Jurnal Pendidikan Ekonomi, Perkantoran, dan Akuntansi
E-ISSN: 2722-9750
Volume 07 No. 01 (2026)

DO CREATIVITY AND LEARNING MOTIVATION MATTER? EVIDENCE FROM VOCATIONAL EDUCATION

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ABSTRACT

This study examines how students' creativity and learning motivation influence learning achievement among students in the Office Management and Business Services program at State Vocational High School 14 in Jakarta. Using a quantitative research approach with a correlational design, this study involved 119 students selected through a proportional multistage random sampling method from a total of 180 students. Student creativity and learning motivation were measured using a Likert-scale questionnaire, while learning achievement data were collected from mid-term exam scores. The data were analysed using multiple linear regression with IBM SPSS. The findings show that student creativity significantly enhances learning achievement, as does learning motivation. Collectively, these variables also significantly influence learning achievement, and show that 89% of learning achievement can be attributed to creativity and motivation. These results underscore the importance of fostering creativity and motivation to improve learning achievement in the context of vocational education.

Keywords: Student creativity, Learning motivation, Learning achievement

ABSTRAK

Penelitian ini mengkaji bagaimana kreativitas dan motivasi belajar siswa memengaruhi prestasi belajar di kalangan siswa program Manajemen Perkantoran dan Jasa Bisnis di Sekolah Menengah Kejuruan Negeri 14 Jakarta. Dengan menggunakan pendekatan penelitian kuantitatif berdesain korelasi, penelitian ini melibatkan 119 siswa yang dipilih melalui metode sampling acak bertingkat proporsional dari total 180 siswa. Kreativitas dan motivasi belajar siswa diukur menggunakan kuesioner skala Likert, sedangkan data prestasi belajar dikumpulkan dari nilai ujian tengah semester. Data dianalisis menggunakan regresi linier berganda dengan IBM SPSS. Temuan menunjukkan bahwa kreativitas siswa secara signifikan meningkatkan prestasi belajar, begitu pula dengan motivasi belajar. Secara bersama-sama, variabel-variabel ini juga secara signifikan mempengaruhi prestasi belajar, serta menunjukkan bahwa 89% dalam prestasi belajar dapat dikaitkan dengan kreativitas dan motivasi. Hasil ini

Jurnal Pendidikan Ekonomi, Perkantoran, dan Akuntansi, 7 (1), April 2026: 14 – 28
DOI:https://doi.org/10.21009/jpepa.0701.02

menekankan pentingnya menumbuhkan kreativitas dan motivasi untuk meningkatkan prestasi belajar dalam konteks pendidikan kejuruan.
Kata kunci: Kreativitas siswa, Motivasi belajar, Prestasi belajar

INTRODUCTION

Education is one of the fundamental factors in deciding the progress and competitiveness of a nation. Through education, the quality of human resources can be improved so that they are able to adapt and compete in an increasingly competitive era of globalization. Quality human resources will make a significant contribution to productivity, innovation, and national economic development (Namus & Sudana, 2020). Therefore, improving the quality of education is a strategic agenda that is not only oriented toward the process but also toward the outcomes achieved by students.

In the context of formal education, the success of the learning process is measured through student learning achievement. Learning achievement is an indicator that shows the level of student understanding of learning materials and the attainment of competencies stipulated in the curriculum, which can be seen from evaluation scores such as daily tests, midterm exams, and final semester exams (A. N. Fitri et al., 2024). These scores serve not only as evidence of learning success but also as the basis for learning decision-making, such as grade promotion and graduation (Rahman, 2022). Thus, learning achievement becomes an important benchmark for assessing the effectiveness of the educational process.

This study focuses on students of the Office Management and Business Services program at State Vocational High School 14 in Jakarta. This program was selected because it represents a vocational education context that demands not only technical competence but also creativity, initiative, and high motivation in meeting industry and workplace expectations (Widowati & Dewanto, 2025). The scope of this study examines two internal factors student creativity and learning motivation as independent variables, and learning achievement as the dependent variable. Data were collected from students enrolled in the Office Management and Business Services program through questionnaires and learning records during the 2025/2026 learning year.

Learning achievement is influenced by a variety of factors, among which creativity and learning motivation have been consistently identified as key determinants. Creativity in learning refers to students ability to generate new ideas, think flexibly, and find alternative solutions to problems (Adiansha & Nurgufrini, 2025). In the 21st century, creativity has become an essential competency, strongly associated with critical thinking, collaboration, communication, and innovation. Meanwhile, learning motivation is defined as an internal or external drive that moves and directs student behaviour in learning activities (Juwita, 2022).

Motivation is divided into intrinsic motivation arising from within the student and extrinsic motivation, which originates from external sources such as rewards, grades, or environmental support (Manik et al., 2024). Students with high learning motivation prove persistence, enthusiasm, and consistency in studying, making it easier to achieve best learning performance. Conversely, low motivation leads to reduced active participation, minimal effort, and suboptimal learning achievement (Khairani et al., 2025). Similarly, creative students tend to be more actively engaged in learning and can develop a deeper understanding of the material being studied.

Recent international research has increasingly emphasized the significant role of creativity and learning motivation in deciding students' learning success across various educational contexts. The study conducted Ryan and Deci (2020) explained through Self-Determination Theory that students with strong intrinsic motivation tend to prove greater persistence, deeper engagement in learning, and higher learning achievement compared with

those primarily driven by external rewards. In addition, a comprehensive review by Alabbasi et al (2022) highlighted that creativity represented by fluency, flexibility, originality, and elaboration contributes significantly to students' problem-solving abilities, adaptive thinking, and overall learning performance in modern educational environments. Furthermore, recent studies in vocational education have shown that creative capacity and sustained learning motivation are important predictors of students' competency development, employability readiness, and learning success in practice-oriented learning systems. These findings show that creativity and learning motivation function as complementary internal factors that jointly shape students learning achievement, particularly in educational settings that emphasize both cognitive and practical competencies.

Earlier studies have examined the relationship between these variables and learning achievement. The study conducted by Susanti and Pebrianto (2021) demonstrated that students with high learning enthusiasm and good creative thinking skills tend to achieve more optimal learning outcomes. Meanwhile, the study by Rahman (2022) further confirmed that the higher the students learning motivation, the better the learning achievement attained. These studies affirm the strong association between students' internal factors and learning achievement. However, most existing research examines the influence of motivation or creativity in isolation, rather than simultaneously. Additionally, prior studies are conducted in general (non-vocational) educational settings, with limited attention to the specific context of vocational schools. Furthermore, the measurements and sample characteristics across studies vary, making generalization difficult, particularly for vocational education contexts where competency demands differ markedly from general schooling.

The current state of knowledge suggests that while creativity and learning motivation are theoretically and empirically linked to learning achievement, their simultaneous effect in the vocational school context specifically within the Office Management and Business Services program stays inadequately explored. Pre-survey data collected from students at State Vocational High School 14 in Jakarta revealed that 68% of students lacked the confidence to express ideas during learning, 60% were unable to complete tasks using approaches different from their teacher's examples, 84% admitted they did not study diligently in the absence of upcoming tests, and 56% showed low enthusiasm for vocational subject learning. These empirical findings underscore an urgent gap between theoretical expectations and actual classroom conditions, reinforcing the need for context-specific research that addresses both variables concurrently.

Therefore, the purpose of this study is to investigate the concurrent and partial effects of student creativity and learning motivation on the learning performance of students enrolled in the Office Management and Business Services program at State Vocational High School 14 in Jakarta. This study is unique since it focuses on the Office Management and Business Services curriculum in the context of vocational education, which hasn't been thoroughly examined in earlier studies that include both factors. This study fills the research gap by providing empirical evidence based on actual student conditions in one of Jakarta vocational schools. The findings are expected to contribute both theoretically by enriching the body of knowledge on learning achievement determinants in vocational education and practically, by providing a basis for schools to design more effective learning strategies that foster student creativity, motivation, and achievement.

LITERATURE REVIEW

Student Creativity

Creativity is defined as the ability to generate innovative ideas and discover unique solutions to problems. In the context of education, creativity plays a fundamental role in

Jurnal Pendidikan Ekonomi, Perkantoran, dan Akuntansi, 7 (1), April 2026: 14 – 28
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helping students develop critical and innovative thinking skills while enabling them to solve problems in diverse and flexible ways (Astuti, 2024). Student creativity refers to the capacity to produce something new or to reprocess existing knowledge in the learning process. This creative potential emerges through environmental stimulation or intrinsic motivation and tends to flourish in supportive settings, while being constrained in environments that fail to nurture it (Panjaitan et al., 2024). Two broad categories of factors influence student creativity: internal factors such as physical condition, level of intelligence, and mental state and external factors, including parental and teacher support, opportunities for self-expression, and the availability of adequate educational facilities (Naim & Djazari, 2019).

Student creativity is intricately linked to learning achievement. Creative students are characterized by their ability to complete tasks in unique ways, utilize diverse learning resources, and generate alternative solutions that differ from conventional approaches (Millaty et al., 2025). The development of creativity in education produces students who are active, independent, and initiative driven capable of not only receiving information but also exploring, evaluating, and creating ideas (Witarsa et al., 2024). To assess student creativity, four key indicators are commonly used: fluency of ideas, flexibility of thinking, originality, and elaboration of ideas (Nurazizah et al., 2025). These indicators collectively capture the breadth and depth of student's creative capabilities, making creativity a critical internal factor in deciding learning achievement.

Learning Motivation

Learning motivation is defined as the driving force both conscious and unconscious that arises within a learner throughout the continuous learning process, aimed at achieving specific goals and producing behavioural change (Sebastian, 2022; Maesaroh, 2022). Motivation, whether internal or external, plays a crucial role in shaping the intensity and persistence of student's engagement with learning activities. Students with high motivation tend to achieve satisfying results, while those with low motivation often underperform (Rahman, 2022). Internal motivational factors include self-perception, self-esteem, achievement ambition, future expectations, and personal satisfaction, whereas external factors encompass the nature of tasks, the learning environment, peer or organizational influences, and reward systems (Manik et al., 2024).

In the educational context, learning motivation is considered a critical variable that educators must actively cultivate by creating conditions that sustain students desire to engage in continuous learning (Ramdhani et al., 2024). Five indicators are widely used to assess learning motivation: diligence in studying, perseverance in facing challenges, interest and sharpness in learning, achievement orientation, and independence in learning (Sahudi et al., 2024). Students with high learning motivation prove persistence, enthusiasm, and consistency, enabling them to overcome learning difficulties and sustain effort toward their goals. Accordingly, learning motivation functions as a key internal driver that directly influences the quality and outcomes of student learning achievement.

Learning Achievement

Learning achievement refers to the outcomes attained by students following the educational process, generally reflected in grades or scores assigned by teachers based on the degree of subject mastery demonstrated (Susanti & Pebrianto, 2021). These outcomes serve as evidence of learning success and are primarily evaluated through cognitive assessments, as this dimension is most commonly measured by educators to gauge student understanding (Juwita, 2022). Learning achievement is typically represented through scores from daily tests, midterm

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assessments, and final semester examinations, which reflect the extent to which students have mastered the competencies taught within a given semester (Hayati & Pahlevi, 2022).

Despite its importance, many students have yet to reach optimal learning achievement, often due to instructional approaches that overly emphasize cognitive outcomes while neglecting the role of motivational and creative factors (Damayanti et al., 2025). Research consistently identifies learning motivation, creativity, and teacher competence as key determinants that not only enhance learning performance but also prepare students for future learning challenges (Sahudi et al., 2024). To improve educational standards and quality, teachers must innovate in their instructional practices and provide learning environments that foster both the creative capacities and motivational drives of their students (Lay et al., 2025).

Relationships Among Variables and Research Hypothesis

The relationship among student creativity, learning motivation, and learning achievement can be understood through an integrative psychological lens, grounded in cognitive and motivational theories of learning. Creativity, as a higher-order cognitive capacity, enables students to generate novel ideas, approach problems flexibly, and construct meaningful understanding from learning experiences (Manaf et al., 2022; Nofrialdi, 2022). Learning motivation, on the other hand, functions as the internal driving force that sustains effort, directs behaviour, and regulates persistence in learning tasks (Fasya et al., 2023; Purnawati, 2022). Together, these two psychological variables use as complementary determinants of learning performance.

Theoretically, the link between creativity and learning achievement is mediated by cognitive mechanisms, including analytical thinking, conceptual flexibility, and problem-solving capacity. Students who prove high creativity tend to engage more deeply with learning content, make meaningful connections across concepts, and produce more systematic conclusions all of which contribute to superior learning achievement (Jailani et al., 2022; Siswanto & Rosa, 2022). This is further reinforced by studies in problem-based learning environments, where creativity serves as a bridging variable that eases deeper processing of learning material (Aslach et al., 2020).

Similarly, learning motivation influences learning achievement through its role in regulating cognitive engagement and behavioural persistence. Students with high motivation are more likely to distribute greater effort, support consistency in studying, and recover from learning setbacks factors that directly enhance learning achievement (Hernama & Maharani, 2023; Juwita, 2022). Furthermore, motivation has been shown to moderate the effectiveness of learning systems, showing that the impact of instructional methods on achievement is contingent upon students' motivational level (N. A. Fitri & Basri, 2022).

When examined in combination, creativity and learning motivation have been empirically proved to jointly and significantly predict learning achievement across various subject domains and educational levels (Alfaaza & Darmawan, 2025; Fadhilah & Armida, 2025; Sidqi & Darmawan, 2025). From a psychological mechanism perspective, He and Wang, (2026) further suggest that achievement motivation strengthens creative thinking tendencies, implying that motivation not only exerts a direct effect on achievement but also amplifies creative cognition as an intermediary cognitive process.

Based on the theoretical synthesis and empirical evidence presented, the following hypotheses are proposed:

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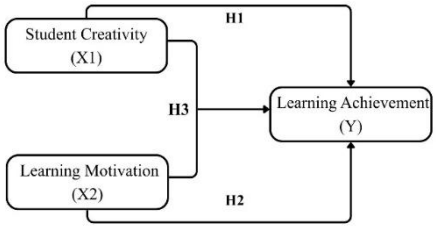

Figure 1. Research Hypothesis
Source: Data Processed by Researchers

H_1: Student creativity has a positive and significant effect on learning achievement among students.
H_2: Learning motivation has a positive and significant effect on learning achievement among students.
H_3: Student creativity and learning motivation simultaneously have a positive and significant effect on learning achievement among students.

METHOD

This study employed a quantitative approach with a correlational survey design to examine the influence of student creativity (X1) and learning motivation (X2) on learning achievement (Y). Data were collected using primary and secondary sources. Primary data were obtained through a structured questionnaire distributed to respondents, while secondary data were collected from official school documentation in the form of students' midterm examination scores in vocational subjects within the Office Management and Business Services program. The collected data were analysed statistically using IBM SPSS Statistics.

The study was conducted at State Vocational High School 14 Jakarta and focused on students enrolled in the Office Management and Business Services vocational program. The total population consisted of 180 students across Grades X–XII. Based on the Isaac and Michael sampling table at a 5% margin of error, a sample of 119 students was decided. The sampling process used Proportionate Stratified Random Sampling to ensure proportional representation from each grade level. In this procedure, the population was first divided into strata according to grade level, and respondents from each stratum were randomly selected based on the proportional size of each subgroup. Profile respondent can be shown in Table 1.

Table 1. Respondent Profile

Grade	Classes	Population	Calculation	Sample
X	1	36	(36/180) x 119	23
XI	2	72	(72/180) x 119	48
XII	2	72	(72/180) x 119	48
Total	**5**	**180**		**119**

The questionnaire instrument was developed based on established theoretical indicators from earlier literature. Student creativity was measured using eight statement items adapted from E. Paul Torrance's creativity dimensions, including fluency, flexibility, originality, and elaboration, which reflect students' ability to generate ideas, think creatively, and develop alternative solutions in learning activities. Learning motivation was initially measured using ten statement items developed based on Edward L. Deci and Richard M. Ryan's Self-Determination Theory, covering indicators such as learning persistence, active engagement, achievement orientation, and learning autonomy. Student creativity and learning motivation

were each measured using a five-point Likert scale Table 2, developed from theoretically grounded indicators.

Table 2. Likert Scale

Code	Statement	(+)	(−)
SS	Strongly Agree	5	1
S	Agree	4	2
N	Neutral	3	3
TS	Disagree	2	4
STS	Strongly Disagree	1	5

Prior to the main data collection, the research instruments were subjected to validity and reliability testing to ensure measurement quality. Instrument validity was assessed using the Pearson Product–Moment correlation coefficient. The results showed that all eight items measuring student creativity met the validity criteria. For the learning motivation instrument, one item did not meet the required validity threshold and was therefore excluded, resulting in nine valid items kept for the final measurement.

Reliability testing was after conducted using Cronbach's Alpha coefficient. The creativity instrument obtained a reliability coefficient of 0.912, while the learning motivation instrument achieved a coefficient of 0.963. These values show excellent internal consistency, confirming that both instruments were highly reliable for use in this study. Student learning achievement, as the dependent variable, was measured using official midterm examination scores in vocational subjects obtained from school records. This documentation-based measure was employed as an objective indicator of students' learning performance, ensuring that the assessment of learning achievement was based on actual learning outcomes rather than self-reported responses.

Data analysis was conducted in three stages. First, descriptive statistical analysis was performed to describe respondent characteristics and the distribution of each research variable. Second, prerequisite assumption tests were conducted, including tests of normality, linearity, multicollinearity, and heteroscedasticity, to ensure that the regression model met the required statistical assumptions. Third, multiple linear regression analysis was employed to examine both the simultaneous and partial effects of student creativity (X1) and learning motivation (X2) on learning achievement (Y). In addition, the coefficient of determination (R^2) was calculated to assess the proportion of variance in learning achievement explained by the independent variables.

RESULTS AND DISCUSSION

Descriptive Statistical Analysis

Descriptive analysis is a method of processing statistical data used to provide an overview or explanation of a research object taken from a certain group. This descriptive analysis includes amounts, maximum values, ranges, averages, standard deviations, and variances.

Table 3. Descriptive Statistics

Descriptive Statistics								
	N	Range	Minimum	Maximum	Sum	Mean	Std. Deviation	Variance
Student Creativity	119	22	18	40	3684	30.96	5.031	25.312
Learning Motivation	119	24	21	45	4445	37.35	6.824	46.569
Learning Achievement	119	11	85	96	10949	92.01	2.635	6.941
Valid N (listwise)	119							

Jurnal Pendidikan Ekonomi, Perkantoran, dan Akuntansi, 7 (1), April 2026: 14 – 28
DOI:https://doi.org/10.21009/jpepa.0701.02

Based on Table 3, the descriptive statistical analysis of 119 respondents, an overview of the variables Student Creativity, Learning Motivation, and Learning Achievement was obtained. The student creativity variable has a minimum value of 18 and a maximum value of 40, resulting in a range of 22. The total student creativity score is 3,684, with a mean of 30.96 and a standard deviation of 5.031. This mean shows that the students' creativity level falls into the good category, with relatively moderate data dispersion. This is clear from the variance value of 25.312, which shows variation in creativity levels among students, though still within a range that is not excessively high.

The learning motivation variable has a minimum value of 21 and a maximum value of 45, with a range of 24. The total learning motivation score is 4,445, with a mean of 37.35 and a standard deviation of 6.824. This mean value shows that students learning motivation tends to fall into the good category. The larger standard deviation compared to the creativity variable shows that students' learning motivation levels show greater variation. This is further supported by a variance value of 46.569.

On the other hand, the learning achievement variable has a minimum score of 85 and a maximum score of 96, with a range of 11. The total learning achievement score is 10.949, with a mean of 92.01 and a standard deviation of 2.635. This mean shows that students' learning achievement is high. The relatively small standard deviation suggests that the learning achievement data is homogeneous or does not show significant differences among respondents. This is also reflected in the variance value of 6.941, which shows a low level of data dispersion.

The descriptive statistics show that students' creativity and motivation to learn fall into the good category, while their learning achievement falls into the high category. These findings provide a first sign that the conditions of the research variables among the respondents tend to be positive prior to further analysis using inferential tests.

Normality Test

The number of samples (N) produced was 119 based on the findings of the normality test using the Kolmogorov-Smirnov method on residual data from the influence of student creativity (X1) and learning motivation (X2) on learning achievement (Y). An Asymp. Sig. (2-tailed) value of 0.200 > 0.05 was found in the test findings (Table 4).

Table 4. Normality Test

One-Sample Kolmogorov-Smirnov Test		
		Unstandardized Residual
N		119
Normal Parameters[a,b]	Mean	.0000000
	Std. Deviation	.87466087
Most Extreme Differences	Absolute	.039
	Positive	.035
	Negative	-.039
Test Statistics		.039
Asymp. Sig. (2-tailed)[c]		.200[d]

a. Test distribution is Normal.
b. Calculated from data.

Multicollinearity Test

Based on the multicollinearity analysis in the regression model of the influence of student creativity (X1) and learning motivation (X2) on learning achievement (Y), the variables showed a Tolerance value of 0.503 and a Variance Inflation Factor (VIF) of 1.986. The

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regression model is declared free of multicollinearity if the Tolerance is > 0.10 and the VIF is < 10. These findings in Table 5, show that all independent variables meet these criteria.

Table 5. Multicollinearity Test

Coefficients[a]			
		Collinearity Statistics	
Model		Tolerance	VIF
1	Student Creativity	.503	1.986
	Learning Motivation	.503	1.986
a. Dependent Variable: Learning Achievement			

Heteroscedasticity Test

Based on heteroscedasticity testing through scatterplots (Figure 1), a regression model that analyses the influence of student's creativity (X1) and learning motivation (X2) on learning achievement (Y) shows a random distribution of data points around a horizontal line, without a specific pattern. The data points are irregular above and below the zero line, signifying a constant residual variance. There is no evidence of heteroscedasticity symptoms, so this model meets the assumption of homoscedasticity and can be applied for further analysis of the influence of these variables on learning achievement.

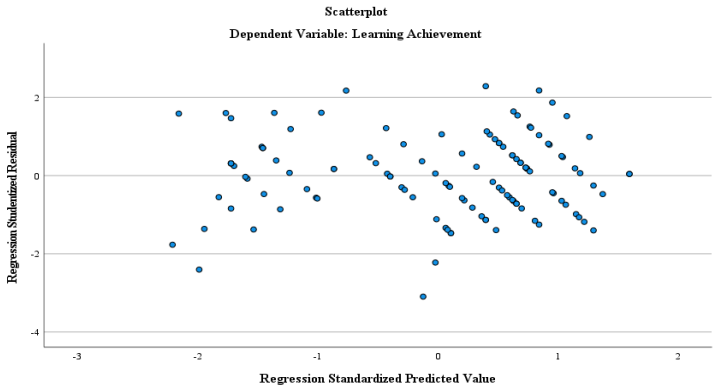

Figure 2. Heteroscedasticity Test

Multiple Linear Regression Analysis

Based on Table 6, the analysis reveals that the constant learning achievement (Y) is 76,334 when student creativity (X1) and learning motivation (X2) are fixed. The regression coefficient for creativity (0.276) shows a significant contribution to learning achievement, supported by a t-value of 12.113 ($p < 0.001$). Learning motivation also positively affects achievement, with a coefficient of 0.191 and a t-value of 11.403 ($p < 0.001$). The Standard Coefficient (Beta) shows that creativity (0.526) has a more substantial effect than motivation (0.495), with both factors proving significant positive influence on learning achievement.

Table 6. Multiple Linear Regression Analysis

Coefficients[a]						
Model		Unstandardized Coefficients		Standardized Coefficients		
		B	Std. Error	Beta	t	Sig.
1	(Constant)	76.334	.523		146.039	<.001
	Student Creativity	.276	.023	.526	12.113	<.001
	Learning Motivation	.191	.017	.495	11.403	<.001
a. Dependent Variable: Learning Achievement						

F-Test

Based on Table 7, the results of the simultaneous test (F test) showed a value of F calculated 468.194 with a significance of < 0.001, greater than the F of table 3.07. This shows that the regression model is significant. In addition, the independent variables of learning motivation (X2) and student creativity (X1) have a significant effect on learning achievement (Y).

Table 7. F-Test

ANOVA[a]						
Model		**Sum of Squares**	**df**	**Mean Square**	**F**	**Sig.**
1	Regression	728.718	2	364.359	468.194	<.001[b]
	Residual	90.274	116	.778		
	Total	818.992	118			

a. Dependent Variable: Learning Achievement
b. Predictor: (Constant), Learning Motivation, Student Creativity

T-Test

According to the partial test (t-test) results (Table 8), students' creativity (X1) had a positive and substantial impact on learning achievement (Y) with a t-value of 12.113 and a significance of < 0.001. The regression coefficient of 0.276 shows that learning achievement is positively affected by students increased inventiveness. Furthermore, learning achievement (Y) is positively and significantly affected by learning motivation (X2), as shown by a t count of 11.403 with a significance of < 0.001. Increased learning desire is correlated with higher learning achievement, according to the regression coefficient of 0.191.

Table 8. T-Test

Coefficients[a]						
Model		**Unstandardized Coefficients**		**Standardized Coefficients**		
		B	**Std. Error**	**Beta**	**t**	**Sig.**
1	(Constant)	76.334	.523		146.039	<.001
	Student Creativity	.276	.023	.526	12.113	<.001
	Learning Motivation	.191	.017	.495	11.403	<.001

a. Dependent Variable: Learning Achievement

Coefficient of Determination Analysis (R^2)

The determination coefficient (R^2) test revealed a R Square value of 0.890, showing that student inventiveness (X1) and learning motivation (X2) account for 89% of the variation in learning accomplishment (Y), with other factors accounting for 11%. An R value of 0.943 denotes an extraordinarily strong association between independent and dependent variables, while an Adjusted R Square value of 0.888 shows that the fixed model can adequately describe the dependent variable.

Table 9. Coefficient of Determination Analysis

Model Summary[b]				
Model	**R**	**R Square**	**Adjusted R Square**	**Std. Error of the Estimate**
1	.943[a]	.890	.888	.882

a. Predictor: (Constant), Learning Motivation, Student Creativity
b. Dependent Variable: Learning Achievement

Discussion

The Influence of Student Creativity on Learning Achievement

The findings of this study confirm that student creativity has a positive and significant influence on learning achievement, shown by a t-value of 12.113 exceeding the t-table of

Jurnal Pendidikan Ekonomi, Perkantoran, dan Akuntansi, 7 (1), April 2026: 14 – 28
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1.98063 (sig. < 0.001). A regression coefficient of 0.276 shows that each unit increase in creativity is associated with a corresponding rise in learning achievement, while a beta coefficient of 0.526 positions creativity as the most dominant predictor in this study. Theoretically, students with high creativity are better equipped to generate ideas, think flexibly, and explore alternative solutions, which accelerates comprehension and improves learning achievement. These results are consistent with prior studies by (Nofrialdi, 2022; Seran, 2023; Siswanto & Rosa, 2022; Jailani et al., 2022), all of which affirm that creativity is a significant internal factor in determining learning success. The meta-analysis by Manaf et al (2022) further corroborates that creativity consistently yields a positive relationship with learning achievement across diverse educational contexts. Therefore, educators are encouraged to cultivate creativity-supportive learning environments through innovative teaching methods, problem-based tasks, and critical thinking activities.

The Influence of Learning Motivation on Learning Achievement

Learning motivation was likewise found to exert a positive and significant influence on learning achievement, with a t-value of 11.403 > t-table 1.98063 (sig. < 0.001). The regression coefficient of 0.191 reflects that increases in motivation correspond to measurable gains in achievement, and a beta coefficient of 0.495 shows that motivation's effect, while slightly lower than creativity, stays large. Students who are initiative-taking tend to prove greater persistence, concentration, and consistency in learning, all of which are conducive to best learning achievement. This finding aligns with research by (Fitri & Basri, 2022; Fasya et al., 2023; Hernama & Maharani, 2023; Purnawati, 2022; Munthe & Pasaribu, 2023; Juwita, 2022), collectively affirming that motivation is a critical internal driver of student achievement. Given this evidence, schools and teachers bear responsibility for actively sustaining student motivation through encouragement, recognition, engaging instructional methods, and a supportive classroom climate.

The Influence of Student Creativity and Learning Motivation on Learning Achievement

When examined jointly, student creativity and learning motivation prove a powerful and significant simultaneous effect on learning achievement, as shown by an F-value of 468.194 exceeding the F-table of 3.07 (sig. < 0.001). The coefficient of determination (R^2 = 0.890) reveals that 89% of the variance in learning achievement is explained by these two variables combined, with only 11% attributable to external factors such as the learning environment, instructional methods, or intellectual ability. The correlation coefficient (R = 0.943) further confirms an extraordinarily strong relationship between the independent and dependent variables. Prior to regression analysis, all classical assumption tests were satisfied: data were normally distributed (Kolmogorov-Smirnov sig. = 0.200), no multicollinearity was detected (tolerance = 0.503; VIF = 1.986), and the scatterplot showed an absence of heteroscedasticity. These results are in line with (Alfaaza & Darmawan, 2025; Susanti & Pebrianto, 2021; Fadhilah & Armida, 2025; Sidqi & Darmawan, 2025; Iftitah et al., 2025; He & Wang, 2026), all of which confirm that creativity and motivation together serve as strong predictors of learning achievement. In conclusion, students who have both high creativity and strong learning motivation are better positioned to engage meaningfully in the learning process and reach superior learning achievement, underscoring the importance of integrated instructional strategies that simultaneously nurture both dimensions.

CONCLUSION AND RECOMMENDATION

The results of the study showed that student's creativity and learning motivation had a positive and significant effect on students learning achievement in the Office Management and

Business Services Expertise Program. Partially, students' creativity has been proven to be able to improve critical thinking skills, problem-solving, and active involvement in the learning process, thus having an impact on improving learning achievement. In addition, learning motivation also plays a significant role in encouraging students' enthusiasm, perseverance, and consistency in achieving learning goals. Simultaneously, the two variables show a significant contribution to learning achievement, showing that student learning success is influenced by the constructive collaboration between cognitive and psychological aspects.

The implications of this study emphasize the importance of implementing learning strategies that can increase students' creativity and learning motivation at the same time. It is recommended that teachers implement project-based learning, office case studies, and awarding to increase student engagement. Schools also need to support through office skills training programs and learning motivation coaching. However, this study has limitations, including involving only two variables, using questionnaire instruments, and limited to students of Office Management and Business Services and Mid-Semester Assessment as indicators of learning achievement. Therefore, further research is recommended to add other variables, use mixed methods, and expand the research object so that the results obtained are more comprehensive and can be generalized.

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