

Analysis of Student Creativity and Learning Interest in the Rural and Urban History Course in the Even Semester

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ABSTRACT

Learning creativity can train students to be independent. This study aims to provide a comprehensive description of student creativity and learning interest in the rural and urban history course in the even semester of the 2024/2025 academic year. The research method used was descriptive with a qualitative approach. The research techniques used were direct communication, indirect communication, and documentation. The research tools included observation guides, interview guides, and learning documents. The results of the study indicate, among other things: 1) Student learning creativity in the rural and urban history course is generally quite good, as evidenced by students demonstrating creative attitudes. 2) Factors influencing student learning creativity include encouragement from the students themselves, environmental encouragement, which is the most important factor in supporting student learning creativity, and the lecturer's attitude toward student creativity. 3) Interest in the rural and urban history course is quite high because the topic is close to social reality and the course provides a fresh perspective and is not boring. This is because there are always new stories and unique tales about villages and cities from the students' hometowns.

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1. INTRODUCTION

Learning creativity is one of the important things in a learning process. Because, learning creativity can train students to not depend on others. If someone has high creativity, that person tends to be more creative and produce something positive. A student's creativity in learning will greatly influence the student to achieve success. Creativity is the result of the interaction between the individual and their environment. Thus, it is clear that, in order to develop student learning creativity, lecturers do it in various

ways, for example through various efforts, the most obvious is during class learning by observing the abilities of each individual in conducting Q&A with the class environment, and by observing a problem that occurs in class. According to Slameto, (2013) "Creativity is the result of learning from cognitive skills so that to be creative can be learned through the teaching and learning process." From the opinion above, it can be concluded that creativity is the result of learning carried out through real efforts during learning to grow and develop cognitive skills so that students become students who have a creative mindset in the learning process.

Through creative learning, students are expected to understand the meaning contained in each learning process that occurs in the classroom. Meanwhile, creative learning provided by lecturers is expected to help students with problems faced in learning and improve students' thinking skills. Meanwhile, MA, Boden (1994) said that creativity is a puzzle, a paradox, some even say a mystery (Hassoubah, 2004: 49-45). Therefore, creativity is a very interesting field to study but is quite complex. A learning process carried out in a formal education in particular and non-formal in general goes through a final stage that will be reached in a teaching and learning process. The final stage in formal education, that stage is the final exam. However, the evaluation process is not only carried out at the end of the process but can also be in between the learning process in the classroom. According to Baron (in Utami Munandar, 2014). Creativity is the ability to produce/create something new, in addition creativity is a unique point of ability between three typical psychological attributes, intelligence, cognitive style and personality/motivation, along with these three aspects of the mind helps to understand what underlies creative individuals. Creativity is the achievement of standards, student success in learning in everyday life. Creativity is formulated to how much satisfaction students get in their creativity in learning. So, that students can find new discoveries in the world of education and technology according to Munandar Utami, (2014: 6) said "creativity or inventiveness allows new discoveries in the world of education in technology, as well as in other fields of human endeavor". In addition according to Guilford (2001: 20) said that "Creative refers to the abilities that are characteristic of creative people". This means that creativity is an ability or skill that exists within a person.

Based on the opinion above, it can be concluded that creativity is the creative power and ability or skill that gives rise to creative actions that arise from the uniqueness of the whole personality in interaction with the environment, to enable new discoveries to be made in achieving the desired goals.

Interest arises when an individual is drawn to something because it aligns with their needs or because they feel that what they are learning is meaningful to them, and they then intend to learn it. Linguistically, interest means a feeling that an activity, lesson, or object is valuable or meaningful to an individual. In terms of terminology, below, researchers present several psychological expert opinions regarding the definition of interest.

According to (Alisuf Sabri, 2000) interest is a tendency to always pay attention and remember something continuously. This interest is closely related to feelings, especially feelings of pleasure, therefore it can be said that interest occurs because of a happy attitude towards something. People who are interested in something mean that they have a happy attitude towards that thing. Students who are interested in a course will appear to continue to study diligently. An interest can be described through a statement that shows that students prefer something to others, it can also be manifested through participation in an activity. Students who have an interest in a particular subject tend to pay greater attention to that subject. Interest is something personal and closely related to attitudes. Interests and attitudes are the basis for prejudice, and interests are also important in making decisions.

In general, interest can be defined as a tendency that causes someone to seek out or try activities in a particular field. Interest is also defined as a child's positive attitude toward aspects of the environment. Some also define interest as a persistent tendency to pay attention to and enjoy an activity, accompanied by a deep sense of mastery that drives the individual to persevere in it.

The aspect of interest consists of cognitive and affective aspects. According to Abd. Rachman Abror (in Bimo, 1998), broadly speaking, the factors that influence interest can be grouped into two groups: those originating from within oneself (internal factors) and those originating from outside (external factors).

Internal factors include intention, diligence, motivation, and school, friends, and mass media. Interest drives a person to do a job. Interest will guide the choice of the type of work to be done. Interest will also direct a person towards what he likes and does.

2. METHODS

Based on the problems and facts found in the field, the method used in this study is a descriptive method with a qualitative approach. Sujarweni (2014) states that descriptive research is research conducted to determine the value of each variable, either one or more variables. This descriptive form is used to explain or describe the facts that occur in the variables studied, namely the Application of Character Education in Subjects at SMA Budi Oetomo Pontianak. This study uses a survey research type. Sukardi (2015) said "To describe the state of the population, the survey research model is the best way to obtain and collect original data. The subjects in this study were students of the history education study program at PGRI Pontianak University. The techniques used were observation, interviews and documentation. The tools used were observation sheets, interview guidelines and documents. The data analysis technique used was a qualitative analysis technique, namely the data reduction and presentation components were carried out simultaneously with the data collection process. After the data was collected, the three components of data reduction analysis, data presentation and conclusion drawing interacted. (Sugiyono In Miles and Huberman (2014). The data validity technique used triangulation of techniques and sources (Sugiyono, 2016).

3. FINDINGS AND DISCUSSION

From the results of the data presentation obtained by conducting research activities as follows:

Student learning creativity in the rural and urban history course in the even semester of the 2024/2025 academic year

Creativity is the achievement of student success standards in everyday life learning. A person's creativity is generally not just like that, but must be grown and nurtured to be more developed, as is the case with students in the lecture process. According to Jeef Degraff and Khaterine (2002) stated that Creativity is the core of all the competencies of your organization because creativity is what makes something better or new. General creativity is an activity that leads to changes in behavior, mindset and attitudes of students that are simple and more complex, encouraging students to actively think and learn, increasing student attention, changing attitudes, false prejudices that are reflected in student learning activities in effective lectures and actively doing assignments from lecturers. Creative learning is an important discourse for improving the quality of learning, creativity by developing their creative potential. Creative students certainly have a great desire for curiosity in learning so that with their curiosity, students will easily complete the assigned tasks and be able to provide reasoning conveyed by the teacher and be able to overcome all existing obstacles and be able to create something new. According to Munandar (in Nova 2004), creative children are usually curious, have broad interests and like diversity and creative activities.

From the above opinion, it can be concluded that creativity is an encouragement to produce something new through learning carried out by lecturers. By developing their creative potential, a creative student will be able to complete existing assignments and be able to answer the questions given and be able to provide reasoning presented by the lecturer, because it can develop divergent thinking patterns.

Student curiosity during the lecture process should be in line with student attitudes such as feelings, interests, attitudes, emotions, and values in creating creative learning in the classroom. Another thing said by students is that creativity is necessary to deepen and analyze the material to avoid boredom during the learning process. Creativity that we have implemented in class, we have held small discussions in class and outside of class related to the material presented in class. Another

thing also conveyed by different students is that creative learning is not only creating something new, but students who are active and able to provide guidance to their group mates or provide opinions on the material in front of the class. Creative lecturers will certainly create great student curiosity, attitudes and not easily bored, feel challenged by learning, dare to take risks in learning and help students have divergent thinking skills and increase high learning enthusiasm to achieve student success standards in the learning process.

Factors Driving Student Learning Creativity in the Rural and Urban History Course in the Even Semester of the 2024/2025 Academic Year.

In improving student learning creativity, there are certainly factors that influence it, including internal factors, namely factors that consist of students themselves, such as enthusiasm and willingness of students in teaching and learning activities in the classroom. In addition, creativity is also influenced by external factors, namely the campus environment, society and family, which can influence the development of creativity in students. In other matters, the ability of lecturers to develop learning through learning strategies that can attract students' attention and interest in learning is also taken into account.

According to Roger (in Munandar 2009) every individual has a tendency or drive within themselves to be creative, realizing the potential to express and activate all their capacities. Factors that influence student learning creativity include the student's own experience, encouragement from the environment. This is clear in the development of learning creativity, experience must be a source of learning and environmental factors are support to create students who can be creative in the learning process. Factors that influence student learning creativity, the lecturer's attitude towards student creativity, for example, the lecturer supports what students need in creating learning creativity and encourages and fosters students' enthusiasm for learning in learning. Then the factor of lecture material that is appropriate to the conditions of each student's village and city where in this case the material is taken from the story of the founding of the student's village and city. Students tell aspects of the story of the founding of the village, the economic conditions, geographical conditions and culture in their village. Then another factor is that students are willing to express their opinions or dare to express their opinions in lectures, dare to actively ask questions and tell stories.

Student learning interest in rural and urban history courses in the even semester of the 2024/2025 academic year.

Every individual has a fundamental tendency to connect with things in their environment. If something brings them pleasure, interest can be defined as a feeling of pleasure and attraction to an object, and this pleasure then tends to pay attention and ultimately become actively involved in that object. Interest will arise when an individual is drawn to something that suits their needs or they feel that something they are going to learn is valuable to them and they will be interested in learning it.

In terms of language, interest means a feeling that states that an activity, lesson, or object is meaningful to an individual, while according to the term, below the researcher will use several expert opinions regarding the meaning of interest. The meaning of interest according to Crow and Crow in (Abror, Ranchman, 1993), interest is a driving force that causes individuals to pay attention to someone, something or a particular activity. Interest in learning is a person's interest in what he wants to do which gives rise to passion, desire, and feelings of liking what he does so that it gives rise to motivation in him, for example, someone who is interested in playing cards or chess is willing to sit for hours, some even stay up late at night to pursue the game. This happens because there is a sense of interest in someone (student) towards learning which is shown through enthusiasm, participation, and active in learning and studying. This understanding is in line with Slameto's opinion, According to Slameto in (Anam, Khairul, 2016), "interest is a feeling of preference and a feeling of attraction to something or activity, without anyone telling.

Djaali (2013) "says that interest can be expressed through statements that indicate that students prefer something to another, it can also be manifested through participation in an activity". Furthermore, Kartono, (2002) explains "interest is a feeling that states that an activity, job or object is valuable or meaningful to an individual. And then Anam, Khairul, (2016) says that students who are interested in something outside themselves will have a feeling of pleasure towards the object they will choose, always focusing their attention, desires and feelings of interest. The interest that exists in a person is basically not innate and from birth but rather the interest is acquired since a person adapts to his environment. Interest in something is learned and influences the acceptance of new interests.

Interest has a significant impact on learning. If the material being studied doesn't align with a student's interests, they won't learn as well as they could, as there's no inherent attraction. This can lead to students being reluctant to learn, partly because they don't find satisfaction in the subject and become bored with it. Interest can arise from a strong drive within oneself. Furthermore, interest doesn't just arise from within oneself; it also requires strong support and encouragement from family and the social environment. This will allow students to have the drive to achieve their goals through diligent effort, thanks to the support and motivation of those around them.

In learning activities, interest plays a role as a driving force that will motivate students to learn. Students who are interested in learning will continue to study diligently, in contrast to students who only receive lessons that are moved without any internal interest. Therefore, there is no motivation to continue studying diligently. This is because there is no interest in the subject. As explained above, interest is a tendency of someone's feelings of enjoyment towards something. Therefore, if a student is diligent in studying, their grades will be satisfactory. Similarly, interest in learning about rural and urban history courses. If students have an interest in learning about rural and urban history courses, they will diligently study the course comfortably without pressure, which will result in satisfactory performance. Therefore, lecturers are obliged to foster student interest, so that students are interested. From the results of the study, it can be concluded that interest in learning rural and urban history courses is quite high because the topics are close to social reality and this course provides a fresh perspective, not boring. Because there will always be new stories and unique tales about a village or city from where the students come from.

4. CONCLUSION

Based on the analysis of the discussion above, it can be concluded that 1) Student learning creativity in rural and urban history courses is generally quite good, seen from students who have shown creative attitudes. Creativity is also a person's drive to produce something through new learning carried out by lecturers by developing their creative potential, as well as students' considerable curiosity in learning is also accompanied by student behavioral attitudes through feelings, interests, attitudes, emotions in creating creativity. 2) Factors that can influence student learning creativity are encouragement from the students themselves and environmental encouragement which is the most important factor to support student learning creativity, the lecturer's attitude towards student creativity. factors from lecture materials that are appropriate to the conditions of each student's village and city where in this case the material is taken from the story of the founding of the student's village and city. Then students are willing to express their opinions or dare to express their opinions in lectures, dare to actively ask questions and tell stories. 3) Interest in learning in rural and urban history courses for this course is quite high because the topic is close to social reality and this course provides a new color, and is not boring. Because there will always be new stories and unique tales about a village or city from where the students come from.

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