# The Influence of Pinterest Media, Motivation, and Design Creativity on Learning Achievement at Sleman Vocational Schools

**Amelia Ajeng Saputri[1] & Mohammad Adam Jarusalem[2]**

**Yogyakarta State University Indonesia**

## ABSTRACT

This study aims to determine the effect of pinterest media use, learning motivation, and fashion design creativity on the academic achievement of fashion design vocational school students in sleman regency. This study uses a quantitative, correlational research design. The research sample consisted of 187 tenth-grade students selected from a population of 351 students. Data collection was conducted through questionnaires, figural tests, and fashion design assessments. Data were analyzed using regression analysis. The results of the study showed that the use of pinterest media had a significant effect on students' learning achievement, learning motivation had an impact on learning achievement with a low level of correlation, and creativity in designing clothes had an effect on learning achievement with a moderate level of correlation. Simultaneously, pinterest use, learning motivation, and creativity in fashion design significantly impact student achievement. The findings of this study indicate that the use of digital visual media, particularly pinterest, can be an effective alternative learning medium to support increased student creativity and achievement in fashion design.

**Keywords:** Pinterest-Based Learning, Learning Motivation, Fashion Design Creativity, Learning Achievement.

## INTRODUCTION

The development of modern technology has had a significant impact on education. Education is a long-term process aimed at producing quality human resources for the future. Therefore, improving the quality of education must be balanced with the use of technology that aligns with current developments. Education serves not only as a means of transmitting knowledge but also as a vehicle for personality development and the cultivation of students' potential across various aspects of life. One factor supporting educational success is the role of schools as formal institutions that provide learning in accordance with the applicable curriculum.

Vocational High Schools (SMK) are educational institutions designed to prepare students for work skills and competencies in specific fields. This aligns with law number 20 of 2003 on the national education system, which emphasizes that vocational education prepares students for the workforce. Therefore, practical learning is a crucial component of the learning process at vocational schools, including the fashion design expertise program. One of the core subjects in this expertise program is fashion design, which demands creativity, a keen eye for trends, and the ability to translate ideas into design work.

In fashion design learning, students require diverse sources of inspiration relevant to developments in the fashion industry. Utilizing technology-based learning media is one alternative to support this need. Pinterest is a visual platform that offers a range of images and videos for design and fashion. This media has the potential to support creative learning because it allows students to access global inspiration easily and engagingly. However, based on observations in class X of the Fashion Design Expertise Program at Vocational High Schools in Sleman Regency, the use of Pinterest as a source of fashion design inspiration remains suboptimal, limiting students' ideas and creativity.

In addition to learning media, learning motivation is a crucial factor influencing student success. Learning motivation serves as an internal driving force that encourages students to actively engage in the learning process. However, in practice, vocational high school students often face challenges, including low motivation to learn,

particularly in subjects that require creativity and the exploration of ideas. A lack of varied learning and minimal use of engaging media can lead to students being less enthusiastic and more passive in the learning process.

Creativity in fashion design is also a key competency that Fashion Design students must possess. Creativity enables students to produce innovative designs that align with current fashion trends. However, many students still struggle to develop their creativity due to limited references, a lack of understanding of design concepts, and learning strategies that do not fully encourage the exploration of ideas. Visual platforms like Pinterest have great potential to stimulate creativity, but without targeted use, these media cannot optimally impact the quality of students' design work.

Academic achievement is an indicator of student success in achieving predetermined learning objectives. Based on observations, student achievement in fashion design at vocational high schools in Sleman Regency remains suboptimal, as scores often fall below the Minimum Completion Criteria. This situation indicates the need to improve academic achievement through innovative learning media, increased learning motivation, and the development of creative fashion design skills.

Based on the description, there is a gap between the potential use of Pinterest as a source of inspiration for fashion design learning and the actual conditions in the field. Furthermore, the relationship between Pinterest use, learning motivation, and creativity in fashion design on student learning achievement has not been comprehensively studied, especially in the context of vocational high schools in Sleman Regency. Therefore, this study aims to analyze the Influence of Pinterest use, learning motivation, and creativity in fashion design on learning achievement in fashion design subjects in vocational high schools in Sleman Regency.

## METHODS

This Research is a descriptive quantitative Research with a correlation approach. The Research is to determine the Influence of variables. The Influence of the variables are: (1) the Influence of the use of Pinterest media on learning achievement, (2) learning motivation on learning achievement, (3) creativity in designing clothes on learning achievement, (4) and the Influence of the use of Pinterest media on learning motivation and creativity in designing clothes on learning achievement in fashion design subjects. The study population comprised 351 Class X students at the Fashion Design Vocational School in Sleman Regency. This study used simple random sampling. Based on the Slovin formula for a population of 351 with an error rate of 0.05 (5%), the sample size was 187. The data collection techniques used in this study are questionnaires and tests. The validity test of this Research instrument uses content validity and construct validity tests. This study uses data analysis techniques in three categories: descriptive statistics, requirements testing analysis, and hypothesis testing.

## RESULTS AND DISCUSSION

The results of a descriptive quantitative Research Study with a correlational approach on the Influence of Pinterest media, motivation, and design creativity on learning achievement at Sleman Vocational Schools are as follows.

## RESULTS

### Descriptive Statistics

Pinterest media usage data contains 25 items with 4 answer choices from the survey given to respondents, yielding a mean score of 06.69, median of 61.00, mode of 64, standard deviation of 5.78, range of 34, minimum of 41, and maximum of 75. Based on references by Denhas Wie Zarkasih et al. (2025, 285), the categories of Pinterest media usage are shown in Table 1.

Table 1. Pinterest Media Usage Categories

| Category | Intervals | Frequency | Percentage |
|---|---|---|---|
| Very high | X ≥ 69,366 | 12 | 6,4% |
| Tall | 60,69 ≤ X < 69,366 | 102 | 54,5% |
| Low | 52,014 ≤ X < 60,69 | 48 | 25,6% |
| Very Low | X < 52,014 | 25 | 13,3% |

Based on the Pinterest usage category table, the majority of students fall into the high category. This indicates that Pinterest's use in fashion design instruction is relatively good, although some students still fall into the low and very low categories.

Based on references by Denhas Wie Zarkasih et al. (2025, 285), the categories of learning motivation are presented in Table 2.

Table 2. Learning Motivation Categories

| Category | Intervals | Frequency | Percentage |
|---|---|---|---|
| Very high | X ≥ 55,948 | 21 | 11,2% |
| Tall | 44,14 ≤ X < 55,948 | 61 | 32,6% |
| Low | 32,332 ≤ X < 44,14 | 84 | 44,9% |
| Very Low | X < 32,332 | 21 | 11,2% |

Based on the learning motivation category table, the majority of students fall into the low category. This indicates that student motivation in fashion design remains suboptimal and warrants attention in the learning process.

Based on references by Denhas Wie Zarkasih et al. (2025, 285), the categories of fashion design creativity are presented in Table 3.

Table 3. Categories of Creativity in Fashion Design

| Category | Intervals | Frequency | Percentage |
|---|---|---|---|
| Very high | X ≥ 20,39 | 0 | 0% |
| Tall | 18,77 ≤ X < 20,39 | 98 | 52,4% |
| Low | 17,15 ≤ X < 18,77 | 39 | 20,8% |
| Very Low | X < 17,15 | 50 | 26,7% |

Based on the fashion design creativity category table, the majority of students fell into the high category. This indicates that students have a fairly good level of creativity in fashion design, although some students fell into the low and very low categories.

Based on the reference by Denhas Wie Zarkasih et al. (2025, 285), the categories of learning achievement are shown in Table 4.

Table 4. Learning achievement categories

| Category | Intervals | Frequency | Percentage |
|---|---|---|---|
| Very high | $X \geq 87{,}203$ | 23 | 12,2% |
| Tall | $81{,}53 \leq X < 87{,}203$ | 87 | 46,5% |
| Low | $75{,}857 \leq X < 81{,}53$ | 39 | 20,8% |
| Very Low | $X < 75{,}857$ | 38 | 20,3% |

Based on the learning achievement category table, the majority of students are in the high category. This indicates that student achievement in fashion design is quite good, though some students remain in the low and very low categories.

**Testing Requirements Analysis**

The normality test can be calculated in SPSS using the Kolmogorov-Smirnov formula. The results of the normality test are shown in Table 5.

Table 5. Normality Test Results

| Sig. | Description |
|---|---|
| 0,141 | Normal |

Based on the results of the Kolmogorov–Smirnov normality test, a significance value of 0.141 was obtained. This value is greater than 0.05, indicating that the data are normally distributed and that the normality assumption holds.

The linearity test in this study, using SPSS, is available in the appendix. The criteria for a linear relationship between the independent and dependent variables are an F value greater than 0.05. The summary results of the calculations are shown in Table 6.

Table 6: Summary Results of Linearity Test

| Variable | Sig | Criteria (Sig. >0,05) | Description |
|---|---|---|---|
| X1 with Y | 0,338 | >0,05 | Linier |
| X2 with Y | 0,795 | >0,05 | Linier |
| X3 with Y | 0,755 | >0,05 | Linier |

Based on the results of the linearity test, the deviation from linearity values obtained for the variables of Pinterest media usage X1, learning motivation X2, and fashion design creativity X3 were all greater than 0.05. This indicates that the relationship between each independent variable and learning achievement is linear, thereby meeting the linearity assumption.

Multicollinearity can be identified by a tolerance value less than 0.10 and a VIF (variance inflation factor) greater than 10. The results of the multicollinearity test, as assessed by SPSS, are shown in Table 7.

Table 7. Results of Multicollinearity Test Calculation

| Variable | Tolerance | Variance Inflation Factor (VIF) | Description |
|---|---|---|---|
| $X_1$ | 0,984 | 1.016 | There are no symptoms of multicollinearity. |
| $X_2$ | 0,997 | 1.003 | There are no symptoms of multicollinearity. |
| $X_3$ | 0,982 | 1.019 | There are no symptoms of multicollinearity. |

Based on the results of the multicollinearity test, all independent variables have tolerance values greater than 0.10 and VIF values less than 10.00. Thus, it can be concluded that there are no multicollinearity issues in the regression model.

**Hypothesis Testing**

The coefficient of determination (r2) was calculated using SPSS and is available in the appendix. The summary results of the calculation are shown in Table 8.

Table 8. Coefficient of Determination (R2)

| Variable | R | $R^2$ | Description |
|---|---|---|---|
| $X_1$ with Y | 0,694 | 0,283 | The Influence of variable X1 on variable Y is 28.3% |
| $X_2$ with Y | 0,149 | 0,022 | The Influence of variable X2 on variable Y is 2.2% |
| $X_3$ with Y | 0,337 | 0,142 | The Influence of variable X3 on variable Y is 14.2% |

The analysis showed that Pinterest media use made the largest contribution to student achievement. Creativity in fashion design contributed moderately, while learning motivation contributed relatively little. This indicates that visual-based learning media play a significant role in improving student achievement in fashion design.

The t-test, calculated using SPSS, is available in the appendix. The summary results of the calculations are shown in Table 9.

Table 9. Results of T-Test Calculation

| Variable | Unstandardized Coefficients B | Standardized Coefficients Beta | t | Sig |
|---|---|---|---|---|
| $X_1$ | 482 | 848 | 1.180 | 000 |
| $X_2$ | 062 | 131 | 2.502 | 013 |
| $X_3$ | 1.556 | 444 | 8.424 | 000 |

Based on the t-test at the 0.05 significance level, the variables Pinterest media use (X1), learning motivation (X2), and fashion design creativity (X3) each have a p-value less than 0.05. Thus, H₀ is rejected, and it can be concluded that the three variables have a significant effect on learning achievement.

**Multiple Linear Regression Analysis**

The coefficient of determination (R2) was calculated using SPSS and is available in the appendix. A summary of the calculation results is shown in Table 10.

Table 10: Summary of the Calculation of the Coefficient of Determination (R2)

| R | R Square | Adjusted R-Square |
|---|---|---|
| 707[a] | 500 | 492 |
| Predictors:(Constant), X3, X2, X1 <br><br> Dependent Variable: Y | | |

Based on the results of the multiple regression analysis, the coefficient of determination ($R^2$) was 0.500. This indicates that the use of Pinterest media (X1), learning motivation (X2), and creativity in fashion design (X3) together accounted for 50% of learning achievement. Meanwhile, the other 50% was influenced by different factors outside the variables studied.

The significance test using the F-test was calculated using SPSS and is available in the appendix. A summary of the calculation results is shown in Table 4.19.

Table 4.19 Summary of F-Test Calculations

| Model | Sum of Squares | df | Mean Square | F | Sig |
|---|---|---|---|---|---|
| Regression | 1330.383 | 3 | 443.461 | 61.008 | 000[b] |
| Residual | 1330.205 | 183 | 7.269 | | |
| Total | 2660.588 | 186 | | | |
| Dependent Variable: Y <br><br> Predictors:(Constant), X3, X2, X1 | | | | | |

Based on the table above, it can be concluded that variables X1, X2, and X3 have a simultaneous effect on variable Y.

# DISCUSSION

**Use of Pinterest media**

Based on the study's results, Pinterest use is associated with learning achievement, with a correlation coefficient of 0.694. This is reinforced by Enterprise Research (2012, p. 5), which states that "The images shared on Pinterest are interesting and very numerous, because many fashion designers use Pinterest to find inspiration or ideas." According to Wildan Anggun (2022, p. 02), "Pinterest-based learning is a computer or mobile phone program created to find sources of inspiration or sources of ideas that contain examples of images and videos about the world of fashion that are unlimited and easy to use anytime via a PC as long as there is an internet connection." Pinterest-based learning significantly influences users in developing ideas or seeking inspiration and references, helping them find images that suit their needs or desires (Rizka Aufa, 06, 2022).

The use of Pinterest affects academic achievement. The implication is that Pinterest helps students improve their academic achievement, particularly in fashion design, by making it easy for them to find references. The solution is for educators to provide direction or guidance in selecting relevant reference sources and to emphasize that references obtained should not be copied but developed into new ideas based on the references found on Pinterest.

## Motivation To Learn

Based on the study's results, learning motivation influences learning achievement, with a correlation coefficient of 0.149. This is reinforced by Nisa Pratiwi's Research (2023, p. 99), which states that "the higher the motivation, the higher the effort and learning outcomes that will be obtained." Motivation is one of the keys to success. The meaning of learning motivation is to encourage learning activities that come from within and from outside the individual. An important role in learning motivation is to provide enthusiasm and a sense of pleasure. Students have different learning motivations; some are highly motivated, resulting in optimal learning outcomes. Learning motivation plays a very important role in helping students achieve learning independence as a genuine form of educational emancipation. Independence will be reflected in students' ideals, abilities, students' understanding of the material, supportive internal conditions, the ability to overcome less conducive learning environments, and student dynamics during the learning process (Nanda Rifda, 2024, p. 25).

Learning motivation influences academic achievement. The implication is that learning motivation can encourage students to improve their academic achievement in fashion design. The solution is for educators to create a comfortable and enjoyable learning environment, appreciate student work, and develop varied learning methods to increase student enthusiasm and motivation.

## Creativity in Fashion Design

Based on the study's results, creativity in designing clothes is associated with learning achievement, with a correlation coefficient of 0.377. This is supported by Arka's Research (2017), which states that "creativity is not only done by people whose jobs require creative thinking (as a profession), but can be done for ordinary people in completing tasks or solving problems". Creativity is the ability to create and develop something new and relatively different from what already exists or what does not exist. Students' creativity in designing clothes needs to be developed to suit their potential to motivate students, so that interest and interesting ideas can emerge and be established creatively (Fajar, 2009). Creativity can be influenced by 2 factors, namely intrinsic motivation that arises from within a person which is the primary motivation for a person's creativity, while extrinsic motivation is the drive that occurs from outside a person, namely from environmental factors, school, or society and culture, the thinking ability that a person has such as fluency, flexibility, originality, and elaboration is very much needed to increase a person's creativity (Utami, M, 2012).

Fashion design creativity impacts academic achievement. The implication is that fashion design creativity should be developed during the learning process because it has a positive impact on educational attainment. A solution is for educators to design learning activities that foster creativity and allow students sufficient time to develop ideas, including in fashion design.

## Learning achievement

Based on the results of the study, it can be explained that the Pinterest-based learning variables (X1), learning motivation (X2), and creativity in designing clothes (X3), these three variables have an effect on learning achievement with a multiple correlation coefficient (R) of 0.707 indicating a high positive relationship together between the three independent variables and learning achievement. This is supported by Feng's Research (2013, p. 52), which states that "learning achievement is students being able and achieving success in learning and mastering learning materials". Learning achievement is the achievement of learning outcomes of an individual or group in the educational process. Learning achievement is the extent to which a student achieves the goals set in a program (Muhibbin, S., 2010, p. 141).

Pinterest-based learning, learning motivation, and creativity in fashion design Influence academic achievement. The implication is that Pinterest-based learning, learning motivation, and creativity in fashion design need to be

optimally improved, as they contribute to educational attainment. The solution to these three variables is for educators to create learning strategies that involve assigning projects or designing fashion by seeking inspiration from Pinterest. Then, provide motivation and appreciation, along with guidance and intensity, to foster student creativity and improve their academic achievement.

## CONCLUSION

Based on the results above, it can be concluded that the results of data analysis from the Influence of Pinterest Media Use, Learning Motivation, and Creativity in Designing Fashion on Learning Achievement in Fashion Design Subjects at SMK Sleman Regency, that: 1) The use of Pinterest media has an effect on learning achievement with a correlation coefficient of 0.694. This shows that the better the application of learning to use Pinterest, the higher the student's learning achievement. 2) Learning motivation affects learning achievement, with a correlation coefficient of 0.149. This means that motivation does contribute to increasing achievement, but not too much, 3) Creativity in designing fashion has an effect on learning achievement with a correlation coefficient of 0.377, The more creative students are in creating fashion, the better their learning achievement, 4) Variables (X1), (X2), (X3), have an effect on Y with a multiple correlation coefficient (R) of 0.707, This means that the three variables are simultaneously able to significantly improve student learning achievement.

Some limitations of this study include the fact that the academic achievement studied was limited to the fashion design subject. Furthermore, the measurement of educational attainment was based solely on casual fashion design skills, without incorporating other relevant assessment components. Therefore, the results do not fully represent academic achievement as a whole.

Based on the results of this study, the researchers recommend that schools and teachers optimize the use of Pinterest as a learning medium with adequate technological support to improve student motivation, creativity, and academic achievement. Students are expected to use Pinterest wisely as a source of design inspiration, while future researchers are advised to expand the study's variables and context to yield more comprehensive results.

## REFERENCES

1. Adony Natty, R., Kristin, F., & Anugraheni, I. (2019). Peningkatan Kreativitas dan Hasil Belajar Siswa Melalui Model Pembelajaran Project Based Learning Pada Siswa Sekolah Dasar. Journal Basicedu, 3(4), 1082–1092. https://jbasic.org/index.php/basicedu
2. Alfiah, C., & Russanti, I. (2017). Pengembangan Desain Busana Pengantin Pinjung Iras Putri Bojonegoro. e-Jurnal, 06 (02), 32–40.
3. Amrullah, S., Tae, L. F., Irawan, F. I., Ramdani, Z., & Prakoso, B. H. (2018). Studi Sistematik Aspek Kreativitas dalam Konteks Pendidikan. Psympathic: Jurnal Ilmiah Psikologi, 5(2), 187–200. https://doi.org/10.15575/psy.v5i2.3533
4. Andayani, S. W., & Hart (2020). Penerapan Model Discovery Learning Untuk Meningkatkan Kreativitas Belajar Pada Mata Pelajaran Ilmu Gizi Siswa Tata Boga di SMK. Jurnal Keluarga, 6(1), 40-46.
5. Anggun Mutiarani, W. (2022). Pengaruh Aplikasi Media Sosial Pinterest Terhadap Kreativitas Mendesain Busana Pesta Wanita Siswa Smk Syubbanul Wathon. 11(3), 1–10.
6. Asari, M. Y. (2017). Pengaruh Penggunaan Video Pembelajaran Terhadap Motivasi Belajar Menjahit Gaun Pada Siswa Kelas X Jurusan Tata Busana Di Smk Diponegoro Yogyakarta. Universitas Negeri Yogyakarta.
7. Appulembang, Y. A., & Suyasa, P. T. (2014). Pengembangan Alat Ukur Kreativitas Pada Mahasiswa Jurusan Teknik Arsitektur. Provitae Jurnal Psikologi Pendidikan, 6(1), 1–18.
8. Arikunto, S. (2019). Prosedur Penelitian Suatu Pendekatan Praktik. Jakarta: Rineka Cipta.
9. Astuti, P. (2021). Desain Busana (Menerapkan Desain Blus Sesuai dengan Konsep Kolase. Kementrian Pendidikan dan Kebudayaan.
10. Darwin, Muhammad, et al. (2021). Metode Penelitian Pendekatan Kuantitatif. Bandung: CV Media Sains Indonesia.
11. Denhas Wie Zarkasih dkk. (2025). Analisis Minat Siswa Terhadap Ekstrakurikuler Pencak Silat Di Sma Sederajat Sekecamatan Cilamaya Wetan. Jurnal ilmiah pendidikan dasar.
12. Enterprise, Jubilee (2012) Trik Memburu Foto dan Desain Grafis dengan Pinterest. Jakarta: PT. Elex

Media Komputindo.

13. Utama, R. F., & Hasyim, H. (2022). Pengaruh Motivasi Berprestasi, Disiplin Belajar, Dan Kreativitas Belajar Terhadap Prestasi Belajar Kewirausahaan Siswa Kelas Xi Ap Smk Swasta Prayatna 1 Medan T.a 2018/2019. Jurnal Administrasi Dan Perkantoran Modern, 11(2), 1–7. https://doi.org/10.24114/judika.v11i2.41612

14. Widyaningsih Penulis, A., & Widarwati, S. (n.d.). Pengaruh Penggunaan Internet Sebagai Sumber Belajar Dalam Mengembangkan Kreativitas Menggambar Busana Pesta Malam. 2, 1–8.

15. Wildan Anggun. (2022). Pemanfaatan Aplikasi Pinterest Dalam. Pembuatan Media Pembelajaran. Jurnal Jurusan Pendidikan Islam Anak Usia. Dini, Fakultas Ilmu Tarbiyah.