial mentality variable are in the good category. Thus, it can be concluded that the entrepreneurial mentality of Economics Education students have a good category.

**Table 4.** Data Processing Result of Learning Outcomes Variable

Aspect	Score	Average	Category
Religious values	163	3,79	Good
Physical	829	3,85	Good
Cognitive	1.037	4,01	Good
Language	1.050	4,06	Good
Social emotional	140	3,25	Good
Total	3.219	3,94	Good

Source: Processed Primary Data (2017)

Table 4 is an overview of the results of the variables of learning outcomes that consist

of 5 aspects, namely: religious values, physical, cognitive, language and emotional social. Based on table 4 above the overall mean for the learning result variable is 3.94 which indicates the good category. The lowest average is on the emotional social aspect and the highest average is on the language aspect. Based on the results of the analysis, it can be indicated that the results of Economic Education students are in good category for all aspects of assessment.

**Table 5.** Descriptive Statistics

Variable	N	Mean
X1	43	4,06
X2	43	4,17
Y	43	4,14
Z	43	3,94
Valid N ( <i>listwise</i> )	43	

Source: Processed Primary Data (2017)

Table 5 provides an overview of the overall assessment results for all research variables. Table 5 shows that the average score of learning innovation variable is higher than the other three variables. Table 5 also informs that of 43 samples, learning outcomes have the lowest variation compared to other variables.

This research result verificative analysis examines several things: (1) The relationship between variables, (2) Path testing, (3) Coefficient of determination. From the results of data processing relationships between variables through SPSS obtained coefficient matrix and path coefficients as shown in tables 6, 7 and 8.

The results of the data process in Table 7 shows that the correlation between creativity and learning innovation is 0.699, while the regression coefficient of creativity towards entrepreneurial mentality is 0.445 and the regression coefficient of learning innovation towards entrepreneurial mentality is 0.418. The results of multiple regression analysis used to

determine the regression equation of the influence of creativity and learning innovation towards entrepreneurial mental and its implications on student learning outcomes. Based on table 7 above, it obtained regression equation as follows:  $Y = 4,701 + 0,507 X_1 + 0,563 X_2$ . Hypothesis test result is by using simultaneous significance test and partial significance test. The simultaneous significance test was tested for the first hypothesis (H1), the test was performed by using F test.

**Table 6.** Correlation Analysis Result

Correlations			
		Creativity	Learning Innovation
Creativity	Pearson Correlation	1	.699**
	Sig. (2-tailed)		.000
	N	43	43
Learning Innovation	Pearson Correlation	.699**	1
	Sig. (2-tailed)	.000	
	N	43	43

\*\* . Correlation is significant at the 0.01 level (2-tailed).

Source: Processed Primary Data (2017)

**Table 7.** Regression Analysis Result

Model	Coefficients <sup>a</sup>			
	Std. Error	Beta	T	Sig.
1				
(Constant)	4.701	5.017	.937	.354
Creativity	.507	.153	.445	3.320 .002
Learning Innovation	.563	.181	.418	3.115 .003

a. Dependent Variable: Entrepreneurial Mentality  
Source: Processed Primary Data (2017)

**Table 8.** Inter Variable Correlation Coefficient Interpretation Criteria

Coefficient Interval	Correlation Level
Between 0,800 to 1,00	Very high
Between 0,600 to 0,800	High
Between 0,400 to 0,600	Enough
Between 0,200 to 0,400	Low
Between 0,00 to 0,200	Very low

Source: Arikunto (2005)

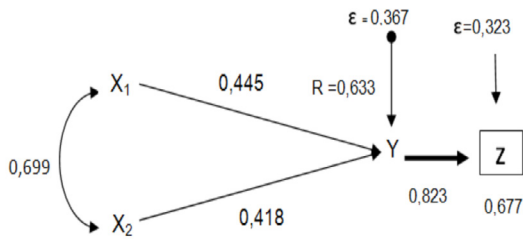
Based on the results of the data then the

**Table 9.** Matrix of Amount of Direct Influence and Indirect Influence of Creativity ( $X_1$ ) and Learning Innovation ( $X_2$ ), toward Entrepreneurial Mentality (Y) of the Students of Economics Education Study Program

Variable	Path Coefficient (Y)	Correlation	Direct Influence	Indirect Influence	Total	Z
Creativity ( $X_1$ )	0,445	0,699	19,80%	13,00%	32,8 %	
Learning Innovation ( $X_2$ )	0,418	0,699	17,47%	13,00%	30,47%	
Influence of simulant $X_1$ and $X_2$ on Y:					63,3%	
Influence of Y on Z						67,7%

Source: Data Processing Result (2017)

test of path analysis for variables X1, and X2 to Y can be calculated and yield the following information:



**Figure 2.** The Influence Path of Creative and Learning Innovation to the Entrepreneurial Mentality and Its Implications for Learning Outcomes of the Students of Economic Education Study Program of FKIP of Universitas Pasundan Bandung

Based on figure 2 above, the researcher then calculates the amount of direct influence and indirect influence of the independent variables towards the dependent variable. The calculation is done by: (1) The direct effect is calculated by squaring the path coefficient. An examples of the direct effect of X1 on Y are  $(0.445)^2$  or 19.80%. (2) The indirect effect is calculated by multiplying the path coefficient value with the correlation value on the variable that is passed then multiplied by the path coefficient passed. Example: the effect of X1 through X2 is  $py_{x1}$  multiplied by  $rx_{1x2}$  multiplied by  $py_{x2}$  or 0.445 multiplied by 0,699 multiplied by 0,418 = 13.00%. Calculation result capitulation of direct influence and indirect influence of each independent variable towards dependent variable is seen in table 9 as follows.

Based on calculation recapitulation of direct influence and indirect influence in table 9, the researcher stated that: (1) There is an influence of creativity towards entrepreneurial mentality by 32,8%. The influence comes from the direct influence of creativity by 19.80%, indirect influence through learning innovation (X2) by 13.00%. (2) There is

an influence of learning innovation towards entrepreneurial mentality by 30,47%. The influence is derived from the direct influence by 17.47%, indirect influence through creativity (X1) by 13.00%. (3) There is an entrepreneurial mental influence towards learning outcome by 67,7%.

The result of determination coefficient verificative analysis measures how far the ability of the model in explaining variations of entrepreneurial menatlity variable (dependent variable). Table 10 presents the output of SPSS coefficient of determination.

**Tabel 10.** Coefficient of Determination Table (R2)

Model Summary			
Model	R	R Square	Adjusted R Square
1	.795 <sup>a</sup>	.633	.614

a. Predictors: (Constant), Creativity, Learning Innovation

Source: Processed Data (2017)

Coefficient of determination (square multiple corelation) is a coefficient used to determine the contribution of independent variables to changes in the dependent variable. Based on the calculations in table 10, the total direct and indirect effects (R2) of 0.633 or 63.3% of entrepreneurial mentality variation can be explained by independent variables variations of creativity and learning innovation. While the rest of  $100\% - 63.3\% = 36.7\%$  is the contribution of other variables that are not researched.

The data processing result through SPSS for entrepreneurial mental influence on student learning outcomes of economic education courses are presented in table 11 and 12.



**Table 11.** Determination Coefficient of Entrepreneurial Mentality towards Student Learning Outcome

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.823 <sup>a</sup>	.677	.669	5,66718

a. Predictors: (Constant), entrepreneurial mentality

Source: Processed Data( 2017)

**Table 12.** Variable Regression Analysis of Entrepreneurship Mentality Towards Learning Outcome

Coefficients <sup>a</sup>					
Model	B	Unstandardized Coefficients		Std. Error	Sig.
		Beta	Standardized Coefficients		
1 (Constant)	10,974	4,073		2,694	,010
Mental Kewirausahaan	1,013	,109	,823	9,278	,000

a. Dependent Variable: Learning Outcome

Source: Processed Data (2017)

The data processing result in table 12 showed entrepreneurial mentality variable deserve to be included in regression calculations because these variables are not excluded by SPSS (check subtable: variables entered/removed). The amount of entrepreneurial mentality influence on learning outcome is 0.677 or 67.7% as shown in the R Square column on the subtable model summary. Thus it can be stated that entrepreneurial mentality gives an effect of 0.677 or 67.7% towards learning outcomes, while the amount of epsilon = 0.323 or 32.3%.

The main goal of the entrepreneurial

concept is the growth and expansion of the organization through innovation and creativity, not a matter of profit (Suhermini and Safitri, 2010). Furthermore, Achmad (2016) emphasized that entrepreneurship can be learned, replicable and able to innovate so everyone have the same opportunity and have the opportunity to gain success with entrepreneurship. In fact, it is also supported by regulations that provide an opportunity for everyone to conduct entrepreneurship, regardless of the form. Related to this, then the various models and forms of entrepreneurship education are undertaken.

The good quality of entrepreneurial learning, will encourage students and motivate students to determine the main purpose of working. With that goal, students will be more motivated and become ready to work in the business world/industry world. This is in accordance with Amalia and Hadi (2017) research results where the good quality of entrepreneurial learning will improve learning outcomes obtained by students in schools and raise students readiness to work. As students' abilities increase, students will find it easier to follow the learning process of entrepreneurship and can improve the quality of learning in the classroom.

## CONCLUSION

Based on the result of the research, it can be concluded that: (1) The condition of creativity of the students of Economic Education Study Program of Faculty of Teacher Training and Education of Universitas Pasundan Bandung is on good criteria. However, for combination indicator and indicators comparing the old with new ones are not yet optimal. (2) The learning innovation condition of the students of Economic Education Study Program of Faculty of Teacher Training and Education of Universitas Pasundan Bandung is on good criteria. However, specific for indicators on curriculum development, indicator of developing core competency and basic competencies into learning indicators,

and indicator of re-diagnosing the learning needs are still low. (3) The entrepreneurship mental condition of the students of Economic Education Study Program of Faculty of Teacher Training and Education of Universitas Pasundan Bandung is in good criteria. However, for creative thinking in learning designing is still low. (4) The learning outcome of the students of Economic Education Study Program of Faculty of Teacher Training and Education of Universitas Pasundan Bandung is on very good criteria as well. However, for emotional social indicator is still low. (5) There is significant influence of creativity towards entrepreneurial mentality of the students of Economic Education Study Program of Faculty of Teacher Training and Education of Universitas Pasundan Bandung by 32,8%. Thus, if creativity is more effective then it will improve the entrepreneurial mentality. (6) There is significant influence of learning innovation towards entrepreneurship mentality of the students of Economic Education Study Program of Faculty of Teacher Training and Education of Universitas Pasundan Bandung by 30.47%. Thus, if the learning innovation is more effective then it will improve the entrepreneurial mentality. (7) There is a significant influence simultaneously from creativity, and learning innovation, towards entrepreneurial mentality of the students of Economic Education Study Program of Faculty of Teacher Training and Education of Universitas Pasundan Bandung by 63,3%. Thus, if creativity, and learning innovation are more effective, it will improve entrepreneurial mentality. (8) There is a significant influence of entrepreneurship mentality towards learning outcome of the students of Economic Education Study Program of Faculty of Teacher Training and Education of Universitas Pasundan Bandung by 67,7%. Thus, if entrepreneurial mentality is more effective then it will improve student learning result.

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