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Student learning readiness and teacher creativity effects on learning outcomes

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Abstrak

Langkah awal menciptakan pendidikan berkualitas adalah dengan memperhatikan kualitas komponen sistem pendidikan, terutama SDM. Pendidikan dinilai berkualitas jika siswa mampu menguasai tugas belajar sesuai tujuan dan target yang ditetapkan. Penelitian ini bertujuan untuk mengetahui pengaruh kesiapan belajar siswa dan kreativitas mengajar guru terhadap hasil belajar mata pelajaran Job Profile siswa kelas X Manajemen Perkantoran dan Layanan Bisnis (MPLB) SMK Negeri 1 Sukoharjo Tahun Ajaran 2024/2025 baik secara parsial maupun simultan. Penelitian ini menggunakan pendekatan kuantitatif kausal-komparatif. Populasi berjumlah 107 siswa, sedangkan sampel berjumlah 84 yang dipilih menggunakan teknik simple random sampling. Pengumpulan data dilakukan melalui penyebaran kuesioner. Data dianalisis dengan regresi linear berganda menggunakan bantuan IBM SPSS Statistic 26. Hasil penelitian menunjukkan bahwa: (1) terdapat pengaruh positif dan signifikan kesiapan belajar siswa terhadap hasil belajar, dibuktikan dengan nilai $t_{hitung} > t_{tabel}$ (5,245 > 1,989) dan nilai signifikansi 0,00 < 0,05; (2) terdapat pengaruh positif dan signifikan kreativitas mengajar guru terhadap hasil belajar, dibuktikan dengan nilai $t_{hitung} > t_{tabel}$ (6,506 > 1,989) dan nilai signifikansi 0,00 < 0,05; (3) terdapat pengaruh positif dan signifikan kesiapan belajar siswa dan kreativitas mengajar guru secara bersama-sama terhadap hasil belajar, dibuktikan dengan nilai $F_{hitung} > F_{tabel}$ (113.292 > 3,12) dan nilai signifikansi 0,00 < 0,05.

Kata kunci: inovasi pengajaran; kuantitatif; persiapan; prestasi akademik

Abstract

Creating quality education requires attention to educational system components, particularly human resources. Education is considered quality when students master learning tasks according to established goals and targets. This study examined the influence of student learning readiness and teacher teaching creativity on learning outcomes in Job Profile subject among Grade X Office Management and Business Services students at SMK Negeri 1 Sukoharjo during the 2024/2025 academic year, both partially and simultaneously. Using quantitative causal-comparative methodology, this research involved 107 students as population and 84 as sample

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selected through simple random sampling. Data collection utilized questionnaires, with multiple linear regression analysis conducted using IBM SPSS Statistics 26. Results revealed: (1) student learning readiness positively and significantly influenced learning outcomes (t-calculated > t-table: 5.245 > 1.989; significance 0.00 < 0.05); (2) teacher teaching creativity positively and significantly influenced learning outcomes (t-calculated > t-table: 6.506 > 1.989; significance 0.00 < 0.05); (3) both variables simultaneously demonstrated positive and significant influence on learning outcomes (F-calculated > F-table: 113.292 > 3.12; significance 0.00 < 0.05). The determination coefficient showed 73.7% variance explanation, with remaining 26.3% attributed to other factors not examined in this study.

Keywords: academic achievement; preparation; quantitative; teaching innovation

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Introduction

Vocational High Schools (SMK) represent formal secondary education levels focusing on developing students' practical and vocational competencies. SMK serves as a key component in the national education system contributing to improving human resource quality in Indonesia (Baedhowi et al., 2017). The fundamental initial step in creating quality educational outcomes involves serious attention to educational system component quality, particularly human resources (Suryani et al., 2023). Education is considered quality in terms of results when students can master learning tasks according to goals and targets determined in the educational process.

One primary indicator of this success is academic learning achievement, reflected in student learning outcomes (Roseno & Wibowo, 2019). Istiqomah et al. (2024) define learning outcomes as student achievements after undergoing learning processes, serving as evidence of their success based on studied subjects. Therefore, learning outcomes play crucial roles in learning processes by providing teachers with information about student progress in achieving learning objectives, enabling design and adjustment of subsequent teaching-learning activities (Nabillah & Abadi, 2019).

In practice, SMK education still faces various obstacles, particularly regarding suboptimal learning outcome achievement. Research by Roseno and Wibowo (2019) showed that SMK student academic performance remains relatively low, caused by less varied learning methods not fully relevant to industry needs. Based on researcher observations in Grade X Office Management and Business Services (MPLB) classes, suboptimal learning achievement problems existed in Job Profile subjects. The average Job Profile subject scores for Grade X MPLB students at SMK Negeri 1 Sukoharjo over three recent years (2022/2023, 2023/2024, and 2024/2025 academic years) showed significant declining learning completion rate trends. In the 2022/2023 academic year, completion rates reached 78.10%, decreasing to 71.30% in 2023/2024, and further declining to 62.62% in 2024/2025. This condition indicates continuing problems in Job Profile subject learning outcome achievement at SMK Negeri 1 Sukoharjo.

Initial observations conducted by researchers in November 2024 on 30 Grade X MPLB students at SMK Negeri 1 Sukoharjo revealed several obstacles in learning processes affecting student learning outcomes. Observation results showed 43.3% of students appeared less enthusiastic, 33.3% seemed inattentive to teacher explanations, while 43.3% tended to be drowsy during learning. Additionally, 16.7% of students did not take notes on teacher-delivered material, and 43.3% appeared busy talking and joking with seatmates. When teachers asked questions, only 46.7% of students actively provided responses or answers, while 53.3% tended to be passive and unresponsive, as recorded in participatory observation sheets.

These problems were exacerbated by suboptimal teacher creativity in teaching. Observation results indicated teachers had not fully developed creativity skills in teaching. Based on observation data, teacher creativity skill development levels were only 65%, with tendencies toward conventional learning methods like lectures oriented toward teachers. The combination of poor student learning habits and minimal teaching method innovation caused learning processes to become less effective. This impacted low student learning outcome achievement in both concept understanding and skills needed in Office Management and Business Services fields.

Tran et al. (2025) stated that student learning outcomes are influenced by internal and external factors. Internal factors encompass all aspects originating from within learning individuals, such as intelligence, interests, talents, motivation, readiness, and adaptation. Conversely, external factors originate from environments outside individuals, such as school, family, and community environments. Student success in learning is influenced not only by single factors but involves various interconnected factors, including student learning readiness. Fathoni (2020) explained that learning readiness represents conditions directly experienced by students in undergoing learning processes, aimed at changing behavior and enhancing potential within students.

Siagian et al. (2021) stated that learning readiness is influenced by three main aspects: body, mind, and emotional conditions; student support and needs; and knowledge, abilities, and understanding already mastered by students. Learning stages supported by learning readiness not only enhance learning effectiveness but also shape student character to become independent and self-confident individuals. These conditions impact learning outcome achievement. Therefore, fostering learning readiness must become primary focus in creating quality and meaningful learning (Zuschaiya et al., 2021).

Another factor influencing learning outcomes is external factors, including teacher teaching creativity. According to Adams et al. (2025), teacher creativity can be understood as abilities to generate innovative and beneficial teaching ideas and find solutions to various classroom problems. Teacher teaching creativity plays important roles in learning processes because it not only develops student creativity but also enhances learning process quality affecting student learning outcome acquisition (Yeremia et al., 2024). Rezkia and Rivilla (2017) revealed that creating meaningful learning and encouraging optimal learning achievement requires teachers to possess creativity and innovation in designing learning activities throughout learning processes. Teacher creativity in teaching enables creation of enjoyable learning environments, which can increase student motivation and learning interest. This aligns with Sudarma's (2014) opinion that teacher creativity development is important in improving human resource quality and productivity while contributing significantly to supporting educational service improvement.

The key to achieving learning success lies in student readiness to follow learning processes and teacher abilities in managing learning to create effective educational interactions. Therefore, student-achieved learning outcomes are influenced by student learning readiness and teacher teaching creativity. This aligns with research results by Sari and Ritonga (2021), finding that student learning readiness significantly influences student learning outcomes in economics subjects. Conversely, research by Pardede et al. (2023) also showed that teacher creativity in teaching provides positive and significant impacts on student learning outcomes in economics subjects. However, characteristic differences shown by both studies have not fully provided comprehensive understanding regarding simultaneous influences of student learning readiness and teacher teaching creativity on student learning outcomes that researchers will conduct.

This research focuses on Grade X SMK students with MPLB competency expertise in Job Profile subjects, aiming to explore deeply student learning readiness levels and teacher creativity in learning processes, while examining deeply student understanding regarding roles and competencies needed in the workforce, particularly office administration. Job Profile subjects are important because they provide deep insights into the workforce, help students recognize various profession types with required qualifications, and develop professional attitudes and entrepreneurial capabilities. Thus, these subjects equip students to become workers and entrepreneurs, making them crucial elements in building careers in office administration fields.

Research examining combinations of student learning readiness and teacher teaching creativity simultaneously offers novelty and substantial significance, particularly due to its focus on

interactional effects exceeding mere addition of individual variable influences separately. Based on previous research, factors influencing learning outcomes are still studied separately. Additionally, this research population and sample possess different characteristics compared to previous studies. These conditions represent research gaps underlying the need for further research focusing on contexts and characteristics regarding: (1) whether student learning readiness influences Job Profile subject learning outcomes among Grade X MPLB students at SMK Negeri 1 Sukoharjo in the 2024/2025 academic year; (2) whether teacher teaching creativity influences Job Profile subject learning outcomes among Grade X MPLB students at SMK Negeri 1 Sukoharjo in the 2024/2025 academic year; (3) whether student learning readiness and teacher teaching creativity simultaneously influence Job Profile subject learning outcomes among Grade X MPLB students at SMK Negeri 1 Sukoharjo in the 2024/2025 academic year.

Research Methods

This research was conducted at SMK Negeri 1 Sukoharjo with Grade X Office Management and Business Services (MPLB) competency students as research subjects. Research implementation lasted nine months, from November 2024 to July 2025. The approach used was quantitative with causal-comparative methodology. Independent variables in this research were student learning readiness and teacher teaching creativity, while the dependent variable was learning outcomes.

The population encompassed all Grade X MPLB program students at SMK Negeri 1 Sukoharjo in the 2024/2025 academic year, totaling 107 students. Sample determination employed simple random sampling technique, namely random sampling with balanced proportions without considering strata divisions in the population. Sample size calculations referred to Slovin's formula with 5% error rates, yielding 84 student samples. Data collection utilized closed questionnaires modified using 1-4 Likert scales through Google Forms containing statements according to research variables. Respondents were asked to complete identities and questionnaires according to provided instructions. Respondent identities and provided answers were kept confidential and used only for this research.

Research instruments were systematically arranged based on indicators representing each research variable. For student learning outcome variables, this research used indicators proposed by Krisnayanti and Wijaya (2022), focusing on cognitive aspects. Student learning readiness indicators referred to Ahsani and Utami (2024), encompassing physical readiness, psychological readiness, emotional conditions, learning needs, and studied knowledge. Meanwhile, teacher teaching creativity indicators were adopted from Arnawati (2018), including skills in developing learning strategies, creating attractive learning media, managing classes, developing varied teaching materials, empathy toward students, and skills in composing quality questions.

To ensure research instrument feasibility, validity and reliability tests were conducted on 30 Grade XI MPLB students. Selection of Grade XI MPLB as trial respondents was based on several considerations. First, Grade XI students possessed more mature learning experiences compared to Grade X, enabling more objective and measured responses to instrument items. Second, they had completely studied Job Profile materials in previous academic years, ensuring concept understanding and related skills were formed. Third, teacher similarity ensured teaching method consistency, minimizing external variables that could affect trial results. Thus, selected respondents were expected to optimally represent instrument validity and reliability levels before use on main research subjects.

Data analysis utilized IBM SPSS Statistics version 26 software. First, data tabulation involved inputting raw data into tables for easier management, followed by conversion and data cleaning to avoid input errors/outliers. Subsequently, regression analysis prerequisite tests were conducted, including normality tests, linearity tests, multicollinearity tests, and heteroscedasticity tests. After regression assumptions were met, hypothesis testing was performed, including t-tests, multiple linear regression analysis, F-tests, determination coefficient analysis, and relative and effective contribution calculations of X_1 and X_2 variables toward Y variable. Analysis results were then interpreted and presented narratively, in tables, and graphs to answer problem formulations and test research hypotheses.

Results and Discussion

Research Results

Based on validity test results distributed to 30 respondents, 16 items were declared valid and 2 items invalid for student learning readiness variables. Meanwhile, for teacher teaching creativity variables, 19 items were valid and 2 items invalid. Subsequently, reliability tests on 35 valid items showed student learning readiness variables had Cronbach's Alpha values of 0.875, while teacher teaching creativity variables obtained values of 0.888. Both values exceeded established minimum limits of 0.60, enabling conclusions that research instruments used met reliability criteria. Thus, these instruments were suitable for measuring studied variables.

Table 1
Descriptive Data Analysis

	N	Min	Max	Mean	Std. Deviation
Student Learning Readiness	84	43	62	51.82	4.592
Teacher Teaching Creativity	84	50	73	61.98	5.362
Learning Outcomes	84	70	96	81.69	6.872

(Source: Data processed by researcher, 2025)

Based on Table 1, descriptive data results for learning outcome variables showed highest values of 96, lowest values of 70, means of 81.69, medians of 82, modes of 80, and standard deviations of 6.872. Total scores for learning outcome variables based on collected data were 4353. Meanwhile, student learning readiness variables obtained highest values of 62, lowest values of 43, means of 51.82, medians of 51, modes of 50, and standard deviations of 4.592. This variable consisted of 16 statements using modified 1-4 Likert scale measurements. Total scores for student learning readiness variables based on collected data were 5206. Subsequently, teacher teaching creativity variables obtained highest values of 73, lowest values of 50, means of 61.98, medians of 62, modes of 62, and standard deviations of 5.362. Total scores for teacher teaching creativity variables based on collected data were 6862.

Prerequisite tests used in this research included normality, linearity, multicollinearity, and heteroscedasticity tests. SPSS calculation output results showed Asymp. Sig (2-tailed) values of 0.20 > 0.05, indicating data in this research were normally distributed. Student learning readiness variable linearity test results toward learning outcomes showed linearity significance of 0.000 and deviation from linearity of 0.246 > 0.05, enabling conclusions that student learning readiness and learning outcomes had linear relationships. Teacher teaching creativity variable linearity tests toward learning outcomes showed linearity significance of 0.000 and deviation from linearity of 0.148 > 0.05, enabling conclusions that teacher teaching creativity and learning outcomes had linear relationships.

Multicollinearity test results showed student learning readiness variable tolerance values of 0.517 and teacher teaching creativity variables of 0.517. Both variables had tolerance values exceeding 0.1. VIF values for student learning readiness variables were 1.933 and teacher teaching creativity variables were 1.933. Both independent variables had VIF values less than 10. Therefore, both independent variables experienced no multicollinearity. Heteroscedasticity tests using Glejser tests showed significance values for student learning readiness variables of 0.779 and teacher teaching creativity variables of 0.609. Since both values exceeded 0.05, both variables showed no heteroscedasticity indications.

Subsequently, hypothesis testing results using t-tests, multiple regression analysis, F-tests, determination coefficient analysis, and relative and effective contributions of X_1 and X_2 toward Y are presented in the following tables.

Table 2
t-Test Results

	T	Sig.
Constant	1.738	.086
Student Learning Readiness	5.245	.000
Teacher Teaching Creativity	6.506	.000

(Source: Data processed by researcher, 2025)

Based on Table 2, t-test results between student learning readiness (X_1) and learning outcomes (Y) showed student learning readiness (X_1) obtained t-calculated > t-table values (5.245 > 1.989) and significance values of 0.00 < 0.05. With t-calculated > t-table values and significance values < 0.05, H_0 was rejected and H_1 was accepted, meaning significant partial influences existed between student learning readiness variables (X_1) and learning outcome variables (Y). Meanwhile, t-test results for teacher teaching creativity (X_2) obtained t-calculated > t-table values (6.506 > 1.989) and significance values of 0.00 < 0.05. With t-calculated > t-table values and significance values < 0.05, H_0 was rejected and H_1 was accepted, meaning significant partial influences existed between teacher teaching creativity variables (X_2) and learning outcome variables (Y).

Table 3
Multiple Linear Regression Analysis Results

	B	Std. Error	Beta
Constant	8.483	4.880	
Student Learning Readiness	.622	.119	.416
Teacher Teaching Creativity	.661	.102	.516

(Source: Data processed by researcher, 2025)

Based on Table 3, the regression equation obtained in this research was $\hat{Y} = 8.483 + 0.622X_1 + 0.661X_2$, explained as follows: (1) Constants of 8.483 indicated that if student learning readiness (X_1) and teacher teaching creativity (X_2) both valued 0, then learning outcome variable (Y) values were 8.483; (2) Regression coefficients for student learning readiness variables (X_1) were 0.622, meaning if X_1 increased one unit with X_2 assumptions remaining 0, learning outcomes would increase by 0.622; (3) Regression coefficients for teacher teaching creativity variables (X_2) were 0.661, meaning if X_2 increased one unit with X_1 assumptions remaining 0, learning outcomes would increase by 0.661.

Table 4
F-Test Results

	Sum of Squares	df	Mean Square	F	Sig.
Regression	2887.662	2	1443.831	113.292	.000[b]
Residual	1032.290	81	12.744		
Total	3919.952	83			

(Source: Data processed by researcher, 2025)

Based on Table 4, F-test results showed F-calculated > F-table values (113.292 > 3.12). Additionally, probability values in Sig. columns were 0.00, values < 0.05. From these results, H_0 was rejected, meaning significant simultaneous influences existed between student learning readiness variables (X_1) and teacher teaching creativity variables (X_2) toward learning outcomes (Y).

Table 5
Determination Coefficient Analysis Resluts

R	R Square	Adjusted R Square	Std. Error of The Estimate
.858[a]	.737	.730	.3570

(Source: Data processed by researcher, 2025)

As shown in Table 5, determination coefficient (R square) values were 0.737. This indicated that student learning readiness and teacher teaching creativity together contributed 73.7% toward learning outcomes. The remaining 26.3% (100% - 73.7%) was possibly influenced by other factors or variables not studied in this research.

Discussion

Based on conducted data analysis, t-test results for student learning readiness variables showed t-calculated > t-table values (5.245 > 1.989) and significance values of 0.00 < 0.05. This indicated positive and significant influences of student learning readiness on Job Profile subject learning outcomes among Grade X MPLB students at SMK Negeri 1 Sukoharjo. These research results aligned with previous research by Rohmah and Jatiningsih (2021), showing student learning readiness significantly and positively influenced learning outcome improvements. Consistent with these findings, Gazi et al. (2023) also confirmed positive influences of learning readiness on learning outcomes. Other research by Dangol and Shrestha (2019) stated positive relationships existed between learning readiness and educational achievement among school students.

Based on these findings, learning readiness embedded within students represents crucial factors contributing significantly to academic achievement. Specifically, students demonstrating high learning readiness levels proportionally reflect this in superior learning outcomes. This phenomenon occurs because students in optimal readiness conditions tend to mobilize more intense cognitive and behavioral efforts, enabling them to provide constructive responses and active engagement toward various learning stimuli such as questions, directions, or explanations delivered by educators during teaching-learning processes (Effendi, 2017).

Teacher teaching creativity variable data analysis also showed positive and significant influences on Job Profile subject learning outcomes. T-test results showed t-calculated > t-table values (6.506 > 1.989) and significance values of 0.00 < 0.05. Findings in this research aligned with study results by Pardede et al. (2023), showing teacher creativity in teaching had positive and significant influences on student learning outcomes. These research results aligned with findings proving positive significant influences of teacher teaching creativity on learning outcomes. This consistency was strengthened by research by Rizki and Nasution (2021), also confirming that teacher creativity statistically significantly affected student learning outcomes.

Teacher creativity in learning processes plays central roles in building conducive and enjoyable learning atmospheres while encouraging increased student learning motivation (Sari, 2018). These capabilities not only make learning materials more attractive but also facilitate student understanding. Studies proved that creative and innovative methods, such as media use or varied instructional strategies, could significantly increase student understanding. Furthermore, teacher creativity also encourages critical and innovative thinking capabilities. Rahmawati (2017) stated that creative teaching approaches, such as challenging questions and deep reflection stimulation, were effective in developing critical thinking patterns. These findings confirmed that teacher creativity was not merely material delivery tools but also catalysts for student cognitive competency development.

The third hypothesis stated positive and significant influences existed between student learning readiness and teacher teaching creativity simultaneously on Job Profile subject learning outcomes among Grade X MPLB students at SMK Negeri 1 Sukoharjo. F-test calculation results showed F-calculated values (113.292) > F-table values (3.12) with significance values of 0.000 < 0.05. These findings suggested that higher student learning readiness levels correlated with better learning outcome achievements. The same applied to teacher teaching creativity variables, where

higher creativity in learning processes resulted in more optimal student learning outcomes.

This was supported by empirical research by Saeid and Eslaminejad (2017) and Zakiyyan et al. (2025), strengthening these research results by showing significant influences of learning readiness on learning outcomes. Students with high learning readiness tended to actively respond to instructions, study more diligently, and quickly absorb materials, supporting optimal learning outcome achievement. Conversely, lack of readiness could decrease achievements, reduce teaching effectiveness, and waste government educational investments. Without learning readiness, quality education provision efforts risked becoming ineffective.

Research results by Ashlichati et al. (2022) found that teacher creativity in teaching processes significantly influenced student learning outcomes. Creativity enabled teachers to design relevant and dynamic teaching materials, which in turn increased understanding and student participation (Suwartono et al., 2022). Creative teachers tended to adopt constructivist teaching methods, encouraging deeper student engagement and active learning (Ucus & Acar, 2018). Conversely, teachers less optimal in using learning media and minimal creativity tended to make learning processes feel rigid and boring, causing students to easily lose interest. Collaboration between student learning readiness and teacher teaching creativity created conducive learning environments where students felt comfortable, motivated, and actively engaged. Consequently, material understanding became deeper, skills improved, and learning outcomes became better.

Conclusion

Research results showed that student learning readiness and teacher teaching creativity had positive and significant influences on Job Profile subject learning outcomes among Grade X MPLB students at SMK Negeri 1 Sukoharjo in the 2024/2025 academic year, both partially and simultaneously. This could be observed that higher student learning readiness levels correlated with better achieved learning outcomes. The same applied to teaching creativity variables, where higher teacher creativity in learning processes resulted in more optimal student outcomes. Although these research results provided significant understanding, this research had limitations: research only examined two independent variables (student learning readiness and teacher teaching creativity), thus not covering all potential factors possibly affecting learning outcomes. Additionally, research scope was limited to one location, one competency expertise, and one academic year, so findings might not necessarily represent conditions in different schools, majors, or periods. Therefore, for future researchers interested in studying student learning outcomes, consideration for adding other variables potentially affecting student learning outcome achievement is recommended. Additionally, increasing population numbers, samples, and conducting research in different locations is also advised to provide more significant contributions toward developing effective learning strategies and improving overall student learning outcomes.

Theoretical implications of this research showed that simultaneous improvements in student learning readiness and teacher teaching creativity significantly contributed to academic achievements. Dangol and Shrestha (2019) proved positive relationships between learning readiness and educational achievement, making it fundamental components for optimal learning. Without learning readiness, educational efforts and investments risked being wasted. Consistent with findings by Pardede et al. (2023), teacher creativity positively influenced learning outcomes through integrated learning strategy design, class management, methods, and evaluation. Tuwa and Faraz (2018) emphasized transformative teacher roles in creating enjoyable and contextual learning experiences. Practical implications require improving SMK Negeri 1 Sukoharjo teacher competencies in developing teaching creativity through intensive professional development programs, work environments supporting innovation, and proportional resource allocation for creativity training.

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