

# IS THERE BETWEEN CREATIVITY AND LEARNING ACHIEVEMENT (A META-ANALYSIS STUDY)

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## ABSTRACT

The current study aims to describe the true correlation between creativity and learning achievement. Is the correlation between these two variables significant or not. This study was conducted because at this time almost all research resulted that students who have high or good creativity, then their learning achievement will also be high or good. Respondents in this study were students from primary education, secondary education, and higher education (universities). The level of education of respondents is considered as a moderator variable, so in detail it can be written that the purpose of this study is to determine whether or not there is a correlation between creativity and learning achievement for: 1) the respondent as a whole, 2) respondents from primary and secondary education levels, 3) respondents from higher education levels. The research method used is meta-analysis. The meta-analysis in this study was conducted using 50 studies with details of 35 studies from primary and secondary education levels and 15 studies from higher education levels. Subjects involved in this study were 10649 respondents, with details of 8372 respondents from primary and secondary education levels and 2277 respondents from higher education levels. The data analysis technique used is bare-bones meta-analysis. Referring to studies that are used as the object of meta-analysis, the research artifacts in this study were found sporadically in several studies examined. The results of this study indicate that there is a positive and significant correlation between creativity and learning achievement, either as a whole or based on the education level of the respondents. In addition, it was also found that there was a correlation shrinkage of 0.089 due to measurement error. The implication of this study is that strategies to improve student achievement can be done by increasing their creativity.

Kata Kunci: *creativity, learning achievement, meta-analysis*