Curricula:
Journal of Curriculum Development
https://ejournal-education.upi.edu/curricula

Impact of the creative economy on students' motivation to learn

Syifa Haliza[1], Trisni Handayani[2]
[1,2] Universitas Muhammadiyah Prof. DR. Hamka, Jakarta, Indonesia
2101085001@uhamka.ac.id[1], trisni@uhamka.ac.id[2]

ABSTRACT

Innovative learning strategies to enhance student engagement in vocational education are urgently needed. This study aims to analyze the impact of the creative economy on student motivation for learning in the Visual Communication Design (Desain Komunikasi Visual or DKV) program. A quantitative approach was employed using a survey, with 45 respondents selected through saturation sampling. Data were collected via a Likert-scale questionnaire and analyzed using descriptive statistics, validity and reliability tests, and simple linear regression. The results indicate a positive and significant relationship between the implementation of the creative economy and student learning motivation. These findings indicate that integrating creative economy-based projects into the learning process can enhance students' intrinsic and extrinsic motivation, strengthen their engagement, and provide meaningful learning experiences aligned with industry needs. This study contributes to strengthening the theoretical foundation of creative economy practices in vocational education and encourages further research with broader variables and mixed-methods approaches.

ARTICLE INFO

Article History:
Received: 4 Aug 2025
Revised:4 Mar 2026
Accepted: 9 Mar 2026
Publish online: 27 Mar 2026

Keywords:
creative economy; learning motivation; vocational education

Open access
Curricula: Journal of Curriculum Development is a peer-reviewed open-access journal.

ABSTRAK

Strategi pembelajaran inovatif yang mampu meningkatkan keterlibatan siswa pada pendidikan vokasi sangat dibutuhkan. Penelitian ini bertujuan untuk menganalisis pengaruh penerapan ekonomi kreatif terhadap motivasi belajar siswa pada program keahlian Desain Komunikasi Visual (DKV). Pendekatan kuantitatif digunakan dengan metode survei yang melibatkan 45 responden menggunakan teknik sampling jenuh. Data dikumpulkan melalui kuesioner skala Likert dan dianalisis menggunakan statistik deskriptif, uji validitas dan reliabilitas, serta regresi linier sederhana. Hasil penelitian menunjukkan adanya pengaruh positif dan signifikan antara penerapan ekonomi kreatif terhadap motivasi belajar siswa. Temuan ini mengindikasikan bahwa integrasi proyek berbasis ekonomi kreatif dalam proses pembelajaran mampu meningkatkan motivasi intrinsik dan ekstrinsik siswa, memperkuat keterlibatan mereka, serta memberikan pengalaman belajar yang bermakna sesuai kebutuhan industri. Penelitian ini berkontribusi memperkuat landasan teoretis praktik ekonomi kreatif dalam pembelajaran vokasi dan mendorong penelitian lanjutan dengan variabel lebih luas serta metode campuran.

Kata Kunci: *ekonomi kreatif; motivasi belajar; pendidikan vokasi*

How to cite (APA 7)
Haliza, S., & Handayani, T. (2026). Impact of the creative economy on students' motivation to learn. *Curricula: Journal of Curriculum Development, 5*(1), 437-450.

Peer review
This article has been peer-reviewed through the journal's standard double-blind peer review, where both the reviewers and authors are anonymised during review.

*Corresponding author: 2101085001@uhamka.ac.id

https://doi.org/10.17509/curricula.v5i1.88677

INTRODUCTION

Education plays an important role in developing human resources capable of competing (Assa et al., 2022). Thus, education not only serves as a medium for transmitting knowledge but also shapes individuals' character, skills, and personality, enabling them to face life's challenges. Education is an integral part of efforts to produce a high-quality, noble, and ready-to-contribute generation (Rahman et al., 2022). Education plays a very important role in human life. Although the goal of education is noble, namely to enlighten the nation, the implementation of the educational process is not solely the responsibility of schools. Every student is expected to contribute to advancing education, as every element in the management of educational institutions is interrelated and plays its own role (Purwaningsih et al., 2022).

Education is an important component in advancing a nation. If the quality of education improves, the society will also progress. Education must keep pace with technological advancements. In the current digital age, rapid technological progress affects various aspects of life, including vocational education (Maialfatih, 2025). One form of education aimed at producing graduates with professional competencies is vocational education. However, this goal does not seem to have been fully realized. Vocational education, which the government and society hope will equip students with skills that will enable them to be easily absorbed into the workforce, has not yet achieved optimal results (Utomo, 2021). Vocational education in vocational high schools and in vocational programs at higher education institutions primarily aims to prepare skilled workers (Muharam & Dasalinda, 2025).

Therefore, vocational education is required to adapt quickly to changing dynamics. The contribution of vocational education is also reflected in employment data for vocational high school graduates. According to a 2024 report by the Direktorat Jenderal Pendidikan Vokasi, Kementerian Pendidikan, Kebudayaan, Riset, dan Teknologi, 43.7% of vocational high school graduates are absorbed into the workforce, and 21.3% choose to start their own businesses. The increased participation in tracer studies, reaching 95%, further strengthens the evidence of vocational education's success in preparing a competent workforce. This data underscores that vocational education not only equips students with skills but also paves the way for the economic independence of vocational high school graduates (See: https://vokasi.kemdikbud.go.id). Therefore, the role of vocational education is crucial in efforts to reduce unemployment and strengthen society's economy.

Several studies also indicate that vocational education significantly improves students' technical and non-technical skills (Athaya et al., 2024; Fauzan et al., 2024). However, there are still challenges that need to be addressed, such as limited continuous training and a lack of competency certification as a graduation standard, which necessitate efforts to improve the quality of educational outcomes to prepare students for the workforce better (Wibowo & Munadi, 2022). In the context of learning, the project-based learning (PjBL) approach is among the most effective methods used in DKV programs. This model provides contextual learning experiences through various projects, such as product analysis, packaging redesign, visual presentations, and product re-production for promotional purposes (Wibowo & Munadi, 2022).

https://doi.org/10.17509/curricula.v5i1.88677

Research shows that PjBL can significantly increase student motivation to learn, with an average increase from 70.52% to 78.13% after its implementation (Wibowo & Munadi, 2022). This shows that applying creative-economy-based projects can foster active, creative, and meaningful learning. This study examines the influence of the creative economy on students' motivation to learn in the DKV vocational program. While previous studies have primarily examined technical skills and academic achievements, this study aims to explore aspects of student learning motivation. The purpose of this study is to analyze the influence of the creative economy on students' learning motivation in the DKV vocational program, as an effort to develop learning. It is hoped that the results of this study will enrich the understanding of the application of creative economy-based learning and how this approach can support improvements in student learning motivation at the vocational school level.

LITERATURE REVIEW

Creative Economy

The creative economy is a new approach to economic development that prioritizes creativity as its main resource. This concept stems from the idea that human ideas, concepts, and skills can be the main drivers of continuous economic development (Yusuf, 2023). Research emphasizes that the creative economy does not rely solely on physical resources but leverages the unlimited potential of creativity and individual talent (Sutriyanti, 2017). The utilization of creativity enables innovation across various fields, from design to technology. Thus, the creative economy serves as a bridge between scientific development and inclusive economic growth. Therefore, this concept is increasingly significant for addressing the challenges of globalization and the changes of the 4th Industrial Revolution.

The creative economy is the embodiment of original ideas that generate added value based on intellectual property (Sihombing et al., 2024). These ideas originate from human creativity supported by knowledge, technology, and cultural heritage. The essence of the creative economy lies in creating value that is not merely material but also cultural and social. Therefore, the creative economy does not focus solely on financial gains but also on the development of human potential. This makes the creative sector a long-term investment for sustainable development. The creative economy is an economic concept that combines creativity with data derived from ideas, concepts, and knowledge. In the creative economy, human resources are the most critical production factor (Firdaus et al., 2024).

The Ministry of Tourism and Creative Economy divides this sector into sixteen subsectors that significantly contribute to the national economy. These subsectors include culinary arts, fashion, crafts, performing arts, visual arts, design, advertising, publishing, film, music, photography, architecture, applications & games, interactive video, television & radio, and digital crafts (See: https://pemasaranekraf.kemenparekraf.go.id/seputar-ekraf/). The diversity of these subsectors highlights the vast opportunities available for creative industry players in Indonesia. Each subsector has the potential to be developed according to the needs of both local and global markets. With this subsector classification, the government can more easily design policies that support the growth of the creative industry. This underscores the state's role in fostering the creative sector's development.

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The implementation of the creative economy has a positive impact on improving human resource capacity. This sector can encourage the community to hone their skills in art, design, and creative technology (Rikaltra & Soesilowati, 2023). Education and training are the main instruments in preparing competent human resources in the creative field. This is a long-term investment that enhances Indonesian workers' competitiveness in the global market. Through this skill development, the creative economy can narrow the gap between education and industry. Therefore, integrating the education sector with the creative industry is a strategic step to strengthen the creative economy ecosystem.

Vocational Education

Vocational education, especially at the vocational high school level, plays an important role in fostering the growth of the creative sector. The Visual Communication Design (Desain Komunikasi Visual or DKV) program at various vocational high schools is designed to strengthen skills relevant to industry needs (Pradani & Lindawati, 2020; Zikrillah et al., 2022). The DKV curriculum emphasizes mastery of visual design, including logo creation, branding design, video production, and user interface design. Industry-based creative laboratories have also been established to bridge the gap between students and the real world of work. Vocational high school graduates are expected to be optimally prepared to enter the national and global creative ecosystem with this approach (Sakinah et al., 2021).

DKV learning in vocational schools is integrated with the concept of creative economy to increase the relevance of learning to the industrial world. Research shows that combining graphic design materials with digital marketing training encourages students to develop technical skills and an entrepreneurial spirit (Syahputra et al., 2025). Through real-world projects such as creating visual campaigns, product packaging designs, and digital portfolios, students can directly see the results of their learning. This finding aligns with previous studies that found that visually appealing learning materials can enhance vocational high school students' learning motivation (Andriyanto et al., 2023). Therefore, this integration provides a more relevant and meaningful learning experience.

The implementation of the creative economy in vocational high schools is carried out through PjBL, which prioritizes creativity and market orientation. As applied at SMK Dharma Siswasidoarjo, students are involved in creating promotional materials and compiling professional portfolios (See: https://www.smkdarmasiswasidoarjo.sch.id/ilmu-pengetahuan-komputer/inovasi-di-bidang-pendidikan-vokasi-proyek-kreatif-siswa-smk/?utm_source=). This process provides hands-on experience in work simulations so that students can understand the workflow in the creative industry. PjBL also shapes an entrepreneurial mindset, which is important for competing globally. In addition, students are trained to work on real client briefs, further honing their professional skills. This learning model demonstrates the effective integration of theory and practice in education.

Learning Motivation

Student motivation to learn is an important factor that influences student success in the educational process. Research indicates that low learning outcomes are often not due to limitations in student ability but rather to decreased motivation to learn (Diandaru, 2023).

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Motivation makes students more diligent, persistent, and able to concentrate fully on the learning process. Motivation is a driving force that keeps individuals engaged in learning activities. Therefore, understanding motivation is very important for teachers so that they can design learning that optimally fosters students' enthusiasm for learning (Maulana & Dewanto, 2022). More broadly, learning motivation can be defined as internal or external drives that encourage students to achieve learning goals. Research indicates that motivation serves as a force that sustains learning activities while directing them toward specific goals (Afnita et al., 2022).

Research adds that this drive makes students study harder, more diligently, and with greater concentration (Fernando et al., 2024). Additionally, motivation is not solely derived from individual factors; the surrounding environment can also influence it. Thus, motivation plays a crucial role in creating an effective and meaningful learning process. Learning motivation can be classified into intrinsic and extrinsic motivation. Intrinsic motivation arises from within the student, such as interest, intention, and concentration on the subject. Meanwhile, extrinsic motivation arises due to external influences, such as support from parents, teachers, and peers (Ansel & Arafat, 2021). A combination of both is necessary because the learning process often involves dynamic changes in circumstances, requiring encouragement from various parties. A study emphasizes that extrinsic motivation plays an important role in overcoming learning fatigue that students may experience (Afnita et al., 2022).

Both internal and external factors influence students' learning motivation. Internal factors include physical conditions, such as health and nutrition, as well as psychological factors, such as interest, self-confidence, and emotional state. External factors include social support from teachers, peers, and parents, as well as non-social factors such as facilities, weather, and learning conditions (Sya'ro & Dewi, 2022). A study adds that a conducive learning environment significantly influences students' learning enthusiasm (Kurniawan et al., 2022). Overall, the combination of internal and external factors creates a learning atmosphere that can encourage or hinder students' motivation to learn. Motivation is a key factor in student learning success. High motivation will lead to greater effort and perseverance in completing academic tasks (Aurelliana & Nugraha, 2022).

The role of teachers is crucial in fostering and maintaining student motivation, one of which is by introducing engaging learning methods (Aurelliana & Nugraha, 2022; Melliyani et al., 2023). Learning success is influenced not only by intellectual ability but also by students' motivational drive. Therefore, efforts to enhance motivation must be integrated into the learning process (Zafar et al., 2021). A study emphasizes that teachers are not merely content deliverers but also facilitators who can create a conducive and enjoyable learning environment (Fernando et al., 2024). Strategies such as interactive visual media, PjBL, and constructive feedback can increase students' enthusiasm for learning. Research also indicates that teacher collaboration with industry strengthens the relevance of learning (Syahputra et al., 2025). Thus, educators play an important role in creating sustainable motivation in students.

Furthermore, student learning motivation can be observed through several indicators reflecting their engagement in the learning process. Research explains that these indicators include the desire for success, the drive to learn, future aspirations, recognition in learning activities, interest in the learning process, and a supportive learning environment (Kurniawan

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et al., 2022). These indicators provide a clear picture of student motivation, making it easier for teachers to develop teaching strategies. By understanding these indicators, teachers can better adjust their teaching methods to meet students' needs. This will ultimately significantly improve learning outcomes. Learning motivation is crucial in vocational education, especially for students majoring in DKV. Research indicates that DKV students need strong motivation to complete various creative projects, both individually and in teams (Sukis & Kurniawan, 2025).

By implementing PjBL, students can work on real-world projects that sharpen their technical skills while fostering a sense of responsibility. This is supported by data showing an increase in student motivation from 77% to 85% after the implementation of PjBL (Karnoto, 2022). Students are better prepared to face the challenges of the workplace and entrepreneurship with high motivation. Motivation plays a crucial role in strengthening the reciprocal relationship between the learning process and students' learning abilities. In other words, motivation influences how students learn and affects their level of enthusiasm for learning. Therefore, the effectiveness of learning is greatly influenced by a teacher's ability to provide appropriate motivation to students (Athaya et al., 2024).

Motivation serves to encourage change in students, provide clear direction, and help them remain committed. Generally, motivation is a factor that drives an individual to change their behavior, take action, or learning to achieve a specific goal. Fundamentally, motivation is divided into two categories: intrinsic and extrinsic motivation (Athaya et al., 2024). Intrinsic motivation refers to the drive that arises from within the individual, such as the desire to develop skills, deepen understanding, build a positive attitude toward achievement, pursue personal satisfaction, or gain recognition without external influence. Conversely, extrinsic motivation arises from external factors, such as grades, awards, certificates, achievements, prizes, competition, or punishment (Athaya et al., 2024; Novansyah et al., 2024).

METHODS

This study employed a quantitative approach using a survey. The quantitative approach was chosen because it allows researchers to objectively measure relationships between variables by collecting numerical data that can be analyzed using statistics. The entire research process was conducted from May to July 2025 at SMKS Bina Insan Mandiri. The population in this study includes all students in the DKV vocational program at SMKS Bina Insan Mandiri, consisting of 20 tenth-grade students and 27 eleventh-grade students. Thus, the research sample consisted of 47 students. The instrument used in this study was a closed-ended questionnaire with a four-point Likert scale, designed based on creative economy indicators and learning motivation.

The independent variable instrument (the application of the creative economy) comprised six main indicators: creative ideas, collaboration, the use of design technology, product value, integration of local culture, and media innovation. Meanwhile, the dependent variable instrument (learning motivation) comprises six indicators: desire to succeed, learning drive, future expectations, appreciation of effort, interest in lessons, and learning environment support. The validity and reliability of this research instrument were tested prior to distribution. The validity test using Pearson's Product-Moment correlation showed that most

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items had significant correlation coefficients ($p < 0.05$), indicating validity. The reliability test using Cronbach's Alpha yielded a value of 0.949, which falls into the highly reliable category (≥ 0.90). In the survey method, questionnaires were distributed to pre-selected respondents to obtain data that represents the entire population. The collected data were then analyzed using simple regression analysis to determine the influence of the creative economy implementation variable on students' learning motivation.

RESULTS AND DISCUSSION

Level of Learning Motivation of DKV Program Students

Data on learning motivation were collected using a Likert-scale questionnaire comprising 12 statements. The results of the learning motivation score recapitulation are shown in the following **Table 1**.

Table 1. Frequency Distribution of Learning Motivation Scores

No	Class Interval	Frequency	Percentage	Frequency
1	32-34	4	8,9%	4
2	35-37	6	13,3%	10
3	38-40	10	22,2%	20
4	41-43	13	28,9%	33
5	43-46	5	11,1%	38
6	47-49	7	15,6%	45
	Total	**45**	**100%**	

Source: Research data processed by the researcher, 2025

Based on **Table 1**, the majority of students are in the 41-43 interval (28.9%), indicating a relatively high level of learning motivation. The lowest distribution is in the 32-34 interval (8.9%). The mean is 40.40 with a standard deviation of 4.629, a median of 40, and a mode of 41. This indicates that the data distribution is close to normal with relatively homogeneous dispersion.

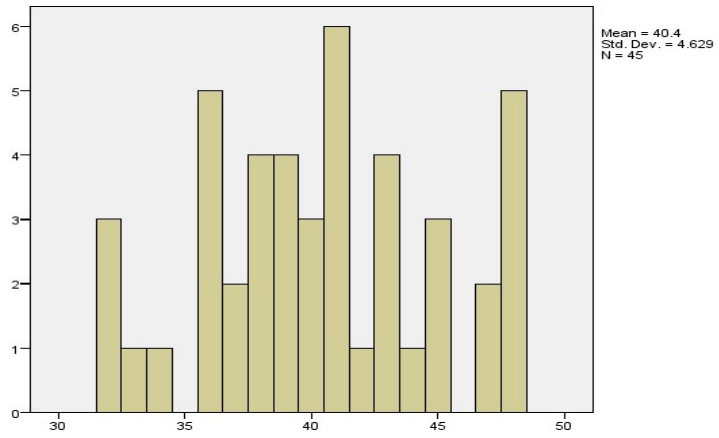

Figure 1. Histogram of Learning Motivation Scores
Source: Research data processed by the researcher, 2025

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The histogram in **Figure 1** shows a nearly symmetrical distribution, with the highest frequency around 40-41. The even distribution of data in the middle supports the conclusion that the majority of students have moderate to high levels of learning motivation.

Level of Creative Economy Implementation

Data on the implementation of the creative economy was obtained from a questionnaire covering 12 indicators related to creative idea-based learning, project collaboration, and technology utilization. The distribution of scores is presented in the following **Table 2**.

Table 2. Frequency Distribution of Creative Economy Implementation Scores

No	Class Interval	Frequency	Percentage	Frequency
1	31-33	3	6,7%	3
2	34-36	12	26,7%	15
3	37-39	13	28,9%	28
4	40-42	10	22,2%	38
5	43-45	6	13,3%	44
6	46-48	1	2,2%	45
	Total	**45**	**100%**	

Source: Research data processed by the researcher, 2025

Most students scored in the 37-39 range (28.9%), with an average of 39.78, a median of 39, and a mode of 36. The standard deviation of 4.369 indicates a moderate spread of data.

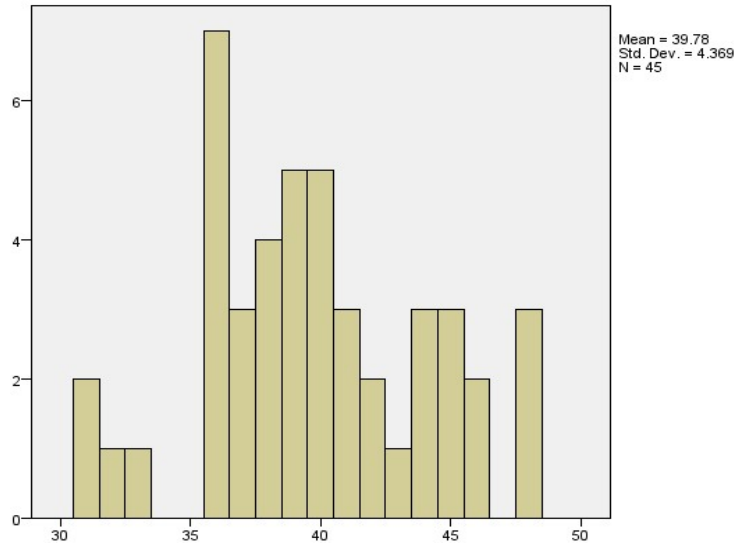

Figure 2 Histogram of Creative Economy Implementation Scores
Source: Research data processed by researchers, 2025

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The histogram in **Figure 2** shows a near-normal distribution, with scores concentrated between 36 and 42. This data indicates that the application of creative economics in learning is going well, although there are still variations between students.

Prerequisite Tests for Analysis

Before conducting regression analysis, prerequisite tests were performed to ensure that the data met statistical assumptions. These tests included tests of normality, homogeneity, and linearity, as shown in **Table 3**.

Table 3. Results of Normality Tests for the Variables of Creative Economy Implementation and Learning Motivation

	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
TX	.105	45	.200*	.968	45	.241
TY	.093	45	.200*	.959	45	.108

Source: Research data processed by the researcher, 2025

The normality test was conducted using the Shapiro-Wilk test due to the relatively small sample size (<50 respondents). The significance values for variables X (application of the creative economy) and Y (learning motivation) were 0.241 and 0.108, respectively, both of which were>0.05. This means the data is normally distributed, thus meeting the assumptions for parametric analysis. Thus, the distribution of scores on both variables can be considered normal. This means that the data meet the basic assumptions of parametric analysis, so simple regression and Pearson correlation can be performed.

Table 4. Results of the Homogeneity Test for Research Variables

Levene Statistic	df1	df2	Sig.
1.481	10	30	.195

Source: Research data processed by the researcher, 2025

Based on the Levene test results in **Table 4**, the p-value of 0.195 (>0.05) indicates no significant difference in variance. Thus, the data for both variables can be declared homogeneous.

Table 5. Results of the Linearity Test of the Relationship between the Application of the Creative Economy and Learning Motivation

			Sum of Squares	df	Mean Square	F	Sig.
TY * TX	Between Groups	(Combined)	617.060	14	44.076	4.059	.001
		Linearity	465.153	1	465.153	42.840	.000
		Deviation from Linearity	151.907	13	11.685	1.076	.414
	Within Groups		325.740	30	10.858		
	Total		942.800	44			

Source: Research data processed by the researcher, 2025

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Based on the ANOVA table in **Table 5**, the linearity test yielded a significance value of 0.000 (<0.05) for Linearity and 0.414 (>0.05) for Deviation from Linearity. This indicates a significant linear relationship between the application of the creative economy and learning motivation, with little deviation, making the simple linear regression model suitable. Additionally, the significance value in the Between Groups (Combined) section (0.001; <0.05) indicates that, overall, there is a significant difference in the relationship between creative economy implementation and learning motivation. Thus, the linear model constructed in this study is valid for describing the relationship between the two variables and supports continuing hypothesis testing using simple regression analysis.

Table 6. Results of Simple Linear Regression Analysis

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	10.796	4.602		2.346	.024
	TX	.744	.115	.702	6.471	.000

Source: Research data processed by the researcher, 2025

Based on **Table 6**, the regression coefficient for variable X is 0.744, with a significance level of 0.000 (<0.05), indicating that the application of the creative economy has a significant effect on student learning motivation. After all prerequisite tests were met, the next step was to test the hypothesis that the creative economy application variable (X) truly influences students' learning motivation (Y). Based on the analysis results in the Coefficients, the significance value for variable X is 0.000 (<0.05). Thus, the implementation of the creative economy is shown to have a significant effect on student learning motivation, leading to the rejection of the null hypothesis (H_0) and the acceptance of the alternative hypothesis (H_1). The regression analysis results in the equation:

$$Y = 10{,}796 + 0{,}744\ (X)$$

With a regression coefficient of 0.744, this suggests that a 1-unit increase in the application of the creative economy is associated with a 0.744-unit increase in learning motivation. The constant value of 10.796 indicates that if the creative economy implementation variable is zero, then learning motivation is predicted to be 10.796. Additionally, the t-value of 6.471 further supports the effect's statistical significance. Thus, it can be concluded that applying the creative economy positively increases students' learning motivation in the DKV program at SMKS Bina Insan Mandiri.

Discussion

This study shows that the application of the creative economy has a positive and significant effect on students' learning motivation in the DKV program at SMKS Bina Insan Mandiri. Students' learning motivation can grow when they are provided with challenges and meaningful experiences that align with their needs (Aurelliana & Nugraha, 2022). The PjBL model, integrated with the creative economy, creates a contextual learning environment,

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thereby enhancing students' enthusiasm and engagement in the learning process. Research also confirms that motivation is the psychological energy that directs learning behavior, and that authentic experiences, such as creative projects, are among its triggers (Zafar et al., 2021).

When examining the data distribution, the majority of students scored between 41 and 43 (28.9%) with an average score of 40.40, indicating a moderate to high level of learning motivation. Conversely, the lowest distribution is in the 32-34 interval (8.9%), indicating that a small number of students still require intervention to enhance their learning enthusiasm. In terms of creative economy applications, the majority of students scored in the 37-39 range (28.9%), with an average of 39.78. This shows that although the implementation of creative economy learning has been quite successful, there are still variations between individuals. These results support the idea that learning motivation is greatly influenced by students' internal conditions and external support from the learning environment (Afnita et al., 2022).

The findings of this study also reinforce the empirical evidence that the use of the PjBL model in the creative industry increased students' learning motivation (Wibowo & Munadi, 2022). This approach provides authentic learning experiences through tasks that require creativity, collaboration, and problem-solving. Research also reinforces these results, indicating that integrating graphic design and digital marketing learning in vocational high school students can foster engagement, entrepreneurial spirit, and readiness to enter the creative industry (Syahputra et al., 2025). Similar results were obtained, indicating that the use of attractive visual learning media can increase student engagement and improve learning motivation (Andriyanto et al., 2023).

From a creative economy perspective, PjBL at SMKS Bina Insan Mandiri facilitates students in developing creative ideas, collaborating, and producing marketable products. Activities such as redesigning packaging, creating digital promotional materials, and developing marketing strategies foster self-confidence and the relevance of learning to the industrial world. The essence of the creative economy lies in creativity, innovation, and product originality (Rikaltra & Soesilowati, 2023). This sector requires interdisciplinary collaboration, so learning that emphasizes teamwork, such as in the DKV program, will develop students' interpersonal skills while enhancing their motivation.

Theoretically, the increased motivation resulting from creative economy-based learning encompasses two dimensions: intrinsic and extrinsic motivation. Intrinsic motivation is evident in students' increased interest in creative tasks and their sense of satisfaction when they can produce quality work. Meanwhile, extrinsic motivation is influenced by recognition of their work, teacher support, and the relevance of projects to industry needs (Ansel & Arafat, 2021; Kurniawan et al., 2022). Research indicates that motivation is a driving force that prompts individuals to change their behavior to achieve specific goals (Athaya et al., 2024). Compared to the previous study that focused on technical skill development (Zikrillah et al., 2022).

This study offers a new perspective that the integration of the creative economy also significantly influences psychological aspects, particularly learning motivation. This motivation is an important foundation for continuous learning, as motivated students are more likely to explore, learn independently, and develop competencies aligned with

https://doi.org/10.17509/curricula.v5i1.88677

workplace needs. Thus, integrating the creative economy into vocational education is relevant not only for improving skills but also for building students' mental readiness to face global challenges. In practical terms, the findings of this study have implications for the development of vocational education curricula. Schools need to expand the application of creative PjBL that integrates industry needs and leverages local potential. Collaboration with creative industry stakeholders can enrich students' learning experiences and enhance the relevance of curricula to labor market demands.

CONCLUSION

This study concludes that applying the creative economy positively affects students' learning motivation in the DKV program at SMKS Bina Insan Mandiri. The integration of creative, idea-based learning, collaboration, and technology helps increase students' interest and engagement in the learning process. These findings suggest that learning that connects creativity with industry contexts can be an effective strategy for strengthening motivation to learn in vocational education. Based on these findings, it is recommended that schools continue to develop creative PjBL and expand cooperation with the creative industry. Teachers also need to enrich their teaching methods to make them more contextual and interesting for students. Further research is expected to examine the impact of the creative economy on other aspects, such as learning outcomes and entrepreneurial skills, to provide a more comprehensive understanding of its benefits.

AUTHOR'S NOTE

The author declares that the publication of this article does not involve any conflict of interest. The data and content of the article are declared to be free from plagiarism and are based on the author's research results.

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