

The Creativity of Islamic Religious Education Teachers for Effective Learning

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Abstract: Learning in schools currently cannot be effective due to the lack of organized learning by the teacher. This study was to determine the effect of the creativity of Islamic Religious Education teachers in Elementary Schools or Madrasah Ibtidaiyah on effective learning. The research method is a quantitative method with a post-positivist approach. The population in this study was 25 teachers of Islamic education at the Elementary School or Madrasah Ibtidaiyah in the city of Bandung. While the sample is 18 teachers. Data collection through questionnaires. The data analysis technique used data normality test and correlation test. Hypothesis testing using a path analysis of 0.05. The results of the normality test of the data showed that the data were normally distributed, which was indicated by the distribution of the points on the Q-Q diagram on a diagonal line in both the teacher creativity test and effective learning. The results of the correlation test show that there is a positive relationship between teacher creativity in realizing effective learning with a coefficient of 0.522. The conclusion from the results of this study is that there is an influence of teacher creativity in an effort to realize effective learning. So the more Islamic Religious Education teachers increase their creativity, the higher the chances of realizing effective learning.

Keyword: Creativity; Effective learning; The teacher creativity;

Abstrak: Pembelajaran di sekolah saat ini belum bisa efektif dikarenakan kurang terorganisirnya pembelajaran oleh Guru. Penelitian ini bertujuan untuk mengetahui pengaruh kreativitas guru Pendidikan Agama Islam di Sekolah Dasar/ Madrasah Ibtidaiyah terhadap pembelajaran efektif. Metode penelitian ini adalah metode kuantitatif dengan pendekatan post-positivisme. Populasi dalam penelitian ini adalah 25 orang guru pendidikan Agama Islam di Sekolah Dasar atau Madrasah Ibtidaiyah di Kota Bandung. Sedangkan sampel nya adalah 18 guru. Pengumpulan data melalui angket. Teknik analisis data menggunakan uji normalitas data dan uji kolerasi. Pengujian hipotesis menggunakan analisis jalur 0,05. Hasil penelitian uji normalitas data menunjukkan data yang berdistribusi normal yang ditunjukkan oleh sebaran titik-titik pada diagram Q-Q berada pada garis diagonal baik pada uji kreativitas guru maupun pembelajaran efektif. Hasil uji kolerasi menunjukan terdapat hubungan yang positif antara kreativitas guru terhadap pembelajaran efektif dengan koefisien sebesar 0,522. Kesimpulan dari hasil penelitian ini adalah terdapat pengaruh kreativitas guru dalam usaha mewujudkan pembelajaran efektif. Maka semakin guru Pendidikan Agama Islam meningkatkan kreativitas nya, semakin tinggi peluang untuk mewujudkan pembelajaran yang efektif.

Keywords: Kreativitas; Kreativitas Guru; Pembelajaran Efektif

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INTRODUCTION

The learning process is a continuous, planned, linked and balanced activity, which in turn gives characteristics to the learning process. The word learning comes from the word *learning* which is given the affix *pe* and *an* which means that in the learning process there must be knowledge, a process of improvement, and a process of obtaining facts or skills that can be done (Luly et al., 2021; Mundiri & Irma, 2017). Effective learning is identified as measurable by the achievement of learning objectives that have been set by the teacher by some students. This level of proficiency indicates that the student has gained a learning experience. One of the influences of effective learning is teachers who have creativity in learning (As-Sa'idah et al., 2022).

Each learning activity process will go through three stages, namely planning, application and evaluation. To create effective learning, an educator must establish a learning design listed in the Learning Program Plan (RPP). Learning media and technology are also benchmarks for the success of learning activities in the classroom. These two aspects are factors for the success or failure of student achievement in the learning process (Nawawi, 2018).

Based on the literature, there are still many learning activities that do not work effectively. One of the indicators is that the material presented by the teacher is not well organized, students are not actively involved in the learning process. In addition, it causes unattractive learning for learners and does not achieve the established learning objectives (Anwar, 2017).

The fact of ineffectiveness of the learning process requires a teacher to increase creativity in the learning process in order to run effectively. Learning will also run better if it is supported by teacher creativity in improving the quality of learning (Nurulhaq et al., 2019). This will affect the condition of students who are more interested in the learning process of each subject. With more creative learning, students will be more enthusiastic to take part in classroom learning (Supriadi, 2018).

When learning is interesting and fun, it will certainly provide changes for students and ultimately produce creative students. In addition, teachers who are creative in teaching can develop the potential of students and make learning more dynamic, and effective. Currently, education really needs creative teachers because it is important in the development of human resources, including in learning. Therefore, the challenge of applying creativity requires a strong spirit in every teacher (Awi & Zulkifli, 2021).

Several previous studies have analyzed teacher creativity and effective learning. One of the studies on teacher creativas concluded that the element of creativities in the teaching process is one of the positive activities and is the responsibility of the teacher to bring creative learning to life. In addition, Islamic Religious Education teachers need to practice elements of creativity, namely

elements that involve imaginative ideas, the creation process, teaching strategies and the learning environment (Awi & Zulkifli, 2021; Fathurrohman, 2016).

Meanwhile, research on effective learning concludes that indicators of effective learning are influenced by other variables such as process, context, extras and existing support systems. The four main things that are the requirements for effective learning are 1) the quality of learning; 2) adequate level of learning; 3) rewards and 4) evaluation (Setyosari, 2014).

Previous studies relevant to this study are as follows; First, research conducted by Farida Iriani with the research title "Creativity of Islamic Religious Education Teachers in the Use of Learning Media and Students' Ability to Understand PAI Material in Schools" the results show that teachers who are creative towards the use of learning media show a positive response from their students, so that students are more interested in following their learning (Iriani, 2019). Secondly, Research conducted by (Suhendar et al., 2021), This research entitled "The Influence of Teacher Creativity in Online Learning on Student Learning Outcomes in Islamic Religious Education Subjects" The results of the study show significant things happen when teachers have creativity during online learning. Third, the research conducted by Rina, Mujahadin and Anang at MAN 4 Bogor, the research was conducted to find a relationship between learning motivation and teacher creativity, the results of the research there was a positive relationship between teacher motivation and teacher creativity together with the learning outcomes of Islamic Religious Education (Herawati et al., 2019). Furthermore, the previous research that has relevance to this research is the research conducted by Halimurosid et al, the title of the research is "Creativity of Islamic Religious Education Teachers in Improving the Quality of PAI Learning at SDN Bingawati", according to his research that the quality of PAI learning is good due to the influence of creative teachers when conducting their learning (Halimurosid et al., 2021). Finally, the research with the title "Creativity of PAI Teachers in the Development of Teaching Materials in Madrasah Aliyah Jeumala Amal Lueng Putu", the results in the development of teaching materials in the school pai teachers tend to be creative judging from the variety of teaching materials made with adjusted sub-materials taught (Jufni et al., 2015).

From the facts and data above, it can be seen that this research has similarities, namely the same as researching educational creativity while the novelty of this research explores the effectiveness of PAI learning with the influence of creativity owned by teachers. The purpose of this study is to determine the indicators of teacher creativity and indicators of effective learning and whether the two are interconnected. So the main problem that will be discussed in this study is to look at the creativity of Islamic Religious Education teachers in Ibtidaiyah Elementary Schools / Madrasahs in realizing creative learning.

RESEARCH METHOD

This research was carried out in the even semester of the 2021/2022 school year. The population in this study was teachers of Islamic Religious Education in elementary schools in Bandung with a total of 25 teachers. While the sample is 18 with the same character, that is, there is no difference. These teachers were used as research samples considering the problems when teaching Islamic Religious Education as described in the background.

This research uses quantitative research methods because the variables are measured by instruments consisting of numbers and analyzed using statistics (Umar et al., 2020). This research approach uses post-positivism because information and data use instruments filled in by participants (Ryandra & Syaifuddin, 2020). Data collection uses surveys in the form of questionnaires that are compiled by themselves. Data collected through google form. The purpose of this technique is to obtain information from Islamic Religious Education teachers regarding the development of teacher creativity and effective learning.

The data collection technique used is with a questionnaire research instrument (questionnaire). The questions in this questionnaire must be answered by choosing one of the 3 alternative answers that are considered appropriate to the actual conditions. The three answers are; Yes, the score is 3, Maybe the score is 2 and No the score is 1. The steps to analyze the data are ; 1) calculate respondent values, 2) recap grades, 3) calculate averages, 4) calculate percentages.

RESEARCH RESULT AND DISCUSSION

Research Result

The results of this study were carried out several steps. The first step is to formulate a hypothesis. The first hypothesis in this study is that there is an influence of teacher creativity (X) and effective learning (Y). So it can be interpreted that the higher the teacher's creativity, the more likely it will be to realize effective learning.

H0 = no influence of teacher creativity (X) and effective learning (Y)

H1 = there is an influence between teacher creativity (X) and effective learning (Y) The first step taken is to test assumptions (data normality). The data normality test was continued using the analyze descriptive statistice formula calculated with the help of SPPS 20. Here is a table of the calculation results:

Tabel 1
Case Processing Summary

	Cases					
	Valid		Missing		Total	
	N	Percent	N	Percent	N	Percent
Teacher_creativity	18	100.0%	0	0.0%	18	100.0%
Effective_learning	18	100.0%	0	0.0%	18	100.0%

Tabel 2
Tests of Normality

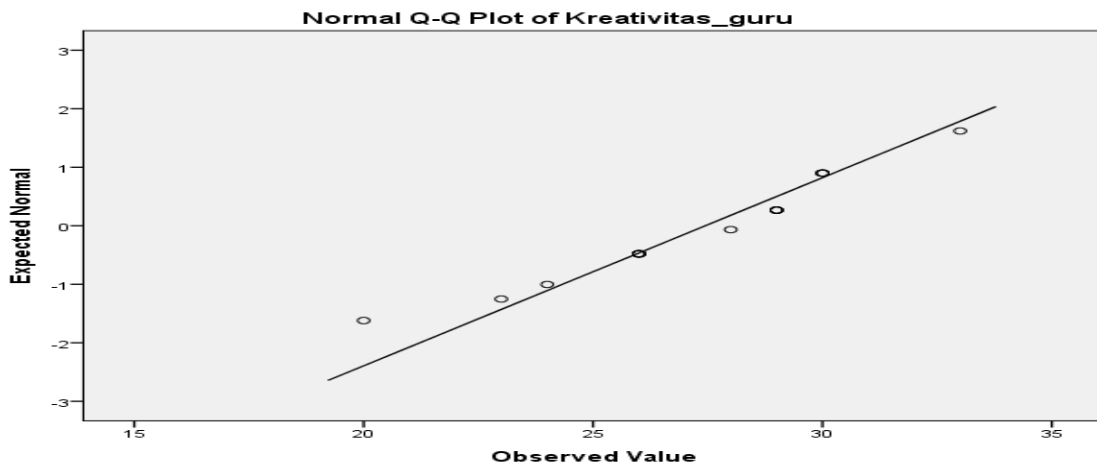
	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Teacher_creativity	.192	18	.080	.932	18	.212
Effective_learning	.157	18	.200*	.895	18	.048

*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

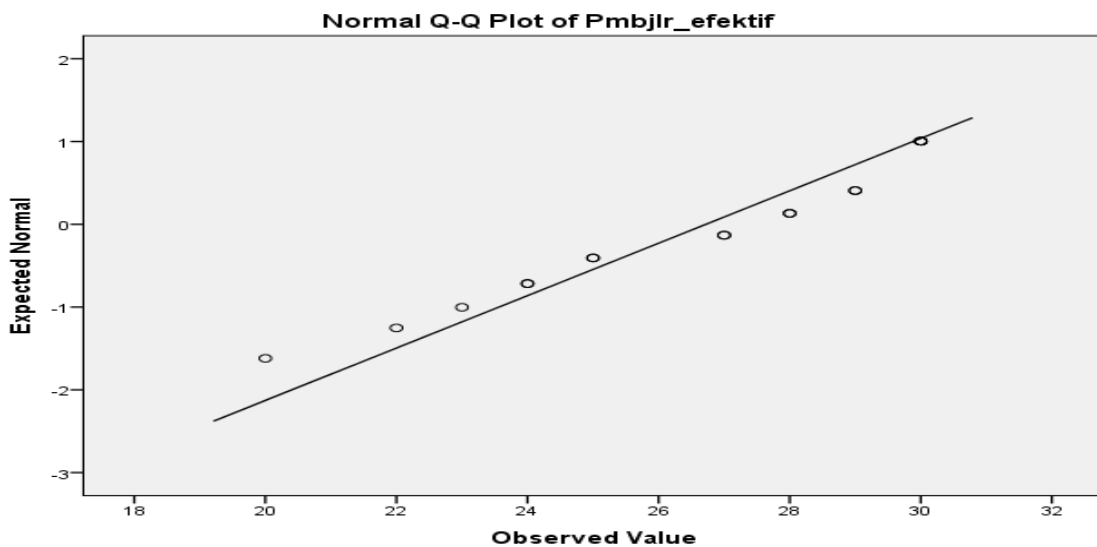
From the table above, it can be seen that all sig values on Kolmogorov-Smirnov Teacher creativity are 0.80 which means more than 0.05 (> 0.05) similarly in Shapiro-Wilk teacher creativity his sig value is 0.212 which means more than 0.05 (> 0.05). Likewise with Kolomogorov-Smirnov effective learning the sig value is 0.200 which means more than 0.05 (> 0.05) and Shapiro-Wilk effective learning the sig value is 0.048 which is greater than 0.05 (> 0.05). Thus the scattered data is normally distributed, while the distribution of data looks like the image.

Tabel 3



In the Normal Q-Q diagram of the score plot in the teacher's creativity section, you can see the dots spread around the diagonal line, only a few points are far from the line, then the data is normally distributed.

Tabel 4



In the Normal Q-Q diagram of the Score plot in the learning section, you can see the points spread around the diagonal line, only a few points are far from the line, then the data is normally distributed. After the assumption test that is the normality of the data is met, then the next step is to test for hepotesis. After formulating the above hypothesis, the calculation results:

Tabel 5
Paired Samples Correlations

	N	Correlation	Sig.
Pair 1 Teacher_creativity and Effective_learning	18	.522	.026

Based on the results of the correlation between the two variables resulting in a Sig value of 0.026 ($\text{Sig} > 0.05$), this indicates that between the two variables there is a relationship. To see the strong influence from the choleration, it is 0.522. We compare the value of the choleration with the range below:

Tabel 6

Koefesien	Relationship Strength
0,00	No connection
0,01-0,09	Relationships are meaningless
0,10-0,29	Weak relationship
0,30-0,49	Moderate relationship
0,50-0,69	Strong relationship
0,70-0,89	Relationships are very strong
>0,90	The relationship is close to perfect

The value of 0.522 is in the range of 0.50-0.49, which is a strong relationship, this shows that the influence of teacher creativity and effective learning is that there is a meaningful/real relationship. As for seeing the results of the hypothesis, it is as follows:

Tabel 7
Paired Samples Test

	Paired Differences					t	df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
Pair 1 Kreativitas_guru - Pmbjlr_efektif	.72222	3.06413	.72222	-.80153	2.24598	1.000	17	.331

Based on the Paired Sample Test output display, it can be seen that the Sig value is 0.331, because the sig value is < 0.05 then H_0 is rejected, H_1 is accepted. So it is concluded that there is an influence between teacher creativity and effective learning. In other words, teachers of Islamic Religious Education in elementary schools or Ibtidaiyah madrasahs who are creative can realize effective learning. The next step is a regression test to determine the influence or not between teacher creativity and effective learning. The calculation results are:

Tabel 8
ANOVA^a

Model	Sum of Squares	df	Mean Square	F	Sig.
1 Regression	44.854	1	44.854	6.001	.026 ^b
Residual	119.591	16	7.474		
Total	164.444	17			

a. Dependent Variable: Kreativitas_guru

b. Predictors: (Constant), Pembelajaran_efektif

Tabel 9
Coefficients^a

Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.
	B	Std. Error	Beta		
1 (Constant)	13.703	5.647		2.427	.027
Pmbjlr_efektif	.514	.210	.522	2.450	.026

a. Dependent Variable: Kreativitas_guru

At a significance level of 0.05 is 2.40. From the results of the analysis test in the table above, the value of $F_{hitung} = 6.001 > 2.40$ was obtained. Therefore H_0 is rejected and H_1 is accepted. This means that there is a positive influence between teacher creativity and effective learning. Also based on the table view of coefficients, it can be seen that the value of B on effective learning is 0.514. This shows that effective learning has a positive effect on teacher creativity. To realize effective learning, Islamic Religious Education teachers in Elementary Schools or Madrasah Ibtidaiyah must develop their creativity, by understanding the stages of creativity and also understanding the correct performance of effective learning.

Tabel 10
Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.522 ^a	.273	.227	2.73394

a. Predictors: (Constant), Pembelajaran_efektif

Based on table 10 of the Model Summary, the result of the magnitude of the influence of teacher creativity (X) in realizing effective learning (Y) is shown with an R value of 52.2% (0.522), this shows a strong influence. Meanwhile, the contribution or contribution of the teacher creativity variable to effective learning is 22.7% (0.227), and 77.3% is determined by other variables.

Discussion

According to Guilford creativity is fluency of thought, flexibility of thinking, elaboration and originality (Rahman, 2012). While the understanding according to him is the ability of a person to come up with a unique idea or the ability to spark an original idea (Taylor, 2007)(Saleh et al., 2021). It can be concluded that creativity must be unique and original.

Creativity is the main thing for the development and survival of man. Creativity is an important theory in supporting teaching and learning, and improving teacher understanding and learning design. It is the capacity of a person to produce a composition, product or idea that is fundamentally new and previously unknown to the manufacturer(Bedanta, 2021).

The characteristics of a person's creativity are being able to solve problems with several correct alternative solutions, having several steps, being able to answer problems with several different but correct answers, and having a strong imagination, self-confidence, critical thinking and full of enthusiasm(Masyhudi & Musa, 2018).

The stages of the process of creativity according to Campbell include ; 1) preparation; 2) elaboration; 3) science; 4) elaboration; and 5) verification (LeFever, 2004)(Asmawati, 2014). While the factor that affects a person's creativity is the ability to think which consists of intelligence and experience skills (Riansyah & Sya'roni, 2017). Therefore, the creativity of Islamic Religious Education teachers is the ability of teachers to solve problems in the learning process through imagination, critical thinking, with confidence and enthusiasm.

Meanwhile, effective learning is the focus of the teacher's teaching pattern in the classroom and its collation (results) to students. According to Nell J. Salkind, one of the experts in Contemporary Educational Psychology, there are ten teacher behaviors that show a strong relationship with student performance that is expected according to learning objectives. The first five behaviors are called key behaviors because they are considered essential for effective learning, among which are (1) clarity of learning; (2) learning variations; (3) teacher task orientation; (4) student involvement in the teaching process; and (5) student success rates. As for the remaining five behaviors, they are the ideas of student contribution, structuring, questioning, investigating the impact of teachers and teacher-student relationships(Wicaksono, 2019).

1) Clarity of Learning/Teaching

This behavior is related to whether or not the teacher's presentation is clear in the classroom whose indicators are: (a) being able to convey points clearly to participants who have different levels of understanding; (b) may express concepts that help learners follow the learning steps; (c) Direct oral delivery, can be heard by learners, and is free from any distractions.

2) Varied learning variations

This means the ability of a teacher to deliver learning flexibly or variedly. According to Salkind, one effective way to create variety of learning is to ask learners questions. Therefore, an effective teacher must know the rules of throwing questions in various question formats, such as process questions, factual questions, and so on. Other indicators of learning variation to be aware of are equipment, appearance, and classrooms. This application will eventually attract learners to be actively involved in all learning processes and their achievements on the exam.

3) Teacher Task Orientation

Teacher task orientation is a key behavior that refers to the allocation of time in the classroom that the teacher is devoted to teaching subjects. The more time allocated, the greater the opportunities that students must learn. There are several things to consider, namely: (a) how much time is spent planning teaching and preparing learners for learning; (b) how much time is spent presenting, asking questions, and encouraging learners to ask questions or think independently; (c) how much time is spent assessing learners' learning outcomes.

4) Learner Involvement in the Learning Process

One of the tasks of a teacher is to condition all students who are active and involved in the learning process. Salkind suggests that students be actively involved in the classroom, including: (1) creating rules that allow students to do things related to personal work routines without having to ask permission every time; (2) scramble classes or seats to monitor learners and to communicate awareness of learners' progress; 3) ensuring that self-contained tasks are attractive, valuable and easy to complete; (4) minimize time-consuming activities; (5) utilize resources; (6) avoid timing errors.

5) Learner Success Rate

This refers to the level of understanding of learners and in solving practice questions and assignments correctly. An important aspect is about task orientation and learner engagement. The researchers revealed that the level of learner engagement will have alignment with the learner's success in the exam. The above statement becomes the theoretical basis of teacher creativity and effective learning. From both discussions, it can be assumed that the influence of teacher creativity will realize effective learning in the teaching process.

CONCLUSION AND IMPLICATION

Conclusion

Based on theoretical studies and findings from partial and stimulant data analysis, it can be concluded that the creativity of Islamic Religious Education teachers in Elementary Schools / Madrasah Ibtidaiyah affects effective learning. Teacher creativity contributed 52.2% to effective learning. This shows that between teacher creativity and effective learning there has been a strong and positive collaboration, which means that the higher the creativity of Islamic Religious Education teachers, the more successful it will be to realize effective learning, it is seen based on; clarity of learning / teaching, varied variations in learning / learning, orientation of teacher tasks, involvement of students in the learning process, success rate of students.

Implication

Based on the results of the research above, teacher creativity can realize effective learning. Therefore, it is necessary to make efforts to improve PAI teachers. Efforts that can be made by PAI teachers include conducting discussion activities with other PAI teacher colleagues, then inspiring and creative teacher training teachers and optimizing the role of teachers in the PAI learning process.

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