



## LECTURER'S COMMUNICATION ATTRACTIVENESS AND STUDENT CREATIVITY IN THAI SUMMER COURSE PROGRAM

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**Abstract.** This study aims to measure and analyze facts about the relationship between the lecturer's communication attractiveness in the Summer Course program in Thailand and student creativity in the study of culture tourism. The method used is quantitative; to measure the correlation, the researcher used the Correlation Analysis Test using IBM SPSS Statistics 23 software. The results of the research show that there is a significant correlation between the lecturer's communication attractiveness, who provides learning materials on the Summer Course program at the International College RMUTK, Thailand, and the creativity of Communication Science students in West Java, Indonesia, in studying Tourism and Thai culture. In general, the conclusion of this study has proven that the communication attractiveness of lecturers consists of six variables: lecturers' communication of attractiveness, namely: taking style attractiveness, communication skill attractiveness, communication techniques attractiveness, communication strategy attractiveness, communication behavior attractiveness, communication intelligence attractiveness has a positive and significant correlation with student creativity which is measured from 9 aspects creativity, namely: setting creativity, building creativity, organizing learning, facilitate creativity, positive creativity, balance and opportunity creativity, courage and imagination creativity, managing creativity, mastery of creativity. The variable with the highest relationship value is between the variable of Lecturer Communication Appeal and variable Y: Arrangement Creativity and Building Creativity. The relationship between variables that have the lowest relationship value is between the relationship of Communication Appeal and the variable of Learning Organization. The variable of Lecturer Communication Attractiveness (X) is closely related to Student Creativity (Y).

**Keywords:** Lecturers Communication Attractiveness, Student Creativity, Summer Course, Collaboration Program, cultural-tourism studies.

## INTRODUCTION

One of the activities that has been followed by students of Communication Sciences in West Java, including students of the Faculty of Communication Sciences of the Universitas Islam Bandung (FIKOM-UNISBA), is a Summer Course program on Tourism and Cultural Studies organized by International College Rajamangala University of Technology Krungthep (RMUTK), Thailand. This program was realized through collaboration between the Association of Higher Education in Communication Sciences (ASPIKOM) for West Java, Indonesia, with the International College Rajamangala University of Technology Krungthep (RMUTK), Thailand.

State and private universities in Indonesia engage in various competitive activities to realize their vision of becoming superior and quality universities through their graduates. Public and private universities inevitably must involve and empower the academic community, including lecturers, students, administrators, and leaders, to organize quality academic activities nationally and internationally.

Collaborating with other universities, such as lecturers, researchers, and university leaders throughout the world, will be able to combine resources and expertise to accelerate university progress. The lecturer-student learning process, citations for researchers, and partnerships for leaders are essential in international collaboration because they provide appreciation to all human resources for their respective work (Alamah et al., 2023). The 2023 Summer Course program was held for one month from July to August, attended by 56 students from various AspiKOM West Java member universities starting from Telkom University, Unisba, Unikom, Unpas, Unibi, UIN and UKRI (Sarnapi, 2023). It is hoped that by taking this Summer Course, apart from studying tourism for six credits, participants will also learn Thai language and culture for four credits. Students gain valuable experience for the future, introduce Indonesia as a country with creative, innovative, and adaptive human resources, and build a good image of Indonesia.

From the above phenomenon, researchers are interested in examining whether there is a Correlation between the lecturer's communication attractiveness in providing learning material in the Summer Course program at the International College RMUTK, Thailand, the creativity of Communication Science students in West Java, Indonesia, in studying Tourism and Thai culture. This study's objectives are to measure, describe, examine, and analyze the facts about how strong the correlation between the communication attractiveness of lecturers

in the Thai Summers Course program and the creativity of students in Thai Tourism-Culture Studies. The urgency of the research, it is hoped that the results of the research can be the basis of policy so that in the future, FIKOM-UNISBA can follow up the collaboration (MoU) through ASPIKOM for the West Java region, Indonesia, with the International College RMUTK, Thailand.

Furthermore, the Research Questions of this study: Is there a correlation between the communication attractiveness of lecturers who provide learning materials on the Summer Course program at the International College RMUTK, Thailand, and the creativity of Communication Science students in West Java, Indonesia, in studying Tourism and Thai culture? Furthermore, from the research question, the researcher examines this research by identifying the following problems: How big is the correlation between the communication attractiveness of lecturers consisting of six variables of lecturers' communication of attractiveness, namely: taking style attractiveness, communication skill attractiveness, communication techniques attractiveness, communication strategy attractiveness, communication behavior attractiveness, communication intelligence attractiveness with student creativity which is measured from 9 aspects creativity, namely: setting creativity, building creativity, organizing learning, facilitate creativity, positive creativity, balance and opportunity creativity, courage and imagination creativity, managing creativity, mastery of creativity.

## **LITERATURE**

### **The Concept of Lecturer Attractiveness**

To examine the concept of lecturer attractiveness, researchers will look at it from the perspective of various experts or various scientific disciplines as stated in the book Teaching Quality (Hodges & Baum, 2019) Thomas E Hodges and Angela C. Baum are as follows: the learning process is very complex and diverse. Its success is seen from various variables. This time, the researcher will look at the variables of the lecturer and student. Lecturers will be assessed for their attractiveness, while students will be assessed for their motivation and creativity after participating in the Summer Course program in Thailand.

Lecturer attractiveness refers to the qualities that the lecturer has personally. Lecturers' expectations of students are how intelligent, interested, and motivated they are in

the learning process, and the possibility of students increasing their creativity. All lecturer preparations to appear attractive are to motivate and develop student creativity.

The Lecturer attractiveness refers to the communicator attractiveness, the communicator attractiveness in the context of this research in the lecturer attractiveness. As a lecturer, a communicator must have charm to attract the attention of the audience in the context of this student research. The attraction can be from physical appearance, speaking style, personality, performance, thinking, communication skills, and behavior. In general, communicators have a unique appeal that will be more prominent and superior in generating trust in students as their audience (Winda Kustiawan et al., 2022).

### **The Concept and Theory of Creativity**

Creativity is a person's ability to create something new, either something truly new or a new idea obtained by connecting several existing things and making them something new. Creativity can also develop existing ideas into something new and different from existing ones so they do not become stagnant. In addition, creativity makes us amazed by new things because creativity can realize brilliant ideas.

Creativity can also be interpreted as a process that demands balance and application of the three essential aspects, namely analytical, creative, and practical intelligence. When used in a combined and balanced manner, several aspects will produce successful intelligence. Creativity is related to creative individuals who involve themselves in the creative process and support and encouragement from the creative product-producing environment (Makmur & Aspia, 2015).

In his article entitled "An Analysis of Creativity," Rhodes analyzed more than 40 definitions of creativity, concluding that creativity is generally formulated in terms of person, process, press, and product. Rhodes called these four types of definitions The Four P's of Creativity. This theory was later adopted Utami Munandar as the 4P theory that underlies the development of children's creativity. In many research studies, creativity is a common phenomenon that differs in management across various fields, such as art, social sciences, literature, and science (Nilada et al., 2024). Field observations indicate that students' critical thinking skills and creativity in problem-solving remain low. One contributing factor is using limited and unvaried learning models, resulting in less meaningful learning experiences (Sungkono & Ekaputra, 2023). When there is value associated with creativity, it can affect humans on an individual level as well as on the collective of groups (Habib et al., 2024).

In simple terms, creativity is the ability to create something or an object. Creativity can also be said to be someone who uses his imagination and several possibilities obtained because of interactions with ideas or concepts, other people, and the environment. Creativity can also realize brilliant ideas that most people have never thought of before. This ability itself can be useful for many things, one of which is in solving various problems that are being faced.

## **METHOD**

### **The type of research,**

The research method used in this study is a quantitative research method. Through quantitative research methods, researchers try to measure, describe, examine, and analyze the facts based on the results of research that has been done about how strong the Correlation between the attractiveness of Thai Summers Course lecturers and student motivation-creativity is Lecturer Attractiveness in the Thai Summers Course program with Student Motivation-Creativity in Thai Tourism-Culture Course.

Quantitative research is a method for testing certain theories by examining the Correlation between variables. In addition, quantitative research is an attempt to investigate problems. Existing problems are the basis used by researchers in collecting data. Then, the variables are determined and measured with numbers to be analyzed according to the applicable statistical procedures. This research aims to help draw conclusions or generalize the theory (Creswell & Poth, 2018).

Meanwhile, Indrawan & Yaniawati stated that the quantitative research method was: researchers' efforts to collect data are numerical. The numerical data is then processed using statistical work formulas and derived from operationalized variables with specific measurement scales such as nominal, ordinal, interval, and ratio scales (Indrawan & Yaniawati, 2016).

### **Population and sample or research subject**

The objects of this research were students who had taken part in the Thai Summer Course program, which was held for one month; all of them were 56 students from the Faculty of Communication Sciences in West Java. Furthermore, through the calculation of

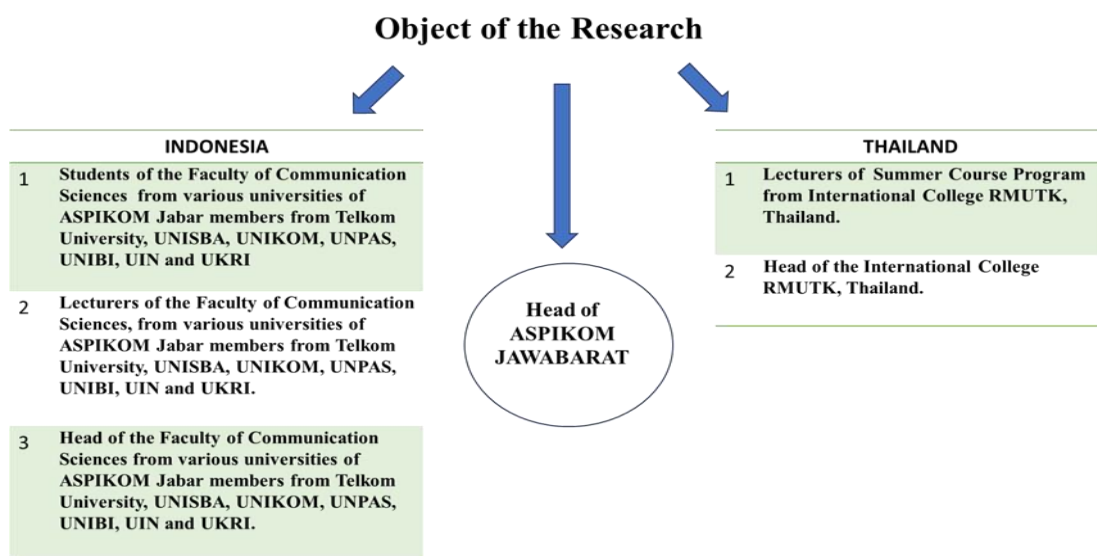
the Slovin formula, from a population of 56 people, the sample who became respondents in this study was obtained as follows:

$$n = \frac{56}{1 + 56 \times 0,1^2} = \frac{56}{1 + 56 \times 0,01}$$

$$n = \frac{56}{1 + 0,56} = \frac{56}{1,56}$$

$$n = 35,90 = 36 \text{ respondents}$$

Thus, the questionnaire will be distributed to respondents, including 36 students from various universities of ASPIKOM Jabar members selected randomly. The study's results will be measured to determine how close the correlation is, described and analysed after data processing based on the questionnaire results, and supported by interviews with several research subjects and observations.



**Figure 1: Object Of The Research**

### Time and place of research

This research was conducted from March to July 2024; the location of research was carried out on students at the various member universities of ASPIKOM West Java, Indonesia, including from Telkom University, UNISBA, UNIKOM, UNPAS, UNIBI, UIN, and UKRI who sent their students to take part in the Thailand summer course program and Lecturers at International College Rajamangala University of Technology Krungthep (RMUTK), Thailand.

### Instruments, research procedures and techniques,

Data collection techniques used in this study are as follows:

### 1. Questioners

Questionnaires were distributed to selected respondents, namely 36 students from various communication science faculties as member universities of ASPIKOM West Java, Indonesia, consisting of Telkom University, UNISBA, UNIKOM, UNPAS, UNIBI, UIN, and UKRI, which sent their students to join the Thailand summer course program.

### 2. Interviews

The interviews used by researchers in this research were unstructured, like informal conversations. This method aims to obtain information in a certain form from all informants selected deliberately, following the research objectives, which consist of secondary sources including lecturers providing materials at International College RMUTK, Thailand, faculty leaders and lecturers at the Faculty of Communication Sciences in West Java which sends its students to take part in the Thailand Summer Course program. Interviews can be conducted face-to-face or via email.

### 3. Observation

Observation is a data collection technique that conducts a good review directly of activity e-learning efforts and activities, as well as indirectly through observation of the use of e-learning media.

### 4. Literature Study

Literature study is the collection of data from books, journals, and the internet. According to Singarimbun (Singarimbun, 2011) references are: a. Acquire fundamental theories and concepts, b. research orientation on the selected topic, c. Keep up with research development, d. Make use of secondary data, e. Avoid duplication.

## **DISCUSSION**

### **Uji Validitas**

A validity test determines whether the measurement instrument (questionnaire) measures what it should measure. In the validity test, the  $r$  value (Pearson Correlation) is compared with the  $r$  table, and the significance value is compared with the alpha value. The  $df$  value in this study used a sample of 36 people/respondents. The  $r$  table value is adjusted to the number of respondents and alpha ( $\alpha$ ). The alpha used in this study is 5% or 0.05.

**Table 1: Validity Test of Lecturers Communication Attractiveness (X)**

Communication Attractiveness	1	0.586	0.32	Valid
	2	0.938	0.32	Valid
	3	0.938	0.32	Valid
	4	0.759	0.32	Valid
	5	0.810	0.32	Valid
	6	0.688	0.32	Valid

In the Validity Test Table of Communication Lecturers Attractiveness (X), all questions are declared valid because they have exceeded the minimum limit value of the r table, which is 0.32. Thus, this x variable can be declared worthy of being distributed to respondents.

**Table 2: Validity Test of Student Creativity (Y)**

Question Type	Question Items	r value	R Table	Information
Setting creativity	1	0.943	0.32	Valid
	2	0.871	0.32	Valid
	3	0.943	0.32	Valid
	4	0.753	0.32	Valid
	5	0.854	0.32	Valid
Building creativity	1	0.760	0.32	Valid
	2	0.871	0.32	Valid
	3	0.865	0.32	Valid
	4	0.907	0.32	Valid
	5	0.849	0.32	Valid
Organizing creativity	1	0.917	0.32	Valid
	2	0.897	0.32	Valid
	3	0.876	0.32	Valid
	4	0.884	0.32	Valid
	5	0.834	0.32	Valid
Facilitate creativity	1	0.828	0.32	Valid
	2	0.899	0.32	Valid
	3	0.862	0.32	Valid
	4	0.909	0.32	Valid
	5	0.877	0.32	Valid
Positive creativity	1	0.795	0.32	Valid
	2	0.848	0.32	Valid
	3	0.921	0.32	Valid
	4	0.873	0.32	Valid
	5	0.766	0.32	Valid
	6	0.613	0.32	Valid
Balance and opportunity	1	0.823	0.32	Valid

Creativity	2	0.693	0.32	Valid
	3	0.815	0.32	Valid
	4	0.864	0.32	Valid
Courage and imagination creativity	1	0.888	0.32	Valid
	2	0.882	0.32	Valid
	3	0.882	0.32	Valid
	4	0.866	0.32	Valid
	5	0.811	0.32	Valid
	6	0.921	0.32	Valid
	7	0.876	0.32	Valid
managing creativity	1	0.853	0.32	Valid
	2	0.944	0.32	Valid
	3	0.944	0.32	Valid
	4	0.853	0.32	Valid
	5	0.929	0.32	Valid
mastery of creativity	1	0.933	0.32	Valid
	2	0.858	0.32	Valid
	3	0.784	0.32	Valid
	4	0.824	0.32	Valid
	5	0.902	0.32	Valid
	6	0.935	0.32	Valid

In the Validity Test Table of Student Creativity (Y), all questions are declared valid because they have exceeded the minimum limit value of the r table, which is 0.32. Thus, this x variable can be declared worthy of being distributed to respondents.

### Reliability Test

Reliability Test is used to measure the consistency of the measurement instrument in the questionnaire. The criteria for the reliability coefficient can be seen in the following table:

**Table 3: Interpretation Reliability coefficient**

Reliability coefficient	Interpretation
0,90 – 1,00	Very high
0,70 – 0,90	High
0,40 – 0,70	Currently
0,20 – 0,40	Low
< 0,20	Very low

This Reliability Test is obtained from the Validity Navigation and Construct Reliability with Cronbach's Alpha column. The Cronbach's Alpha results show that the

greater the value, the more reliable it is (Reliability measurement indicators according to Sekaran (Sekaran & Bougie, 2010) divides the level of reliability with the following criteria:

- If alpha or r count: 0.8-1.0 = Good reliability.
- 0.6-0.799 = Acceptable reliability.
- less than 0.6 = Poor reliability

**Table 4: Reliability Test Results**

		Sig. or <i>p-value</i>	<i>Alpha(α)</i>	Conclusion
<b>Variabel LECTURERS COMMUNICATION ATTRACTIVENESS (X)</b>		0.867	0.600	Reliability is acceptable
<b>Variabel STUDENT CREATIVITY (Y)</b>	Setting creativity	0.920	0.600	Reliability is acceptable
	Building creativity	0.902	0.600	Reliability is acceptable
	Organizing learning	0.928	0.600	Reliability is acceptable
	Facilitate creativity	0.917	0.600	Reliability is acceptable
	Positive creativity	0.892	0.600	Reliability is acceptable
	Balance and opportunity Creativity	0.788	0.600	Reliability is acceptable
	Courage and imagination creativity	0.949	0.600	Reliability is acceptable
	managing creativity	0.936	0.600	Reliability is acceptable
	mastery of creativity	0.935	0.600	Reliability is acceptable

The results of the reliability test calculations show that all variables have been declared reliable or have been declared consistent. This can be seen from the results of the alpha-chronbach's value, which is higher than the limit value of 0.6.

**Classical Assumption Test/ Normality Test**

Before conducting Correlation Analysis, it is necessary to conduct a classical assumption test to determine whether the data to be tested is normal or not. Therefore, a Normality Test is needed. The normality test in this study uses the Shapiro-Wilk method with test criteria for the significance value (Sig.) If the p-value <0.05, then the data is normally distributed. The hypothesis is as follows:

- a. if the significance value < 0.05, the data is usually distributed.
- b. if the significance value > 0.05, the data is not normally distributed.

Based on the calculation, it was found that all variables to be tested were usually distributed. The following is a table of calculation results using the help of IBM SPSS Statistics 23 software:

**Table 5: The normality test**

		Alpha Cronbach's	Critical Point	Conclusion
<b>Variable LECTURER COMMUNICATION ATTRACTIVENESS (X)</b>		0.003	0.05	Normal
<b>Variable STUDENT CREATIVITY (Y)</b>	Setting creativity	0.000	0.05	Normal
	Building creativity	0.000	0.05	Normal
	Organizing learning	0.000	0.05	Normal
	Facilitate creativity	0.009	0.05	Normal
	Positive creativity	0.000	0.05	Normal
	Balance and opportunity Creativity	0.025	0.05	Normal
	Courage and imagination creativity	0.043	0.05	Normal
	managing creativity	0.000	0.05	Normal
	mastery of creativity	0.000	0.05	Normal

It can be seen that the calculation above states that all variables are normally distributed.

**Correlation Analysis**

Correlation Analysis is one of the statistical calculation methods used to determine the relationship between variables. It can also show how far the relationship between variables is and in what direction it is.

In this study, the researcher tried to calculate using correlation analysis to see the relationship between Thai Summers Course Lecturer Communication Attractiveness and

Student Creativity in Tourism-Cultural Studies. The results of this calculation can be seen in the table below:

**Table 6: Correlation Analysis**

<b>Lecturer Communication Attractiveness (X)</b>		
<b>Student Creativity (Y)</b>	Setting creativity	0.465
	Building creativity	0.466
	Organizing learning	0.058
	Facilitate creativity	0.221
	Positive creativity	0.118
	Balance and opportunity Creativity	0.323
	Courage and imagination creativity	0.342
	managing creativity	0.303
	mastery of creativity	0.300

From the table above, it can be seen that each variable has a different relationship value. The variable with the highest relationship value is between the lecturer's communication attractiveness variable and the Y variable: Setting creativity at 0.465 and Building creativity at 0.466. The relationship variables with the lowest relationship value are the relationship Communication Attractiveness and the Organizing learning variable; namely, the magnitude of the relationship is 0.058. So, overall, the lecturer communication Attractiveness variable (X) is closely related to Student Creativity (Y) with a relationship value of 0.588. The calculation results can be seen in the table below:

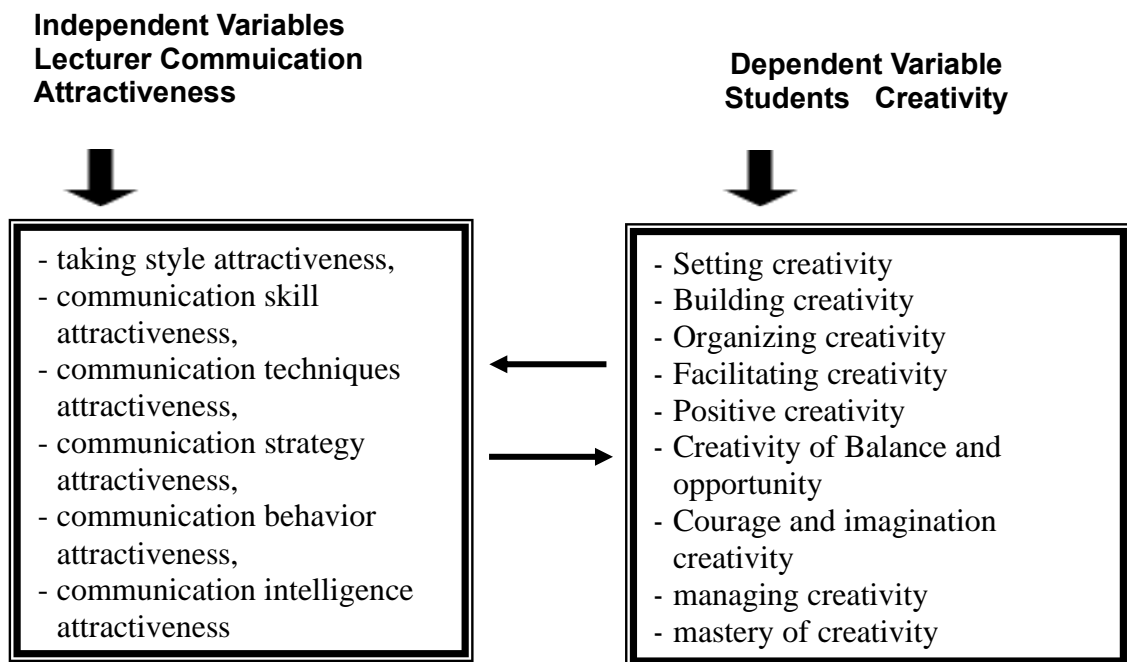
**Table 7: Correlation Value of Lecturer's Communication Attractiveness (X) with Student Creativity (Y)**

	<b>Lecturer Communication Attractiveness (X)</b>
<b>Student Creativity (Y)</b>	0.588

The results of this test indicate a significant and positive correlation between Lecturer Communication Attractiveness (X) and Student Creativity (Y). The table shows that, based on the correlation analysis test, Lecturer Attractiveness has a greater correlation with Student Creativity. The researcher will then conduct an analysis and discuss the results of this research.

**Measurement of Correlation Between Variables Lecturer Communication Attractiveness with Student Creativity.**

To measure whether there is a correlation and how close the correlation is between Lecturer Communication Attractiveness as an Independent Variable and Student Creativity as a Dependent Variable, it can be depicted in the following picture:



**Figure 2: The correlation is between Lecturer Communication Attractiveness as an Independent Variable and Student Creativity as a Dependent Variable**

**The Descriptive Analysis of Research Results and Discussion**

Based on the statistical tests above, the researcher will then analyze the study's results and their discussion. To analyze and discuss the results of the study, the researcher refers to the results of statistical tests related to Correlation Analysis, which is a statistical calculation method used to see the relationship between variables based on the collected questionnaires. Furthermore, the researcher will conduct an analysis based on the variables measured, namely the Lecturer Communication Attractiveness variable (X), which consists of 6 sub-variables X, namely: taking style attractiveness, communication skill attractiveness, communication techniques attractiveness, communication strategy attractiveness, communication behavior attractiveness, communication intelligence attractiveness. While the Y variable is Student Creativity, it will measure nine aspects: setting creativity, building creativity, organizing creativity, facilitating creativity, positive creativity, balance and

opportunity creativity, courage and imagination creativity, managing creativity, and mastery of creativity.

### **Lecturer Communication Attractiveness with Student Creativity**

The researcher will analyze the research results and discuss the Communication Attractiveness Variable. Based on the statistical test results above, the researcher refers to the statistical test results related to Correlation Analysis, a statistical calculation method used to see the correlation between variables based on the collected questionnaires. Furthermore, the researcher will conduct an analysis based on the measured variables, namely the Communication Attractiveness variable of lecturers (X) in the learning process, namely the correlation seen from Communication attractiveness with student motivation and creativity. As previously explained, measuring lecturers' communication attractiveness consists of Talking style attractiveness, Communication skills attractiveness, Communication Technique Attractiveness, Communication strategy Attractiveness, Communicating behaviors attractiveness, and communication intelligence attractiveness.

Lecturer Communication Attractiveness is important in this study; however, lecturers have a major role in motivating student creativity to make the learning process more meaningful. This research supports the results of previous research that indicated that We examine how communication attractiveness and personality attractiveness relate to performance in self-employment. Interestingly, we did not find that physical or personality attractiveness individually had any significant relationship with earnings for self-employed individuals (Wolfe & Patel, 2024). In addition to studying tourism for six credits, participants studied Thai language and culture for four credits. From the above phenomenon, researchers are interested in examining whether there is a correlation between the attractiveness of lecturers in providing learning materials in the Summer Course program and student creativity. It is necessary to explore the opinions and assessments of students as intelligent class observers of the Summer Course program implemented through research. Quality education goes beyond merely conveying information; it also involves cultivating skills pertinent to contemporary demands. A crucial life skill to be instilled in learners is creativity. Creativity is characterized by an individual's capacity to think innovatively, generate novel and unconventional ideas, and devise unique solutions to challenges and opportunities (Fitri et al., 2024). That is clear: Creativity is imagining or creating something new (Wulandari et al., 2024).

Students' opinions and assessments will be measured to what extent the Summer Course program correlates with developing students' creativity in cultural-tourism studies after participating in the program. This study aims to measure, describe, examine, and analyze facts about the correlation between the attractiveness of communication among lecturers in the summer course about programs in Thailand and student creativity in cultural tourism studies. The method used is a quantitative method, and to measure the correlation the researcher uses the Correlation Analysis Test using IBM SPSS Statistics 23 software. In general, the results of this study indicate that the attractiveness of lecturer communication, based on the correlation test that has been carried out, is highest in communication skills and communication techniques, which means that a lecturer must pay attention to communication skills as well as master the correct communication techniques. In the context of student creativity, the highest is in creativity in setting and building creativity, meaning that the learning process of tourism and culture of the Thai Summer Course program has a significant positive correlation with students organizing and building their creativity. Creativity also involves an attitude that includes a willingness to accept change and innovation, play with ideas, and possess flexibility in perspective (Lubart et al., 2022).

The results of the research show that there is a significant correlation between the lecturer's communication attractiveness, who provides learning materials on the Summer Course program at the International College RMUTK, Thailand, and the creativity of Communication Science students in West Java, Indonesia, in studying Tourism and Thai culture. From the data, it can be seen that the highest correlation is in student creativity related to Determining Creativity and Building Creativity. This means that students who participate in this program have been able to organize and build their creativity, which is triggered by the communication skills and appeal of the lecturers who provide material in this summer course program. Of course, this cannot be separated from the interaction between lecturers and students during the learning process and emotional support from students and lecturers. How lecturers organize and manage the learning process as stated in the following previous research results: Research has shown that teacher-student interaction, specifically emotional support, teaching support, and classroom management, can have a positive impact on students' creativity during the learning process (Zhong, 2024).

If students' creativity is continuously honed, then in the future, it will enable Indonesian students to have the ability to build themselves, their families, their organizations, and their environment, and then will bring the good name of Indonesia in

larger forums both nationally and internationally. As stated in the following previous research results, researchers have also noted that fostering students' creativity is essential for developing an innovative society. Creative students have the potential to become future leaders in various fields, including science, academia, engineering, and the arts (Wang et al., 2024).

This research can realize the internalization of Islamic values, especially in a learning context that collaborates between two countries, namely Indonesia and Thailand. Internalizing Islamic values is very important for the learning process of various tribes and countries with the same vision, raising the level of Islam in particular and the values of friendship between the two countries. The aspect of internalizing Islamic values in the short course program is to realize collaboration and cooperation for good, namely, making the nation intelligent.

## **CONCLUSION**

The research results show that there is a significant correlation between the lecturers' communication attractiveness who provide learning materials on the Summer Course program at the International College RMUTK, Thailand, and the creativity of Communication Science students in West Java, Indonesia, in studying Tourism and Thai culture.

In general, the conclusion of this study has proven that the communication attractiveness of lecturers consists of six variables lecturers' communication attractiveness, namely: taking style attractiveness, communication skill attractiveness, communication techniques attractiveness, communication strategy attractiveness, communication behavior attractiveness, communication intelligence attractiveness has a positive and significant correlation with student creativity which is measured from 9 aspects creativity, namely: setting creativity, building creativity, organizing learning, facilitate creativity, positive creativity, balance and opportunity creativity, courage and imagination creativity, managing creativity, mastery of creativity.

The variable with the highest relationship value is between the variable of Lecturer Communication Appeal and variable Y: Arrangement Creativity and Building Creativity. The relationship between variables with the lowest relationship value is between the relationship of Communication Appeal and the variable of Learning Organization. Overall, the variable of Lecturer Communication Attractiveness (X) is closely related to Student Creativity (Y).

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