

THE EFFECT OF TEACHER CREATIVITY IN DEVELOPING LEARNING MEDIA ON STUDENT LEARNING OUTCOME IN ISLAMIC EDUCATION SUBJECT AT SENIOR HIGH SCHOOL 2, MAKASSAR

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Abstract: The Effect of Teacher Creativity in Developing Learning Media on Student Learning Outcomes in the PAI Subject at SMA Negeri 2 Makassar. This study aims at examining teacher creativity in the PAI subject at SMAN 2 Makassar. The research method used in this study is quantitative, therefore the data collection technique uses observation, documentation, questionnaires, and interviews. Based on the results of the study, it proved that teacher creativity in PAI subjects at SMAN 2 Makassar was in the good category, namely at intervals of 31-35 with an average value of 32.92, while the learning media in PAI subjects at SMAN 2 Makassar were in the sufficient category, namely at intervals of 19-21 with an average score of 22.14, as well as student learning outcomes in PAI subjects at SMA Negeri 2 Makassar are in the good category at intervals of 26-28 with an average score of 22.97. From the results of the test, the count of teacher creativity in developing instructional media is 2.701 which is greater than the predetermined table value of 2.021. While the significant value is $0.029 < 0.05$. In addition, it is known that the regression equation with the formula $Y = a + b_1x_1 + b_2x_2 = 13.606 + 0.069X_1 +$

0.316X2. Thus, it can be stated that there is an influence between teacher creativity in developing learning media on student learning outcomes in PAI subject at SMA Negeri 2 Makassar.

Keywords: Teacher Creativity, Learning Media, and Student Learning Outcomes

INTRODUCTION

The learning process is an activity undertaken by students to achieve educational goals. This learning process takes place in the interaction between the components of students, educators, and other learning media that support achieving educational goals.

Media is a component that is important in the learning process, in this case, the media is a tool used to channel messages to recipients of messages to stimulate the thoughts, feelings, and attention of students so that later it will encourage the learning process.

Teacher creativity in a lesson greatly influences student understanding, because the more creative the teacher is in conveying the material, the easier it is for students to understand the lesson and make students more creative in learning too. Therefore, a teacher who wants to awaken creativity in his students must first try to make himself creative.

In the learning process, the media is one of the creative supporting factors for a teacher because differences in learning styles, interests, intelligence, sensory limitations,

disabilities, or distance barriers, etc. can be helped to overcome by the use of learning media. As explained by Hamalik in Azhar Arsyad (2014) suggests that the use of learning media in the teaching and learning process can generate new desires and interests, generate motivation and stimulate learning activities, and even bring psychological influences to students. The use of learning media at the learning orientation stage will greatly help the effectiveness of the learning process and the delivery of messages and learning content at that time.

Based on the initial observations of researchers at the research location of SMA Negeri 2 Makassar, researchers observed that what caused students to feel bored in learning was that learning activities were monotonous, and students were more interested when the teacher gave lessons using or making use of learning media creatively so that students did not feel bored and pushed to pay attention to what the teacher conveys during the learning process. This attracted the interest of researchers to take the title about the influence of teacher creativity in developing learning media in PAI subject at SMA Negeri 2 Makassar.

RESEARCH METHOD

A. Types of research

This study uses quantitative research. Quantitative research is research that emphasizes its analysis of numerical data (numbers) that are processed using statistical methods. The purpose of this quantitative research was to examine the

effect of library use on student learning outcomes. This research approach is used to determine the results of the field and respondents (Hasan 2008:5).

B. Data collection technique

The data collection methods used in this study are:

1. Observation

This technique requires observation from researchers either directly or indirectly of the research object Husein Umar (2009:15). In this study, observations were used to observe the effect of teacher creativity in developing instructional media on student learning outcomes in PAI subjects at SMA Negeri 2 Makassar.

2. Questionnaire

The questionnaire is a data collection technique that is carried out by giving a set of questions or written statements to respondents to answer.

3. Interview

Interviews are the process of obtaining information for research purposes using question and answer while face-to-face between researchers and respondents using a tool called an interview guide or an interview guide (Garaika and Darmanah 2019:37). In-depth interviews were conducted with teachers and students at SMA Negeri 2 Makassar.

4. Documentation

Documentation is used to obtain data directly from the research site. Documentation is intended to complement data from observations and interviews, documentation is a

stable source of data, which shows a fact that has taken place, to further clarify where the information was obtained, prospective researchers capture it in the form of photographs and data relevant to research.

C. Data analysis technique

1. Descriptive statistical analysis

In descriptive analysis, processing or quantitative analysis is carried out by classifying data into a tabular form using the SPSS (Statistical Package For Social Science) computer program. Then determine the maximum value, minimum value, range, mean, mode, median, standard deviation, and variance, using the SPSS (Statistical Package For Social) computer program.

2. Test Requirements Analysis

In this study several analyzes are fulfilled before testing the hypothesis to meet the requirements, namely:

a. Validity test

Validity is a quality that shows the stability (consistency) of the equivalence or stability of a measurement carried out (A. Maolani and Cahyana 2016: 132).

b. Normality test

Normality testing is one of the prerequisites before conducting data analysis in correlation research. Normality testing aims to ensure that the research data can truly represent the entire existing study population. Data normality testing was carried out with the help of the SPSS program.

c. Linearity Test

Linearity test is used as a prerequisite in correlation or linear regression analysis. Test the linearity of variable Y on X using the SPSS program.

3. Hypothesis Tester

a. Multiple Regression Analysis

Regression analysis is used to create a mathematical model that shows the influence between variables used to create a mathematical model between variables X1 and X2 together Y. Measuring the influence between the independent variable and the dependent variable, then test it using the help of SPSS (Statistical Package For Social Science) and the multiple linear test formula as follows:

$$Y = a + b_1x_1 + b_2x_2$$

b. Calculation of the Coefficient of Determination

Furthermore, for the size of the contribution of the independent variable to the dependent variable, it is used with the help of SPSS (Statistical Package For Social Science).

c. Calculation of Significance

In this study the significance test was carried out using the following formula:

$$t = (r \sqrt{N-2}) / \sqrt{1-r^2}$$

Information:

t count = t value

r = The correlation coefficient of the results of the r count

N = Number of samples.

If $t \text{ count} \geq t \text{ table}$ then reject H_0 accept H_1 means significant, and

If $t \text{ count} \leq t \text{ table}$ then reject H_1 accept H_0 means it is not significant.

RESULT AND DISCUSSION

1. Description of Teacher Creativity Variable Data Teacher Creativity Descriptive Statistics

Statistics

Teacher Creativity

N	Valid	36
	Missing	0
Mean		32.92
Median		32.50
Mode		32
Std. Deviation		4.108
Variance		16.879
Range		16
Minimum		23
Maximum		39
Sum		1185

Source : data diolah 2022

2. Deskripsi Data Variabel Media Pembelajaran Statistik Deskriptif Media Pembelajaran

Statistics

Learning Media

N	Valid	36
	Missing	0
Mean		22.14
Median		21.00
Mode		21
Std. Deviation		2.748
Variance		7.552
Range		11
Minimum		16
Maximum		27
Sum		797

Source : data diolah 2022

After analyzing the data, it can be seen that the value of the teacher's creativity variable, namely the average score obtained from the distributed questionnaires, is 32.92, median 32.50, mode 32, standard deviation 4.108, variance 16.879, minimum value 23, maximum value 39, and a range of 16, and teacher creativity is in the good category which has a score of 31 to 35 with a total of 44.6%. Based on the results of interviews conducted by researchers at SMA Negeri 2 Makassar, which were conveyed by Mrs. Asmaul Husna, S. Pd. as a teacher of Islamic education:

A teacher always tries to be creative in the teaching and learning process so that what the teacher explains to students can be well understood, one of which is when the learning process starts with oneself, for example in clothing material students are asked to respond to pictures about which clothes are good and not, in the learning process get used to students doing an activity that is repeated so that students can naturally get used to it without any coercion from others.

Based on the results of the interviews above, the researcher can conclude that teacher creativity in the learning process has a very important role so that students can understand well what is conveyed by the teacher in observing the material provided to the teacher, and training students to think scientifically in the learning process. The creativity of a teacher can realize brilliant ideas, a creative teacher can create a pleasant classroom atmosphere so that students have a higher motivation to learn.

After analyzing the data, it can be seen that the average score on the distributed behavior variable is 22.14, the median is 21, the mode is 21, the standard deviation is 2.748, the variance is 7.552, the minimum value is 16, the maximum value is 27, and the range is 11, and the median learning is in the "enough" category which has a score of 19 to 21 with a total of 44.5%. Based on the results of interviews conducted by researchers conveyed by Mrs. Asmaul Husna, S.Pd.I said that:

To develop learning media made in such a way as to attract students' attention and make it easier to achieve the desired learning goals. The media used by teachers uses Canva as an interesting learning medium, and smart TVs that have features (Youtube, Google Drive, classroom, etc.), using smart TVs following the official schedule because each class is equipped with a smart TV and network the internet, for example when students are given rote assignments they are told to make a video by closing their eyes while the video is being uploaded and uploaded on YouTube, Instagram, etc.

Based on the results of these interviews, the researcher concluded that currently, SMA Negeri 2 Makassar uses an independent curriculum where subject schedules are given directly by the education office using smart tv. The Smart TV is equipped with YouTube, Classroom, Google Drive, etc. Apart from that, the teacher also uses PPT or Canva learning media to be creative in conveying material. By using learning media students can develop their creativity in the classroom because the use of learning media can foster student enthusiasm for learning, the use of media in learning can assist teachers in providing subject matter to students interactively and can make learning time efficient.

3. Data Description Variable Learning Outcomes

Descriptive Statistics of Learning Outcomes

Statistics

Learning Result

N	Valid	36
	Missing	0
Mean		25.97
Median		26.00
Mode		26
Std. Deviation		2.443
Variance		5.971
Range		11
Minimum		20
Maximum		31
Sum		935

Source : data diolah 2022

After analyzing the data, it can be seen that the average score on the distributed behavior variable is 22.97, the median is 26, the mode is 26, the standard deviation is 2.443, the variance is 5.971, the minimum value is 20, the maximum value is 30, and the range is 11, and the results learning is in the "good" category which has a score of 26 to 28 with a total of 55.4%. Based on the results of interviews conducted by researchers conveyed by Mrs. Asmaul Husna, S.Pd.I said that:

Learning outcomes related to knowledge, understanding, application, analysis, synthesis, and assessment of students. The learning outcomes in PAI subjects are quite good because students' knowledge,

understanding, and activeness have good grades, besides that students have a high spirit of creativity in making assignments given by the teacher so that other students can be encouraged to make more creative works.

Based on the results of the interviews above, the researcher can conclude that SMA Negeri 2 students have satisfactory learning outcomes due to their good knowledge and understanding, besides having a highly creative spirit. In the learning process of student activity, knowledge and understanding of students must exist to get the learning outcomes that students want and are expected from the teacher.

4. Data Description of the Effect of Teacher Creativity in Developing Learning Media on Student Learning Outcomes in PAI Subjects

Normality Test Results

One-Sample Kolmogorov-Smirnov Test

		Unstandardize d Residual
N		36
Normal Parameters ^{a,b}	Mean	.0000000
	Std. Deviation	2.11935066
	Most Extreme Absolute Differences	.116
	Positive	.116
	Negative	-.104

Test Statistic	.116
Asymp. Sig. (2-tailed)	.200 ^{e,d}

- a. Test distribution is Normal.
- b. Calculated from data.
- c. Lilliefors Significance Correction.
- d. This is a lower bound of the true significance.

Hasil Uji Realibitas

Variabel	R _{alpha}	R _{tabel}	Status
Kreativitas Guru	0,777	0,329	Reliabel
Media Pembelajaran	0,706	0,329	Reliabel
Hasil Belajar	0,570	0,329	Reliabel

Source : data diolah 2022

Multiple Linear Regression Results Coefficients

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	13.606	3.795		3.585	.001
Kreativitas Guru	.069	.092	.122	.747	.460
Media Pembelajaran	.316	.138	.372	2.286	.029

- a. Dependent Variable: Learning Result

Source : Data diolah 2022

Based on the table above it is known that the constant value is 13.606, while the teacher's creativity value is 0.069 and the learning media is 0.316. So the value of participation can

$$Y = a + b_1x_1 + b_2x_2$$

be written:

$$Y = a + b_1x_1 + b_2x_2$$

$$Y = 13,606 + 0,069X_1 + 0,316X_2$$

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.417 ^a	.174	.124	2.183

a. Predictors: (Constant), Learning Media, Teacher Creativity

b. Dependent Variable: Learning Result

Source: data diolah 2022

a. Significant calculation using the calculation formula as follows:

$$\begin{aligned} t &= \frac{r \sqrt{N-2}}{\sqrt{1-r^2}} \\ t &= \frac{0,417 \sqrt{36-2}}{\sqrt{1-0,417^2}} \\ &= \frac{0,417 \sqrt{34}}{\sqrt{1-0,173889}} \\ t &= \frac{0,417 \cdot (5,83)}{\sqrt{0,826111}} \end{aligned}$$

$$t = \frac{2,43111}{0,90} = 2,701$$

After analyzing the data, it can be seen that the count of teacher creativity and learning media is 2.701 which is greater than the predetermined table value of 2.021 while the significance value is $0.029 < 0.05$ which means that the creativity of teachers and learning media has a significant effect on student learning outcomes. Teacher creativity and learning media make an effective contribution of 17.4% to student learning outcomes in PAI lessons, so it can be seen that there is an influence between teacher creativity in developing learning media on student learning outcomes in PAI subjects at SMA Negeri 2 Makassar. In addition, 82.6% is influenced by other factors:

- 1) Internal factors consist of physiological factors (physical and mental health) and psychological factors (intelligence, attention, interest, talent, maturity, and readiness.
- 2) External factors, namely factors from outside students, including a good learning environment in schools, families and communities, teachers, facilities, and infrastructure used in learning.

CONCLUSION

Based on the formulation of the problem and the results of the thesis research entitled "The Influence of Teacher Creativity in Developing Learning Media on Student

Learning Outcomes in PAI Subjects at SMA Negeri 2 Makassar", an outline of the field data can be concluded that:

1. The teacher's creativity on student learning outcomes is in a good category, with a total of 36 students which is the total number of respondents. The average score was obtained at a value of 32.92 and an interval value of 31-35 with a total of 44.6%. Teacher creativity in the learning process has a very important role so that students can understand well what is conveyed by the teacher in observing the material given to the teacher, and stimulates students to think scientifically in the learning process.
2. Learning media on student learning outcomes is in the sufficient category, with a total of 36 students which is the total number of respondents. The average score was obtained at a value of 22.14 and an interval value of 19-21 with a total of 44.55%. SMA Negeri 2 Makassar uses an independent curriculum where subject schedules are given directly by the education office using smart tv. The Smart TV is equipped with YouTube, Classroom, Google Drive, etc. Apart from that, the teacher also uses PPT or Canva learning media to be creative in conveying material.
3. Learning outcomes are in a good category, with a total of 36 students which is the total number of respondents. The average score was obtained at a value of 22.97 and an interval value of 26-28 with a total of 55.4%. SMA Negeri 2 students have

satisfactory learning outcomes due to their good knowledge and understanding, besides having a highly high creative spirit. In the learning process of student activity, knowledge and understanding of students must exist in order to get the learning outcomes that students want, and are expected by the teacher.

4. There is a significant influence between teacher creativity in developing learning media on student learning outcomes in PAI subjects at SMA Negeri 2 Makassar. This is shown from the results of hypothesis testing based on the t value, the count value of the use of the school library is 2.701 greater than the predetermined table value of 2.021. While the significance value is $0.029 < 0.05$ so it is concluded that the teacher's creativity variable (X1) and learning media (X2) affect the learning outcome variable in PAI subjects (Y). Based on the results of the determination test of 0.174, which means a positive effect of 17.4% and 82.6 is influenced by other factors.

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