

## THE INFLUENCE OF TEACHERS' CREATIVITY ON LEARNING MOTIVATION TO READ THE QUR'AN AT MADRASAH ALIYAH NEGERI (MAN) 1 SUMBAWA

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### Abstract

*Teachers are educators, mentors, coaches, and curriculum balancers who can create conditions and a conducive learning atmosphere, such as a fun, interesting learning atmosphere, giving students space to think actively and innovatively in exploring and elaborating their abilities. The teacher's role is very important in improving student learning achievement so they must be more creative in choosing teaching methods. The purpose of this study was to determine the influence of teacher creativity on motivation to learn to read the Koran in students of Madrasah Aliyah Negeri (MAN) 1 Sumbawa. This type of research is ex post facto comparative causal research using a quantitative approach. The research instrument was a questionnaire based on the research procedures used in this study. Data analysis was carried out through research instrument tests which included validity and reliability followed by the classical assumption test. The method used is multiple linear regression analysis. The results of the study show that teacher creativity has a direct effect on learning motivation. Because it has a probability value (0.000) < 0.05, which means there is a positive and significant influence between teacher creativity on learning motivation. This means that the higher the teacher's creativity in teaching, the higher the learning motivation of students in class X Madrasah Aliyah Negeri (MAN) 1 Sumbawa.*

**Keywords :** Creativity; Teacher; Motivation; Learn; Al-Qur'an

### INTRODUCTION

The teacher is an educator, mentor, trainer, and curriculum balancer who can create appropriate learning conditions and environments, which are fun, enchanting, offer a sense of security and encourage students to think actively and creatively in discovering and developing themselves. talent (Dutta, 2020; Ghimby, 2022; Ginting & Hasanuddin, 2020). In this situation, teacher involvement in improving student achievement becomes essential,

necessitating the selection of more inventive techniques. Teacher creativity must also adapt to student conditions, so students can understand the concepts and techniques used in learning (Kasmur et al., 2021 2021; Kusuma et al., 2020; Rabiman et al., 2020) because students cannot be motivated to learn to develop without creative teachers in the teaching and learning process. A good teacher is a teacher who can inspire his students through his teaching activities, namely a teacher who can give big goals and aspirations to his students (Lubis, 2020; Salsabila & Puspitasari, 2020; Saptono, 2020).

A creative teacher is a teacher who has great enthusiasm and encouragement to motivate his students to improve and develop their creativity, especially in new ways of learning (Islamiah, 2018; Nurcahya & Hadijah, 2020; Saptono, 2016). This means that apart from being a teacher educator, he must also be a creator who can provide a fun and conducive learning environment for students (Ambarita et al., 2021). Madrasah Aliyah Negeri (MAN) 1 Sumbawa is an educational institution that owns and produces three study programs, including (1) Natural Science Study Program, (2) Humanities Study Program, and (3) Business Study Program (IPA). (3) Religion Study Program Each program develops local content courses, such as reading the Koran.

Madrasah Aliyah Negeri (MAN) 1 Sumbawa decided and established the topic of reading Al-Qur'an education as a local content subject (Mulok) to help students increase their intelligence capacity in Al-Qur'an and Hadith subjects. Students are given detailed information through instilling enthusiasm/motivation and improving their Al-Qur'an reading skills. Of course, this situation requires the presence of a creative teacher who can create a comfortable learning environment, attract students' attention, adjust learning methods to the level of development of student's abilities, and connect new material with previously studied material.

The significance of teacher creativity in influencing students' enthusiasm and capacity to read the Koran is highlighted (Cintia et al., 2018; Kasmur et al., 2021). To what extent does creativity influence the Al-Qur'an Reading Education subject, a local content subject (Mulok) that was established and developed by Madrasah Aliyah Negeri (MAN) 1 Sumbawa to help develop students' intelligence potential in these subjects. Al-Quran and Hadith can be used to determine the level of motivation and ability of students to learn to read the Koran. Students are given certain information through instilling enthusiasm/motivation and improving their Al-Qur'an reading skills. Of course, this

situation requires the presence of a creative teacher who can create a comfortable learning environment, attract students' attention, adjust learning methods to the level of development of student's abilities, and connect new material with previously studied material. The significance of teacher creativity in influencing students' enthusiasm and capacity to read the Qur'an is highlighted (Taja et al., 2019). To determine the level of motivation to learn to read the Qur'an, the authors took samples from class X IPA.2 Madrasah Aliyah Negeri (MAN) 1 Sumbawa to test the influence of teacher creativity on students' motivation to learn to read. Al-Qur'an.

Based on the findings of interviews with teachers responsible for teaching students to read the Al-Qur'an, it was found that students' learning motivation and ability to read the Al-Qur'an still needed to be improved and needed further attention. This can be seen when the supporting teacher gives explanations in class and examples of how to read the Qur'an correctly, but the result is different than expected. As a result, students can only partially accept content explanations and examples of Al-Qur'an readings. In addition, students' low learning motivation and ability can be seen from their persistence in completing assignments, tenacity in overcoming obstacles, and the lack of stimulation to strengthen their learning abilities, which is indicated by their failure to apply the readings of the Qur'an. It can be as expected. Teacher assistance impacts learning outcomes based on UAS scores, not all of which have reached the KKM.

Based on the results of observations made during the study of the Al-Qur'an subject in class X Madrasah Aliyah Negeri (MAN) 1, we conclude: Students in Sumbawa still receive less attention even though they do not have the motivation to read the Al-Qur'an. 'an can be concluded from their interest in learning the assigned material. Student. Based on the history of the problem as explained above, the author wishes to conduct research with the title "The Influence of Teacher Creativity on Learning Motivation to Read the Qur'an in Madrasah Aliyah Negeri (MAN) 1 Sumbawa. The purpose of this study was to determine the influence of teacher creativity on motivation to learn to read the Koran in students of Madrasah Aliyah Negeri (MAN) 1 Sumbawa.

## METHOD

This study uses a quantitative approach, with the research being ex post facto causal-comparative. The research population was taken by each representative from class X, namely X IA 1, X IS 1, and X Religion. The sample for this study was taken using the Slovin formula, and the calculation resulted in a total sample of 54 (fifty-four) respondents. The research will be carried out at Madrasah Aliyah Negeri (MAN) 1 Sumbawa, located at Jalan Crab Gang Santri No. 33 Sumbawa, Sumbawa District, Sumbawa Regency, West Nusa Tenggara Province. The time of research was carried out from June to August 2022. The research instrument was a questionnaire based on the research procedures used in this study. The data analysis was carried out through research instrument tests, including validity and reliability, with the classical assumption test continued. The method used is multiple linear regression analysis.

## RESULT

### Description of Respondent Characteristics

Researchers processed data collected from questionnaires using Microsoft Excel to develop descriptive profiles of respondents. From a total sample of 54 students of MAN 1 Sumbawa class X, all agreed to participate in the research. To process the description of the data about the characteristics of the respondents, the researcher first identified each of the characteristics, and then we could calculate the percentage.

**Table 1** Characteristics of Respondents

<b>Characteristics of Respondents</b>	<b>Frequency</b>	<b>Percentage</b>
<b>Age</b>		
15 years	46	85,1%
16 years	6	11,1%
17 years	2	3,8%
<b>Total</b>	<b>54</b>	<b>100%</b>
<b>Gender</b>		
Man	15	27,8%
Woman	39	72,2%
<b>Total</b>	<b>54</b>	<b>100%</b>

Source: Primary data processed tahun 2022

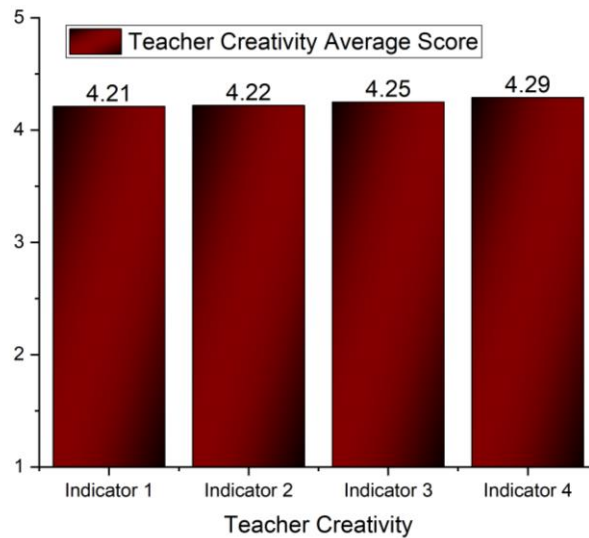
There were 46 respondents aged 15 years, six respondents aged 16, and 2 respondents aged 17. At the same time, the characteristics of respondents were based on gender. Namely, there were 15 male respondents, which corresponded to a proportion equal to one hundred percent of the total number of people participating. In addition, the female respondents were 72.2%, with a total of 39 respondents.

### **Variable Descriptive Analysis**

The description of each sub-variable related to teacher creativity can be described in Appendix 5 of the study. Based on the data in Appendix 5, the results of the Respondents' Teacher Creativity Variable (X) above, a total mean of 4.25 was obtained, while the mean for each indicator and statement item can be explained as follows:

1. In item X11 (self-initiated learning), the average score is 4.14, which means that most respondents strongly agree that the teacher directs students to discuss with their friends.
2. In item X12 (self-initiated learning), the average score is 4.29, which means that most of the respondents strongly agree that the teacher asks students to provide conclusions about the results of the Al-Qur'an learning material has been carried out.
3. In item X21 (creating a non-authoritarian learning environment), the average score is 4.29, which means that most respondents agree that the teacher gives assignments to practice reading the Qur'an at home.
4. In item X22 (creating a non-authoritarian learning environment), the average score is 4.14, which means that most respondents agree that the teacher provides solutions to every problem in activities that have the potential to reduce interest in reading the Qur'an.
5. In item X31 (over learn), the average score is 4.25, which means that most respondents agree that teachers do not only provide motivation but always develop students' personalities.
6. In item X32 (attract students' interest in the creative thinking process), the average score is 4.35, which means that most respondents agree that the teacher explains without allowing students to ask questions.

In addition, the researcher categorizes the answers to determine which indication has the most significant value so that the variable knows which indicator plays the most critical role. Figure 1 depicts the classification of the 51 respondents in this study.



**Figure 1.** Average Value of Teacher Creativity Categorization

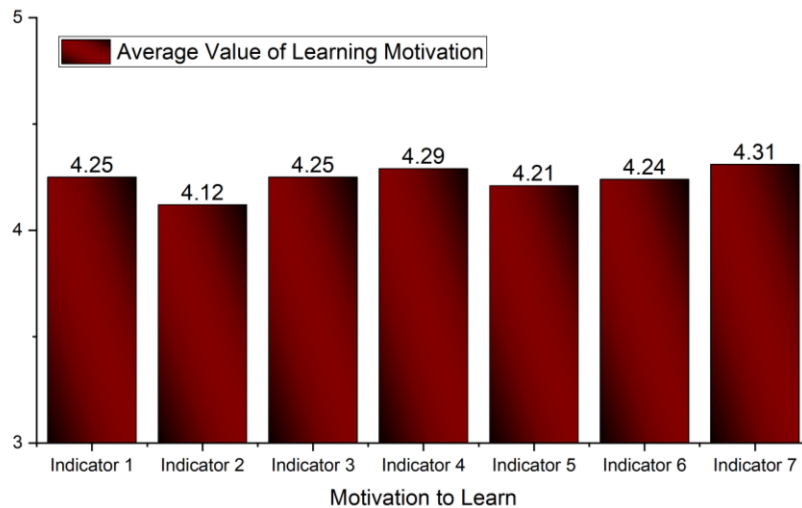
The majority of respondents preferred the teacher's creativity to attract students' interest in the process of creative thinking (indicator 4) with a score of 4.35, followed by Over Learn (indicator 3) with a score of 4.25, Creating a learning environment that was not self-initiated (indicator 2) with a score 4.22, and independent study with a score of 4.21. These results indicate that respondents prefer teacher creativity over alternative methods of engaging students in the creative thinking process. Based on the data previously shown, the value obtained from teacher creativity reached a score of 4 out of 5, which shows that teacher creativity is almost balanced, and almost all of it is applied to various class X MAN 1 Sumbawa students. This rating also shows that the teacher is creative.

Based on the data shown in Appendix 5, the average overall results are 4.27, 4.14, 4.25, 4.31, 4.20, 4.30, and 4.33, respectively. Meanwhile, the following is an explanation of how the mean relates to each statement item and indicator:

1. Answers to question Y11 got an average of 4.29 points, which shows that most respondents strongly agree that students do their assignments seriously.
2. The average score for item Y12 is 4.24, which indicates that most respondents think that students complete assignments on time.

3. Item Y13 has an average score of 4.14, which indicates that most respondents strongly agree that if a student's grades are wrong, they will continue to study diligently so that their grades get good.
4. Item Y14 gets an average score of 4.14, indicating that most respondents strongly agree with the statement that they will feel satisfied if they can work on the questions by getting good grades.
5. The average score for item Y15 is 4.25, indicating that most of the respondents think they can complete the task independently.
6. Item Y16 got an average score of 4.24, which shows that most respondents strongly agree that they prefer to do assignments with friends.
7. Item Y17 gets an average score of 4.31, which shows that most respondents strongly agree with the statement of being bored with the assignments given by the teacher.
8. The average value for item Y18 is 4.20, which indicates that most respondents strongly agree that they always give their opinion during discussions. This is indicated by the items that get a score of 4.20.
9. The mean value for item Y19 is 4.25, which indicates that most respondents agree that friends' answers do not easily influence them.
10. Item Y110 has an average score of 4.33, indicating that most respondents strongly agree with the statement that friends are challenged to work on questions that are considered problematic.

After that, a classification process was carried out regarding motivation, the results of which are shown in Figure 2.



**Figure 2.** Average Value of Motivation Categorization

Based on Figure 2, the majority of respondents prefer to find and solve problems (indicator 7) 4.33, can defend their opinion, is diligent in dealing with tasks, prefer to work independently, do not easily let go of things he believes in, does not easily let go of things he believes in, and is tenacious in facing challenges 4.31, 4.27, 4.25, 4.25, 4.25, 4.20, and 4.14. This result implies that respondents prefer finding and solving problems over other activities. Questions are necessary for students who want to identify and solve difficulties because they help students develop their talents.

### Instrumentation Test Results

The results of the research instrument are divided into two, namely, the results of the validity test and the results of the reliability test. As for all the instruments in this study, valid and reliable results were obtained. The questionnaire's comprehensive validity test findings show that Recount or Pearson's correlation coefficient is more significant than Rtable. Therefore, this item can be used to measure study factors. In addition, it is known that the value of Cronbach's alpha for all variables is more significant than 0.6. This means that all variables have a decent level of reliability, so it can be said that all the variables used for research can be trusted.

### Classical Assumption Test Results

#### 1. Normality Test Results

The normality assumption test seeks to determine whether the regression model's residual variables are normally distributed. The Kolmogorov-Smirnov and Shapiro-Wilk tests can

be used to determine whether the residuals have a normal distribution. The test requirements determine that the residuals are normally distributed if the probability arising from the Kolmogorov-Smirnov and Shapiro-Wilk tests is 0.05. The results of the Kolmogorov-Smirnov and Shapiro-Wilk normality tests are shown in Table 2 below.

**Table 2.** Kolmogorov Smirnov Normality Test Results (Monte Carlo)

Variable	Kolmogorov Smirnov	Shapiro Wilk
Teacher Creativity (X)	0.133	0.116
Learning Motivation (Y)	0.142	0.142

Source: Primary data processed

The Kolmogorov-Smirnov (Monte Carlo) test statistic to test the normality assumption is 0.133 and 0.142. The test results show that the significance value achieved is more than 0.05. Thus, the data obtained can be described as regularly distributed. This shows that the normality assumption is met.

## 2. Multicollinearity Test Results

A multicollinearity test was conducted to see whether the regression model revealed the relationship between the independent variables. A quality regression model must not correlate with the independent variables. By looking at the tolerance value and the VIF (Variation Inflation Factor) value, it can be seen whether multicollinearity occurs in the regression model (Irwan Hermawan, 2019: 178). The tolerance value of 0.10 or the VIF value of 10 is often used as an indicator of multicollinearity (Irwan Hermawan, 2019:179). If the VIF value does not exceed ten and the tolerance value is not below 0.1, it is free from multicollinearity. Table 3 displays the results of the multicollinearity test.

**Table 3.** Multicollinearity Test Results

Variable	<i>Collinearity Statistics</i>	
	<i>Tolerance</i>	<i>VIF</i>
Teacher Creativity (X)	0.155	6.458
Learning Motivation (Y1)	0.190	5.251

Source: Primary data processed

Based on the results of the multicollinearity test in Table 3, it is known that a tolerance value  $> 0.1$  does not show symptoms of multicollinearity. Because the VIF values between independent variables are not significantly more than  $> 10$ , it can be concluded that there are no signs of multicollinearity. As a result, the assumption test for lack of multicollinearity can be satisfied.

### Hypothesis test

The t-significance test provides information about a significant relationship between the independent variables of work environment, compensation, and communication on the dependent variable of work behavior. In order to measure the level of significance, a significance level value of less than 5% is required. Furthermore, to measure whether or not there is an influence between these variables, a condition is also needed in the form of a tcount value that must be greater than ttable. However, the value obtained, on the contrary, shows that there is no influence between the variables of teacher creativity on motivation and learning ability. The results of the t-significance test can be seen in Table 4.

**Table 4.** Test Results t

Hubungan	Thitung	Ttabel	Sig.	Keterangan
KG → M	13.325	1.96	0.000	Diterima & Berpengaruh

Source: Primary data processed

The teacher's creativity variable on the motivational variable has a tcount of 13,325 (tcount  $>$  ttable, which is 1.96) and a significance value of 0.000 (sig. 0.05), as shown in Table 6. This shows that H0 is rejected and Ha is accepted, or Teacher innovation has a positive and statistically significant effect on student learning motivation. The test shows that the data supports Hypothesis 1 in this study.

### Test Results for the Coefficient of Determination (R2)

From the path analysis research model as above, a trajectory of influence model can be developed. The effect of error on each model is determined as follows.

**Table 5.** Test Results for the Coefficient of Determination (R2)

Variable	R Square	Adjusted R Square
Learning Motivation (Y1)	0,808	0,804

Source: Primary data processed

Based on the results of the regression analysis with work behavior as the dependent variable with the work environment, compensation, and communication as independent variables from Table 5, it shows that the Adjusted R Square value is 0.804. This means that the information in most of the data can be explained by the research model so that it shows that the independent variables provide some of the information needed to predict the variation of the dependent variable. At the same time, the rest can be explained by other variables outside the model.

## DISCUSSION

Linear regression analysis yielded a  $t$  value of 13.325 with a sig  $t$  of 0.000 and a  $t$  table of 1.960, which indicates that the teacher's creativity variable influences student learning motivation. The significant value of  $t$  is 0.000, which is smaller than the chosen alpha, 0.000 0.05. Therefore, teacher innovation has a significant effect on student learning motivation. Existing empirical research suggests that teacher creativity has a positive and substantial influence on student motivation, which is supported by these findings. This interpretation takes the form of increasing student learning motivation and teacher originality (Febriandari, 2018a; Lukita & Sudibjo, 2021).

Student learning motivation is a general force within students that generates learning activities, guarantees the continuity of learning activities, and directs learning activities so that the desired learning outcomes can be achieved (Arum et al., 2021). Teacher creativity in the teaching and learning process includes how the teacher plans the teaching and learning process (PBM), especially reading the Qur'an, and how the teacher implements PBM and conducts learning assessments. While testing student motivation variables indicates that student motivation factors have a considerable and beneficial influence, learning motivation is an internal force that encourages a person to be involved in learning activities to broaden his knowledge, abilities, and experience. This motivation arises due to the desire to know and understand something, as well as the teacher's ability to arouse and move students' interest in learning.

Motivation is needed for human activity, according to Febriandari, because it influences, directs, and sustains human behavior so that people want to work hard and be happy to achieve optimal results (Febriandari, 2018b). This is because there is a possibility that when a student has strong learning motivation, it will increase his enthusiasm and desire to

continue learning, as well as reduce the amount of time spent on activities that do not increase student knowledge, thus enabling students' hard work to produce extraordinary results. Creativity is essential in increasing students' enthusiasm for learning, especially when reading the Qur'an. Compared to substandard learning, students who are taught to read the Koran through the creativity of the teacher can understand the Koran relatively easily.

Teachers with imagination can increase students' awareness of the importance of reading the Koran to inspire them to be more involved in learning the Koran (Nurcahya & Hadijah, 2020). To improve the quality of Al-Qur'an reading, students involve their senses more through creative learning approaches and models. Increasing student achievement in reading the Qur'an can be caused by increased motivation. Each independent learning factor, teacher creativity, contributed 0.804% or 0.804% of the total variance. This shows that teachers' creativity increases student motivation by 80.4%, while factors outside the scope of this study influence the remaining 2.6%. So aspects other than teacher creativity affect student motivation, but the researchers did not consider them in their research.

## CONCLUSSION

Based on the formulation of the questions, analysis findings, and hypothesis testing in the previous chapter, it can be concluded from the research conducted that teacher creativity directly affects learning motivation. Because the probability value is less than 0.05, there is a positive and statistically significant relationship between teacher creativity and learning motivation. In other words, the more the teacher innovates, the greater the student's motivation to learn.

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