



Creativity on Student Learning Outcomes in Al-Quran Hadith Subjects

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Abstract: The purpose of this study was to analyze the effect of learning creativity on student learning outcomes in Al-Quran Hadith subjects at Madrasah Tsanawiyah Nurul Yaqin Pekanbaru. This research is a quantitative research by testing hypotheses or solving problems on the basis of theoretical deduction, with measurements using statistical data. This research was conducted at Madrasah Tsanawiyah (MTs) Nurul Yaqin Pekanbaru with a population of 350 people. The sampling technique used in this research is proportional stratified random sampling. The total number of sample population is known to have a set precision of 5%, then the number of samples in this study is 175 students. The data collection techniques in this study were questionnaires, tests and documentation. The data analysis technique in this study can be divided into three major stages, namely 1) Research Instrument Test Phase (Questionnaire/Questionnaire), 2) Classical Assumption Test Phase (Test Data before being analyzed by Parametric analysis), and 3) Research Hypothesis Testing Phase (Statistical test to test the research hypothesis). The results of this study are that there is an influence of learning creativity (X) with student learning outcomes (Y) obtained tcount of 4.320 while ttable with a significance level of 5% and degrees of freedom (dk) = nk = 175 - 2 = 173 is 1.960. In this case tcount (4.320) > ttable (1.960), so that the area where Ho is accepted (Ha is accepted, Ho is rejected). In addition, from the table above, it can be seen that the probability value is 0.006, which means that the number is smaller than the significance level (0.006 < 0.05).

Keywords: habits, community, social care, character value

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INTRODUCTION

Islamic Religious Education as an ikhtiyariyah process contains special characteristics and characteristics, namely the process of planting, developing and strengthening faith values which are the foundation of human mental and spiritual where attitudes and behavior are manifested according to the rules of their religion (Elihami, 2018). The values of one's faith are the whole person who expresses himself in the form of outward and spiritual behavior, and he is the fundamental driving force/enforcer for one's behavior (Botty, 1970). Al-Quran Hadith subjects also train the sensibility of students in such a way, so that life attitudes and behavior are dominated by deep feelings of Islamic ethical and spiritual values (Yusuf, 2012). They are trained (Sawaluddin & Sainab, 2019), so that they seek knowledge not only to satisfy intellectual curiosity or just for the benefit of the material world, but also to develop themselves as rational and pious beings who will later provide physical, moral and spiritual well-being for families, communities and mankind (Suhartono, 2017). This view stems from deep faith in Allah SWT. Rohman and Hairudin (2018) said that the goal to be targeted in Islamic religious education which is currently known is to guide, direct, and educate someone to understand and study the teachings of Islam so that they are expected to have thinking intelligence (IQ), emotional intelligence (EQ) and have Spiritual intelligence (SQ) for the provision of life to the success of the world and the hereafter (Rohman & Hairudin, 2018; Wahid, 2015). Yusuf said that Islamic Religious Education must facilitate growth in all its aspects, both spiritual, intellectual, imagination, physical, scientific and language aspects, both individually and in wider groups (Mustami et al., 2021). Thus it can be understood that Islamic religious education as a conscious effort to guide, direct and educate students to understand and study the teachings of Islam has certain goals to be achieved (Ulfa, 2020).

But in reality, education in Indonesia is still problematic when viewed from the low learning outcomes achieved by students, because many students have not reached the KKM (Ali et al., 2020). Based on an initial survey at MTs Nurul Yaqin Pekanbaru conducted in February 2021 regarding the learning outcomes of Al-Quran Hadith subjects for MTs students, it shows that the average learning outcomes of Al-Quran Hadith are still low, starting from understanding which is reflected in the evaluation results (Sawaluddin & Muhammad, 2020) through aspects of cognitive (Sawaluddin, 2018), affective, and psychomotor, shows that students' attention or interest in learning Al-Quran Hadith in schools, in schools is still low compared to attention or asking students for other subjects, especially in subjects that are tested nationally (Ani, 2019).

One of the factors that influence the level of student learning outcomes is learning creativity. Creativity is the ability to create new combinations, based on existing data (White & Massiha, 2016), information, and elements (Lerianza et al., 2020). Creativity is essentially a person's ability to give birth to something new (Budiarti, 2015), both in the form of ideas and real works, both in the form of aptitude and non-aptitude characteristics, both in new works or in combination with things that already exist, all of which are relatively different (Umboh et al., 2017). with what was there before (Mustami et al., 2021). Creativity is a human character that is still difficult to define. Creativity also determines learning outcomes (Budiarti, 2015). The higher the creativity of students, the greater the opportunity to achieve the goals of education (Sholikhah et al., 2018). The learning outcomes obtained by students are closely related to their creativity (Muazaroh & Abadi, 2020).

In addition, creativity is also fully functional towards improving learning outcomes (Salsabila & Ramdhini, 2020). Operational indicators of student creativity include (Hamidah et al., 2019): a) Fluency, is the ability to generate many ideas; b) Flexible thinking, is the ability to propose various solutions or approaches to problems; c) Thinking original (Originality), is the ability to generate ideas in an original way, and rarely given to people (Sennen, 2017s); d) Elaboration (Elaboration), is the ability to add to a problem so that it becomes complete, and in the form of tables, graphs, pictures, models, and words (Muazaroh & Abadi, 2020).

The purpose of this study was to analyze the effect of learning creativity on student learning outcomes in Al-Quran Hadith subjects at Madrasah Tsanawiyah Nurul Yaqin Pekanbaru. To avoid the widespread problems in the research, this research focuses on the effect of learning creativity on student learning outcomes in Al-Quran Hadith subjects at Madrasah Tsanawiyah Nurul Yaqin Pekanbaru.

METHODS

This research is a quantitative research by testing hypotheses or solving problems on the basis of theoretical deduction, with measurements using statistical data (Rukminingsih et al., 2020). This type of research is a correlation research, because in this study the aim is to find out whether there is a relationship between learning creativity and learning outcomes for Al-Qur'an Hadith subjects (Hikmawati, 2020). According to Hadanni, correlation research is a research that involves collecting data to determine whether there is a relationship and the degree of relationship between two or more variables (Hardani et al., 2020).

In this study, the research subjects were students of Madrasah Tsanawiyah Nurul Yaqin Pekanbaru. This research was conducted at Madrasah Tsanawiyah (MTs) Nurul Yaqin Pekanbaru with a population of 350 people. The sampling technique used in this research is proportional stratified random sampling (Sugiyono, 2013). The strata intended in this study are students of MTs Nurul Yaqin Pekanbaru (Sarwono, 2006). The total number of sample members is determined through the Taro Yaname and Slovin formula, this refers to the opinion of Riduwan and Engkos (2011) that the sampling technique uses the formula from Taro Yaname and Slovin if the population is known to have a set precision of 5%, then the number of samples in this study is 175 students. The data collection techniques in this study were questionnaires, tests and documentation (Rijali, 2018).

In the preparation of research instruments, one must know and understand the type of measurement scale used and the types of measurement scale so that the instrument can be measured according to what is intended to be measured and can be trusted and is reliable (consistent) on the problems of the research instrument (Hikmawati, 2020). In this study, researchers used a Likert scale, which is a scale used to measure attitudes, opinions and perceptions of a person or group of people about social events or phenomena (Sarwono, 2006). Each answer is associated with a question form or attitude support that is expressed with the following criteria: For this reason, the answers will be scored with the following description: Strongly agree / always : 5, Agree/often : 4, Hesitating/sometimes : 3, Disagree/rarely : 2, Strongly disagree/never : 1

The data analysis technique in this study can be divided into three major stages, namely 1) (Gulo & Hardiwati, 2002) Research Instrument Test Phase (Questionnaire/Questionnaire), 2) Classical Assumption Test Phase (Test Data before being analyzed by Parametric analysis), and 3) Research Hypothesis Testing Phase (Statistical test to test the research hypothesis) (Creswell, 2013).

RESULT AND DISCUSSION

Student Learning Creativity

Learning achievement variable data in this study was obtained through a questionnaire totaling 15 questions/statements. The weight of the score for each question/statement item 1 to 5. Theoretically, the learning achievement score will vary between a minimum score of 11 to a maximum score of 55. Based on data analysis, a statistical description of the results of the learning achievement variable measurement is shown in the following table.

Table 1. Description of Student's Learning Creativity Data Statistics

Student Learning Creativity	
Valid	175
N Missing	0
Mean	59,70
Median	60,00
Mode	57
Std. Deviation	4,637
Variance	21,497
Skewness	-,219
Std. Error of Skewness	,184
Kurtosis	-,402
Std. Error of Kurtosis	,365
Minimum	47
Sum	10448

From the table above, it can be seen that the score of the Learning Achievement variable varies from the lowest score of 47, to a maximum score of 50. Based on basic statistical calculations, the following figures are obtained: mean = 59.70, median = 60.00, mode = 47 and standard deviation 4.637. This calculation shows that the mean and median are not much different.

Student learning outcomes

Variable data on Student Learning Outcomes in Al-Qur'an Hadith Subjects at MTs Nurul Yaqin Pekanbaru in this study were obtained through a questionnaire totaling 15 questions/statements. The weight of the score for each question/statement item 1 to 5. Theoretically the score of the Qur'an Hadith Learners will vary between a minimum score of 20 to a maximum score of 100. Based on data analysis, a statistical description of the measurement results of student learning outcomes in subjects is obtained. Al-Qur'an Hadith at MTs Nurul Yaqin Pekanbaru which is shown in the following table:

Table 2. Description of Student Learning Outcomes

Student learning outcomes	
Valid	175
N Missing	0
Mean	57,10
Median	57,00
Mode	55
Std. Deviation	6,129
Variance	37,564
Skewness	-,451
Std. Error of Skewness	,184
Kurtosis	,594
Std. Error of Kurtosis	,365
Minimum	32
Sum	9993

From the table above, it can be seen that the variable scores of Student Learning Outcomes in Al-Qur'an Hadith Subjects at MTs MTs Nurul Yaqin Pekanbaru varied from the lowest score of 32, to a maximum score of 88. Based on basic statistical calculations, the following figures were obtained: mean = 57, 10, median = 57.00, mode = 55 and standard deviation 6.129. This calculation shows that the mean and median are not much different. This indicates that the variable scores of Student Learning Outcomes in Al-Qur'an Hadith Subjects at MTs Nurul Yaqin Pekanbaru tend to be normally distributed.

The regression equation between Student Learning Creativity (X) and Student Learning Outcomes (Y) is as follows:

Table 3. Regression Analysis

Model	Coefficients ^a		t	Sig.
	Unstandardized Coefficients	Standardized Coefficients		
	B	Std. Error	Beta	
(Constant)	39,682	6,102		
Kreativitas Belajar Siswa	,135	,102	,102	
			4,320	,006

Description:

a : Dependent Variable: Student learning outcomes

Based on the [table 3](#) coefficients above for the variable Student Creativity (X) with Student Learning Outcomes (Y) obtained tcount of 4.320 while ttable with a significance level of 5% and degrees of freedom (dk) = $n-k = 175-2 = 173$ is 1.960. In this case, tcount (4,320) > ttable (1,960), so that it is obtained in the area where H_0 is accepted (H_a is accepted, H_0 is rejected). In addition, from the table above, it can be seen that the probability value is 0.006, which means this number is smaller than the significance level ($0.006 < 0.05$), meaning that it can be concluded that the learning creativity variable has a positive and significant effect on student learning outcomes.

The implications of the research results that have been statistically analyzed regarding the effect of motivation and creativity in learning together on student learning outcomes in Al-Qur'an Hadith subjects at MTs MTs Nurul Yaqin Pekanbaru will be discussed below:

Based on the [table 4.55](#) coefficients above for the variable of learning creativity (X2) with student learning outcomes (Y) obtained tcount of 4.320 while ttable with a significance level of 5% and degrees of freedom (dk) = $n-k = 175-2 = 173$ is 1.960. In this case, tcount (4,320) > ttable (1,960), so that it is obtained in the area where H_0 is accepted (H_a is accepted, H_0 is rejected). In addition, from the table above, it can be seen that the probability value is 0.006, which means this number is smaller than the significance level ($0.006 < 0.05$), meaning that it can be concluded that the variable of learning creativity has a positive and significant influence on student learning outcomes.

Guilford 1969 in Pamadhi views that creativity is characterized by the presence of: (1) fluency, namely the characteristics of creativity in terms of a person's ability to express new ideas or ideas that are owned in order to solve a problem at hand; (2) flexibility, namely the characteristics of creativity in terms of one's ability to adapt and survive in various situations; (3) elaboration, namely the characteristics of creativity in terms of one's ability to express ideas or compose a more complete and detailed work; and (4) originality, which is a characteristic of creativity in terms of one's ability to respond to the problems encountered by providing new, appropriate solutions as a way out of these problems ([Widiana & Jampel, 2016](#)).

Creativity is essentially a person's ability to express something new, both in the form of ideas and real works, both aptitude and non-aptitude characteristics, both in new works and in combination with existing things, all of which are relatively different from what that existed before ([Kurniawan et al., 2019](#)). Teachers need to make open communication with their students. Before lessons start in the new school year, the teacher should make a "learning contract" with the students. The teacher positions a shared perspective on activities in the classroom as relationships and communication in the classroom is mutual learning. Learning is said to be effective if the learning outcomes and learning activities of students who study with a problem-solving approach are better than students who study with conventional learning at a certain level of completeness ([Putranto et al., 2020](#)). With creative learning by the teacher, it is hoped that it will produce student learning outcomes, which in the end will meet the results in accordance with the KKM (Minimum Completeness Criteria).

Teaching creativity is related to teaching abilities that can create a conducive atmosphere so that students feel comfortable and challenged in learning by making new combinations and connecting ideas that were not previously linked so that it is possible to find many answers to a problem where it can be a work. original that didn't exist before ([Maman & Rajab, 2016](#)). The meaning of a teacher is someone who works as a teacher who guides his students to understand a science and master skills in a certain area. In general, teachers have a very broad role in the classroom ([Tentama & Pranungsari, 2016](#)), this is part of their scientific responsibilities, as well as specifically to cultivate students' talents and creativity. Teachers as leaders in the class are required to be able to manage the class well, so that the teaching and learning process can run actively, effectively, and conductively ([Hamdi et al., 2020](#)).

Learning achievement is the result of changes in the process of interaction of various factors in learning activities which are carried out through measurement and assessment in terms of knowledge and skills and skills on subjects that can usually be observed and measured by test scores and numbers. Although learning achievement generally represents a cognitive aspect, it does not mean only transferring knowledge but more

than that, which contains normative elements in which there are values so that students not only get progress in the field of science but also skills and abilities (Ping & Maniam, 2015). The success of students in learning cannot be separated from the role of teachers who are able to motivate and create a harmonious, conducive and fun learning atmosphere. To find out the level of success of students in learning, it is necessary to carry out various measurements and assessments according to needs (Wahyuni et al., 2020). That way the results of the evaluation will be more accurate. In informing student achievement and the data is processed into a report card as a report to parents (White & Massiha, 2016). Thus, the researcher concludes that in order to produce high student engagement, it is necessary for teachers to hone their creative abilities as much as possible (Kristian & Panjaitan, 2014).

CONCLUSION

Based on the results of research on the effect of learning creativity on student learning outcomes in the subjects of Al-Qur'an Hadith at MTs Nurul Yaqin Pekanbaru, which is associated with theory, it can be concluded that learning creativity (X) with student learning outcomes (Y) obtained tcount of 4.320 while ttable with a significance level of 5% and degrees of freedom (dk) = nk = 175-2 = 173 is 1.960. In this case, tcount (4,320) > ttable (1,960), so that it is obtained in the area where Ho is accepted (Ha is accepted, Ho is rejected). In addition, from the table above, it can be seen that the probability value is 0.006, which means this number is smaller than the significance level (0.006 < 0.05), meaning that it can be concluded that the variable of learning creativity has a positive and significant influence on student learning outcomes.

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