

CONTRIBUTION OF LEARNING INTEREST TOWARDS CREATIVITY INVENTIVE MAKEUP AND BEAUTY STUDENTS IN THE FANTASY MAKEUP COURSE

Zahratun Nisa¹, Hayatunnufus², Reflianto³, Mimi Yupelmi⁴

^{1,,2,3,4}Faculty of Tourism and Hospitality, Padang State University

E-mail: Zahratun.niisaa@gmail.com

Abstract

Inventive creativity is an essential competency that supports students' ability to produce and develop original makeup concepts in Fantasy Makeup learning. Although various studies have discussed the enhancement of creativity through learning models, studies on the contribution of students' internal factors, especially learning interest, to inventive creativity are still limited, especially in makeup education. This study aims to analyze the relationship between students' learning interest and inventive creativity in the context of learning Fantasy Makeup courses. This study adopted a quantitative approach with a correlational design. The entire population of 90 students was determined as the research sample using a total sampling technique. Data were analyzed using descriptive analysis and simple linear regression. The results showed that learning interest and inventive creativity were in the very good category with TCR values of 82.22% and 81.49%, respectively. The regression analysis showed a positive and significant relationship between learning interest and inventive creativity ($t = 15.871$; $p < 0.001$), with a coefficient of determination (R^2) of 0.741. These findings provide empirical evidence that learning interest is an internal factor that strongly contributes to students' inventive creativity and expands the study of psychological factors in cosmetology education. These findings imply that learning strategies need to be designed not only to improve technical skill mastery but also to strengthen learning interest as a factor supporting the development of students' inventive creativity.

Keywords: *Creative Thinking, Learning Interest, Makeup and Beauty Students, Inventive Creativity, Fantasy Makeup, Makeup Education.*

INTRODUCTION

Higher education is oriented toward developing competencies that integrate knowledge, skills, and creative thinking abilities to equip graduates to face the demands of the workforce. This orientation is reflected in the learning process within the D4 Makeup and Beauty Study Program, particularly in the Fantasy Makeup course. This course not only requires students to master makeup techniques but also to be able to create, develop, and realize creative ideas into original and innovative makeup concepts. (Maida et al., 2025) This ability is a manifestation of inventive creativity which plays an important role in producing

make-up works that have aesthetic value and novelty. (Rohmawati et al., 2024) One factor thought to be related to the development of inventive creativity is interest in learning. Interest in learning indicates an individual's tendency to pay attention, develop interest, and actively participate in the overall learning process, thus encouraging the achievement of learning goals. (Safitri & Kabiba, 2020). Students with a strong interest in learning tend to demonstrate stronger motivation in seeking and exploring relevant information and references to deepen their understanding. Active engagement allows students to have more meaningful learning

experiences, thus supporting the development of inventive creativity (Ananda, 2026).

Previous research has shown that learning interest is an internal psychological factor that increases student engagement in the learning process. Students with a strong learning interest tend to be more focused, actively participate, and are motivated to explore the material in greater depth. (Zheng et al., 2026 and Fahrani Azzahra, 2024) Through active involvement in learning, students gain more experience, perspectives, and information that enrich their thinking processes, thus supporting the development of creative thinking skills. (Mariyono, 2024) However, most studies have not specifically examined the contribution of learning interest to inventive creativity. Previous findings indicate that learning experiences that provide students with opportunities to explore alternative solutions, experiment, and develop ideas independently have the potential to strengthen the relationship between learning interest and inventive creativity. These findings align with research (Fajri et al., 2025) which shows that learning based on exploration of ideas encourages the development of student creativity in the field of make-up and beauty. Based on these findings, inventive creativity can be understood as the result of the interaction between learning interest and learning experiences that support exploration. Learning interest drives cognitive engagement, while learning experiences provide a context for students to creatively develop, combine, and realize ideas. Thus, learning interest not only increases engagement in learning but also optimizes the learning experience, thus further developing inventive creativity in the Fantasy Makeup course. (Maida et al., 2025) However, research empirically examining the contribution of learning interest to students' inventive creativity in Fantasy Makeup learning in vocational education is still limited. Therefore, the relationship between the two variables still

requires empirical proof through this study.

Theoretically, the relationship between learning interest and inventive creativity can be explained through the Self-Determination Theory proposed by Deci and Ryan and Torrance's creativity theory. (Deci & Ryan, 2012) explains that intrinsic motivation encourages students to actively engage in learning through sustained attention, curiosity, and participation. This engagement creates a more meaningful learning experience, thereby expanding students' opportunities to explore knowledge and develop ideas. This process aligns with the theory of (Torrance, 1972) which places fluency, flexibility, originality, and elaboration as the primary dimensions of creativity. Thus, learning interest conceptually acts as a psychological mechanism that enhances the quality of learning engagement, while learning experiences that support exploration become the context for the development of inventive creativity. Although this relationship has a strong theoretical basis, empirical evidence regarding the contribution of learning interest to inventive creativity in Fantasy Makeup learning in vocational education is still limited and thus requires further testing. Although numerous studies have been conducted on student creativity in the field of make-up, studies examining the relationship between learning interest and levels of inventive creativity in Fantasy Makeup courses are still limited. Most previous research has focused more on the effectiveness of learning models or strategies in enhancing creativity, such as research on (Dwiyanti et al., 2023) This study shows that Project-Based Learning can enhance student creativity. However, this study has not yet explained the contribution of internal student factors, particularly learning interest, to the development of inventive creativity. Therefore, this study is important to broaden understanding of the relationship between learning interest and inventive creativity levels in the Fantasy Makeup

course.

Based on interviews conducted with 30 students from the class of 2023 who had taken the Fantasy Makeup course, it was found that 24 students showed a high level of interest in the Fantasy Makeup course, but still experienced difficulties in exploring and developing ideas independently, leading to a tendency to adapt and imitate existing concepts. This condition indicates that a high level of interest in learning does not necessarily translate into an optimal ability to develop creative ideas. (Herlambang et al., 2021). The research results are expected to provide empirical contributions in the development of learning that supports the increase of inventive creativity by strengthening students' learning interests. Previous research generally shows that student creativity can be enhanced through various learning models and strategies. These findings indicate that increased creativity is largely explained by the learning aspect. However, these studies have not extensively examined the contribution of internal psychological factors, particularly learning interest, to the development of students' inventive creativity. Although theoretically, learning interest can encourage active engagement, knowledge exploration, and idea development during the learning process, empirical evidence regarding its relationship to inventive creativity, particularly in Fantasy Makeup courses, is still limited.

This situation indicates that understanding the factors supporting the development of inventive creativity in Fantasy Makeup learning is still inadequate. Consequently, previous research has not been able to explain whether the development of inventive creativity is more influenced by the effectiveness of learning strategies or by students' internal psychological factors, particularly learning interest. Therefore, this study was conducted to provide empirical evidence regarding the relationship between learning interest and

inventive creativity in Fantasy Makeup courses. The novelty of this research lies in providing empirical evidence regarding the relationship between learning interest as an internal psychological factor and students' inventive creativity in the context of Fantasy Make-up learning, which has rarely been studied in previous research.

METHOD

This study used a quantitative approach with a descriptive correlational design to analyze the relationship between learning interest and the level of inventive creativity in the Fantasy Makeup course. The study was conducted on students majoring in Makeup and Beauty, Faculty of Tourism and Hospitality, Padang State University. The population was 90 students from the class of 2023 who had taken the course. The sampling technique used total sampling, so that all members of the population were respondents.



Figure 1 Respondent Characteristics

The total sampling technique was applied because the study population was relatively small and all members met the established criteria. This approach allows the entire population to be respondents, so the research results are expected to be able to represent the population's condition more fully with a lower sampling error rate. Thus, the sample size in this study was 90 students. Data were collected using a five-level Likert-scale closed questionnaire. The instrument included 28 statement items for the learning interest variable and 32 items for the inventive creativity variable. Validity testing was conducted on 30 students outside the sample. Instrument validity testing was conducted through

Pearson Product Moment correlation analysis. The results of the analysis showed that all statement items in the learning interest and inventive creativity instruments met the validity requirements so that all items were declared valid. The learning interest instrument consisted of 28 items with validity coefficient values (r count) ranging from 0.389 to 0.730, while the inventive creativity instrument consisted of 32 items with validity coefficient values (r count) ranging from 0.340 to 0.863. All validity coefficient values exceeded the r table value of 0.361, so all items in both instruments were declared valid and suitable for use in research. The test results showed that all items had a calculated r value greater than the r table (0.361), so they were declared valid.

Reliability was measured using Cronbach's Alpha, with a value of 0.750 for learning interest and 0.780 for inventive creativity. Both instruments met the reliability criteria ($\alpha > 0.70$), making them suitable for use in research. Prior to data collection, all participants received an explanation of the research objectives and procedures and provided informed consent. Confidentiality was maintained, and all information obtained was used solely for research purposes in accordance with ethical research principles. Data analysis was performed using IBM SPSS Statistics through descriptive statistics, the Kolmogorov–Smirnov normality test, linearity test, simple linear regression, t -test, and coefficient of determination (R^2)

with a significance level of 5%.

RESULTS AND DISCUSSION

This study uses a quantitative approach with a descriptive correlational method to examine the relationship between learning interest and the level of inventive creativity in the Fantasy Makeup course of Makeup and Beauty students. The results of the study are presented systematically through descriptive analysis of each variable, testing of analysis prerequisites, and testing of hypotheses, followed by a discussion based on the research findings.



Figure 2. Respondents' Achievement Level

Figure 2 shows that students' learning interest and inventive creativity are in the very good category. These results provide a general overview of the condition of both variables among the respondents studied. Based on these findings, further analysis focused on examining the relationship between learning interest and inventive creativity using inferential statistical analysis.

Table 1. Descriptive Statistics of Research Variables

Variables	Number of Respondents (N)	Score Range	Average (mean)	Standard deviation
Interest in Learning	90	56-140	115.03	15,724
Inventive Creativity	90	64-160	130.29	17,755

Referring to the results of the descriptive statistical analysis in Table 1, it can be seen that the scores for students' learning interest and inventive creativity are spread over a fairly wide range. However, the average values of both variables indicate that most respondents' scores are concentrated at a relatively high level, while the standard deviation values indicate variation in responses. These findings indicate that each respondent has a different level of learning interest and inventive creativity, but still within a reasonable distribution of data, indicating variation in responses between students. However, the average values of both variables indicate that most respondents' scores are concentrated at a relatively high level, while the standard deviation values indicate variation in responses between students.

Table 2. Regression Analysis

No	Statistics testing	Results
1.	Regression Equation	$Y = 18.469 + 0.972X$
2.	t-test	$t = 15.871$; Sig. = 0.000
3.	Correlation Coefficient (R)	0.861
4.	Coefficient of Determination (R^2)	0.741 (74.1%)

Based on the results of the regression analysis in Table 2, it is known that the relationship between students' learning interest and inventive creativity is positive and significant. This finding indicates that students with a higher level of learning interest tend to have higher inventive creativity abilities in Fantasy Makeup learning. However, inventive creativity is not entirely influenced by learning interest, as there are still other factors outside the research model that contribute to the development of student creativity. In the learning interest variable, the student learning interest score is in the range of 56–140 with an average value (mean) of 115.03 and a standard deviation of 15.724. The results of the Respondent Achievement Level (TCR) calculation of 82.22% categorize the student learning

interest in the Fantasy Makeup course as being in the very good category. These findings indicate that most students have a high level of attention, interest, feelings of pleasure, and involvement during the learning process. Although there are variations in scores between respondents as indicated by the standard deviation value, these variations do not change the general tendency that student learning interest is at a high level. The findings in this study are in line with the concept of learning interest according to Slameto (2015), which states that interest in learning encourages individuals to pay attention, be actively involved, and study the material voluntarily. A high TCR value indicates that students have high levels of attention, interest, enjoyment, and involvement during the learning process.

Fantasy Makeup course. These results are supported by research (Haque et al., 2024) shows that increasing learning motivation has a positive impact on student engagement and learning outcomes. In addition, research also shows that increasing learning motivation has a positive impact on student engagement and learning outcomes. (Youdhiyan Maritie et al., 2024) also found that attention is the most dominant indicator in forming interest in learning in the field of make-up, so that the higher the students' attention to learning, the higher their participation and involvement. Although the average learning interest was in the very good category, the score range of 56–140 and the standard deviation of 15.724 indicated that the level of student learning interest varied. This condition was demonstrated by the results of the researcher's initial observations, which showed that some students were not yet fully confident in exploring ideas independently despite their interest in the Fantasy Makeup course. This variation supports the view (Sardiman, 2013) Learning interest is influenced by the interaction of internal and external factors. Therefore, a high average achievement does not reflect an even distribution of

learning interest across all students, necessitating learning strategies that can accommodate differences in student learning characteristics.

The coefficient of determination (R^2) value of 0.741 indicates that learning interest can explain 74.1% of the variation in students' inventive creativity, while the remaining 25.9% is influenced by other factors outside the research model. This large contribution is in line with the mechanism explained by Self-Determination Theory. (Deci & Ryan, 2012) namely intrinsic motivation reflected in learning interest in the form of attention, interest, and active involvement encouraging students to engage more deeply in the process of exploring references and developing concepts. This kind of cognitive involvement is a prerequisite for the development of divergent thinking, which according to (Torrance, 1972) reflected in the four dimensions of creativity: fluency, flexibility, originality, and elaboration. In other words, interest in learning in this study can be understood not only as a correlation with inventive creativity, but also as theoretically related to increased cognitive involvement which is the basis for the divergent thinking process. However, the high R^2 value should be interpreted with caution. One possible cause is the relatively homogeneous characteristics of the respondents, as they all came from the same study program, year, and subject. Furthermore, both variables were measured using a self-report questionnaire, so there's a possibility that similar measurement methods could strengthen the relationship between the variables. The findings of this study cannot be interpreted as meaning that learning interest is the sole factor influencing inventive creativity. Other factors, such as creative thinking skills, practical experience, learning strategies, the learning environment, and supporting facilities, also have the potential to contribute and need to be examined in further research.

Meanwhile, in the inventive creativity variable, students obtained a score of 64–160 with an average value of 130.29, a standard deviation of 17.755, and a Respondent Achievement Level (TCR) of 81.49%, which is included in the very good category. These results indicate that in general, students have been able to generate, develop, and implement creative ideas in Fantasy Makeup learning, which is reflected in their fluency, flexibility, originality, and elaboration abilities. This finding is supported by (Sari et al., 2024) which shows that creativity is reflected through the abilities of fluency, flexibility, originality, and elaboration, which develop when students are given the opportunity to explore and develop ideas in the learning process. This finding is in line with research. (Nuraini, 2023) which shows that students' creative thinking abilities are measured through indicators of fluency, flexibility, originality, and elaboration. The results of this study indicate that an appropriately designed learning process can improve students' creative thinking abilities in all four indicators. These findings support the results of this study that students' inventive creativity is in the very good category as reflected in achievements in the aspects of fluency, flexibility, originality, and elaboration. Thus, the high level of students' inventive creativity is an important basis for further examining its relationship with learning interest in the Fantasy Makeup course.

The relationship between learning interest and inventive creativity in this study shows a positive and significant relationship. This finding indicates that learning interest is a significant contributing factor to the development of students' inventive creativity. Students with a strong learning interest tend to be more active in the learning process, have a higher sense of curiosity, and are encouraged to explore various ideas and techniques that support the formation of creative fantasy makeup works. The results of this study are in line with (Nurhayati et al., 2021) which

shows that interest in learning has a direct influence on student creativity. These findings indicate that the higher a student's interest in learning, the higher the creativity they demonstrate in the learning process. This finding is also supported by (Miftakhurrohman & Rahmiati, 2024) which shows that the use of e-modules based on meta-creative strategies effectively increases student creativity in learning about Makeup and Beauty Research. These results indicate that learning designed to encourage students to think creatively contributes to increasing student creativity. Although the contribution of learning interest to inventive creativity is relatively high, there is still 25.9% of the variation in inventive creativity explained by other factors. This indicates that the development of inventive creativity is not only influenced by learning interest, but also by supporting factors such as learning quality, lecturer competence, availability of practice facilities, and the learning environment. (Hek et al., 2026).

The findings of this study contribute to the development of educational studies, particularly in the field of cosmetology and beauty. Unlike previous research that emphasized the effectiveness of learning models in enhancing creativity, this study shows that learning interest, as an internal factor in students, has a strong relationship with the development of inventive creativity. However, this study has limitations because inventive creativity was measured using a self-report questionnaire instrument, so the results obtained reflect respondents' perceptions of their creative abilities and do not fully describe the creative performance demonstrated in the learning process. Although the instrument used has met the criteria for validity and reliability, the use of a single type of instrument has the potential to cause perceptual bias. Therefore, further research is recommended to use a multi-method approach, such as assessment of work results, observation of the learning process, or assessment by lecturers, so that inventive

creativity can be measured more comprehensively. Thus, the development of creativity depends not only on the learning strategies implemented by lecturers, but also on efforts to foster students' interest in learning as a prerequisite for developing the ability to generate and develop creative ideas. These findings broaden the perspective on factors that need to be considered in Fantasy Makeup learning. The regression results, which showed a determination coefficient of 74.1%, reinforce the importance of interest in learning in this context.

CONCLUSION

Based on the research results, it was found that learning interest has a positive and significant relationship with students' inventive creativity in the Fantasy Makeup course. These findings not only provide empirical evidence regarding the relationship between the two variables but also strengthen the theoretical perspective that the development of inventive creativity in vocational cosmetology education is influenced by the interaction between students' internal psychological factors and the learning process. Thus, this research complements previous studies that have emphasized the role of learning strategies as an external factor in creativity development. The findings of this study need to be understood by considering several limitations that may influence the interpretation and generalization of the research results. The correlational design does not allow for causal conclusions to be drawn between learning interest and inventive creativity. Furthermore, the relatively homogeneous sample, drawn from a single study program, year, and course, and the use of self-report instruments for both variables, may limit the generalizability of the findings. Based on these limitations, future research is recommended to use a longitudinal or experimental design and to expand the characteristics of respondents from various study programs and institutions. This approach is expected to provide stronger

evidence regarding the consistency of the relationship between learning interest and inventive creativity across various learning contexts in higher education. Practically, the findings of this study imply that learning in Fantasy Makeup courses, and vocational makeup education in general, needs to be designed not only to improve mastery of technical skills but also to foster learning interest as a factor supporting the development of inventive creativity. Learning strategies based on idea exploration, creative projects, and problem-solving can provide space for students to develop ideas independently. In addition, the findings of this study can be used as a basis for curriculum developers in integrating the strengthening of intrinsic motivation and learning activities that encourage creativity as part of the design of the vocational education curriculum, so that graduates are expected to be not only competent in technical aspects, but also have the ability to innovate that is relevant to the dynamics and demands of the world of work.

REFERENCES

- Ananda, MR (2026). Evaluation of the Effect of the Flipped Classroom Learning Model in Improving Student Creativity. *Journal of Applied Informatics Science*, 5(1), 103–108.
- Deci, E.L., & Ryan, R.M. (2012). Self-determination theory. *Handbook of Theories of Social Psychology*, 1(20), 416–436.
- Dwiyanti, S., Puspitorini, A., & Andina, N. (2023). IMPROVING STUDENT CREATIVITY THROUGH BEAUTY COURSE PROJECTS IN THE COSMIC BUSINESS MANAGEMENT COURSE. *Journal of Vocational and Technical Education (JVTE)*, 5(1), 49–55.
- Fahrani Azzahra, D. (2024). The Relationship Between Learning Motivation and Entrepreneurial Interests of Grade XI Beauty Students at State Vocational High School 3, Payakumbuh City. *Jurnal Tata Rias*, 14(1), 46–57.
- Fajri, L., Rahmiati, R., Rosalina, L., Giatman, M., & Minerva, P. (2025). Enhancing 4C Skills Through Project-Based Learning: A Needs Analysis and Impact Study in Cosmetology Education. *AL-ISHLAH: Journal of Education*, 17(3), 4181–4191.
- Haque, MIZU, Fachrezi, MA, & Hadiapurwa, A. (2024). Gamification of learning and its influence on student learning motivation. *Journal of Innovative Learning*, 7(1), 58–70.
- Hek, TK, Gani, P., & Mipo, M. (2026). The Role of Lecturers in Increasing Student Creativity and Innovation in Mathematics Learning. *Journal of Informatics Media*, 7(1), 95–102.
- Herlambang, AD, Sasmita, DA, & Wijoyo, SH (2021). The influence of learning interest, learning style, and creative thinking ability on learning outcomes in basic graphic design subjects. *Educic Scientific Journal: Education and Informatics*, 7(2), 105–115.
- Maida, AN, Burhanuddin, I., & Nirwana, AP (2025). *FANTASY MAKEUP*. Tahta Media Publisher.
- Mariyono, D. (2024). Learning strategies from theory to practice of collaborative learning approaches in higher education. *Nas Media Pustaka*.
- Miftakhurrohmah, M., & Rahmiati, R. (2024). The Effect of Using E-Modules Based on Meta-Creative Strategies on Student Creativity in Beauty and Make-up Research Learning. *Garina*, 16(2), 122–141.
- Nuraini, N. (2023). Implementation of Project-Based Learning to Improve Students' Creative Thinking Skills with Lesson Study. *Journal of Mathematics and Natural Sciences Education*, 13(4), 996–1004. <https://doi.org/10.37630/jpm.v13i4>.

- 1239
- Nurhayati, N., Hasibuan, L., & Rosyadi, KI (2021). Determination of learning interest and attitudes towards learning achievement through student creativity. *Syntax Idea*, 3(10), 2197–2206.
- Rohmawati, HC, Harwiyati, E., & Saputri, N. (2024). Student Creativity in Participating in the National Halloween Character Makeup Competition. *NUSRA: Journal of Research and Educational Sciences*, 5(3), 1095–1100.
- Safitri, A., & Kabiba, K. (2020). The use of image media to increase learning interest of fourth grade students at SD Negeri 3 Ranomeeto. *Didactics: Journal of Education and Science*, 20(1).
- Sardiman. (2013). *Interaction & Motivation in Teaching and Learning*.
- Sari, WSK, Fajrie, N., & Kironoratri, L. (2024). Creativity of Students' Decorative Works in Project Based Learning in Grade IV of SD 5 Gondangmanis, Kudus Regency. *Papeda Journal: Journal of Elementary Education Publication*, 6(1), 23–31.
- Torrance, E. P. (1972). Predictive validity of the tolerance tests of creative thinking. *The Journal of Creative Behavior*.
- Youdhiyan Maritie, A., Yulia, E., & Atmanto, D. (2024). Analysis of Factors Influencing Interest in Learning Make-up in Extracurricular Beauty Class Activities Among High School Students with Special Needs at SLB 02 Lenteng Agung, South Jakarta. *Journal on Education*, 7(1), 8154–8165.
<https://doi.org/10.31004/joe.v7i1.7647>
- Zheng, H., Ye, Z., Bai, X., Shen, Y., & Cui, G. (2026). The effect of enjoyment on the achievement of learning goals in college students' online classes: a moderated mediation model. *Humanities and Social Sciences Communications*, 13(1), 240.