

The Effect of Teacher's Role, Learning Motivation and Students' Creativity toward Learning Outcome on Workshop and Entrepreneurship's Subject of XI Grade Students in Management Business Vocational School in Padang City

Deri Yurniati¹, Efrizal Syofyan², Marwan³

¹ Universitas Negeri Padang, Padang Indonesia, ✉ deri_yurniati@yahoo.com

² Universitas Negeri Padang, Padang Indonesia, ✉ efrizal_syofyan@yahoo.com

³ Universitas Negeri Padang, Padang Indonesia, ✉ marwan@fe.unp.ac.id

Abstract

This study aims to analyze the Influence of Teacher's Role, Student Motivation and Student Creativity on the Learning Outcomes on the Subject of Workshop and Entrepreneurship of Handicraft Aspect XI SMK Business Management of Padang City. The type of this research is Descriptive Verivikatif with population of all students of SMK Business Management Padang City amounting to 563 people. By using random sampling technique. The results of this sampling technique selected 387 students of the Padang City Management Business Vocational School. The data collection tool is by using questionnaire instrument of teacher role, learning motivation, student creativity and learning outcomes. Both of these data were analyzed descriptively and inductively through the analysis of the "Path Analysis". the results of the analysis concluded that: (1) The role of the teacher has a significant effect on learning motivation. (2) learning motivation significantly influence student's creativity. (3) The role of teachers significantly influence student's creativity. (4) Learning Motivation significantly influences the Learning Outcomes. (5) Student creativity has a significant effect on the Learning Outcomes

Keywords: teacher's role, learning motivation, student creativity and learning outcomes

Introduction

Workshop and entrepreneurship are subjects given to Vocational Schools or Non Vocational High Schools with four aspects namely Handicraft, Cultivation, Engineering and Processing. The purpose of handicraft aspect in Workshop and Entrepreneurship subject is to train students' thinking skills in order to be creative which is shown by the results of the work so it will form a creative mentality, dare to try, creating and confidence.

The process of learning workshop and entrepreneurship, especially the aspect of Handicraft, can be associated with hand skills that produce products by paying attention to ergonomic and aesthetics principles related to daily needs (Paresti et al., 2013: 5). Skills of students are directed so they can develop their personal, social and academic skills with consideration of regional potential, culture, economy and regional needs. Students are required to be active, creative and innovative in solving problems. Creativity is the ability to find new ideas and create brand new ideas that are useful which be seen from the creativity of people, press, processes and products. In addition, to produce creative students is certainly supported by creative teachers.

The success of students in the learning process can be seen from the learning outcomes. Student learning outcomes are assessed based on cognitive, affective and psychomotor domains which are related to students' ability in mastering the subject matter and expressed by the values and numbers obtained by students from the evaluation results. Purwanto (2013: 34) states that learning outcomes are

changes in student behavior caused by the learning process. These changes are pursued in the teaching and learning process to achieve educational goals. According to Nana (2005: 39-41) the learning outcomes achieved by students are influenced by two factors. First, internal factor is students' motivation to learn while external factors are the role of professional and competent teachers.

The role of the teacher plays an important factor in the success of the learning process and helps the development of students so they realize their life goals and goals optimally. The core of the education process as a whole is the teacher as the main role holder. (Moh. Uzer Usman, 2002: 4).

Learning success is not only seen from the student's final learning outcomes but there are other factors that influence it. Motivation is one of the main factors of success in learning. Every student has different potential, and the way to develop the potential also varies according to the potential he has. Sardiman (2007: 75). Someone who has the motivation to learn will strive earnestly so that what he learns achieves optimal results.

Another factor that influences student learning outcomes is creativity. Creativity is the ability to develop something different from previous idea. Creativity is a talent that is potentially owned by everyone who can be identified and nurtured through proper education. By increasing creativity, it is expected that students can become more active to bring up their creative ideas.

There are several Vocational Schools in Padang that have implemented the 2013 Curriculum, one of them is the Business Management Vocational School which applies the curriculum in 2016-2017 school year. Business Management Vocational Schools that have implemented the 2013 Curriculum are SMK N 2 Padang, SMK N 3 Padang and SMK N 4 Padang. The problem that arises is that there are many students who are still reluctant to do craft practice and entrepreneurship tasks so that the students' grades are still below the completeness criteria.

Another obstacle in the process of working on handicraft products is the practice of craft work is done outside the official learning time. This means that they do not have special time for their own practice and practice room that is different from other schools that are specialized in crafting; they have their own practice room for the process of crafting products, so that the products of the students' work are not finished in demanded time. The data gotten from the scores of grade XI students of SMK SMTI Padang in workshop and entrepreneurship subject's basic competency, "Making handicrafts from soft materials", with a total of 183 students obtained results as in the following table

Based on the data above it can be seen that the learning process of workshop and entrepreneurship subject still has not shown maximum results, apart from producing work, the manufacturing process is constrained by the time of learning, the work is still far from what is expected. Of the total students, those who succeeded in obtaining scores above minimum score amounted to 49.18% or around 90 students and 50.82% or about 93 students were incomplete and made improvements in grades. To improve learning outcomes that have not been achieved by students, the teacher's role is needed. According to Hamalik (2006: 36), in order for students succeed in the learning process and obtain good learning outcomes, a competent teacher is needed. The role of the teacher is guiding students as a whole in the education process and with creative and innovative learning in accordance with the implementation of the 2013 Curriculum.

In order to make students being creative and innovative, it cannot be separated from the support of more creative teachers. The potential of students can be seen from the creativity and motivation of students, with the increase in students' craft work. Munandar (2009: 9) states that creativity can be used to predict student learning achievement. This shows that the creativity of students also becomes a benchmark for learning outcomes.

Table 1 Results of Initial Data Analysis Determinants of Learning Outcomes

Class	The Number of Students	Average score	Minimum Scores	% Uncomplete Students' Score	% Complete Students' Score
XI.1	36	76,00	80	58,33	41,67
XI.2	36	79,71	80	44,44	55,56
XI.3	37	77,27	80	59,46	40,54
XI.4	37	79,59	80	45,95	54,05
XI.5	37	79,59	80	45,95	54,05
Average				50,82	49,18

Teacher's Role

To actualize the product quality of students' work on workshop and entrepreneurship subject, teacher can help students become skilled. According to Usman (2013: 9) the role of the teacher in the teaching and learning process is as a demonstrator, teacher as class manager, teacher as mediator, teacher as facilitator and teacher as evaluator. The role of the teacher as a motivator increases students' enthusiasm in learning and provides encouragement and reinforcement to dynamize students' potential, foster self-help (activity) and creativity (creativity), so that there is dynamics in the learning process (Sardiman, 1990: 142). Workshop and entrepreneurship teacher in the practice of handicraft products can show the work directly and giving examples of work that will be practiced by students. Therefore, the role of creative teachers is required to foster student learning motivation, so that an efficient student learning motivation is formed.

The role of the teacher as a motivator according to Mulyana A. Z (2010: 203) are: a) teachers are able to encourage students' willingness to express their opinions, b) help students develop their potential and encourage students to have confidence in making decisions, c) create relationships that harmonious in interacting in the teaching and learning process.

Learning Motivation

Student learning motivation is seen in the learning activities carried out in the classroom. According to Sardiman (2012: 40) suggests there are three functions of motivation, namely: as a motivator which can provide hope in the future, create a desire or desire to make changes in order to succeed and achievement by getting an award or a pleasant experience.

According to Uno (2012: 23) indicators of learning motivation can be classified as follows

- a) Desire for success
- b) Hopes and aspirations for the future
- c) Encouragement and need in learning
- d) Appreciation in learning
- e) Interesting activities in learning
- f) Conducive learning environment so students can learn well.

Based on the above opinion, it can be concluded that the function of motivation as a motivator and driver can direct the activities of students in learning so as to achieve maximum results. If a student already has the things above, it can be said that the student has a strong learning motivation so that it will produce good teaching and learning activities and will ultimately improve student learning outcomes themselves.

Students' Creativity

Creativity, which is defined as the ability to create a new product, does not need to be entirely new, it may be a combination, while the elements already exist before. In conclusion, creativity is the ability to make new combinations, or see new relationships between elements, data, or things that already existed before. Creativity can also be seen as a process and perhaps this is more essential that needs to be fostered by students. Creativity in this case is a process of thinking where students try to find new relationships, get answers, methods or new ways to solve problems.

In developing creativity in learning is creativity that can be directly developed through skills. Agnes,

Indra E (2006: 205) states that creative learning activities often foster more physical activity and discussion. Creativity is carried out in schools in the form of skills training. It means that from practical learning, students are trained to master appropriate skills. The process of assigning skills is certainly not instantaneous but requires evaluation and training. Waluyo (2008: 22) states that creativity is a person's ability to respond to changes and gradually improve their work. Creativity is a process of improving skills and works for the better.

Student learning creativity can be seen from student learning outcomes that are below the standard of completeness. Workshop and entrepreneurship subjects are one of the compulsory subjects in the 11th grade of Management Business Vocational School in Padang which were tested in the final school examinations. Learning creativity in workshop and entrepreneurship subject really need to be improved to increase the quality of school education and equip students to continue their education to higher education later. It is expected that with creativity students will improve their ability to develop new ideas or ideas increasing a classy and quality work product and can create their own business opportunities.

Research Method

The type of research used in this research is descriptive verification by using the approach of Ex Post Fakto method, this research is to examine the events that have occurred and trace back to find out the factors that can lead to these events, to see the influence of the teacher's role, learning motivation and student creativity about the learning outcomes of the products of workshop and entrepreneurship subject. This study was conducted on all students of Business Management Vocational School in Padang and the time of the study will be conducted in May-finished in 2018. The population in this study were all students of Business Management Vocational School totaling 563 people. The population out of 563 students, the required sample size was 386,727 to be more effectively it is rounded up to 387 students.

In this study the writer used data collection techniques using questionnaires. Questionnaires used in this study were arranged using Likert scale where respondents only choose one of the five alternative answers provided. The steps in the preparation of this questionnaire research instrument are: a) making a grid based on indicators, b) compiling a statement in accordance with the grids that have been made.

Based on the results of the analysis of the trial data on 30 students, the validity and reliability of teacher role items, learning motivation, student creativity, and learning outcomes were 71 items. This result was obtained by using SPSS version 16.0 by calculating the value of Corrected Item-Total Correlation for validity and Cronbach Alpha Coefficient to measure reliability. All invalid items (below 0.364) are discarded. Learning outcome test instruments after testing were measured for validity and reliability.

Results And Discussion

Analysis of Description of Research Variables

Presentation of data for each variable is in the form of frequency distribution, where each respondent provides an assessment according to their opinions. There are 64 statement items consisting of 3 statement items for product learning outcomes (Y), 26 statement items for teacher role variables (X1), 21 statements for learning motivation variables (X2), 14 statements for student creativity variables (X3). The items of the statements have fulfilled the validity and reliability test.

a. Learning Outcomes (Y)

The assessment sheet of the learning outcome of the work product consists of aspects of the function assessment, with a score range of 1 to 5 in each aspect. Frequency distribution can be seen in the table below:

Table 2 learning outcomes

No	Indicator	Number of Items	Mean	Respondent Level of Achievement (%)	Criteria
1	Function	3	4,09	81,86	Good
Variable Average			4,09	81,86	Good

Source: Primary data that has been processed, attachments

Based on table 4.1 it can be seen that the learning outcomes of the work product is 81.86% of respondent's level of achievement with a mean score of 4.09 in the good category. This means that student learning outcomes in workshop and entrepreneurship subjects' handicraft aspects of Vocational School are good.

b. Teacher's Role

The results of data description analysis about teacher role variables can be seen in the following table:

Table 3 Frequency Distribution of Teachers Role

No	Indicators	Number of Items	Mean	Respondents Level of Achievement (%)	Criteria
1	Educator	5	4,16	83,16	Good
2	Motivator	4	4,20	84,04	Good
3	Facilitator	3	4,12	82,34	Good
4	Administrator	4	4,07	81,78	Good
5	Guide	3	4,15	83,08	Good
6	Innovator	4	4,23	84,61	Good
7	Class Manager	3	4,30	86,03	Good
Variable Average			34,09	82,88	Good

Source: Primary data that has been processed, attachments

Based on the table above, it can be seen that the role of the teacher has a response rate of 82.88% with an average of 34.09 in good criteria. On the seventh indicator, class manager has the highest score with a mean of 4.30 with respondents' level of achievement of 86.03% in good criteria. This means that the class manager indicator has a very large influence on the role of the teacher. The lowest indicator is shown in the fourth indicator that the teacher as administrator with a mean of 4.07 and respondents' level of achievement of 81.78% are in good criteria. It can be concluded that the teacher role indicator is in good criteria.

c. Earning Motivation

The results of the data description analysis about teacher learning motivation can be seen in the following table:

Table 4 Frequency Distribution of Learning Motivation

No	Indicators	Number of Items	Mean	Respondents Level of Achievement (%)	Criteria
1	Desire for success	7	4,39	87,86	Adequate
2	Neds in learning	7	2,19	43,80	Adequate
3	Hope and Life Goals	7	1,81	36,13	Good
4	Independent	2	4,14	82,77	Good
Variable Average			2,80	55,93	Good

Source: Primary data that has been processed, attachments

Based on the table above it can be seen that learning motivation has respondents level of achievement of 55.93% with an average of 2.80 in good criteria. The highest indicator of learning motivation variable is on the first indicator, that is with a mean of 4.39 and the respondents' level of achievement of 87.86% is in adequate criteria. This means that the desire to succeed as an indicator of learning motivation becomes an indicator that can motivate students to improve student learning outcomes in the 2013 craft and entrepreneurship curriculum subjects. Other indicators encourage learning needs, hopes and life goals are able to stand in the same position as average 4.02 and respondents level of achievement is 80.43. It can be concluded that the indicators of learning motivation are in good criteria. To improve the quality of work products, it is necessary to increase motivation to learn in order to get better results. Teachers must be able to show their role in student learning motivation

d. Students' Creativity

The results of the analysis of descriptions of student creativity can be seen in the following table:

Table 5 Frequency Distribution of Student Creativity

No	Indicators	Number of Items	Mean	Respondent Level of Achievement	Criteria
1	Curiosity	6	4,19	83,88	Good
2	Own opinion	2	4,14	82,87	Good
3	Like new things	3	4,05	80,96	Good
4	Appreciate art	4	4,10	82,03	Good
Variable Average			4,13	82,57	Good

Source: Primary data that has been processed, attachments

Based on the table above it can be seen that the creativity of students has a level of achievement of respondents of 82.57 with a mean of 4.13 in good criteria. The highest indicator is the first indicator of high curiosity with a mean of 4.19 and respondent level of achievement of 83.88% are in good criteria. This means that high curiosity becomes the basis for students to develop creativity. The lowest value is in the third indicator that is happy with new things with an average value of 4.05 with respondent level of achievement 80.96% in good criteria. This means that even though it is in a good category, the implementation of the scholarship is still unable to develop its own creativity because of the resulting work product has not innovated or is still in the context directed by the teacher. It can be concluded that the indicators of creativity of students are in good criteria.

Discussion

By considering and observing the exposure of the results of the research in the previous section, the writer can put forward the discussion of the research as follows:

- a Effect of the Role of Teachers (X1) on Learning Motivation (X2) of Business Management Vocational School students in Padang.

From the results of hypothesis testing it can be seen that the role of the teacher has a positive effect on students' learning motivation, meaning that the more the teacher plays a role in the learning process, the more motivated students are in learning. The teacher's role in learning are to foster student learning motivation to obtain optimal learning outcomes, increase students' desires and interests in learning and provide encouragement and positive responses to students.

One of the teachers' role is as a motivator to stimulate students' enthusiasm by guiding students to understand and utilize the potential within them, creates harmonious and pleasant relationships so that students look active (Sardiman, 2010: 75). Mudjiono (2009: 97) includes the ideals or aspirations of students, the ability of students, the condition of students, environmental conditions of students, and the efforts of teachers in teaching students. Uno B. Hamzah (2008) states that learning motivation can arise because it is influenced by intrinsic factors, in the form of desire and successful desire and encouragement of learning needs, hopes for life goals. While extrinsic factors are the existence of awards, a conducive learning environment, and interesting learning activities. This study indicates that learning motivation must be maintained or increased. It can be done for example by increasing intrinsic motivation and extrinsic motivation.

Based on the description of the variable it is known that the role of the teacher has good criteria, this can be seen from the average score of 34.09 with respondent level of achievement of 82.88%. This means that the teacher's role is sufficient. In line with the research of Elly Manizar (2004) the role of the teacher as a motivator of students can be in form of understanding students' desires, helping students utilize the potential that exists in them so that students are able to make their own decisions.

- b The Influence of the Role of Teachers (X1) on Student Creativity (X3) Business Management Vocational School students in Padang.

The results showed that the teacher's role had a positive effect on students' creativity, meaning that the more the teacher played a role in the learning process, the more creative the students would be in learning. Because the teacher's role in learning is to strive for the development of student creativity, among others, by being a facilitator in helping students in the process of discovering and developing themselves, creating a pleasant and conducive classroom atmosphere, so that students can express their ideas well. In addition, teachers also need to pay attention to the teaching attitudes and philosophy by modifying learning material in accordance with the learning environment. Hypothesis testing shows that the role of the teacher has a significant effect on the creativity of management business vocational school students in Padang. This means that the

teacher is able to encourage student creativity.

Based on the description of the variable it is known that the creativity of students having good criteria can be seen from the average score of 4.13% with respondent level of achievement of 82.57%. This means that students' creativity is in good criteria. That is, the role of the teacher in developing student creativity is very optimal. The teacher appreciates the work of students, provides opportunities for students to develop creative ideas and ideas so that students are able to produce products, Munandar (1992). In accordance with research conducted by Murhima A. Kau (2017) the role of the teacher is closely related to the development of student creativity by encouraging students' intrinsic motivation. Teachers can pay attention to students who experience problems, teachers behave and look attractive, and teachers are able to give praise and be cooperative, Munandar (2009).

In line with Ika Nova Aromawati's (2015) research by increasing students' creativity in processing used bottles into products that are efficient, creative, interesting and fun, so that learning targets are achieved.

c The Effect of Learning Motivation (X2) on Student Creativity (X3) Business Management Vocational School students in Padang.

Based on the results of hypothesis testing it can be seen that learning motivation has a positive effect on student creativity, meaning that the higher the student's learning motivation, the higher the creativity, because learning motivation is a motivating factor for students to work both in students and outside students. Students who have high learning motivation will be more active and creative in the learning process, they like to discuss, are more confident and resilient in completing tasks and are more active in seeking additional insight material by using internet facilities.

The above results are in accordance with the opinion of Sardiman (2012: 75) which states "In learning activities, motivation can be said as the overall driving force in students that lead to learning activities so that the goals desired by the learning subject can be achieved. Students who have high motivation will have strong energy for learning activities. Furthermore, Munandar (1999) states that students' creativity can be realized by requiring encouragement in the individual (intrinsic motivation) and encouragement from the environment (extrinsic motivation).

The results of this study are in accordance with Hurlock's (1992) opinion which states that one of the determinants of a person's creativity is motivation. Another opinion was also expressed by Agnes Indra E (2006: 248) that creativity involves attitudes and motivation. The desire for what is in demand, the pleasure of trying new things and being actively involved, can increase students' motivation in the fields they pursue. Students who make certain works must be supported with curiosity, so that they can make the product assigned.

In addition to being supported by theory, the results of this study are also supported by research conducted by Andri Eko Prabowo (2015) which concluded that "learning motivation affects the creativity of students in taking Islamic accounting courses". Based on the theory and research results above, it can be said that the learning motivation of students in following the learning process has very large influence on student creativity.

d Effect of Teacher's Role (X1) on Learning Outcomes (Y) of Business Management Vocational School students in Padang.

Based on the results of hypothesis testing obtained from the role of the teacher on the quality of product work has a positive effect between the role of the teacher and the learning outcomes of the product work. Thus, the findings in this analysis provide information that the role of the teacher contributes significantly to the learning outcomes of the product work in the Business Management Vocational School students in Padang. This means that the greater the role of the

teacher, the more quality the product of the work produced. The magnitude of the contribution of the teacher's role directly can be seen from the path coefficient of the teacher's role variable on the product learning outcomes of the work obtained that is 2.59%. This means that increasing the role of teachers will directly affect the learning outcomes of work products by 2.59%. This shows that the quality or not of a student's work product is influenced by the teacher's role.

Based on the path analysis, it was found that the indirect influence of the teacher's role on the learning outcomes of the work product through learning motivation was 3.36%. This means that with the role of the teacher will have an influence on the learning outcomes of the work product of 3.36% through motivation to learn. Another indirect influence of the teacher's role on the product learning outcomes of the work through student creativity is 1.75%. This means that with the role of the teacher will give effect to the learning outcomes of the product work by 1.75% through student creativity.

Based on the direct and indirect influence of the teacher's role on the quality of the work product, it can be concluded that the total influence of the teacher's role on the learning outcomes of the work product is 7.7% which is the sum of the direct and indirect effects of the teacher's role on the product quality. This shows that the role of the teacher contributes 7.7%, the higher the learning motivation, the higher the learning outcomes of the workproduct.

With the teacher's ability to understand and manage students with a variety of uniqueness, helping students complete tasks and develop the talents and creativity that are in students, the teacher's role is so important in producing quality product work and depends on how the technique or the way the teacher teaches so students understand and understand what is taught. As stated by Usman (2013: 9) the role of the teacher in the teaching and learning process is the teacher as a demonstrator, teacher as class manager, teacher as mediator and facilitator, teacher as evaluator. The teacher's role is implemented so that students can skillfully make quality work products.

In line with Suparlan's opinion (2019) include teachers as educators, as motivators, as innovators and as regulators. The four roles of the teacher are more visible when the learning process takes place.

e The Effect of Learning Motivation (X2) on Learning Outcomes (Y) of Business Management Vocational School students in Padang.

Based on the results of hypothesis testing obtained about the direct effect of learning motivation on learning outcomes of work products, it is known that there is a positive influence between learning motivation and learning outcomes of work products. Thus, the findings in this analysis provide information that learning motivation contributes significantly to the learning outcomes of work products in Business Management Vocational School students in Padang. This means that the higher the motivation of students, the higher the quality of products produced. From the results of the analysis, it can be seen that the direct effect of learning motivation on the learning outcomes of the work product is greater than 9.54%. This means that high learning motivation will affect the learning outcomes of work products. When compared with the magnitude of the contribution of the influence of the teacher's role on the learning outcomes of work products, the contribution of learning motivation to the learning outcomes of the work product is above the teacher's role. But the role of the teacher still has a significant influence on the learning outcomes of students' work products.

Based on the path analysis, it was found that the indirect effect of learning motivation on the learning outcomes of the work product through student creativity was 8.92%. This means that with the motivation to learn will have an effect on the learning outcomes of work products by 8.92% through student creativity. It can be concluded that the direct and indirect influence of

learning motivation variables on learning outcomes of work products is 18.46% which is the sum of the direct and indirect effects of learning motivation variables on learning outcomes of work products. This shows that learning motivation contributes 8.9%, the higher the learning motivation, the higher the quality of the product produced. According Sari, Marwan and Sany (2018) learning motivation can improve students' learning outcomes. Student learning motivation can come directly within the students themselves or indirectly from outside the students. It is necessary for teachers and parents as well as students to pay attention on ways to motivate students in learning.

f The Influence of Student Creativity (X3) on Learning Outcomes (Y) of Business Management Vocational School students in Padang.

Based on the results of testing hypotheses about students' creativity towards learning outcomes of work products have a positive effect. Thus, the findings of this analysis provide information, that the creativity of students contributes significantly to the learning outcomes of products by Business Management Vocational School students in Padang. The amount of student creativity contribution can be seen from the path coefficients of students' creativity variables on the learning outcomes of the work products obtained by 24.10%. This means that the creativity of students influences directly the learning outcomes of work products by 24.10%. The results of this study in accordance with the opinion of Ali and Asrori (2011: 42) creativity is a characteristic that is owned by individuals which marks the ability to create something completely new or a combination of works that have been there before, into a new work which is done through interaction with the environment to deal with problems, and find alternative solutions through divergent ways of thinking.

In making work products on craft aspects, craft and craft subjects students can develop their creativity as well as possible and not carelessly. This is related to the assessment of product works that include three aspects of function. To assess the product a rubric of product authenticity (originality) is made at the specified time not the product of the old work, its ergonomic value, timeliness in collecting tasks, usefulness for the school environment and community environment and the level of difficulty. With the assessment rubric delivered, students in making work products will try their best and be more qualified.

In line with Rini Astuti's research (2015) by training students' creativity in processing waste into works of economic value and they will be capable of opening their own business opportunities. From this explanation, it can be concluded that the meaning is to produce quality product creation in workshop and entrepreneurship's craft aspect subject that aspects of creativity in management business vocational school students in Padang are strongly influenced by the creativity of students which has an important role in producing quality product creation.

Conclusions

Based on the results of research and discussion, the following conclusions can be drawn:

1. There is a positive and significant influence between the role of the teacher on the learning motivation of the 11th grade students of management business vocational school of Padang. Thus, the higher the role of the teacher in the learning process, the more motivated students will be in making craft products.
2. There is a positive and significant influence between the role of the teacher on the creativity of students of the 11th grade students of management business vocational school of Padang. Thus, the better the role of the teacher in the learning process, the more creative students will be in making craft products.
3. There is a positive and significant effect between learning motivation on the creativity of the 11th grade students of management business vocational school of Padang. Learning motivation that the students have will increase students' creativity in making craft products.

4. There is a positive and significant influence between the role of the teacher on Learning Outcomes in the craft work of the 11th grade students of management business vocational school of Padang. Thus, the better the role of the teacher in the learning process, the better the learning outcomes of students' craft.
5. There is a positive and significant influence between learning motivation on Learning Outcomes of handicraft products of the 11th grade students of management business vocational school of Padang. With the learning motivation of students, it will improve student learning outcomes in making craft products.
6. There is a positive and significant influence between students' creativity on Learning Outcomes of craft works of the 11th grade students of management business vocational school of Padang. The higher the creativity of students, the more they will improve student learning outcomes in making craft products.

Based on the conclusions above, the authors suggest the following:

1. Teacher
 - a. The role of the teacher is needed to help improving learning motivation towards workshop and entrepreneurship subject because by motivating students in learning it will obtain optimal learning outcomes.
 - b. It is expected that teacher are able to make efforts to improve students' creativity in learning on craft and entrepreneurship subjects
2. Students
 - a. Increase learning motivation, especially in increasing their desire to succeed.
 - b. Following every learning process that enhances skills and creativity in order to encourage and develop students' creativity in learning and produce quality workproducts.
3. School
 - a. In order for teaching and learning activities in schools to run effectively and efficiently, it is expected that the school and the government will work together to conduct training and develop the skills of workshop and entrepreneurship subject's teacher in order to stimulate the creativity of teachers in teaching.
 - b. Schools should provide enough facilities in developing teacher skills in teaching and producing quality products in workshop and entrepreneurship learning.
 - c. The next researcher is expected to examine other factors such as product raw materials, work techniques, marketing, product design and packaging that affect product quality in craft learning and entrepreneurship.

References

- Arikunto, Suharsimi. (2010). *Prosedur Penelitian Suatu Pendekatan Praktek*. Jakarta: Rineka Cipta.
- Agnes, Indra. (2006). *Warna-warni Kecerdasan Anak dan Pendampingnya*. Yogyakarta: Penerbit Kanisius. A.S,
- Munandar. (1984). *Memupuk Bakat dan Kreativitas Siswa Sekolah Menengah*. Jakarta: Gramedia.
- A.Z, Mulyana. (2010). *Rahasia Menjadi Guru Hebat Memotivasi Diri Menjadi Guru Luar Biasa*. Jakarta : PT. Gramedia.
- Depdiknas. (2006). *Pendekatan Konstektual*. Jakarta : Direktorat Jenderal Pendidikan Dasar dan Menengah, Direktorat Pendidikan Menengah Pertama.
- Djamarah, Syaiful Bahri. (2010). *Guru & Anak Didik Dalam Interaksi Edukasi*. Jakarta: Rhineka Cipta. Dimiyati.,
- Mudjiono. (2009). *Belajar dan Pembelajaran*. Jakarta: Rineka Cipta.
- Gintings, Abdorrahman. (2010). *Esensi Praktis: Belajar dan Pembelajaran*. Bandung: Humaniora. Hamalik,
- Oemar. (2009). *Psikologi Belajar Mengajar*. Jakarta: Bumi Aksara

- Hartono. (2010). *Statistik untuk Penelitian*. Yogyakarta: Pustaka Belajar.
- Kementerian Pendidikan dan Kebudayaan Pendidikan. (2014). *Prakarya dan Kewirausahaan*. Jakarta
- Kunandar. (2014). *Penilaian Autentik (Penilaian Hasil Belajar Peserta didik Berdasarkan Kurikulum2013): Suatu Pendekatan Praktis Disertai Dengan Contoh*. Ed. Rev. Jakarta: Rajawali Pers
- Kotler, Philip., & Armstrong, Gary. (2012). *Principles of Marketing Global 14th edition*. New Jersey: Prentice.
- Kotler, Philip., & Keller, Kevin Lane. (2012). *Marketing Management. 14th edition*. New Jersey: Prentice. Kotler, Philip., & Armstrong, Gary. (2002). *Prinsip-prinsip Pemasaran I (Edisi Indonesia)*. Jakarta: Erlangga. Kotler, Philip., & Keller, Kevin Lane. (2009). *Manajemen Pemasaran Jilid 1 dan 2*. Jakarta : Erlangga.
- Kotler, Philip. (2003). *Marketing Management*. New Jersey: Prentice Hall Int'l
- Muhidin, S.A., & Maman, A. (2011). *Analisis Korelasi, Regresi, dan Jalur Dalam Penelitian (Dilengkapi aplikasi Program SPSS)*. Bandung: CV Pustaka Setia.
- Mullin, John W., Orville, C Walker. (2005). *Marketing Management A Strategic Decision*, fifth edition, New York: McGraw Hill
- Mulyasa. (2006). *Menjadi Guru Profesional*. Bandung : Remaja Rosdakarya. Nasution, M.nur. (2005). *Manajemen Mutu Terpadu*. Bogor: Ghalia Indonesia. Ngalim, Purwanto. (2007). *Psikologi Pendidikan*. Bandung: Remaja Rosdakarya. Purwanto. (2013). *Evaluasi Hasil Belajar*. Yogyakarta: Pustaka Belajar
- Sardiman. (2012). *Interaksi dan Motivasi Belajar Mengajar*. Jakarta: Rajawali Pers
- Sari. Alia. Filma, Marwan, & Sany Dwita. (2018). The Influence of Teachers' Role and Motivation on Basic Accounting Learning Outcomes at Vocational High Schools. *Advances in Economics, Business and Management Research, volume 57, The 1st Padang International Conferences on Education, Economics, Business, and Accounting* (pp. 610–616). Padang: Economics Faculty, Universitas Negeri Padang Publishing. DOI: <https://doi.org/10.2991/piceeba-18.2018.12>
- Siregar, Syofian. (2013). *Statistik Parametrik untuk Penelitian Kuantitatif*. PT. Bumi Aksara: Jakarta. Sugiyono. (2010). *Statistika Untuk Penelitian*. Bandung: Alfabeta.
- Siswono, Tatag, Yuli Eko. (2008). *Model Pembelajaran Matematika Berbasis Pengajaran dan Pemecahan Masalah Untuk Meningkatkan Kemampuan Berpikir Kreatif*. Surabaya: Unesa University Press.
- Suparlan. (2006). *Guru Sebagai Profesi*. Yogyakarta: Hikayat Publishing.
- Sudarma, Momon. (2013). *Mengembangkan Keterampilan Berfikir Kreatif*. Jakarta: Rajawali. Sudjana, Nana. (2006). *Penilaian Hasil Proses Belajar Mengajar*. Bandung: Remaja Rosdakarya. Sugiyanto, dkk. (2014). *Prakarya*. Jakarta: Erlangga
- Tjiptono, Fandy. (1997). *Strategi Pemasaran*. Yogyakarta : Penerbit ANDI
- Uno, Hamzah B. (2012). *Teori Motivasi dan Pengukurannya*. Jakarta: Bumi Aksara. Uno, B Hamzah, dkk. (2004). *Landasan Pembelajaran*. Gorontalo: Nurul Jannah. Usman, Uzer. (2005). *Menjadi Guru Profesional*. Bandung : PT. Remaja Rosdakarya.
- Utami, Munandar. (2002). *Kreativitas dan Keterbakatan Startegi Mewujudkan Potensi Kreatif dan Bakat*. Jakarta: PT. Gramedia Pustaka Utama.
- Utami Munandar. (2012). *Pengembangan Kreativitas Anak berbakat*. Jakarta: Rineka Cipta.
- Waluyo, dkk. (2008). *Ilmu Pengetahuan Sosial untuk Kelas VII SMP/MTs*. Jakarta: Departemen Pendidikan Nasional.
- Zamit, Zulian. (2002). *Manajemen Kualitias Produk dan Jasa*. Yogyakarta : Ekonisia FE UII
- Elly, Manizar. (2004). Peran Guru Sebagai Motivator Dalam Belajar. *Tadrib* Vol. 1, No 2. Desember 2015.

Fakultas Tarbiyah dan Keguruan UI Raden Fatah Palembang

- Eko, Prabowo Andri. (2015). Pengaruh Motivasi Belajar Terhadap Kreatifitas Mahasiswa pada mata kuliah ekonomi syariah di Program Studi Pendidikan Akuntansi Fakultas Keguruan Dan Ilmu Pendidikan Universitas Islam Riau. *Jurnal Inovasi Pendidikan*.
- Fita, Indahsari. (2015). Kualitas Produk Kerajinan ditinjau dari Kreativitas Siswa Membuat Produk Kerajinan dan Minat Siswa Belajar Prakarya dan Kewirausahaan (Penelitian di SMK Muhammadiyah Surakarta). *Jurnal FKIP*. Universitas Muhammadiyah Surakarta.
- Ninis, Mei Listiani. (2014). Pengaruh kreativitas dan motivasi terhadap hasil belajar mata pelajaran produktif pemasaran pada siswa kelas XI SMK Negeri 2 Tuban. *Jurnal Ekonomi Pendidikan* Vol.2 No.2
- Pungky, Puspita Sari. (2017) Pengaruh peran guru dan lingkungan sekolah terhadap motivasi belajar siswa kelas XI Akuntansi di SMK N 5 Madiun. *Jurnal OIKONOMIA Forum Ilmiah Pendidikan Akuntansi – Universitas PGRI Madiun* Vol. 5 No. 1 Hlmn. 381-398 Madiun, Oktober 2017 e- ISSN:2337-9723
- Rachmat, Hidayat. (2009). Pengaruh Kualitas Layanan, Kualitas Produk dan Nilai Nasabah Terhadap Kepuasan dan Loyalitas Nasabah Bank Mandiri. *Jurnal Manajemen Dan Kewirausahaan*. VOL.11, NO. 1, MARET 2009: 59-72
- Rindang, Septiana. (2015) Pengaruh Peran Guru Dan Disiplin Kerja dalam Pembelajaran Terhadap Hasil Belajar Siswa di SD Negeri se-Kecamatan Gubeng. *Jurnal Pendidikan Universitas Surabaya*.
- Rufi, Indrianti. (2017). Pengaruh Motivasi Belajar Terhadap Hasil Belajar Mata Pelajaran Prakarya dan Kewirausahaan. *Jurnal Pendidikan Ekonomi*, ISSN 1907-9990 | E-ISSN 2548-7175 | Volume 11 Nomor 2 (2017) DOI: 10.19184/jpe.v11i2.6449
- Rini, Astuti. (2015). Meningkatkan Kreativitas siswa Dalam Pengolahan limbah Menjadi Tas Fashion Melalui PBL. *BIOEDUKASI* ISSN: 1693-2654 Volume 8, no 2.