

# Teacher Creativity in Classroom Management to Improve Students' Learning Ability

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**ABSTRACT.** The purpose of this research is (1) to find out how much the correlation between the creativity of Islamic Religious Education teachers and student achievement. (2) To find out how big the correlation is between the ability to manage classes with student achievement. (3) To find out how big the correlation is between the creativity of Islamic Religious education teachers and the ability to manage classes with the learning achievement of class V Islamic Religious Education students at Lengkong Kuningan 3 Public Elementary School. The data collection techniques used were: Questionnaire Distribution, Observation, and Documentation, then after all the data was obtained, it was analyzed with SPSS 16.00 for windows. The results showed that the creativity of Islamic religious education teachers and the ability to manage classes had an effect of 30.56% on student achievement in the field of Islamic religious education at Lengkong Kuningan 3 Public Elementary School, while the other 60.54% based on observations were influenced by several factors, including internal and external factors.

**Keywords:** *Creativity, Teacher, Management, Learning, Students*



## How to Cite

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## INTRODUCTION

Education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have religious spiritual strength, self-control, personality, intelligence, noble character, and the skills needed by themselves, society, nation and state (Fatimah, Asy'ari, Sandria, & Nasucha, 2023; Kardi, Basri, Suhartini, & Meliani, 2023; Komariah & Nihayah, 2023). Therefore, in order to create students who are active and creative, the first step is to provide teachers who are also creative in terms of conveying learning because learning will go as expected, it's all under the guidance and direction of the teacher where the students will go or what kind of learning is received. passive or active learners one of which is determined by the creativity of the teacher (Rustiana & Ma`arif, 2022; Saputro & Darim, 2022).

Creativity is the ability to discover something new by using imagination, fantasy, or imagination (Asmani, 2015; Ilmi et al., 2021). Basically, every human being already has his own creativity embedded in his individual self, so the task of the teacher here is to develop creativity. students and train what is already in each individual (Ciptaningsih & Rofiq, 2022).

The creativity that the teacher must develop is the power (creativity) that first arises and stimulates students towards restating, reviewing, rethinking, and rediscovery, which gradually but surely leads to new discoveries and the emergence of new problem (Huang, Chin-Hsi, Mingyao, & Peng, 2021; Ibrahim, Akbari, & Suaidah, 2022; Julhadi, Sirojuddin, Arifin, Elihami, & Nazilah, 2022). Education should not only think about the development of students' thoughts but also need to pay attention to the attitudes, character of each student, activeness in learning (Azis, Abou-Samra, & Aprilianto, 2022). Therefore every teacher must have a method in the teaching process so as to create fun learning for students, in addition to using the method the teacher must also be good at managing the class, the teacher must be a student's partner in class so as to create a conducive, effective class, and make students feel comfortable when learning in class takes place (Sirojuddin, Amirullah, Rofiq, & Kartiko, 2022).

The class as a room for teaching and learning activities, of course, needs comfort and safety in it, comfortable against physical and non-physical disturbances, it is necessary to pay attention to the comfort of learning that occurs in real class so that students can be stimulated in a lesson so as to create students who are active, creative and develop students' potential so that there are students who excel (Maptuhah & Juhji, 2021; Muchibin & Ma`arif, 2022).

By studying Islamic Religious Education students are able to recognize and believe in their God and students are able to practice it in everyday life in their actions and create good character also for their families and surrounding communities, the achievements of Islamic religious education here students are able to understand and live it (Amma & Rifa'i, 2022; Ayyusufi, Anshori, & Muthoifin, 2022). Teacher creativity and the ability to manage classes are one of the important things in the teaching and learning process in schools in order to create student achievement, of course, in the field of study of Islamic Religious Education. It is hoped that with this achievement students will not only be able to understand and live up to the teachings of Islam but also be able to practice them in everyday life (Aniqoh, Ma`arif, & Kartiko, 2021; Sagala, 2007).

Based on the arguments above, that the creativity of teachers equipped with the ability to manage classes well is one of the efforts made by teachers, especially PAI teachers in improving student achievement in the field of Islamic Religious Education. So that later teachers are expected to have more discussions with other teachers to develop teaching creativity and the ability to manage classes so that learning objectives can be achieved.

The researcher concluded that the creativity of a teacher greatly determines the success of student learning, especially learning that takes place in class, when learning is led or limited to delivering material, the students are only limited to listening to material from the teacher, not only that the creativity of the partners coexists with how to manage the class properly because of the method used. good without conditioning the class and content will be difficult to apply. at SDN 3 Lengkong Kuningan the facilities are good for organizing the learning process, meaning that teachers are expected to be more creative in using it as a learning medium and teachers are more interesting in classroom management so they can prove and measure how much the teacher's creativity collates and the ability to manage class on student achievement.

## **METHOD**

The method used in this research is a type of field research. The nature of this research is quantitative. Quantitative research is an objective research approach that includes the collection and analysis of quantitative data and uses statistical testing methods. Quantitative research consists

of two types, namely survey and experimental research. Researchers here use experimental research which is research that identifies casual relationships. The purpose of experimental research is to measure the effect of "explanatory" variables or independent variables on the dependent variable, by controlling other variables to make causal inference more clearly (Sugiyono, 2008; Suryani & Hendriyadi, 2016). In connection with the issues discussed above, the authors describe the research method in several ways as follows.

The quantitative approach is an approach that is in the philosophy of positivism, used to examine certain populations or samples, collecting data using research instruments, analysis and is quantitative/statistical in nature, with the aim of testing the hypotheses that have been set (Sukmadinata, 2005). Using a quantitative approach is very much in line with what the writer will examine, here the writer will measure the influence exerted by teachers who have high creativity and are able to manage classes on student motivation and achievement at SDN 3 Lengkong Kuningan. Through these approaches the research aims to measure the correlation or influence between teacher creativity and the ability to manage classes with motivation and student achievement in Islamic education. then seen from the values and behavior and achievements of the students of SDN 3 Lengkong, especially class V in Islamic Religious Education.

## RESULT AND DISCUSSION

### Result

Tabel 1

Model Summary

Model	N	R Square	Adjusted R Square	Std. Error of the Estimate
1	633 <sup>a</sup>	.400	.356	2.205

A. Predictors: (Constant), Kemampuan Mengelola Kelas (X2), Kreativitas Guru Pai (X1)

ANOVA<sup>b</sup>

Model	Sum of Squares	df	Mean Square	Sig.
1 Regression	7.655	2	3.828	.012 <sup>a</sup>
Residual	31.312	27	1.160	
Total	38.967	29		

a. Predictors: (Constant), Kemampuan Mengelola Kelas (X2), Kreativitas Guru Pai (X1)

b. Dependent Variable: PRESTASI BELAJAR SISWA (Y)

Coefficients<sup>a</sup>

Model	Unstandardized Coefficients		Standardized Coefficients	Sig.
	B	Std. Error	Beta	
(Constant)	13.6756	14.591		.900
Kreativitas Guru Pai (X1)	-.452	.107	-.632	.000
Kemampuan Mengelola Kelas (X2)	.012	.086	-.021	.890

Based on the data obtained from the results of the research that the researchers conducted, the results of the analysis of the hypothesis testing were as follows: Correlation between the creativity of PAI teachers and the learning achievement of students in Islamic education class V at SDN 3 Lengkong Kuningan in the 2022-2023 academic year. The results of the analysis above obtained a positive and significant relationship between the creativity of PAI teachers and student achievement in Islamic education, it is proven that the value of  $r_{count} = 0.632 > r_{table} 0.05$  means that the relationship between creativity of Islamic education teachers and student learning achievement is strong. So if the higher the creativity of the PAI teacher, the stronger the student achievement will be. Teachers who have high teaching creativity will be able to increase student

motivation in learning so that they can realize students who excel, both in class, in the school environment or outside of school. Because learning motivation is needed by all students, both students who are already active in learning or students who are still halfway in terms of learning.

The results of the analysis above are supported by the results of the researcher's observations of the teacher concerned where the teacher prepares the learning tools in advance, namely preparing lesson plans according to the hours according to the provisions, teaching materials to be used as well as at the beginning of the teacher's learning as usually saying greetings and praying then do things that make students interested in learning, with a relaxed method but still focus on the learner according to the goals of the study. And close the learner with an evaluation of the material, namely by having students collect all the papers that have been filled with questions by students and discussed them in detail. very clear so that students understand and are happy with the teacher's answer. So here with the distribution of pieces of paper from the teacher for students to ask questions in a way that is written down and collected for the teacher to answer, all students can ask questions according to their own understanding without hesitation.

Correlation of ability to manage class with Islamic education learning achievement of fifth grade students of SDN 3 Lengkong Kuningan. The results of the second analysis obtained a positive and significant relationship between the ability to manage classes and student achievement, as evidenced by the value of  $r_{\text{count}} = 0.390 > r_{\text{table}} = 0.05$  meaning that the relationship between ability to manage class and learning achievement was low. So the higher the level of ability to manage the class, the higher the student achievement. The results of the analysis above can be correlated with the theory of classroom management.

Classroom management activities are a teacher's effort to create and maintain conditions that allow teaching management activities to take place smoothly so that teaching objectives can be achieved (Toelioe, 1992:16). Class conditions are very influential for the comfort of students when students are in class, therefore the teacher must be able to manage the class as well as possible so as to create conditions that are conducive and pleasant for students because when students feel comfortable and peaceful and pleasant in their hearts eating indirectly will creating students who focus seriously and their interests increase by itself and even make students more active as before because of that all conditions really make students feel comfortable apart from being able to control the class with the conditions students want, adequate advice in class is also very very necessary to encourage students to work and imagine with the abilities they have.

In theory, it can be seen that classroom management activities are the ability or skills of teachers in managing students in class which are carried out to create and maintain an atmosphere (condition) that supports teaching programs to improve student achievement. Likewise in Islamic Religious Education that class management activities by PAI teachers have an influence on student achievement. So to achieve teaching goals in schools need teachers who have the ability to manage the class.

The correlation between the creativity of PAI teachers and the ability to manage classes with the learning achievement of class V PAI studies at SDN 3 Lengkong Kuningan. The results of the third analysis obtained a positive and significant relationship between the creativity of PAI teachers and the ability to manage classes with student achievement in the field of Islamic Religious Education in class V at SDN 3 Lengkong Kuningan, it was proven that the calculated F value obtained = 9.012 then from the table with  $df = 2$  and  $df_2 = 30$ , significance level of 0.01 (F table = 3.35) and gives an effective contribution of 30.56%. Because the value of F arithmetic = 9.012 is greater than F table = 3.35 it is stated to be significant, meaning that the higher the level of

teacher creativity and ability to manage the class, the higher the student achievement in PAI learning. In the test of the coefficient of determination of the PAI teacher's creativity variable and the ability to manage classes, it has an effect of 30.56% on student achievement in the field of Islamic Religious Education at SDN 3 Lengkong Kuningan, while the other 60.54% based on observations are influenced by several factors, including internal factors (from within students, such as: interest in learning motivation to learn and other learning activities), external factors (from outside students, namely family and environment). The family is the main educational institution so that the condition of the family or the education of the family is very influential on the growth and development of student achievement.

The results of the analysis above can be correlated with the theory of teacher creativity, the ability to manage classes and student achievement. The teacher's creativity and ability to manage the class must be able to inspire students so that students will naturally develop and be creative in their studies and encourage students to study more actively. In this discussion, the results of the relevance hypothesis test will be interpreted with the hypothesis proposed by the researcher, namely "there is a positive and significant relationship between the creativity of PAI teachers and the ability to manage classes with student achievement in the field of Islamic Religious Education class V at SDN 3 Lengkong Kuningan" can be accepted. This result is proven by the results obtained from statistical analysis tests, observations and interviews conducted by the author with school principals, PAI teachers and several students of SDN 3 Lengkong Kuningan.

Thus, it can be said that the creativity of PAI teachers and the ability to manage classes is a step or method that also determines student achievement in the field of Islamic Religious Education at SDN 3 Lengkong Kuningan, so that the better the creativity of PAI teachers and the ability of class managers, the higher the learning achievement. students in the field of Islamic Religious Education at SDN 3 Lengkong Kuningan, conversely the less good the creativity of PAI teachers and the ability to manage classes, the lower the achievement of students in the field of Islamic Religious Education at SDN 3 Lengkong Kuningan.

It is important for educators to develop their creativity, with increasing teacher creativity it will certainly make it easier for students to receive lessons and even students are happy in the teaching and learning process, especially in elementary level schools where children are expected to feel comfortable and enthusiastic about learning, the researchers suggest that in the future there will be many have examined the extent to which the level of teacher creativity in classroom management is not only to improve student learning outcomes but to increase experience and enjoyment in learning. Teachers can use technology media, social media to increase their creativity and also to increase students' understanding of the use of technology and social media where even elementary school children are very sophisticated in using this technology, with understanding, directions in learning by teacher students are expected to be able to use technology, social media wisely and meaningfully.

## **Discussion**

Creativity is the development of divergent thinking skills, not convergent thinking. Divergent thinking is the process of thinking of seeing a problem from different perspectives and outlining possible solutions. Creative success is the intersection of the child's skills in a certain area. Skills to think and work creatively and intrinsic motivation, can also be inner motivation (Azizah, Rizal, Yudtika, & Sitepu, 2022; Pangestu & Karwan, 2021).

From all of the definitions above, it can be concluded that creativity is a human thought process that is free to express itself and is associated with agility, flexibility, and the ability to develop ideas that are useful for oneself and others, and can be easily understood, facilitated, pleases participants. educate in learning. A teacher is indeed required or even has to have creativity in himself in addition to developing talents in himself but also as a means for students to obtain learning that is easy to understand and learning full of comfort and fun (Arif & Sulistianah, 2019). And Religion supports that which is stated in Q.S Al Baqarah verse 219 "Thus, Allah explains to you His verses so that you think" in this verse it is explained that Allah commands humans to think to find solutions, understanding so that they can develop what Allah has given or even be able to practice , practicing what Allah commands so that it spreads widely in goodness and hoping that many will flock to learn Allah's religion, so one's creativity is needed to achieve its goals and clearly it requires thought (Aprilianto, Rofiq, Sirojuddin, Muchtar, & Mumtahana, 2023; Madkan & Mumtahana, 2022).

Teachers have roles and functions in education, how do teachers create new methods or styles in teaching which will certainly bear fruit from what is delivered to their students, one of the successes of creative teachers is to increase learning motivation and make students achievers, every teacher has the ability to achieve that, even so there are still teachers who are less creative in conveying learning to students, teachers also need training so that teacher creativity continues to develop for the better and newer besides that class management in the teaching and learning process is also very concerned because it is a major factor as well. to improve student learning outcomes (Barnoto, 2020; Fitriyana, Astuti, Rahman, Werdiningsih, & Idrus, 2023).

Classroom management is one of the activities that the teacher must master, according to the author, because with good classroom management skills, teachers can create a classroom atmosphere that their students desire when studying in class. Classroom management is the teacher's skill to create and maintain optimal learning conditions and restore them when there is a disruption in the teaching and learning process (Djamarah, 2000).

Classroom management is essentially contained in educational goals. In general, the purpose of classroom management is to provide facilities for various student learning activities in the social, emotional, and intellectual environment in the classroom. With these facilities, students can express themselves with all the talents that exist in these students, students can also study safely and comfortably because the facts are adequate and support what students want to create (Jumiati & Kartiko, 2022).

Teacher creativity in classroom management is basically to achieve the goals of learning which will later be seen from student learning outcomes. Achievement is the result that has been achieved by someone in carrying out activities. According to Gagne (1985:40) in Darmadi states that learning achievement consists of five aspects, namely intellectual abilities, cognitive strategies, verbal information, attitudes and skills. And according to Bloom quoted from Suharsimin Arikunto (1990:110) in Darmadi that learning outcomes are divided into three aspects, namely cognitive, affective, and psychomotor. Achievement in this case is a concrete result that can be achieved at a certain time or period or the results that students get from the learning process. (Sardiman: 2012). Achievement is an indicator of a change in behavior or the maximum result of something, either in the form of study or work (Hamalik, 2003).

The results of the study explain that the Creativity of PAI Teachers and the ability to manage classes (independent variables) are measured through an ordinal scale questionnaire, namely "measurements based on rankings are sorted from the highest level to the lowest level or vice versa,

(Riduwan: 2006). So the higher the score obtained, the better the results filled by research subjects. The measurement of this scale follows the Likert scale used to measure attitudes, opinions, and perceptions of a person or group of people about social phenomena that have been specifically determined by researchers, which are referred to as research variables. (Sugiono: 2007). This scale consists of a number of statements that ask for the respondent's reaction. In this study the authors used four alternative answers, namely: "always", "often", "sometimes", and "never". highest between one and four.

Motivation and Learning Achievement of students in the field of Islamic Religious Education (Trikat variable) with indicators of the value of learning outcomes in cognitive, affective and psychomotor aspects both formative, sub-summative and summative test results which can be seen from the results of report cards (Arifin, 2010; Karim, Siregar, Prayoga, Suyitno, & Kartiko, 2022). With research techniques that researchers do namely Questionnaire, Observation and Documentation. As for the results, there is a correlation between the creativity of PAI teachers and the ability to manage classes which has an effect of 30.56% on student achievement while another 60.54% based on observations are influenced by several factors, including internal and external factors.

## CONCLUSION

From the results of the calculation of the data analysis showed "there is a significant correlation between the creativity of PAI teachers and student achievement in the field of Islamic Religious Education", obtained  $r_{count} = 0.632 > r_{table} 0.05$ . As well as "there is a significant correlation between the ability to manage classes with student achievement in the field of Islamic Religious Education", obtained  $r_{count} = 0.390 > r_{table} 0.05$ . So the correlation between the creativity of PAI teachers and the ability to manage classes with student achievement in the field of Islamic Religious Education in class V at SDN 3 Lengkong Kuningan in 2022-2023, shows that there is a significant correlation with  $r_{count} = 9.012 > r_{table} 3.35$ . In the test of the coefficient of determination of the PAI teacher's creativity variable and the ability to manage classes, it has an effect of 30.56% on student achievement in the field of Islamic Religious Education at SDN 3 Lengkong Kuningan, while the other 60.54% based on observations are influenced by several factors, including internal factors and external.

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