

The Role of Public Administration in Fostering Student Creativity through Supportive Social Environments

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ABSTRACT

This paper aims to analyze the influence of social factors on student creativity, emphasizing the role of family support, peer support, and the social climate on campus. The method used is a literature review, examining Indonesian journals from the last five years related to social influence, learning motivation, and student creativity. The findings show that: (1) family social support plays a role in boosting students' self-confidence and courage in developing ideas; (2) peer support provides an interactive space that encourages the exchange of ideas and increases learning motivation; (3) a positive campus environment strengthens student involvement in creative activities. Overall, social support is proven to reinforce a sense of security, increase motivation, and encourage students to innovate. Student creativity is also linked to the ability to take initiative, solve problems, and develop entrepreneurial interests. Based on the literature review, it can be concluded that social influence not only functions as a supporting factor, but also as the primary catalyst for the development of student creativity. The novelty of this article lies in combining the roles of three social sources family, peers, and campus within a single analytical framework that emphasizes the indirect relationship through intrinsic motivation.

Keywords: Social Influence; Student Creativity; Social Support; Peers; Intrinsic Motivation

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INTRODUCTION

Students are individuals in the early adult developmental phase who are expected to possess independent thinking, strong analytical skills, and the ability to produce innovative ideas. At this stage, creativity becomes one of the key competencies — not only related to generating new ideas, but also to viewing problems from multiple perspectives and finding more effective solutions. In higher education settings, creativity is essential to support the learning process, personal development, and readiness for the workforce (Harsono & Karlina, 2023).

Beyond internal factors, student creativity is also influenced by the surrounding social environment. Family support, peer relationships, and the academic atmosphere on campus can provide psychological encouragement that boosts self-confidence and the courage to express opinions. Conversely, an unsupportive environment can hinder the development of creative ideas. Therefore, social influence is one of the key factors in the development of student creativity (Putri & Ahyanuardi, 2021; Sinaga et al., 2024).

THEORETICAL FRAMEWORK

Social Influence

Social influence encompasses all forms of interaction, support, and responses from the surrounding environment that can affect an individual's attitudes, thinking, and behavior. This social environment may come from family, peers, lecturers, or the campus community. In the context of students, social influence not only serves as the backdrop of daily life but also shapes motivation, learning habits, and self-confidence. Good social support can create a sense of psychological safety, enabling students to more confidently express opinions and try new things (Sinaga et al., 2024).

Student Creativity

Student creativity is the ability to generate new ideas, develop flexible thinking, and find solutions that are not confined to a single approach. Creativity is not only about the output but also encompasses the thinking process when facing academic and everyday challenges. In higher education, creativity is a vital skill that helps students adapt to changing times, particularly in facing the demands of the workforce and technological advancement (Harsono & Karlina, 2023).

Forms of Social Influence on Creativity

Social influence on creativity can emerge through several forms. First, family support provides a sense of security and emotional encouragement, making students more confident in trying new ideas. Second, peer interaction opens space for discussion, exchange of ideas, and collaborative evaluation. Third, a supportive campus environment creates an open learning atmosphere that encourages more active student participation. These three forms of support are interrelated in fostering the development of student creativity (Putri & Ahyanuardi, 2021; Aini & Aeni, 2025).

The Relationship Between Social Influence, Motivation, and Creativity

Student creativity does not develop independently of its social environment. Positive social influence can enhance intrinsic motivation — the inner drive to learn and create. This motivation then becomes the primary force behind creative behaviors such as innovation, problem-solving, and producing new work. Thus, social influence operates not only directly, but also indirectly through the enhancement of students' motivation (Sinaga et al., 2024; Aini & Aeni, 2025).

METHOD

This study uses a literature review method with a descriptive qualitative approach. According to Creswell (2014), a literature review is a research method carried out by collecting, evaluating, and analyzing various relevant literary sources to gain a deep understanding of a phenomenon without conducting direct fieldwork. Data collection was conducted by searching scientific journals, research articles, and academic publications related to social influence, student creativity, learning motivation, and social support. Sources were selected from Indonesian journals published within the last five years to ensure currency and relevance. Data were gathered through digital searches on academic databases such as Google Scholar and journal repositories. Data analysis was conducted using content analysis — reading, comprehending, categorizing, and synthesizing prior research findings to identify patterns in the relationship between social influence and student creativity. This study was carried out during the academic year 2025, from the literature collection phase through analysis and final report writing.

RESULTS AND DISCUSSION

Results

The Influence of Family Support on Student Creativity

Based on the literature review, family support takes several different forms, all of which contribute to the development of student creativity, as presented in Table 1 below.

Table 1. The Influence of Family Support on Student Creativity

No	Form of Family Support	Effect on Students	Impact on Creativity
1	Emotional support (attention, affection, motivation)	Students feel valued and supported throughout the learning process	Increases self-confidence to express new ideas without fear of being wrong
2	Moral support (encouragement, advice, positive guidance)	Helps students make decisions and face academic challenges	Encourages courage to try new things and think more flexibly
3	Financial support	Covers educational needs such as tuition, books, and academic activities	Gives students space to focus on developing creative ideas without economic pressure
4	Freedom in making choices	Parents allow students to choose their major, organizations, and interests	Builds independent thinking and the ability to explore creative ideas
5	Harmonious family environment	A comfortable, low-conflict home atmosphere	Enhances emotional stability that supports creative thinking

No	Form of Family Support	Effect on Students	Impact on Creativity
6	Appreciation of achievements	Recognition for academic and non-academic accomplishments	Motivates students to continuously develop their potential and innovations

The table above shows that family support is not only material in nature but also encompasses emotional, psychological, and social dimensions. The combination of these forms of support creates a stable environment for students to develop their creativity.

Students who grow up in supportive family environments tend to be more willing to take intellectual risks — such as proposing new ideas, joining competitions, or engaging in innovative projects. Conversely, a lack of family support can make students passive, hesitant in decision-making, and lacking in confidence when developing ideas. Thus, the family can be seen as the primary foundation for building student creativity.

Social Dynamics in the Idea Development Process

Social dynamics in the student environment play a very important role in the development of creative ideas. This process does not happen instantly but unfolds through repeated interactions between individuals and their social environment. Through these interactions, students not only receive information but also exchange perspectives, critique ideas, and develop concepts into more refined forms.

Table 2. Social Dynamics in the Creative Idea Development Process

No	Form of Social Dynamic	Process Involved	Impact on Idea Development
1	Group discussion	Students exchange opinions in assignments or projects	Helps broaden perspectives and enrich existing ideas
2	Peer interaction	Informal conversations outside the classroom	Sparks spontaneous ideas that are often more creative and fresh

No	Form of Social Dynamic	Process Involved	Impact on Idea Development
3	Academic task collaboration	Working on assignments together in groups	Produces more complex ideas through the merging of different thoughts
4	Peer criticism and feedback	Evaluation of ideas shared	Helps refine ideas to be more realistic and focused
5	Campus organizational activities	Involvement in work programs and committees	Trains problem-solving and innovation skills in real situations
6	Inter-student competition	Healthy competitive pressure	Increases motivation to produce superior ideas
7	Digital environment influence	Discussions via social media or online platforms	Broadens idea references from various sources outside campus

The table shows that student idea development is heavily influenced by ongoing social interaction. Each form of interaction contributes differently to the quality of ideas produced. Group discussions and academic collaboration help broaden students' perspectives, while informal peer interactions often serve as a source of more spontaneous, creative ideas. Peer feedback acts as an evaluative mechanism that helps filter and refine ideas.

Involvement in campus organizations and academic competitions also pushes students to think more innovatively. In today's digital age, the online environment also plays a significant role by providing wider access to information and inspiration. In conclusion, student creativity is not solely the product of individual ability but also the outcome of complex and ongoing social dynamics.

The Role of Intrinsic Motivation as a Bridge for Social Influence

Intrinsic motivation is the inner drive to engage in an activity not due to external pressure, but because of personal interest, enjoyment, and satisfaction. In the context of

students, intrinsic motivation plays a crucial role in determining how far a person can develop their creativity. Social influence does not always directly produce creativity; it first affects the student's internal psychological state — namely, intrinsic motivation.

In other words, intrinsic motivation can be seen as a "bridge" connecting social influence with creative behavior, as shown in Table 3 below.

Table 3. The Role of Intrinsic Motivation as a Bridge Between Social Influence and Student Creativity

No	Source of Social Influence	Form of Influence Received	Impact on Intrinsic Motivation	Ultimate Impact on Creativity
1	Family support	Encouragement, attention, and trust	Increases self-confidence and the desire to grow	Students are more willing to develop new ideas and are not afraid to fail
2	Peers	Discussion, group work, and social interaction	Fosters healthy competition and desire to excel	Ideas become more varied and develop through collaboration
3	Campus environment	Open and supportive academic climate	Increases interest in learning and active engagement	Students are more active in innovative and academic activities
4	Lecturers/supervisors	Feedback, guidance, and appreciation	Increases sense of being valued and drive for self-improvement	Ideas become more mature and focused

No	Source of Social Influence	Form of Influence Received	Impact on Intrinsic Motivation	Ultimate Impact on Creativity
5	Organizational activities	Leadership and teamwork experience	Increases sense of responsibility and personal satisfaction	Problem-solving abilities and real innovation emerge
6	Experience of success	Academic and non-academic achievements	Strengthens self-efficacy	Students are more active in producing new creative works

The table clearly shows that each form of social influence does not immediately produce creativity but first shapes the student's internal psychological condition — intrinsic motivation. When students receive positive support from their social environment, they tend to feel more valued, more confident, and more purposeful in their studies and work.

This intrinsic motivation then becomes the primary driver of creative behavior. Students with high intrinsic motivation will more actively seek solutions, be more willing to take risks in sharing ideas, and not easily give up when facing obstacles. Conversely, if the social influence received is negative or unsupportive, intrinsic motivation can weaken, leading to reduced confidence, lower academic participation, and declining idea quality.

Discussion

The Influence of Family Support on Student Creativity

Based on the literature review, family support plays a very important role in forming and developing student creativity. The family is the first environment an individual encounters from childhood, making its influence on character formation, mindset, and self-confidence particularly strong.

Family support is not limited to material aspects but also includes emotional support, moral guidance, freedom in decision-making, and appreciation for students' achievements. Emotional support — such as attention, affection, and encouragement — makes students feel valued and unafraid to express ideas, directly boosting self-confidence, which is a key foundation for creative thinking. Moral support through positive advice and guidance helps students face academic challenges. Students who receive good guidance from their families tend to be more willing to try new things and persevere through difficulties. Financial support also plays an important role by reducing economic burdens, allowing students to focus more on developing their creative potential. Freedom in life choices is also a significant factor. Students given the space to determine their own path — whether in education or organizational activities — tend to develop better independent thinking, a key indicator of creativity. A harmonious family environment further supports emotional stability, allowing students to concentrate and develop ideas without excessive psychological disturbance. Appreciation of achievements, both academic and non-academic, motivates students to keep growing and producing new work. Overall, family support serves as the primary foundation for shaping student creativity. Students from supportive family environments tend to be more confident, more willing to take risks, and more active in developing new ideas. Conversely, insufficient family support can lead to lower self-confidence, hesitation in decision-making, and passivity in innovation.

Social Dynamics in the Idea Development Process

Social dynamics in the student environment constitute a continuous process of interaction with a major influence on the development of creative ideas. Creativity does not emerge suddenly but is formed through social processes involving the exchange of thoughts, discussion, cooperation, and shared experiences in academic and non-academic activities. Peer interaction is one of the most dominant factors in the idea development process. Through discussion, students can exchange perspectives and broaden their thinking on a given problem. Differences in viewpoints during discussion actually serve as a source of new, more varied, and innovative ideas. Informal interaction outside academic activities also plays an important role. Casual conversations among students often generate spontaneous ideas that were previously unconsidered — showing that creativity develops not only in formal situations but also in everyday social interaction. Academic task collaboration contributes greatly, as group work requires

combining different thoughts to produce more complex and refined solutions while training critical thinking and teamwork.

Peer criticism and feedback serve as an evaluative mechanism to improve ideas. Campus organizational involvement trains problem-solving skills by confronting students with real situations requiring creative solutions. Healthy competition motivates students to continuously improve and not rest on current abilities. Meanwhile, technological development and the digital environment provide broader access to information and inspiration from diverse sources.

The Role of Intrinsic Motivation as a Bridge for Social Influence

Intrinsic motivation is the inner drive to engage in an activity because of personal interest, enjoyment, and satisfaction. In the context of students, intrinsic motivation has a very important role in bridging social influence with the emergence of creativity. Social influence from the environment — whether from family, peers, lecturers, or campus — does not always impact creativity directly. It first affects the student's internal psychological state, namely intrinsic motivation. When students receive positive support from their social environment, they tend to feel more valued, more self-confident, and more motivated to grow. This intrinsic motivation then becomes the primary driver of creative behavior. Students with high intrinsic motivation will be more active in seeking solutions, more willing to voice ideas, and will not easily give up when facing obstacles. They also tend to enjoy the process of thinking and creating, not just focusing on the end result. Conversely, if the social influence received is unsupportive or negative, intrinsic motivation may decline. This can impact students' self-confidence, reduce participation in academic activities, and lower the quality of ideas produced. Thus, intrinsic motivation can be understood as a crucial linking factor between social influence and student creativity. Without strong intrinsic motivation, even positive social influence may not fully produce optimal creativity.

CONCLUSION

Based on the literature review, it can be concluded that social influence plays a very important role in the development of student creativity. Family support is the foundational factor that shapes self-confidence, emotional stability, and the courage of students to express ideas. Peer environments provide spaces for interaction that

encourage the exchange of ideas, cooperation, and the emergence of more varied new ideas.

Campus environments also make a major contribution in creating an academic climate that supports creative thinking through learning activities, organizations, and competitions. However, this social influence does not always work directly on creativity but rather through an internal process within the student — intrinsic motivation. It is intrinsic motivation that becomes the primary driver determining whether a person can transform social support into creative action.

Thus, student creativity is the result of a complex interaction between external factors (social influence) and internal factors (intrinsic motivation). Both are interrelated and cannot be separated in the process of developing students' creative potential.

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