Sumarni, Abdul Manaf

Badan Riset dan Inovasi Nasional

Paper title: "Digital Creativity in the Educational Landscape: A Quantitative Analysis on Students in Different School Environments"

There have been many studies on students' digital creativity, but they tend to focus on the context of a relatively homogeneous school environment, without making systematic comparisons between schools with different environmental characteristics. This makes it difficult to determine whether the results obtained are generalised or applicable to a particular school. This study seeks to bridge the gap by conducting quantitative analyses on students in senior high school (SMA) and vocational high school (SMK) environments, so as to provide a more comprehensive insight into the level of digital creativity in a more diverse context. This study, using a quantitative approach with a cross-sectional survey type. The source of data came from high school students in Banten Province, Indonesia. The research sample was 95 students with the characteristics of 57 male students and 38 female students. The research instrument was a questionnaire. The collected data were analysed using descriptive statistical techniques and z test. The results showed that high school and vocational school students showed similar patterns in the use of software and applications (PLA), especially Microsoft Word, Excel, and PowerPoint. However, in the aspect of publication and recognition of work (PVR), they rarely share their creative work and often experience a lack of recognition. In experimentation and creativity development (EPK), both seek inspiration from social media, although they tend to stick to familiar techniques. The interest and motivation aspect (KKM) indicates that students recognise the importance of digital skills in their career development. Although many have yet to harness the potential of creativity to generate income in the monetisation aspect of digital creativity (MKD). In addition, the z-test results indicated that there was no significant difference in the level of digital creativity between the two schools (Fvalue = 3.711, α = 0.05), particularly regarding their views on the monetisation potential of digital creativity. These findings indicate the need for greater attention to the development of digital creativity skills in both types of schools to enhance students' potential in the current and future digital world.