



Islamic Education Teacher Creativity to Improve Students' Academic Achievement at SMP Negeri 16 Gresik

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ABSTRACT

Religious teacher creativity is the ability to find thoughts about new ideas in solving problems related to science, especially knowledge about Islamic religious education. Therefore, creative teachers must have an interest in finding out about the development of Islamic religious education at the moment. This and will come as an effort to increase the effectiveness of Islamic religious education. This research describes: First, to analyze the teaching creativity of teachers in learning Islamic religious education at SMP Negeri 16 Gresik. Second, to analyze the implications of the creativity of Islamic religious education teachers to improve the academic achievement of students at SMP Negeri 16 Gresik. By using qualitative research and a case study approach. Data collection techniques use interviews, observation, and documentation. The data sources are informants who are directly involved in implementing the learning activities of Pai teachers and students. The results of the research that have been examined by the author are: First, the implementation of teacher teaching creativity in Islamic religious education learning at SMP Negeri 16 Gresik. Teachers utilize three learning methods, including a) The Peer Tutor Method is a cooperative learning strategy where a sense of mutual respect and understanding is fostered between students who work together, b) The Discovery Learning Method is understanding concepts, meanings, and relationships through an intuitive process to ultimately conclude, c) Problem-Based Learning is a student-centered learning strategy, which requires students to be skilled and sensitive to solving problems in the environment. Second, the implications of the creativity of Islamic religious education teachers to improve students' academic achievement at SMP Negeri 16 Gresik: a) Discovery Learning Method, b) Problem Based Learning, c) Problem Based Learning, from several methods used by teacher Pai, students can understand the material well so that it influences the grades obtained, their character is formed due to learning interactions and also material regarding their attitudes, manners, and behavior.

Keywords: *Creativity, Islamic Education, Academic Achievement*



INTRODUCTION

Education itself is a basic need for all humans because every human being when he is just born into the world does not know anything, as Allah says in surah al-Nahl verse 78:

لَعَلَّكُمْ تَشْكُرُونَ. وَاللَّهُ أَخْرَجَكُمْ مِنْ بُطُونِ أُمَّهَاتِكُمْ لَا تَعْلَمُونَ شَيْئاً وَجَعَلَ لَكُمُ السَّمْعَ وَالْأَبْصَارَ وَالْأَفْئِدَةَ

“And Allah brought you out of your mother's womb while not knowing anything, and He gave you hearing, sight, and conscience, so that you may be thankful to Him”. (QS. Al-Nahl/ 16: 78).

Education has a very big role in society. Education has a very big function in the progress of a society. The function of education is not just the implementation of national policies regarding the values that exist in society but as a social force that provides style and direction for society's life in the future (Rosadi, 2020).

With the issuance of Republic of Indonesia Law Number 14 of 2005 concerning Teachers and Lecturers according to the implementation of education and teacher development. To become a professional teacher, it is the authority of the educational unit to make professional teachers must have four competencies, namely: (1) Pedagogical Competency, (2) Personality Competency, (3) Professional Competency, (4) Social Competence (Law Republic of Indonesia Number 14 of 2005). In the Republic of Indonesia Law, the honor and dignity of teachers are increasingly being appreciated because the Law regulates respect for teachers, both from a professional and financial perspective as well as legal and safety protection in carrying out their duties well.

This problem must be paid attention to by teachers, how a teacher can be creative in improving the quality of the teaching and learning process, such as by making teaching and learning activities more interesting, checking students' work, giving assignments, or perhaps creating study groups so that students can discuss with each other and so on so that students have the opportunity to play an active role so that students can change their behavior more effectively and efficiently (Syaiful Bahri Djamarah, 2000).

Referring to the background above, the author can conclude that the issue of a teacher's



ANJASMORO

ISLAMIC INTERDISCIPLINARY JOURNAL

creativity is crucial in the learning process. The learning process in schools demands creativity from each teacher following the subjects they teach, as well as teachers in Islamic Religious Education subjects. The creativity of Islamic Education teachers in the learning process aims to increase the effectiveness of Islamic religious education learning itself. The Islamic Religious Education Teacher at SMP Negeri 16 Gresik, who is the object of research carried out by the author, also tries to implement a creative learning process so that the learning process can run effectively.

Based on observations made by researchers at SMP Negeri 16 Gresik, there are interesting things regarding the creativity of Islamic education teachers at SMP Negeri 16 Gresik, where now at SMP Negeri 16 Gresik implementing an independent learning curriculum, teachers apart from relying on teacher textbooks also adopt methods or features in the independent learning curriculum.

For creativity itself, due to the demands of current developments, institutions or institutions through school principals instruct teachers to be more active in developing to create adequate and optimal creativity in the future, the steps taken include evaluations, workshops, training, and also seminars with the aim of training creativity. teachers to be more skilled and also to adapt their teaching methods to the current curriculum. So, teachers themselves are expected to be able to accommodate and also be ready to accept changes to the independent learning curriculum. With the aim that teachers can understand the meaning and intent of the independent curriculum so that they can later implement it in learning.

Combining alternately all materials, media, methods or whatever, it all adapts to the character of the material that will be delivered, how can teachers carry out differentiated learning, teaching to students according to the needs of the students themselves so that in a lesson each student will get the needs or their respective interests. Due to the problems described above, researchers are interested in conducting research with the theme of Islamic Education teacher creativity to improve students' academic achievement at SMP Negeri 16 Gresik.

Thus, it is hoped that this article can provide guidance, experience, and broad insight regarding the application and impact of Islamic Education teacher creativity. This is also useful



ANJASMORO

ISLAMIC INTERDISCIPLINARY JOURNAL

in helping teachers to think more critically and being a guide in developing creativity at SMP Negeri 16 Gresik and other institutions to achieve optimal academic achievement.

RESEARCH METHOD

This researcher uses a qualitative type of research. This research uses a qualitative approach, namely a research method based on the philosophy of postpositivism, used to research the condition of natural objects, where the researcher is the key instrument, sampling of data sources is carried out purposively, and snowballing, collection techniques are triangulation, data analysis is inductive, and qualitative research results emphasize meaning rather than generalization (Sugiyono, 2015).

Researchers use case study research, namely research that aims to study intensively certain social units, which include individuals, groups, institutions, and society (Yatim Riyanto, 2002). Researchers use case study research for reasons as stated by Sevilla ed. all quoted by Abdul Aziz because we will be seen in deeper research and a more thorough examination of individual behavior (Abdul Aziz SR, 1988).

The aim is to get a more in-depth picture of the creativity of Pai teachers to improve student academic achievement at SMP Negeri 16 Gresik by using this type of qualitative research by trying to carry out a more in-depth descriptive data study which will be presented either as a report or as an illustration that leads to an analysis. Apart from that, researchers use a case study approach because they want to examine in detail the setting or subject, namely by focusing on one program, activity, or event, whether individual or group (Amir Hamzah, 2020).

Therefore, the researcher presents this article following the discussion of Pai teacher creativity in schools to improve students' academic achievement. The content study utilizes teacher creativity during learning and student learning outcomes. The collected data is then grouped into one by carrying out data reduction. Reducing data for researchers by summarizing, selecting important things, focusing on important things, and looking for and analyzing trends. This makes the reduced data easier to understand and makes it easier to collect and, if necessary, search for further data by researchers (Sugiyono, 2018). Then the data is presented to organize and structure the data in a pattern of relationships so that researchers can more easily understand it, identify any problems, and plan future work based on their understanding of the data and draw conclusions.



RESULTS AND DISCUSSION

Teacher Islamic Education's Creativity in Teaching at SMP Negeri 16 Gresik

In the Big Indonesian Dictionary, creativity can be defined as the ability to create/inventiveness (Department of National Education, 2007). So, creativity is a creative power that is formed by people or teachers. Creativity for a religious teacher is needed to find new techniques or ways, especially in instilling religious teaching values in students. Creativity in question is the ability to find new ways to solve problems related to science, literary arts, or other arts which contain the results of a completely new approach for those who have the opportunity, even though for other people it is different. not so foreign to their ears (Febe Chen, 2010).

In this regard, creativity is also defined as the distinctive characteristics possessed by individuals or teachers that indicate the ability to create something completely new or a combination of previously existing works, into a new work carried out through interaction with the environment to face problems and look for alternative solutions through divergent thinking (Ngalimun, 2013).

SMP Negeri 16 Gresik is one of the state educational institutions at the Junior High School level in Gresik Regency who are superior and have character according to the profile of Pancasila students at driving schools by realizing the Vision and Mission.

To realize the Vision and Mission, the school makes policies or instructions to achieve the expectations stated in the Vision and Mission.

1. Teachers are instructed to take part in training so that they have sufficient creativity.
2. PMM is a learning manager who, through the education department, is expected to increase relationships, inspiration, and in-depth understanding of the independent curriculum.
3. Have expert trainers who often come to monitor learning progress.
4. Open classes are given to each teacher to transmit each learning method so that other teachers can monitor assess and reflect on their students.

By implementing and instructing all of this, it is hoped that good results will be



achieved for students and teachers so that in the future there will be various significant improvements.

Meanwhile, regarding teacher creativity in teaching pie, researchers discovered when conducting research by interviewing several resource persons at SMP Negeri 16 Gresik using several learning methods including:

Peer Tutor Method

Peer Tutoring is a cooperative learning strategy where mutual respect and understanding are fostered between students who work together. The interaction between two students asks and answers each other's questions. The first meeting then at the first meeting there is also a recitation of the Qur'an.

In the material on religious moderation, an example of the material is in Surah Al-Baqoro verse 143, in peer tutoring the main goal of the student is to be able to recite the Koran, memorize and also understand the meaning of using the peer tutoring method, for example, two students will read the Koran to each other, the same -sama memorize. The final result will be for the teacher to check whether they can use guidance, and some read the Al-Qur'an not well, those who are not good will receive more guidance from the teacher.

Discovery Learning Method

The Discovery Learning method is to understand concepts, meanings, and relationships through an intuitive process to finally conclude. SMP Negeri 16 Gresik at the beginning uses the independent learning curriculum flow, later students match the media method with the material, for example, the teacher uses video as media, and from the video students later learn what the meaning and significance of the video flow are, then look for answers from the video, example video regarding the content of Surah Al-Baqoroh, which states that humans must have middle or moderate characteristics.

Later, questions can come from students or teachers who ask, it's called independent concept exploration, from that question the answer will be, then later there will be a collaboration space based on what they found from collaborating with other friends, then there will be a demonstration of the actual context so later The results of what they found will then



be shown and read to their friends, then there will be an elaboration of understanding, later the teacher will add to it from students who have searched, explored, demonstrated, the teacher will reinforce the material so that students can be directed and focused. There are connections, for example, if the previous material is related to the next material, it will be connected, for example, learning about the contents of Surah Al-Baqoroh which will be reviewed later. After connecting, there will be real actions from students, students are encouraged to make example products using PowerPoint, a canvas which will later be based on the material being studied.

Problem-Based Learning

Problem-Based Learning is a student-centered learning strategy, that requires students to be skilled and sensitive to solving problems that exist in their real social environment collaboratively. SMP Negeri 16 Gresik with material on religious moderation so that people are at the center of how to respond to religious conflicts, best learning problems so they can be understood, so problem-based learning.

Later the children will be grouped according to the assessment. One group consisting of four students, looked for problems in the news that contained religious conflict, they looked for if they could dissect it starting from the cause, how to solve it, and then enter the structure of the independent learning flow.

Students search for themselves and explore, exchanging ideas with each other and their friends, then elaborating on understanding the context and then being confirmed by the teacher regarding the problem they are researching. It is hoped that their results in real action can be implemented in society. Fourthly, they will use the product, they can make a canvas with the slogan of religious moderation, inviting people to become a moderate, just, and peaceful Muslim community, they can print it out, stick it in madin classes or post it on their respective social media. That's an example of the final product.

So, after researching the creativity of teachers in teaching Islamic Religious Education at SMP Negeri 16 Gresik, the school already has a policy to support the progress of Pai teachers' creativity to be even more creative, and the teachers are also trying their best, by taking part in training- training held, then adopting an independent learning curriculum by maximizing existing facilities. Apart from that, teacher creativity at SMP Negeri 16 Gresik uses 1) Peer



Tutor Method, 2) Method Discovery Learning, and 3) Problem-Based Learning.

Improving the Academic Achievement of Students at SMP Negeri 16 Gresik.

The definition of achievement in the Big Indonesian Dictionary (KBBI) is the result that has been achieved from what someone has done or done. Meanwhile, the definition of learning according to Nasution is changes in the nervous system or mind, additions to knowledge, and learning as changes in behavior from experience and training (Nasution, 1986).

Meanwhile, according to Mas'ud Hasan Abdul Dahar, achievement is what can be created, the result of work, a pleasing result obtained through tenacity of work. For this reason, it can be understood that achievement is the result of an activity that has been done, created, which is pleasing to the heart, which is obtained through the tenacity of work, both individually and as a group in a certain field of activity (Mas'ud Hasan Abdul Dahar, 2015).

Getting good performance cannot be separated from the role of the educator or teacher, because teachers are an important factor for children during learning activities, therefore teachers must have high levels of creative thinking to support the transfer of knowledge to students, teachers at SMP Negeri 16 Gresik besides using The independent teacher learning curriculum explores what I am in it, and Islamic Religious Education teachers use several methods as a manifestation of creativity, including the Peer Tutor Method, Discovery Learning Method, and Problem-Based Learning.

Peer Tutor Method

Peer Tutoring is a cooperative learning method where mutual respect and understanding are fostered between students who work together. The interaction between two students creates a question, asking and answering each other. Increasing learning achievement at SMP Negeri 16 Gresik using the Peer Tutor Method in academic achievement, students can understand the material well, students are more interactive, can read letters in the Al-Qur'an, memorize, and also understand the meaning.

Discovery Learning Method

The Discovery Learning method is to understand concepts, meanings, and relationships through an intuitive process to finally conclude. SMP Negeri 16 Gresik at the beginning uses



the independent learning curriculum flow, later students match the media method with the material, for example, the teacher uses video as media, and from the video students later learn what the meaning and significance of the video flow are, then look for answers from the video, example video regarding the content of Surah Al-Baqoroh, which states that humans must have middle or moderate characteristics. Increased learning achievement at SMP Negeri 16 Gresik with the Discovery Learning Method in academic achievement, including students being more observant or detailed in studying the material that the teacher has conveyed using various media, including videos shown in front of the class, then honing students' skills, making students dare to appear in front of people.

Problem-Based Learning

Problem-based learning is a student-centered learning strategy, which requires students to be skilled and sensitive to solving problems that exist in their real social environment collaboratively. At SMP Negeri 16 Gresik with material on religious moderation, people are at the center of how to respond to religious conflicts, and best learning problems so that they can be understood, so problem-based learning. The increase in learning achievement at SMP Negeri 16 Gresik with Problem-Based Learning is in academic achievement, including students who are skilled and sensitive to solving problems in the environment, think more broadly, and utilize various media that exist in cyberspace.

Based on findings collected by researchers in the field. So it can be concluded from several methods used by Islamic Education teachers at SMP Negeri 16 Gresik to improve students' academic achievement, they can understand the material well that it influences the grades they get, then their character is formed due to the interaction of learning and the material, then students are formed. their attitudes, manners, and behavior.

According to researchers, the creativity of Islamic Education teachers at SMP Negeri 16 Gresik is good enough to improve academic achievement. It has been proven that students have achieved a lot of improvement, especially in the area of student grades.



CONCLUSION

Teacher teaching creativity in learning Islamic religious education at SMP Negeri 16 Gresik, by utilizing learning methods: a) The Peer Tutor Method is a cooperative learning strategy where mutual respect and understanding are fostered between students who work together. The interaction between two students makes a question asking and answering each other, b) Discovery Learning Method is understanding concepts, meanings, and relationships through an intuitive process to finally conclude, and c) Problem-Based Learning is a student-centered learning strategy, which requires students to be skilled and sensitive to solving problems that exist in the environment. real social collaboratively.

Implications of the creativity of Islamic religious education teachers to improve students' academic achievement at SMP Negeri 16 Gresik: a. Peer Tutor Method Increased learning achievement at SMP Negeri 16 Gresik, students' academic achievement can understand the material well, is more interactive, can read letters in the Al-Qur'an, memorize and also understand the meaning. b. The Discovery Learning Method increased learning achievement at SMP Negeri 16 Gresik in academic achievement, including students being more observant or detailed in studying the material that the teacher has conveyed using various media, including videos shown in front of the class, then honing students' skills, making students dare to appear in people's fever. c. Problem-Based Learning Increased learning achievements at SMP Negeri 16 Gresik in academic achievements include students being skilled and sensitive to solving problems in the environment, thinking more broadly, and utilizing various media available in cyberspace.

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ANJASMORO

ISLAMIC INTERDISCIPLINARY JOURNAL

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