

Relationship between Student Perceptions of Teacher Creativity with Student Learning Achievement in Tangerang

Zubairi¹

¹ STAI Asy-Syukriyyah, Jakarta Barat, Indonesia; zubairimuzakki@gmail.com

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Abstract

This study aims to determine student perceptions of teacher creativity in managing class (X). Student achievement of Islamic religious education in Cipondoh District, Tangerang City (Y). Whether or not there is a relationship between students' perceptions of teacher creativity in managing classes and student achievement in Islamic religious education at State Junior High Schools in Cipondoh District, Tangerang City. This study uses a quantitative approach. The research subjects totaled 32 respondents, using a stratified random sampling technique. Data collection uses a questionnaire instrument (X) and a report card value documentation instrument to collect data (Y). The collected research data were analyzed using descriptive statistical analysis techniques. Testing the hypothesis shows a positive relationship between student perceptions of teacher creativity in managing classes and student achievement in Islamic religious education at Cipondoh District Public Middle School, Tangerang City. This can be seen from the recount (observation ratio value) of 0.641, greater than the rtable (correlation table value) at the significance level of 5%:0.349 and 1%:0.449. This shows that the teacher's creativity determines 64% of the variation in Islamic religious education learning achievement scores. From the results of this study, it was concluded that there was a positive relationship between students' perceptions of teacher creativity in managing classes and student achievement in Islamic religious education, in the sense that the higher student perceptions of teacher creativity in managing classes, the better student achievement in religious education.

Keywords

Student Perceptions; Teacher Creativity; Student Achievement

Corresponding Author

Zubairi

STAI Asy-Syukriyyah, Jakarta Barat, Indonesia; zubairimuzakki@gmail.com



1. INTRODUCTION

Education has an important role in determining the development and self-realization of individuals. (Muzakki, 2018) Education is responsible for optimally developing talents and abilities so children can realize themselves and function according to personal and societal needs. (Z. Zubairi, 2022)

The core of the formal education process is teaching, while the core of the teaching process is student learning. (M.Pd.I, t.t.-c) Therefore, the teaching and learning process is centered on one issue: how teachers carry out an effective teaching and learning process to achieve a goal. (Zubairi, Abnisa, dkk., 2023)

Teachers are all people who are authorized and responsible for guiding and fostering students, both individually and in groups, at school and outside school. (M.Pd.I, t.t.-b) Because the profession as a teacher is based on a calling, the teacher's task as an educator means developing self-professionalism according to the development of science and teaching noble values that benefit students' lives. (Adab, t.t.-d)

The teacher is one of the human components in the teaching and learning process, which plays a role in efforts to form potential human resources in the development field. (M. P. I. Zubairi, t.t.) Therefore teachers who are one of the elements in the field of education must participate actively and place their position as professionals by the growing demands of society. In a special sense, it can be stated that in each teacher lies the responsibility to bring his students to maturity or at a certain level. (Adab, t.t.-d) In this framework, the teacher is not merely a teacher who transfers knowledge but also an educator who transfers values and, simultaneously, a mentor who provides direction and determines students' learning. (Adab, t.t.-b) In this regard, a teacher has a complex role in teaching and learning to deliver students to the desired level. (M.Pd.I, t.t.-a)

Several factors, both internal and external factors, determine a teacher's success in teaching. Internal factors consist of motivation, self-confidence, and the teacher's creativity. (Adab, t.t.-a) While external factors are more emphasized on the facilities and climate of the school concerned. (Z. Zubairi, 2023) Every progress achieved by humans always involves creativity. When humans crave better and higher productivity, effectiveness, efficiency, and even happiness than previously achieved, creativity is used as the basis for achieving it. (M.Pd.I, t.t.-b)

Creativity is a gift God gives to every human being, namely the ability to create (inventiveness) and be creative. (Abnisa & Zubairi, 2022) The implementation of a person's creativity is not the same, depending on the extent to which the person is willing and able to manifest his creativity into creation or work. (M. P. I. Zubairi, t.t.)

Everyone has innate creative potential from birth, even in different degrees and fields, so that potential must be developed early to function properly. (Hasan & Zubairi, 2023) For this reason, a driving force is needed, both from within and outside the individual, namely the environment. (M.Pd.I, t.t.-b) In this case, the environment includes the environment in the narrow sense of the word (family, school) and the broad sense of the word (society, culture) that can create environmental conditions that can instill individual creative power. (Adab, t.t.-d)

Thus, both within and outside the individual (environment) can support or inhibit the potential for creativity. The implication is that creative abilities can be increased through education, bearing in mind that creativity is a potential talent everyone possesses from birth, which can be identified and equipped through education right. (Adab, t.t.-b)

Education should pay attention to the development of thinking skills alone and the formation of attitudes, feelings, and personality traits that reflect the creativity that needs to be developed. (Zubairi, Abnisa, dkk., 2023) In this case, a lot depends on the teacher's initiative and creativity to create a learning atmosphere that fosters and supports student creativity so students can express their thoughts and

feelings and have creative power at work (Adab, t.t.-c). This reflects independence and democracy in education, which means that the realization of education is above the creativity of the teachers' performance in carrying out their duties (Adab, t.t.-a).

A teacher must be able to optimize his creativity. The teacher's creativity and activities must be able to inspire their students. So that students will be more motivated to learn, work and be creative (Muzakki, 2014). The teacher plays an active role in developing student creativity by having the teacher's characteristics, including motivation, self-confidence, sense of humor, patience, interest, and flexibility (flexibility) (Muzakki, 2014). Creative teachers have high enthusiasm and motivation to motivate their students to improve and develop student creativity, especially those contained in an innovative form of learning (Muzakki & Nurdin, 2022). This means that apart from being an educator, the teacher must also be a creator who can create comfortable and conducive learning conditions for students (Z. Zubairi & Nurdin, 2022).

The process of education and teaching can run well if there is an atmosphere or conditions that allow students to study in peace and be fully ready to follow the learning process (Abnisa & Zubairi, 2022). The teacher's efforts in creating the expected conditions will be effective if the factors supporting the creation of favorable conditions in the teaching and learning process are known. Second, the problems are known and usually arise and can damage the teaching and learning climate. Third, mastery of various approaches to classroom management is also known when and for which problems an approach is used (Adab, t.t.-a).

The position of the teacher as an educator has a very important role in the teaching and learning process, one of which is as a class manager (M. P. I. Zubairi, t.t.). The teacher should be able to manage the class well because the class is a gathering place for all students to receive lesson material from the teacher. In each teaching process, this condition must be planned and attempted by the teacher to avoid adverse conditions (prevention efforts) and return to optimal conditions if damaging things occur, which are caused by the behavior of students in the class (efforts curative) (Hasan & Zubairi, 2023)

Classes that are well managed will support the course of educational interactions, whereas classes that are not managed properly will hinder teaching activities (Z. Zubairi, 2022). To be able to create a conducive classroom. The teacher must have the strategy or skills needed in teaching, create an optimal learning situation and be able to restore it if there is a disruption in the teaching and learning process (Nurdin & Zubairi, 2023).

The ability to manage a class is an important activity for teachers before learning, especially in creating a conducive atmosphere in the classroom to allow students to feel happy in participating in the learning process (Adab, t.t.-c). If students are enthusiastic about following the teacher's explanation, students will be disciplined and interested in studying more diligently (Zubairi, Maharani, dkk., 2023). An optimal learning condition can be achieved if the teacher can manage students and teaching facilities and control them in a pleasant atmosphere to achieve teaching goals (Z. Zubairi dkk., 2022). Therefore, classroom management must be improved so that students can achieve optimal learning achievement (Muzakki, 2016)

Classroom management ability determines the success of learning. All other teacher abilities can become neutral without effective classroom management skills because they lack a positive influence or impact on student learning (Muzakki & Nurdin, 2022).

Education is an important factor in character building and developing individual potential. The teacher's role in education is very important as an effective learning facilitator. (Abnisa & Zubairi, 2022) In addition, teacher creativity in managing the class is also a relevant aspect of improving student learning achievement. (Muzakki, 2018) Islamic Religious Education is one of the fields of study that plays an important role in forming morals (Muzakki, Illahi, et al., 2022) and student faith. (Muzakki, Solihin, et al., 2022) At the junior high school level, learning Islamic Religious Education is a place to

introduce the values of religion (Z. Zubairi et al., 2022a) and increase students' understanding of Islamic teachings (Muzakki, 2014). . . . This approach was taken because of the importance of measuring students' perceptions as direct observers of the learning process (Muzakki & Nurdin, 2022).

Teacher creativity in managing the class includes the teacher's ability to present learning material interestingly. Z. Zubairi & Nurdin (2022) motivate students to use methods (Muzakki & Nurdin, 2022) and innovative learning strategies (Muzakki, 2022a) and create an environment that is conducive to teaching and learning activities (Muzakki, 2015). Students' perceptions of teacher creativity can influence their learning interests and motivation (Muzakki, 2016), impacting their learning achievement (Rifa'i et al., 2022).

This study aims to understand the extent to which students' perceptions of teacher creativity in managing classes are related to student achievement in the field of study of Islamic Religious Education at State Junior High Schools in Cipondoh District, Tangerang City. The results of this study are expected to provide a better understanding of the importance of teacher creativity in managing the class (M. P. I. Zubairi, t.t.-a) and its impact on student achievement (Muzakki, 2016) .

With this research, it is hoped that can provide useful insights and recommendations for teachers, schools, and education stakeholders to improve student learning achievement (Z. Zubairi & Nurdin, 2022) through developing teacher creativity in managing classes in the field of study of Islamic Religious Education (Umi & Mujiyatun, 2021)

2. METHOD

The research method used in this study is quantitative. This method allows researchers to collect data that can be measured and statistically analyzed to answer the research questions posed. The following are the steps to be carried out in this research:

- a. This study will use a cross-sectional research design, namely, data collected at a certain time. The data that has been collected is analyzed using statistical techniques. The relationship between students' perceptions of teacher creativity and student achievement is explored using the correlation analysis method. This allows researchers to see whether there is a positive or negative relationship between the two variables (Hadi, 1991).
- b. The population in this study were all state junior high school students in Cipondoh District, Tangerang City, who took Islamic Religious Education subjects. From this population, a representative sample was selected representing each school spread across Cipondoh. Researchers can use random sampling techniques to select students who will be respondents in this study, so 32 respondents were selected as a sample.
- c. Data is collected using an instrument in the form of a questionnaire. This questionnaire will consist of two parts. The first part will measure student perceptions of teacher creativity in classroom management. Questions in this questionnaire can cover innovative learning methods, creativity in delivering material, student motivation, and a conducive classroom environment. The second part will contain data on student achievement in the field of study of Islamic Religious Education. Learning achievement data can be obtained from student grades or exam results.
- d. After the data analysis, the research results are interpreted and explained in detail. Researchers try to connect the research findings with relevant theories and provide a better understanding of the relationship between students' perceptions of teacher creativity in managing the classroom with student achievement in the field of study of Islamic Religious Education (Arikunto, 2010) as described in the research instrument.

Using quantitative methods, this research is expected to provide valid and reliable data to answer research questions objectively.

3. FINDINGS AND DISCUSSIONS

In carrying out this research, the authors used a quantitative approach because a quantitative approach uses numbers to measure data. The goal is to provide statistical research, relationships, or explanations. Because in this study. The results are in numbers or amounts using statistical data using product moment correlation calculations, while the research model is a descriptive analysis based on library and field research data.

The research objective is a matter of great benefit to research which will provide direction on the main points that the researcher will write so that it will make it easier for researchers to work on and search for data as writing steps. This research's objectives can be formulated as follows: 1. To find out the creativity of PAI teachers in managing classes at State Junior High Schools in Cipondoh District, Tangerang City. 2. To determine students' learning achievement in the PAI study field at State Junior High Schools in Cipondoh District, Tangerang City. 3. To find out the relationship between PAI teachers' creativity in managing classes and students' learning achievements in the PAI study field at Public Middle Schools in Cipondoh District, Tangerang City.

Data analysis is to prove whether there is a relationship between the creativity of PAI teachers in managing classes with the learning achievement of students in the PAI study field at Public Middle Schools in Cipondoh District, Tangerang City, because field data or theoretical basis as support has not been able to prove the truth by itself. The analysis of hypothesis testing and further analysis is needed as follows:

Preliminary Analysis

In this analysis, quantitative values and qualitative values will be obtained for variable X (student perceptions of teacher creativity in managing the class) and variable Y (learning achievement of Islamic Religious Education) for students based on the grades of even semester report cards for the 2013/2014 academic year and the completed questionnaire answered by students. The steps taken are as follows.

Conceptually the ability to manage a class is an effort made by the person in charge of teaching and learning activities or those who help intending to achieve optimal conditions so that learning activities can be carried out as expected (Siswanto, 2021)

Operationally, it is the student's assessment of a series of teacher activities to create and maintain enabling conditions in the teaching and learning process in the classroom (Muzakki, 2022b). Operationally, it is the student's assessment of a series of teacher activities to create and maintain conditions that allow the teaching and learning process in the classroom, use teaching time effectively and efficiently, provide direction and responsibility to students so that the learning process can take place smoothly so that the objectives of teaching PAI can be achieved in State Middle Schools in Cipondoh District, Tangerang City, after the questionnaire was distributed to respondents, totaling 32 students in State Middle Schools In Cipondoh District, Tangerang City, based on the table of student perceptions about the creativity of PAI teachers in managing the class above, it can be analyzed as follows:

- a. Looking for the highest value (H) and lowest value (L) of the data, the highest value (H) is 83, and the lowest value (L) is 54.
- b. Define class intervals with the formula $I =$

To determine the class interval must go through several stages as follows:

1) Find the number of class intervals with the formula $K = 1 + 3.3 \log N$, then we get:

$$\begin{aligned}
 K &= 1 + 3.3 \log N \\
 &= 1 + 3.3 \log 32 \\
 &= 1 + 3.3 (1.5) \\
 &= 1 + 4.95 \\
 &= 5.95 \text{ Rounded to } 6
 \end{aligned}$$

2) Finding the range (R) using the formula $R = H - L$, then obtained: $R = 83 - 54 = 29$

3) Determine the class interval (I) with the formula $I = \frac{R}{K}$ so that: $I = \frac{29}{6} = 4.83$. Rounded up to 5

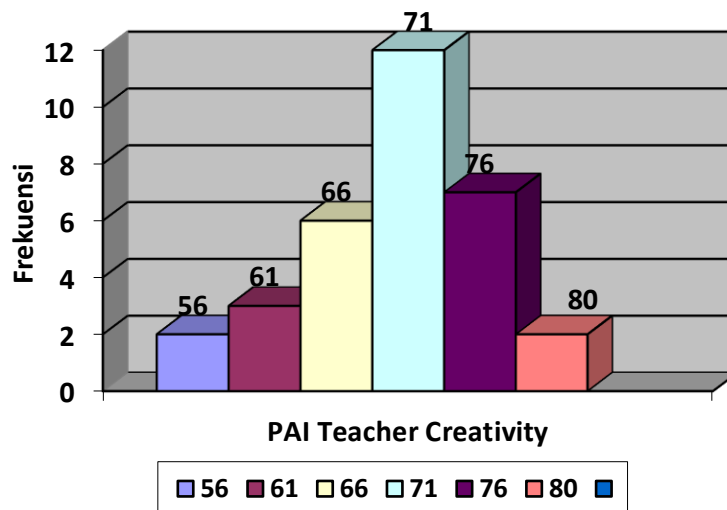
So, the length of the class interval is 5, and the number of class intervals is 6

c. Determine the mean/average value (M) of the creativity of PAI teachers in managing classes at State Junior High Schools in Cipondoh District, Tangerang City. Based on the table above, it can be seen that the highest value of the teacher's creativity variable in managing the class is 83, while the lowest is 54. To find out the average of the teacher's creativity variable in managing the class can be calculated using the following formula:

Table 1. Frequency distribution of the mean scores of creativity of PAI teachers in managing classes at State Junior High Schools in Cipondoh District, Tangerang City

Interval	F	F%	x	Fx	$ \begin{aligned} \text{Mean} &= \frac{\sum fx}{N} \\ &= \frac{2237}{32} \\ &= 69,9 \end{aligned} $
54-58	2	6%	56	112	
59-63	3	9%	61	183	
64-68	6	19%	66	396	
69-73	12	38%	71	852	
74-78	7	22%	76	532	
79-83	2	6%	81	162	
Amount	32	100%		2237	
Symbol	N			Σfx	

Frequency distribution of the mean scores of creativity of PAI teachers in managing classes at State Junior High Schools in Cipondoh District, Tangerang City



Determining the qualifications of the PAI teacher's creativity variable in managing classes at State Junior High Schools in Cipondoh District, Tangerang City. Based on the results of the calculations in the table, it can be seen that the average value for the teacher's creativity variable in managing the class, it is 69.9. To find out more clearly the quality of the learning achievement variable in Islamic Religious Education can be seen in the following table:

Table 2. Quality Variable creativity of PAI teachers managing classes at State Junior High Schools in Cipondoh District, Tangerang City

Intervals	Quality
81 - 100	Very well
61 - 80	Good
41 - 60	Currently
21 - 40	Not enough
00 - 20	Less

From the table above, it can be seen that the creativity of PAI teachers in managing classes at Public Middle Schools in Cipondoh District, Tangerang City falls within the interval 61–80, so it can be categorized as good.

Learning Achievement

In this study, there were 32 students as respondents who were randomly selected by researchers in class IX. The value of student achievement in the field of study of Islamic religious education at Public Middle Schools in Cipondoh District, Tangerang City, was obtained by taking scores related to PAI material in class VIII even semester of the 2013/2014 academic year.

In terms of increasing student learning achievement, Public Middle Schools in Cipondoh District, Tangerang City. Islamic Religious Education learning achievement data was obtained from the even semester Islamic Religious Education report cards. The number of students observed was 32 students. To find out the value of learning achievement can be seen in table IV as follows:

Table 3. Student Achievement Value in the Field of Islamic Religious Education Studies.

No. Resp	Nilai	No. Resp	Nilai	No. Resp	Nilai	No. Resp	Nilai
R-1	62	R-9	70	R-17	64	R-25	73
R-2	67	R-10	71	R-18	66	R-26	73
R-3	67	R-11	71	R-19	72	R-27	74
R-4	69	R-12	75	R-20	72	R-28	75
R-5	75	R-13	76	R-21	77	R-29	76
R-6	77	R-14	77	R-22	79	R-30	77
R-7	79	R-15	78	R-23	83	R-31	78
R-8	82	R-16	80	R-24	85	R-32	78

Based on the table of student achievement in the field of study of Islamic religious education for State Junior High School students in Cipondoh District, Tangerang City above, it can be analyzed as follows:

- a. Looking for the highest value (H) and lowest value (L) of the data, the highest value (H) is 85, and the lowest value (L) is 62.
- b. Define class intervals with the formula $I = \frac{H-L}{K}$
To determine the class interval must go through several stages as follows:
 - 1) Find the number of class intervals with the formula $K = 1 + 3.3 \log N$, then we get:
 $K = 1 + 3.3 \log N$

$$= 1 + 3.3 \log 32$$

$$= 1 + 3.3 (1.5)$$

$$= 1 + 4.95$$

$$= 5.95 \text{ Rounded to } 6$$

- 2) Finding the range (R) using the formula $R = H - L$, then obtained: $R = 85 - 62 = 23$
- 3) Determine the class interval (I) with the formula $I = \frac{R}{n}$, thus obtained: $I = \frac{23}{6} = 3.83$. Rounded up to 4

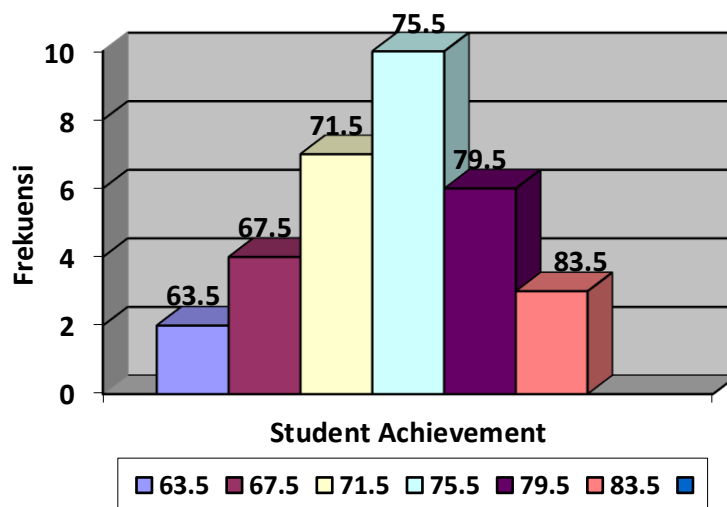
So, the length of the class interval is 4, and the number of class intervals is 6

- c. Determine the mean value (M) of student achievement in Islamic religious education in public junior high schools in Cipondoh District, Tangerang City. Based on the table above, it can be seen that the highest value of the student achievement variable in Islamic Religious Education is 85, while the lowest is 62. To find out the average variable of student achievement in the field of Islamic religious education can be calculated using the following formula:

Table 4. Frequency distribution of the mean score of student achievement in the field of Islamic religious education in public junior high schools in Cipondoh District, Tangerang City

Interval	F	F%	x	Fx	$\text{Mean} = \frac{\sum fx}{N}$ $= \frac{2380}{32}$ $= 74.4$
62-65	2	6%	63.5	127	
66-69	4	13%	67.5	270	
70-73	7	22%	71.5	500.5	
74-77	10	31%	75.5	755	
78-81	6	19%	79.5	477	
82-85	3	9%	83.5	250.5	
Amount	32	100%		2380	
Symbol	N			Σfx	

Frequency Distribution of Mean Scores of Student Achievement in the Study Field of Islamic Religious Education at Public Middle Schools in Cipondoh District, Tangerang City



Determine the qualifications of student achievement variables in the field of study of Islamic religious education at State Junior High Schools in Cipondoh District, Tangerang City. Based on the

results of the calculations in the table above, it can be seen that the average value for the student achievement variable in the Field of Study of Islamic Religious Education is 74.4. To find out more clearly the quality of student achievement variables in the field of Islamic Religious Education can be seen in the following table:

Table 5. Variable Quality of Student Achievement in the Study Field of Islamic Religious Education

Intervals	Quality
81 - 100	Very well
61 - 80	Good
41 - 60	Currently
21 - 40	Not enough
00 - 20	Less

From the table above, it can be seen that the learning achievement of students in Islamic Religious Education at State Junior High Schools in Cipondoh District, Tangerang City, is included in the interval 61–80 so that it can be categorized as good.

Analysis of Hypothesis Testing

After conducting a preliminary analysis as above, it is necessary to have an analysis of hypothesis testing to prove whether or not the hypothesis proposed by the researcher is accepted. For this reason, it is necessary to prove it by looking for the value of the correlation coefficient between the variables of creativity of PAI teachers in managing classes with student achievement in Islamicreligious education at Public Middle Schools in Cipondoh District, Tangerang City using the Product Moment Correlation formula as follows:

= correlation coefficient between x and y

= multiplication between and

= student's perception variable about the teacher's ability to manage the class (independent)

= student achievement variable (dependent)N = number of respondents

Σ = sigma (amount)

The proving process with the product moment correlation formula begins with the step of compiling the product moment coefficient table to find sigma ², ² and, as in the following table:Working Table of the Coefficient Between Students' Perceptions about the creativity of PAIteachers in managing classes with student achievement in the field of Islamic Religious EducationAfter that, an interpretation is carried out with the degrees of freedom or df (degree of freedom), where df = N, and N is the number of respondents, then df = 32. Because in the table of values rproduct moment 32 it is obtained $r_t(N) = r_{0.05}(30) = 0.349$ and $r_t(N) = r_{0.01}(30) = 0.449$, whiler₀ = 0.641 then $r_0 > r_t$ or $0.641 > 0.349$ at the 5% significance level and $0.641 > 0.449$ at the 1%significance level. Thus, the r_t at the 5% and 1% confidence levels is significant. Thus the proposed hypothesis is accepted.

Advanced Analysis

From testing the hypothesis, the relationship between the creativity variable of PAI teachers in managing the class () and the learning achievement variable of students in Islamic Religious Education students of State Junior High Schools in Cipondoh District, Tangerang City() is significant. This is indicated by the hypothesis test, which shows the results of calculating r_0 with a result of 0.641. So, because $r_0 > r_t$, it is significant. To find out more clearly can be seen in the following table:

Table 6. Hypothesis Test Results and Significance Levels of 5% and 1%

r_{xy}	N	Significance		Information
		5%	1%	
0,641	32	0,349	0,449	Significant

The table above shows a positive relationship between teacher creativity in managing the class and the learning achievement of Islamic Religious Education students at Public Middle Schools in Cipondoh District, Tangerang City, which is equal to 0.641. Therefore, the proposed hypothesis is accepted if $r_0 > r_t$ is good at the 5% and 1% significance levels. This means that the higher the teacher's ability to manage the class, the higher the learning achievement of Islamic Religious Education students at State Middle Schools in Cipondoh District, Tangerang City. But conversely, the lower the teacher's ability to manage the class, the lower the learning achievement of Islamic Religious Education for state students in Cipondoh District, Tangerang City.

Discussion of Research Results

From the analysis results, a positive and significant relationship was obtained between the creativity of PAI teachers and student achievement in PAI. It was proven that the value of $r = 0.641$ means that the relationship between the creativity of PAI teachers and learning achievement is quite strong. The higher the level of teacher creativity means, the higher student achievement. The analysis results above can be correlated with the theory of teacher creativity. Teaching and learning activities in schools are oriented towards achieving high academic learning achievements by all students (Tarmiji dkk., 2016). High learning achievement can be achieved when student creativity gets the opportunity to develop in a conducive teaching and learning climate. The teacher's creativity in teaching is used as an assumption that can increase student learning motivation.

Teachers who have high creativity will be able to provide learning motivation to their students (Sukiman & Subadi, 2017). Motivation is a driving force in achieving achievement (Muzakki, 2022b). The existence of good motivation in learning will show good results. The intensity of a student's motivation will greatly determine the level of achievement of learning achievement so that the learning achievement of Islamic religious education will be achieved with good results (M. P. I. Zubairi, t.t.-b).

Thus, it can be said that the creativity of PAI teachers in managing classes is a predictor that also determines student achievement in Islamic Religious Education at Public Middle Schools in Cipondoh District, Tangerang City. So that the better the creativity of PAI teachers in managing the class, the higher the learning achievement of students in Islamic Religious Education at Public Middle Schools in Cipondoh District, Tangerang City. On the contrary, the less good the creativity of PAI teachers in managing the class, the lower the learning achievement of students in the field of Islamic Religious Education in Junior High Schools in Cipondoh District, Tangerang City

From the results of the preliminary test on the influence of the creativity of PAI teachers in managing classes on student achievement in the field of Islamic Religious Education at State Junior High Schools in Cipondoh District, Tangerang City, it can be seen that teacher creativity in managing classes is in a good category. This is evidenced by calculating the average student perception variable about teacher creativity in managing the class of 69.9 at intervals of 61-80 in the good category. Likewise, the test results regarding the learning achievement of Islamic Religious Education students were in a good category. This is evidenced by the calculation of the average variable of learning achievement in Islamic

religious education at Public Middle Schools in Cipondoh District, Tangerang City, which is 74.4, as seen from the KKM (minimum credit score) showing the number 75 for class IX, 14 students who are under the KKM from 32 students or 44%, this shows that the teaching and learning process for Islamic religious education subjects at Public Middle Schools in Cipondoh District, Tangerang City is going well.

From the correlational test between teacher creativity in managing the class and student achievement in Islamic religious education at Public Middle Schools in Cipondoh District, Tangerang City, it can be seen that teacher creativity in managing class has a positive influence on student achievement in Islamic religious education lessons, which is equal to 0.640. To find out the strength of the correlation, it can be matched in the following interpretation table:

Table 7. Guidelines For Providing Interpretation of Correlation Coefficients

Coefficient Intervals	Relationship Level
0,00 – 0,199	Very low
0,20 – 0,399	Low
0,40 – 0,599	Currently
0,60 – 0,799	Strong
0,80 – 1,000	Very strong

The table above shows that the yield coefficient (r_0) is 0.640 and lies in the interval 0.60 – 0.799. So it can be concluded that the relationship between teacher creativity in managing classes and student achievement in Islamic religious education at Public Middle Schools in Cipondoh District, Tangerang City is "strong." Several factors influence the high correlation between teacher creativity in managing classes and student achievement of Islamic religious education in Public Middle Schools in Cipondoh District, Tangerang City, as follows:

Internal Factors

These internal factors are factors that arise from within. These factors include:

a. Awareness

High awareness of teachers in educating students is a factor that supports students' academic intelligence. (Zubairi, Maharani, dkk., 2023) Therefore a balanced education in applying cognitive, affective, and psychomotor aspects can improve students' academic intelligence (M. P. I. Zubairi, t.t.)

b. Creativity

Creativity is a very important tool in growing students' academic intelligence (M.Pd.I, t.t.-c)

Therefore, teachers as guides and mentors, and educators of children are responsible for the education of their students at school (Lusiana dkk., 2022). Teachers are expected to be able to explore the creativity of their students and develop it in a positive direction. (Adab, t.t.-c)

External Factors

External factors are factors that arise from outside. These factors include:

a. higher education

Parental education will also influence their children's education (Z. Zubairi, 2022). Here, parents are expected to be able to identify and explore and then encourage their children's potential in positive things that benefit them (Muzakki & Dahari, 2021).

b. Family and school environment

The family environment is the first known and basic environment in educating children (Muzakki, Solihin, dkk., 2022). Creating a conducive family environment is expected to influence his personality (Muzakki & Dahari, 2021b). So that children can study well and can improve their learning achievement in the academic field can also affect daily behavior. (Muzakki & Nurdin, 2022) From the final results of the research calculations, it can be concluded that the contribution of teacher creativity to PAI learning achievement is only 66%, meaning that there are still 44% of other factors that influence PAI learning achievement. These factors include: intellectual intelligence, spiritual intelligence, heredity, family conditions (Muzakki, 2018), and the environment around students, as well as the types of student learning efforts, which include strategies and methods used to carry out learning activities subject matter (M. P. I. Zubairi, t.t.-b)

Research Limitations

The researcher realizes that in this study, there are many limitations, including:

- a. Due to limited time and the busyness of teachers, students, and the school with various activities, the authors find it difficult to obtain detailed data.
- b. Many factors affect learning achievement in Islamic religious education, including using educational media and the learning environment, such as intelligence, motivation, and concern. Each student's socio-economic environment is different and others.

In filtering data about Islamic Islamic education learning achievement, the researcher used the documentation method, namely to obtain PAI learning outcomes taken from semester report cards and did not use the test method due to time constraints because it coincided with the preparation for midterm exams, so it was difficult to find empty hours that could use for testing. However, on the one hand, the researchers believe that the value of the report cards reflected the results of students' PAI learning, which includes three aspects: cognitive, affective, and psychomotor.

4. CONCLUSION

Based on data analysis and research findings, it can be concluded that there is a significant relationship between students' perceptions of teacher creativity in managing classes with student achievement in the field of study of Islamic Religious Education at State Junior High Schools in Cipondoh District, Tangerang City.

Students' perceptions of teacher creativity have a positive influence on student achievement. In this context, the teacher's creativity in managing the class includes conveying learning material interestingly, using innovative learning methods and strategies, motivating students, and creating a conducive environment for teaching and learning activities.

Students with positive perceptions of teacher creativity tend to achieve better learning achievements in Islamic Religious Education. This perception can affect students' learning interests and motivation, as well as build a positive learning climate in the classroom.

Based on the research that has been done, both directly and from the results of the analysis of the data obtained, we can draw the following conclusions:

- a. The creativity of PAI teachers in managing classes at Public Middle Schools in Cipondoh District, Tangerang City, can be classified in the good category. This is evidenced by calculating the average student perception variable about teacher creativity in managing the class of 69.9, which lies in the interval 61-80 so that it is included in the good category.

- b. The learning achievement of Islamic Religious Education at State Junior High Schools in Cipondoh District, Tangerang City, in the even semester of the 2013/2014 school year was classified as good, indicated by an average score of 74.4 in the interval 61–80. This indicates that the teaching and learning process for Islamic Religious Education at Public Middle Schools in Cipondoh District, Tangerang City, can succeed and run well.
- c. The results of the quantitative analysis show a positive correlation between the teacher's creativity in managing the class and the learning achievement of Islamic Religious Education students at SMP Nusantara 1 Tangerang. This can be proven by the results of the product moment correlation coefficient obtained (0.641), which is greater than the t value in the table, both at a significance level of 5% (0.349) and at a significance level of 1% (0.449). Thus it can be concluded that there is a positive correlation between teacher creativity in managing the class and student achievement in Islamic Religious Education, so the hypothesis that the authors propose is - the higher the teacher's creativity in managing the class, the better student achievement in Islamic Religious Education and conversely, the lower the teacher's creativity in managing the class, the learning achievement of students in Islamic Religious Education learning Islamic Religious Education, the worse it is – can be accepted.

The results of this study provide important implications for learning practices in public junior high schools in the Cipondoh District, Tangerang City. Teachers need to pay attention to aspects of creativity in managing classes to improve student achievement in the field of study of Islamic Religious Education. Using innovative learning methods, using relevant media or technology, and creating an interactive and participatory classroom environment can increase creativity in managing the classroom. In addition, this research also contributes new knowledge in the field of education, especially in the context of classroom management and learning in Islamic Religious Education. The results of this study can become the basis for further research and the development of more effective learning programs to improve student achievement in that field of study.

However, this research has some limitations. First, this research was only conducted on state junior high school students in Cipondoh District, Tangerang City, so generalizing research findings must be done cautiously. In addition, using a questionnaire as a data collection instrument can be vulnerable to bias or wrong perceptions of respondents. To overcome these limitations, it is suggested that further research should involve a larger sample and cover a wider area. In addition, you can also use other data collection methods, such as class observations or interviews, to obtain more comprehensive and in-depth data regarding student perceptions of teacher creativity and student achievement.

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