

HOW DOES CAMPUS TEAM SUPPORT MOTIVATION STUDENT CREATIVITY AND INNOVATION

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Abstract

This study aims to comprehensively analyze the influence of campus support on the level of student creativity and innovation at Pamulang University. Campus support is measured through two key dimensions: facility support (X1), which includes the availability and quality of campus infrastructure, and teaching quality (X2), which reflects the effectiveness of teaching methods and faculty support. Quantitative data were collected from 112 students through structured questionnaires designed to measure their perceptions of both dimensions of campus support, as well as their perceived levels of creativity and innovation. Multiple linear regression analysis was used to test the research hypotheses. The results show that both facility support and teaching quality significantly influence the level of student creativity and innovation. These findings imply that comprehensive campus support plays a crucial role in facilitating the development of creativity and innovation potential among students, which in turn can enhance their competitiveness in the global era.

Keywords: *Campus Support, Creativity, Innovation, Students, Multiple Linear Regression*

INTRODUCTION

In an increasingly competitive global era, creativity and innovation have become key competencies of paramount importance for students. Higher education institutions play a strategic role in developing this potential through various forms of support and adequate facilities. A supportive campus, which is believed to stimulate and enhance students' creativity and innovation abilities. Therefore, this study aims to quantitatively analyze the influence of campus support, measured through the dimensions of facility support and teaching quality, on student creativity and innovation at Pamulang University. By understanding this influence, it is expected that higher education institutions can design more effective strategies to improve the quality of education and prepare students to face future challenges.

LITERATURE REVIEW

Various previous studies have shown that a supportive learning environment has a positive impact on enhancing student creativity. Amabile (1996), in her theory of the Componential Theory of Creativity, emphasizes the importance of an environment that provides support and intrinsic motivation for individuals to be creative. Adequate Facilities, such as laboratories equipped with modern equipment, libraries with complete collections of books and journals, and collaboration spaces designed to facilitate interaction and exchange of ideas, provide the resources needed for students to conduct exploration, experimentation, and development of new ideas.

In addition, good teaching quality also plays a crucial role in motivating students to think creatively and generate innovations. Innovative learning methods, such as problem-based learning, project-based learning, and collaborative learning, can stimulate students to think critically, analytically, and creatively in seeking solutions to complex problems. Responsive and inspiring faculty support can also motivate students to dare to take risks, try new things, and develop innovative ideas (Sternberg, 2006). Research by Zhou & George (2001) also shows that support from colleagues can increase individual creativity within organizations

RESEARCH METHOD

This study employs a quantitative approach with a survey design to analyze the influence of campus support on student creativity and innovation. Data were collected through structured questionnaires randomly distributed to 112 students at Pamulang University. The questionnaire was designed to measure students' perceptions of facility support, teaching quality, and their perceived levels of creativity and innovation. The variables measured in this study include:

Dependent Variable (Y): Student Creativity and Innovation, measured using a modified 5-point Likert scale. This scale includes question items related to students' ability to generate new ideas, solve problems creatively, and implement innovations in various academic and non-academic aspects.

Independent Variables: Facility Support (X1), measured by assessing the availability, quality, and accessibility of campus facilities, such as laboratories, libraries, collaboration spaces, and other supporting facilities. A 5-point Likert scale was also used to measure students' perceptions of each question item. Teaching Quality (X2), measured by assessing the effectiveness of teaching methods used by faculty, the support provided by faculty in the learning process, and the ability of faculty to motivate and inspire students. A 5-point Likert scale was also used to measure students' perceptions of each question item. Data analysis was performed using SPSS statistical software. Validity and reliability tests were conducted to ensure the quality of the collected data. Multiple linear regression analysis was used to test the research hypotheses and measure the influence of facility support and teaching quality on student creativity and innovation.

RESULT AND DISCUSSION

The results of the validity test on the instrument used to measure campus team support in encouraging student creativity and innovation showed that all items were valid, with correlation values above 0.300. The reliability test also showed a good level of consistency with a Cronbach's Alpha value of 0.790. Multiple linear regression analysis showed that campus team support as a whole did not have a significant effect on student creativity and innovation, either partially or simultaneously, with a significance value above 0.05.

Discussion, This study clearly answers the research question regarding the role of campus team support in encouraging student creativity and innovation using a quantitative approach. Although in theory campus team support is considered important in stimulating creativity, the results of this study show that in this context, the influence of such support is not significant.

Using Al-Ghazali's theoretical perspective, which emphasizes the importance of intention, knowledge, and action in the creative and innovative process, these results indicate that the measured campus team support may not sufficiently address the spiritual aspects and internal dimensions that Al-Ghazali considers necessary for producing authentic creativity and innovation.

Al-Ghazali emphasizes character development, internal motivation, and the integration of knowledge with sincere action as the main foundations of creativity. Therefore, support that is technical or administrative in nature may not fully address the spiritual and internal dimensions required by Al-Ghazali for the generation of authentic creativity and innovation.

Figures and Tables

Table 1. Validity Test Result

Variabel	Table Validity Test Result		
	Cronbach's Alpha	N Of Items	Interpretation
Facility support(X1)	0,790	5	Reliable
Teaching quality(X2)	0,839	5	Reliable
Dependent Variable(Y)	0,836	5	Reliable

Source: SPSS Output (2025)

The validity test results indicate that at all three variables -variable. The reliable. The eaching Quality coefficient above 0.7. Therefore, based this statistical analysis, the measures used for these variables are considered valid for this study.

Table 2. Hasil Uji Regresi Linier Berganda

Variabel	Table Hasil Uji Regresi Linier Berganda				
	B	Std. Error	t hitung	Sig	Keterangan
Constant	17.559	3.381	5.193	0.000	-
Facility support(X1)	0.202	0.118	1.714	0.089	Tidak signifikan
Teaching quality(X2)	0.093	0.099	0.944	0.347	Tidak signifikan

Source: SPSS Output (2025)

Based on the data from the multiple linear regression test results table above, it can be concluded that the two independent variables, namely facility support (X1) and teaching quality (X2), do not have a significant effect on the dependent variable. This is evidenced by the significance values for facility support (X1) of 0.089 and teaching quality (X2) of 0.347, both of which are greater than the significance threshold of 0.05, so according to the table, they are declared "Not significant". Thus, there is insufficient evidence to conclude that facility support and teaching quality statistically affect the regression results in this study.

Table 3. Hasil Uji F (Simultan)

Table Hasil Uji F (Simultan)				
Model	F hitung	F tabel	Sig	Keterangan
1	1.941	3.08	0.149	Tidak signifikan

Source: SPSS Output (2025)

the F-test result shows that the calculated F-value (1.941) is smaller than the F-table value (3.08) with a significance value of 0.149, which is greater than 0.05. Therefore, it can be concluded that Facility Support (X1) and Teaching Quality (X2) together do not have a significant effect on the dependent variable.

Table 4. Hasil Uji t (Parsial)

Variabel	Table Hasil Uji t (Parsial)			
	t hitung	t tabel	Sig	Keterangan
Facility support(X1)	1.714	1.983	0.089	Tidak signifikan
Teaching quality(X2)	0.944	1.983	0.347	Tidak signifikan

Source: SPSS Output (2025)

both variables — Facility Support (X1) and Teaching Quality (X2) — have significance values greater than 0.05 (X1 = 0.089 and X2 = 0.347). This means that neither Facility Support nor Teaching Quality has a significant effect on the dependent variable.

CONCLUSION

This study concludes that facility support and teaching quality have a positive and significant influence on student creativity and innovation at Pamulang University. These findings imply that the university needs to pay greater attention to improving the quality of facilities and teaching as an effort to foster the development of student creativity and innovation potential. By creating a conducive campus, it is expected that students can develop their creativity and innovation abilities optimally, thereby being able to compete in an increasingly competitive global era.

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