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The Effect of Innovative Behavior, Skills, and Communication on the Academic Achievement of Management Study Program Students in Batam City

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ABSTRACT

Purpose. This study aims to analyze the effect of innovative behavior, skills, and communication on the academic achievement of Management Study Program students in Batam City. Academic achievement represents an important indicator of students' learning outcomes and reflects their ability to understand and apply knowledge gained during the educational process. Various individual competencies may contribute to students' academic performance, including their capacity to generate innovative ideas, develop learning-related skills, and communicate effectively in academic environments. Innovative behavior encourages students to explore creative approaches in solving academic problems, while skills support students in managing learning activities and academic responsibilities. Communication competence also facilitates interaction, discussion, and collaboration in the learning process. Therefore, understanding the role of these factors is important for improving students' academic achievement in higher education.

Materials and methods. This study employed a quantitative explanatory research design using a survey method. The population consisted of Management Study Program students in Batam City, with a total sample of 98 respondents selected for the study. Data were collected using a structured questionnaire measured with a five-point Likert scale. The research instrument was first tested for validity and reliability to ensure accurate and consistent measurements. Data analysis was conducted using SPSS version 26. Several statistical procedures were applied, including classical assumption tests and multiple linear regression analysis. Hypothesis testing was carried out using t-tests to determine partial effects, an F-test to examine the simultaneous influence of the independent variables, and the coefficient of determination (R^2) to evaluate the explanatory power of the regression model.

Results. The findings show that innovative behavior has a positive and statistically significant effect on students' academic achievement (Sig.=0.000). Skills also demonstrate a positive and significant influence on academic achievement (Sig.=0.002). In contrast, communication does not show a statistically significant effect on academic achievement (Sig.=0.137). The simultaneous analysis indicates that innovative behavior, skills, and communication collectively have a significant influence on academic achievement (F-test Sig.=0.000). The regression model also shows a high explanatory power with a coefficient of determination (R^2 = 0.921), indicating that approximately 92.1% of the variation in students' academic achievement can be explained by the independent variables included in the model.

Conclusions. The results highlight the importance of innovative behavior and learning-related skills in improving students' academic achievement. Although communication did not demonstrate a significant effect in this study, it remains an important element that supports interaction and collaboration in academic environments. Higher education institutions are therefore encouraged to develop learning strategies that promote creativity, skill development, and active participation in order to enhance students' academic performance..

Keywords: Innovative Behavior, Skills, Communication, Academic Achievement

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INTRODUCTION

Academic achievement is commonly used as an indicator to evaluate students' learning outcomes in higher education. It reflects the extent to which students are able to understand course materials, develop analytical thinking, and apply knowledge gained during their studies. Achieving optimal academic performance is influenced by various internal and external factors, including students' attitudes, learning competencies, and interpersonal abilities (Efendi, 2025). In the context

of modern higher education, students are expected not only to master theoretical knowledge but also to develop innovative thinking, practical skills, and effective communication abilities that support their academic success.

Innovative behavior has increasingly been recognized as an important factor that contributes to students' learning performance. Students who demonstrate innovative behavior tend to be more proactive in exploring new ideas, solving academic problems creatively, and adapting to different learning environments. Such behavior encourages active engagement in the learning process, allowing students to approach academic challenges with flexibility and initiative (Akomodi, 2025). As higher education institutions emphasize creativity and problem-solving abilities, innovative behavior becomes an essential competency that supports students' academic development.

In addition to innovative behavior, students' skills also play a significant role in determining academic achievement. Skills in this context include the ability to manage learning activities, organize academic tasks, and apply effective learning strategies. Students with well-developed skills are generally more capable of handling academic responsibilities, completing assignments efficiently, and maintaining consistent learning performance (Aprelyani, 2023). These competencies help students adapt to academic demands and improve their capacity to achieve better academic outcomes.

Communication competence is another important aspect that supports students' academic success. Effective communication enables students to express ideas clearly, participate actively in discussions, and collaborate with peers during the learning process. Through communication, students can exchange knowledge, clarify concepts, and strengthen their understanding of academic materials. Strong communication skills are therefore considered essential for building interactive learning environments and fostering collaborative academic experiences (Aprilita et al., 2025).

Despite the importance of these competencies, previous studies have often examined only one or two variables related to academic achievement. Furthermore, many studies have been conducted in large academic centers or major cities, which may not fully represent the learning conditions of students in industrial regions such as Batam City. Batam is known as a rapidly developing industrial area where many students pursue higher education while simultaneously working (Aznikhah et al., 2025). This unique condition may influence students' learning behaviors, academic strategies, and overall academic performance.

Considering these conditions, it is important to investigate how innovative behavior, skills, and communication contribute to students' academic achievement within this specific context. Understanding the influence of these variables can provide insights into the factors that support students' academic success in higher education institutions located in industrial regions (Chan & Dai, 2023). Therefore, this study aims to examine the effect of innovative behavior, skills, and communication on the academic achievement of Management Study Program students in Batam City.

METHOD

This research applied a quantitative explanatory approach to investigate the relationship between innovative behavior, skills, communication, and academic achievement among university students (Sugiyono, 2020). The quantitative method was chosen because it allows the researcher to examine the influence of several independent variables on a dependent variable through statistical analysis.

The population of this study consisted of students from the Management Study Program in Batam City. A total of 98 students participated as respondents in this research. The respondents were selected to represent students who were actively enrolled in the program and involved in the academic learning process.

Data were collected using a structured questionnaire designed to measure each research variable. The questionnaire consisted of several statements related to innovative behavior, skills, communication ability, and academic achievement (Rachman & Yochanan, 2024). All items were measured using a five-point Likert scale, ranging from strongly disagree to strongly agree. This measurement scale was used to capture respondents' perceptions regarding the variables examined in the study.

Before conducting the main analysis, the research instrument was tested for validity and reliability to ensure that the questionnaire items accurately measured the intended variables and produced consistent results. The validity test was used to determine whether each statement item was appropriate for measuring the research constructs, while the reliability test was used to evaluate the consistency of the measurement instrument (Ghozali, 2021).

The collected data were analyzed using Statistical Package for Social Sciences (SPSS) version 26. Several statistical procedures were applied in the analysis process. First, classical assumption tests were conducted to ensure that the regression model met the required statistical assumptions. These tests included normality, multicollinearity, and heteroscedasticity tests.

To examine the relationship between the variables, multiple linear regression analysis was employed. Hypothesis testing was performed using t-tests to determine the partial effect of each independent variable on academic achievement. In addition, an F-test was conducted to evaluate the simultaneous influence of innovative behavior, skills, and communication on students' academic achievement. The coefficient of determination (R^2) was also calculated to measure the proportion of variation in academic achievement that could be explained by the independent variables included in the regression model (Suriani et al., 2023).

Through these analytical procedures, the study aimed to obtain empirical evidence regarding the influence of innovative behavior, skills, and communication on the academic achievement of Management Study Program students in Batam City.

FINDING AND DISCUSSION

Partial Effect Analysis (t-Test)

To examine the individual influence of each independent variable on academic achievement, a partial hypothesis test was conducted using the t-test. This analysis aims to determine whether innovative behavior, skills, and communication have a significant effect on students' academic achievement individually (Wulandari et al., 2024). The hypothesis testing was performed by comparing the calculated t-value with the t-table value at a significance level of 5% ($\alpha = 0.05$). If the calculated t-value is greater than the t-table value and the significance value is less than 0.05, the variable is considered to have a significant effect on the dependent variable.

The degree of freedom used to determine the t-table value is calculated as $df = n - k - 1$, where n represents the number of respondents and k represents the number of independent variables. Based on the research data with 98 respondents and three independent variables, the t-table value obtained is 1.985.

Table 1. Partial Regression Results (t-Test)

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	3.268	1.198		2.727	.008
Innovative Behavior	.591	.043	.646	13.797	.000
Skills	.238	.076	.251	3.155	.002
Communication	.128	.085	.120	1.500	.137

a. Dependent Variable: Academic Achievement
Source: Processed SPSS Data (2026)

Based on the results presented in Table X, the partial hypothesis testing shows different effects for each independent variable. Innovative behavior has a calculated t-value of 13.797, which is greater than the t-table value of 1.985, with a significance value of 0.000, which is lower than the significance level of 0.05. This indicates that innovative behavior has a positive and statistically significant effect on academic achievement. Students who demonstrate higher levels of innovative behavior tend to achieve better academic performance.

The results also indicate that the skills variable has a calculated t-value of 3.155, which is greater than the t-table value of 1.985, with a significance value of 0.002, which is below the

significance threshold of 0.05. This finding confirms that skills have a positive and significant effect on academic achievement.

In contrast, the communication variable shows a calculated t-value of 1.500, which is lower than the t-table value of 1.985, with a significance value of 0.137, which is greater than 0.05. This result indicates that communication does not have a statistically significant effect on academic achievement.

Overall, the partial analysis demonstrates that innovative behavior and skills significantly influence students' academic achievement, while communication does not show a significant individual effect in this study.

Simultaneous Effect Analysis (F-Test)

The simultaneous effect analysis was conducted to determine whether the independent variables (innovative behavior, skills, and communication) collectively influence students' academic achievement (Ariyani & Hadiani, 2020). The F-test is used to examine the significance of the regression model by comparing the calculated F-value with the F-table value at a significance level of 5% ($\alpha = 0.05$).

The decision criteria for the F-test are as follows: if the calculated F-value is greater than the F-table value and the significance value is less than 0.05, then the independent variables simultaneously have a significant effect on the dependent variable. Conversely, if the calculated F-value is lower than the F-table value and the significance value is greater than 0.05, the independent variables do not have a significant simultaneous effect.

The value of the F-table is determined using the formula $df = n - k - 1$, where n represents the number of observations and k represents the number of independent variables. Based on the research data with 98 respondents and three independent variables, the resulting F-table value is 2.70..

Table 2. ANOVA Results (F-Test)

Model	Sum of Squares	df	Mean Square	F	Sig.
Regression	7070.871	3	2356.957	364.156	.000[b]
Residual	608.405	94	6.472		
Total	7679.276	97			

a. Dependent Variable: Academic Achievement

b. Predictors: (Constant), Communication, Innovative Behavior, Skills

Source: Processed SPSS Data (2026)

Based on the results presented in Table X, the calculated F-value is 364.156, which is greater than the F-table value of 2.70, with a significance value of 0.000, which is lower than the significance level of 0.05. These results indicate that the regression model is statistically significant.

This finding demonstrates that innovative behavior, skills, and communication simultaneously have a significant effect on students' academic achievement. In other words, the three independent variables collectively contribute to explaining variations in the academic achievement of Management Study Program students in Batam City.

Coefficient of Determination (R^2)

The coefficient of determination (R^2) analysis was conducted to measure how well the independent variables explain the variation in the dependent variable. In this study, the coefficient of determination is used to determine the extent to which innovative behavior, skills, and communication contribute to explaining students' academic achievement (Fachlovi, 2022). The value of R^2 ranges from 0 to 1. A higher R^2 value indicates that the independent variables have a stronger ability to explain the variation in the dependent variable within the regression model.

Table 3. Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	0.960	0.921	0.919	2.545

Predictors: (Constant), Communication, Innovative Behavior, Skills
Dependent Variable: Academic Achievement
Source: Processed SPSS Data (2026)

Based on the results presented in Table X, the correlation coefficient (R) value is 0.960, which indicates a very strong relationship between the independent variables (innovative behavior, skills, and communication) and the dependent variable, namely academic achievement. This value suggests that the three variables collectively have a strong association with students' academic performance.

Furthermore, the R Square value of 0.921 (92.1%) indicates that 92.1% of the variation in academic achievement can be explained by innovative behavior, skills, and communication included in the regression model. The remaining 7.9% of the variation in academic achievement is influenced by other factors that were not examined in this study.

These results demonstrate that the regression model has a very high explanatory power in describing the relationship between the independent variables and students' academic achievement.

Discussion

Hypothesis 1: The Effect of Innovative Behavior on Academic Achievement

The results of the partial hypothesis testing indicate that innovative behavior has a positive and statistically significant effect on students' academic achievement. This is evidenced by the calculated t-value of 13.797, which is greater than the t-table value of 1.985, and a significance value of 0.000, which is lower than the significance level of 0.05. These results demonstrate that the hypothesis stating that innovative behavior influences academic achievement is accepted.

This finding suggests that students who demonstrate higher levels of innovative behavior tend to achieve better academic performance. Innovative behavior encourages students to think creatively, explore new ideas, and develop alternative solutions when facing academic challenges. Such behavior allows students to become more proactive in the learning process, enabling them to adapt to different learning situations and academic demands more effectively (Firdausiah & Etikariena, 2021).

In the context of higher education, innovative behavior plays an important role in promoting active learning and intellectual curiosity. Students who are willing to experiment with new approaches, share ideas, and seek different perspectives are more likely to develop deeper understanding of academic materials. This ability contributes to improved academic outcomes because students are able to apply knowledge more effectively in completing academic tasks (Lovita & Idulfilastri, 2024).

The results of this study are also consistent with previous research that highlights the importance of innovative behavior in enhancing students' academic performance. Innovative behavior supports the development of critical thinking, creativity, and problem-solving abilities, which are essential competencies in modern higher education environments. These competencies enable students to engage more actively in learning activities and contribute to better academic achievement (Mataac, 2025).

Therefore, the findings of this study indicate that strengthening innovative behavior among students can play an important role in improving academic achievement (Ningsih et al., 2025). Educational institutions are encouraged to create learning environments that promote creativity, independent thinking, and active participation so that students can develop innovative attitudes that support their academic success.

Hypothesis 2: The Effect of Skills on Academic Achievement

The results of the partial hypothesis testing indicate that skills have a positive and statistically significant effect on students' academic achievement. This is supported by the calculated t-value of 3.155, which is greater than the t-table value of 1.985, and a significance value of 0.002, which is lower than the significance level of 0.05. These results confirm that the hypothesis stating that skills influence academic achievement is accepted.

This finding suggests that students who possess better learning-related skills tend to achieve higher academic performance. Skills in the academic context include the ability to manage learning activities, organize academic tasks, and apply effective learning strategies. Students with well-

developed skills are generally better prepared to handle academic responsibilities, complete assignments efficiently, and maintain consistent academic performance (Rosyida & Bahtiar, 2024).

In higher education environments, skills are considered an essential component that supports students' academic development. Students who are able to manage their time effectively, understand learning materials, and apply appropriate study strategies are more likely to achieve better academic outcomes. These competencies allow students to adapt to academic challenges and maintain a productive learning process (Sahabuddin et al., 2024).

Furthermore, the positive relationship between skills and academic achievement indicates that skill development plays an important role in enhancing students' learning effectiveness. The ability to apply knowledge, solve problems, and manage academic workloads contributes significantly to improving academic performance. As a result, students who continuously develop their learning skills tend to demonstrate stronger academic achievements compared to those with lower levels of academic skills (Saputri et al., 2025).

Therefore, the findings of this study highlight the importance of strengthening students' learning skills in higher education. Universities are encouraged to support the development of students' academic competencies through effective learning strategies, academic guidance, and skill-based educational approaches that help students achieve better academic outcomes (Sabri et al., 2023).

Hypothesis 3: The Effect of Communication on Academic Achievement

The results of the partial hypothesis testing show that communication does not have a statistically significant effect on students' academic achievement. This is indicated by the calculated t-value of 1.500, which is lower than the t-table value of 1.985, and a significance value of 0.137, which is higher than the significance level of 0.05. Based on these results, the hypothesis stating that communication has a significant effect on academic achievement is not supported.

This finding indicates that communication ability alone does not directly contribute to improving students' academic achievement in this study. Although communication is generally considered an important factor in the learning process, its influence on academic performance may depend on other supporting factors such as learning motivation, study habits, and academic engagement. In some cases, students may achieve good academic results through independent study or personal learning strategies even if their communication skills are not highly developed (Sumardin & Sabri, 2023).

Another possible explanation is that communication in the academic environment may function more as a supporting factor rather than a direct determinant of academic achievement. Communication skills can facilitate collaboration, discussion, and information exchange among students and lecturers. However, academic performance is often more strongly influenced by cognitive abilities, learning strategies, and the ability to manage academic tasks effectively (Sabri et al., 2024).

In addition, the learning conditions experienced by many students in Batam City may also influence this result. A considerable number of students combine academic activities with work responsibilities, which may limit their opportunities to engage in intensive academic communication or collaborative learning activities. As a result, communication may not appear as a dominant factor affecting their academic outcomes (Sudianto et al., 2022).

Therefore, although communication did not show a significant influence on academic achievement in this study, it remains an important competency that supports interaction and knowledge exchange in the educational environment. Universities are encouraged to continue promoting effective communication skills among students as part of a broader effort to enhance collaborative learning and academic development (Efendi, 2025).

Hypothesis 4: The Simultaneous Effect of Innovative Behavior, Skills, and Communication on Academic Achievement

The results of the simultaneous hypothesis testing indicate that innovative behavior, skills, and communication collectively have a significant effect on students' academic achievement. This is supported by the calculated F-value of 364.156, which is greater than the F-table value of 2.70, with

a significance value of 0.000, which is lower than the significance level of 0.05. These results demonstrate that the regression model is statistically significant and that the three independent variables simultaneously influence academic achievement.

This finding suggests that innovative behavior, skills, and communication together contribute to improving students' academic performance. Although communication did not show a significant effect individually, its presence alongside innovative behavior and skills may still support the overall learning process (Akomodi, 2025). The combination of these competencies can create a more effective learning environment where students are able to develop ideas, apply their abilities, and interact with others during academic activities.

In addition, the results indicate that the integration of these three factors can strengthen students' capacity to achieve better academic outcomes. Innovative behavior encourages creativity and initiative in solving academic problems, skills help students manage learning activities effectively, and communication facilitates interaction and information exchange within the academic environment (Aprelyani, 2023). When these elements function together, they can support a more productive and adaptive learning process.

Furthermore, the strength of the relationship between the variables is reflected in the coefficient of determination value, which indicates that a large proportion of the variation in academic achievement can be explained by innovative behavior, skills, and communication. This result confirms that these variables collectively play an important role in shaping students' academic success (Aprilita et al., 2025).

Therefore, the findings of this study highlight the importance of developing innovative attitudes, strengthening students' learning skills, and encouraging effective communication in higher education. Universities and lecturers are encouraged to design learning environments that support creativity, skill development, and collaborative interaction in order to enhance students' academic achievement.

CONCLUSIONS

This study aimed to examine the effect of innovative behavior, skills, and communication on the academic achievement of Management Study Program students in Batam City. Based on the results of the data analysis and hypothesis testing, several conclusions can be drawn.

First, innovative behavior has a positive and significant effect on students' academic achievement. This indicates that students who demonstrate higher levels of creativity, initiative, and the ability to generate new ideas tend to achieve better academic performance. Innovative behavior encourages students to actively engage in the learning process and to develop effective approaches for solving academic problems.

Second, skills also have a positive and significant effect on academic achievement. Students who possess stronger academic skills, such as the ability to manage learning activities and apply effective study strategies, are more capable of achieving higher academic outcomes.

Third, communication does not show a significant effect on academic achievement. This finding suggests that communication ability alone does not directly influence students' academic performance in this study. However, communication remains an important competency that supports interaction and collaboration in the academic environment.

Fourth, the simultaneous analysis shows that innovative behavior, skills, and communication collectively have a significant effect on academic achievement. This result indicates that the combination of these factors contributes to explaining variations in students' academic performance.

Overall, the findings of this study highlight the importance of strengthening innovative behavior and developing students' learning skills in order to improve academic achievement. Higher education institutions are therefore encouraged to create learning environments that promote creativity, skill development, and active participation among students to support their academic success.

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