

Relationship Between Teacher Creativity in Online Learning and PAI Learning Achievement at Private Vocational School 1 Berau

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ABSTRACT

This study aimed to test the theory that links student achievement in PAI learning, which is influenced by teacher creativity in online education at SMK Negeri 1 Berau. The method used in this study is a quantitative approach to the type of correlation research that is ex-post facto. The population and sample of this study were PAI teachers and class XI students at SMK Negeri 1 Berau. The sampling technique used is nonprobability sampling, namely systematic sampling. The results of testing the hypothesis show that teacher creativity in online learning with PAI learning achievements of students of SMK Negeri 1 Berau obtained a correlation coefficient of 0.792 with a significance level of 0.000. The correlation number obtained is marked positive, meaning it has a unidirectional relationship. While the significance level of $0.000 < 0.05$ means a strong relationship. Based on the hypothesis test results, the results show that H_a is accepted. H_0 broke the meaning that there is a strong relationship between teacher creativity in online learning and student achievement in PAI at SMK Negeri 1 Berau. The contribution of teacher creativity is significant in improving student achievement. The higher a teacher's creativity level, the better student achievement.

Keywords: Relationship; Learning; PAI

A. INTRODUCTION

Distance learning is a learning activity carried out by teachers and students that is carried out remotely and not face-to-face. The process of teaching and learning online uses computer media and Android by utilizing the internet network. (Fahrina & Rita, 2020); (Traxler, 2018); (Azhari & Fajri, 2022). (Azhari & Fajri, 2022)

The success of distance learning activities is supported by several factors: 1) Factors that arise from within, including a teacher's ability to manage teaching and learning activities. Teachers need confidence in their ability to work learning activities properly; 2) External factors such as geographical conditions and existing facilities and infrastructure (Fernando et al., 2020). The success achieved by an educator depends on the ability and creativity of the educator himself (Opoku et al., 2020). Expecting an achievement in terms of productivity or other things related to better performance can increase creativity (Dagiene et al., 2022).

Observations on the learning outcomes of class XI students in the Culinary Department, SMK Negeri 1 Berau, found that there were students who got low scores, and there were even students who got grades that still needed to reach the KKM limit. The cause of not achieving the learning objectives is several things, such as; the availability of learning facilities that still need to meet education management standards and improve teacher competence.

The COVID-19 pandemic has provided new experiences, especially for vocational high school teachers, to overcome problems when students are participating in fieldwork practices. So far, the teacher only gives modules while in practice locations. The teaching modules are ineffective, so the presence of distance learning with several applications such as zoom meetings, Google Meet, and Google Classroom can be a solution for teachers in completing the class material current semester. Implementing distance learning requires creativity to process it to make it more interesting.

Humans are equipped with self-ability and creativity from birth, although the degree of creativity that everyone has is not the same (Anderson et al., 2021). Internal factors and external factors cause the difference in creativity. Internal factors include desires within oneself, such as the desire to hone skills and creativity from an early age. In contrast, external factors influence the social environment (Andhika, 2020).

Someone who constantly hones himself and tries new things has superior creativity compared to people who tend to remain silent about development and change. One that can foster a person's level of creativity is his ability to innovate. Likewise, in developing

learning creativity, the ability to apply several learning methods must be possessed by a teacher (Al-Balushi & Al-Abdali, 2015). One of the things that cause students to feel bored and not interested in the material presented is the selection of teaching methods used, not following the material presented (Yunita et al., 2021).

The implementation of distance learning is undoubtedly different from offline learning, so teachers must have the ability and creativity to manage distance learning (Sholichah et al., 2022). Using appropriate learning media and selecting methods appropriate to the material presented will impact students' interest and enthusiasm in participating in the learning process (Anam, 2010). Over time, distance learning is not only applied during a pandemic but also suitable in vocational high schools when students are doing fieldwork practices. Distance learning can assist teachers in conveying material to students. The research findings state that there is a significant influence between students' learning interest in Islamic Religious Education subjects and teacher creativity in distance learning (Suhendra et al., 2021).

Research conducted by Wahyu Sri Ambar Arum, Venny Ayu Febriliana, Eliana Sari, and Sugiarto. The results of this study state that students' low motivation in distance learning is one of the causes because the teaching materials and methods used are less attractive. Some students must be on time to send assignments, do not do the assignments, do not fill in the attendance list, copy their friends' work, and do not want to turn on the camera during teaching and learning activities. Carried out through the zoom meeting application. One of the causes of students' lack of interest in learning in e-learning activities is that the material presented by the teacher is not exciting and tends to be monotonous, causing students to become bored and bored with teaching and learning activities that are not varied (Arum et al., 2021).

When the teacher teaches with enthusiasm and creativity (Hastuti et al., 2018), this feeling of enthusiasm will also be conveyed to students so that, in the end, it can arouse students' enthusiasm for learning to be better. Students seemed to appreciate the lessons taught by the teacher during the research (Nisa et al., 2020), interest in learning increased, and the class atmosphere was lively with the activities of students discussing with their friends during observations in the class (Noviani, 2020).

Research conducted by Arum et al. showed a positive and significant relationship between teachers' creative behavior and students' learning motivation. Development of learning creativity includes making learning videos, using tones as singing tones for subject matter that students find difficult to understand, utilizing objects found around

students' homes, and creating their own YouTube channel as the medium. In conveying material and information to students (Arum et al., 2021).

Learning achievement consists of two words: achievement and learning (Tokan & Imakulata, 2019). The two words have different meanings. Learning is a conscious activity to get various impressions from studying the material (Margunayasa et al., 2019). Learning is also an effort someone makes to achieve a new behavior change (Farhan & Rofi'ulmuiz, 2021). Achievement is the achievement of effort (Jufrida et al., 2019).

From the initial investigation of Islamic religious education students and teachers, the hypothesis is that the low student learning outcomes are due to; 1) teachers being less creative in carrying out distance learning innovations, 2) students participating in distance learning being less disciplined, 3) awareness of students to complete the tasks given is still lacking, 4) awareness of students in complying with the rules determined by the school is still lacking, 5) practical implementation in distance learning tends to be neglected.

Various problems in the world of education (Rulandari, 2020), especially distance learning (Wahyudi, 2021), are the low creativity of teachers in learning activities (Wu & Wu, 2020). To support a good teaching and learning process, it must meet aspects including 1 such as; cognitive, affective, and psychomotor. The superior value of a teacher lies in creativity and abilities to manage learning activities (Anwar, 2018).

Based on the phenomenon regarding efforts to increase teacher creativity in the hope that it will impact student achievement, it is necessary to study in depth through research on creativity and its influence on increasing student learning interest. (Ratnawati et al., 2022).

What distinguishes it from previous research is that it will focus more on teacher creativity in distance learning with learning achievement in Islamic religious education for students of SMK Negeri 1 Berau. The problem formulation "Is there a significant relationship between teacher creativity in distance learning and student achievement in PAI at SMK Negeri 1 Berau?".

1. Previous Researches

The search results from several studies reviewed related to the research theme become a reference for conducting similar research. Research conducted by Uep Tatang Santoni and Acep Juandi (2017) shows that teacher creativity is a learning activity that requires skills to manage the class and create a pleasant classroom atmosphere. The skills possessed can influence student achievement. Teachers must master academic skills and high creativity because these are strongly correlated with increasing student interest and

learning outcomes. The results of this study contribute to the learning processes and products that involve teachers and students. A teacher is required to be creative to support better student success (Juandi & Sontani, 2017).

Research by Pius Herman Tuwa and Nahiyah Jaidi Faraz (2018) shows that: (1) there is a positive and significant influence between teacher teaching creativity on student achievement; (2) there is a positive and significant influence between students' learning achievement and parenting style; (3) there is a significant influence between student achievement and school climate; (4) there is a relationship between teacher teaching creativity, parenting style, school climate together which has a positive and significant influence on student learning outcomes (Tuwa & Faraz, 2018).

Research by Ajeng Retno Utami, Suhendri, and Dian Primaningrum (2017) states that achieving learning objectives must be supported by teacher creativity and good classroom management in the learning process. Learning evaluation can be carried out to measure students' level of learning achievement. The results can be evaluation material for improving learning outcomes (Utami et al., 2019).

2. Teacher Creativity in Distance Learning and Learning Achievement in Islamic Religious Education

a. Teacher Creativity

Creativity is the ability to do something new. This creativity has never been published back by anyone, either through other people or the creator. The ability to carry out activities and be imaginative is an activity that combines the experiences experienced with the information obtained into something renewable and more practical (Yanti Oktavia, 2020).

According to Latif and Nurjannah (2020), creativity is the ability to think divergently or think about exploring various ways of solving problems. From the viewpoint put forward, the conclusion is that creativity is the ability possessed by a teacher to create a combination of new ideas to produce modifications from previous experiences. (Latif & Nurjannah, 2020).

Creativity means creating or doing things different from those of others, in other words, different from what existed before. Creativity is a skill possessed by someone to include something or perfect an action based on existing data, information, or elements. Creativity is a creation, product, or idea belonging to someone that is new and has never existed before. Creative results can be in the

form of works of art, literary works, scientific outputs, and other elements related to standard processes or methodologies (Oktavia, 2020).

b. Aspects that Creative Teachers Must Have

Creative teachers, meaning that they have abilities that are not the same as other people in general, to be called a creative teacher must have aspects including: (1) being able to explore the abilities of students so that they can learn optimally, (2) involvement of participants students to participate in learning activities, (3) always provide motivation to students, (3) have many strategies in learning activities, (4) create a joyful and meaningful learning atmosphere, (5) able to create a different learning atmosphere, (6) has the ability in the development of learning media. So that learning activities become exciting and not dull, (7) can create and develop various teaching materials, and (8) can create new things in learning activities. Creativity contains several aspects, including the following: person, process, press, and product. The person in question is the character and personality possessed by a teacher. What is meant by the process is the ability to think creatively (flexible, fluent, elaborative). At the same time, the press motivates a teacher to carry out activities, and the product in question is a manifestation of a teacher's creativity used in the learning process (Latif & Nurjannah, 2020).

Aspects factors that influence the development of creativity are aspects of oneself and the ability to open up to learn new things around them, the ability to manage and develop evaluation results, and the ability to use existing elements and concepts. In addition, the growth and development of creativity have the following characteristics; high self-confidence and the freedom to express oneself honestly, decisively, and openly the courage to take responsibility without belittling or denying the importance of others.

External aspects, namely the creativity possessed by a person, are also influenced by factors in the surrounding environment, including psychological conditions and a sense of security each individual owns. (Aulia, 2021).

c. Characteristics of Creative Teachers

Five things characterize people who think creatively: fluent, flexible, original, and describe and retell in their language. In addition, creativity also has differences in terms of definition. According to this theory, people who have high creativity have personality characteristics that other people do not share. Creative people have

strong personalities and creativity. Meanwhile, people who do not have high creativity tend to be passive and not have fighting power (Supriadi, 1998).

The profession of a teacher requires special skills that not everyone can do because it requires people who can become educators. This creativity is a breakthrough that makes it possible to empower their talents and abilities (Sinabutar, 2021).

A teacher must constantly develop his creativity to achieve learning goals. The teacher as an educator or teacher is one of the keys to the success of education. Efforts to adjust behavior patterns in the classroom as a condition for achieving goals by developing contextual factors in student learning conditions. This creativity allows the teacher concerned to find the proper teaching method to encourage and provide instruction so students can learn effectively.

d. Distance Learning

Distance learning is a set of instructional strategies connecting teachers and students in learning activities (Rohman et al., 2020).

Electronic learning, commonly abbreviated as E-learning, is a learning innovation widely used during the COVID-19 pandemic. Even though long before the pandemic, there were many e-learning applications, even though they were not as popular as they are now. Electronic learning provides learning resources for students who use electronic devices, especially the internet (Ariani & Endra, 2018). So, learning resources are not limited to the classroom, but the learning process can be done anywhere and anytime by utilizing the internet network. The use of electronic learning in learning activities is a positive impact on increasingly rapid technological developments (Imania & Bariah, 2019).

The development of creativity in teaching and learning activities has characteristics to be categorized as a creative person.

Teacher creativity in carrying out distance learning is creativity that is not born and appears just like that. Still, this creativity arises because of the desire to learn and develop oneself. A teacher is responsible for improving his competence. Still, various parties and related stakeholders must support this because a teacher will find it easier to develop with support from multiple parties. After all, this requires the approval of adequate facilities and infrastructure.

3. Learning Achievement

a. Definition Learning achievement

Learning achievement is the measurement result of an achievement obtained by students after going through the learning process. The acquisition of student learning outcomes is not only in numbers or statements describing their ability level. Prestasi belajar siswa dari faktor internal yang berkaitan dengan keterampilan, minat, bakat, dan kebiasaan belajar individu. In this case, external factors include the quality of teaching obtained, facilities, and infrastructure (Sebrina & Putri, 2021).

Gestalt psychology, in theory, states that learning is the cooperation of the five senses with the desire to do something. So that learning can provide stimulation and response between plans and actions, between stimuli and responses will form close cooperation in one relationship if there is frequent interaction. A teacher's success in carrying out his duties can be measured by evaluating the activities. Evaluation of the activities carried out by the teacher aims to measure students' success level and learning progress achievement (Novalita, 2015).

b. Factors Affecting Learning Achievement

Two factors can influence the achievement of student learning achievement, namely internal factors and external factors. Factors from within students include (1) physical factors that are directly visible to the five senses, such as body shape, condition of the senses and limbs, (2) there is a relationship between psychological factors and the individual's soul, an essential role in learning because it is related to memory, attention, interest, intelligence, motivation and desire, will and thought (Salsabila & Puspitasari, 2020).

4. Islamic Religious Education

Islamic religious education (PAI) is education to form a child's attitude and personality, and outlook on life. A teacher of Islamic religious education has a duty to; (1) instill aqidah into the souls of students, (2) provide knowledge about Islamic teachings, (3) educate and instill noble character (Erzad, 2018)

The purpose of Islamic religious education concludes that meaning of Islamic religious education decides that Religious education instills faith and guides and directs students to become Muslims who firmly believe in Allah SWT as a reflection of the dedication and noble character.

B. METHOD

This research uses a quantitative approach, namely, research whose data uses numbers so that the data produced is statistical (Sugiyono, 2019). The use of this quantitative method because the object of research uses a questionnaire and a Likert scale to obtain the required information.

This study uses a type of correlation research that is *ex post facto*. Called *ex post facto* because the facts and data collected already existed before. In this case, the learning achievement data used is the value of the report card in the even semester of the 2021-2022 school year. This type of research studies causal relationships, and there is no element of handling them by the researcher. In addition, this research is correlational because the data is the relationship between variables (Sugiyono, 2019).

The location of this research was at SMK Negeri 1 Berau on Jalan Pemuda number 669 Tanjung Redeb, Berau Regency, East Kalimantan Province, with class XI student informants and PAI teachers at SMK Negeri 1 Berau.

The reason for choosing Berau 1 State Vocational High School as the location and place of research is because of the phenomena and problems to be researched related to distance learning activities. So decided to do research at SMK Negeri 1 Berau. So it was decided to conduct research at SMK Negeri 1 Berau.

C. RESULTS AND DISCUSSION

1. Teacher Creativity in Distance Learning

The results of research at SMK Negeri 1 Berau regarding teacher creativity in distance learning show that the questionnaire results distributed to respondents are in the following table.

Table 4.1. Frequency distribution Teacher Creativity in Online Learning

No	Interval Kelas	Kategori	Frekuensi	Persentase
	71 – 75	Very Less Creative	22	16,06%
	76 – 80	Less Creative	27	19,71%
	81 – 85	Creative Enough	39	28,47%
	86 – 90	Creative	31	13,14%
	91 – 95	Very creative	18	13,14%
			137	100%

The frequency distribution data regarding teacher creativity in distance learning shows that out of 137 respondents, 39 (28.47%) respondents answered creative PAI teachers. Meanwhile, 22 (16.06%) answered that PAI teachers were less creative in online learning.

The distribution data above illustrates that teacher creativity in online learning at SMK Negeri 1 Berau is in a pretty good category because 39 respondents, or 28.47%, answered that teachers at SMK Negeri 1 Berau had quite good teaching creativity. So it is necessary to conduct training to improve teacher competence in implementing distance learning, considering that at SMK Negeri 1, Berau currently uses a combination of distance learning and offline learning.

2. PAI Learning Achievement of Students

Data on Islamic religious education learning achievement of class XI students of SMK Negeri 1 Berau are school documents and archives. The data used are the results of the even semester assessment of the 2021/2022 school year, carried out by PAI teachers at SMK Negeri 1 Berau during distance learning. Obtaining even semester report cards for the 2021/2022 academic year are listed below.

Table 4.2 Student Achievement Variables in PAI

No	Interval Kelas	Kategori	Frekuensi	Persentase
1	75 - 79	Very low	13	9,45 %
2	80 - 84	Low	24	17,52 %
3	85 - 89	Enough	36	26,28 %
4	90 - 94	Tall	57	41,11 %
5	95 - 99	Very high	7	7,11 %
			137	100,00 %

The table above shows that of the 137 students sampled in this study, 57 (41.11%) students obtained scores ranging from 90-94 in the high category. Meanwhile, those who scored in the range of 75-79 in the shallow category were 13 (9.45%) students.

Table 2 above shows that the learning achievement of PAI class XI students at SMK Negeri 1 Berau is in the high category. Hopefully, this learning achievement can still be improved to achieve maximum results.

3. The Relationship between Teacher Creativity in Distance Learning and Student Achievement in PAI Learning at SMK Negeri 1 Berau

Based on the Kolmogorov-Smirnov test, the data distribution for teacher creativity and learning achievement variables is different.

To test the relationship between teacher creativity in distance learning and Islamic education learning achievements of participants at SMK Negeri 1 Berau using the Spearman test.

Table 3. The Relationship between Teacher Creativity in Implementing Distance Learning and Student Achievement in PAI Learning

<i>Nonparametric Correlations</i>		Kreativitas Guru	Prestasi Belajar
Spearman's rho level (2-tailed).	Teacher Creativity	Correlation Coefficient	1.000
		Sig. (2-tailed)	.792**
		N	137
	Learning achievement	Correlation Coefficient	1.000
		Sig. (2-tailed)	.792**
		N	137

** . Correlation is significant at the 0.01

The results of the correlation analysis showed that the correlation coefficient between teacher creativity in distance learning and student achievement in PAI was 0.792, meaning that there is a positive and unidirectional relationship. At the same time, the acquisition of significance (2-tailed) is (0.000 < 0.05). The relationship between the two variables is very significant. It can be seen in the following table to find out how strong the relationship is between teacher creativity in distance learning and student achievement in PAI learning.

Table 4. Interpretation of the Correlation Coefficient

Interval	Relationship Level
0,00 – 0,20	Very weak
0,21 – 0,40	Weak
0,41 – 0,70	Strong enough
0,70 – 0,90	Strong
0,90 – 1,00	Very strong

The correlation coefficient value between the teacher's creativity in distance learning and the PAI learning achievements of students at SMK Negeri 1 Berau is 0.792. Based on table 4.5, the interpretation of the correlation coefficient is in the interval of 0.70-0.90 with a strong relationship level.

To strengthen the results of the distributed questionnaire about teacher creativity in distance learning. In the interview conducted with Andi Fitri, he revealed that: In implementing distance learning using several applications, namely the Edmodo application, Zoom Meeting, Google form, and YouTube, with the group discussion method and using a project-based learning model.

In the implementation of distance learning, several obstacles occurred, such as an unstable internet signal and students living in areas with no internet network.

Interviews with PAI teachers, and student representatives Muhammad Safwan, a class XI student of the Department of Online Business and Marketing, said, "The creativity of PAI teachers in learning is good.

The way the material is delivered is also easy to understand, and it is just that the problem is using zoom meetings; sometimes the sound is not clear." A similar statement by Anisah Nur Fuji, Class XI of the Lembaga Accounting and Finance Department, revealed, "The way PAI teachers carry out distance learning is good. Hope that the creativity of PAI teachers will continue to increase."

Based on the results of tests and interviews, there is a significant positive relationship between teacher creativity in carrying out distance learning and Islamic education learning achievements of students of SMK Negeri 1 Berau with a strong level of relationship. So that the results of hypothesis testing obtained results, H_a accepted and H_0 rejected.

1. PAI Teacher Creativity in Distance Learning

Creativity is the ability to create an idea and ideas to produce a work different from what was created or owned by others. Creating something new is a challenging thing. So that only creative people can produce work that can be useful for themselves and others (Utami et al., 2019).

Creativity means creating or doing something different from what other people do, in other words, from what has existed before. Creativity is a skill possessed by someone to include something or perfect an action based on existing data, information, or elements. A broader definition of creativity is the creation, product, or idea of someone who is new and has never existed before. Creative results can be in the form of works of art, literature, scientific output, and other elements related to standard processes or methodologies (Oktavia, 2020).

Berdasarkan hasil penelitian menunjukkan bahwa kreativitas guru dalam melaksanakan pembelajaran cukup baik. Beberapa aplikasi yang mendukung kreativitas guru dalam pembelajaran daring antara lain;

the Edmodo application, the Google Classroom application, and YouTube. This application dramatically supports teachers' creativity in distance learning at SMK Negeri 1 Berau.

2. PAI Learning Achievement of Students

Learning achievement is the measurement result of an achievement obtained by students after going through the learning process. The acquisition of student learning outcomes is not only in numbers or statements describing their ability level. Achievement of student achievement is due to several factors as; internal factors and external factors. Internal factors are related to individual abilities, such as; interests, talents, and study habits. In this case, external factors include the quality of teaching, facilities, and infrastructure (Sebrina & Putri, 2021).

Gestalt psychology, in theory, states that learning is the cooperation of the five senses with the desire to do something. So that learning can provide stimulation and response between plans and actions, between stimuli and responses will form close cooperation in one relationship if there is frequent interaction. A teacher's success in carrying out his duties can be measured by evaluating the activities. Evaluation of the activities carried out by the teacher aims to measure the level of success of students and the level of achievement of learning progress (Novalita, 2015).

The results of the study showed that the learning achievements of students in Class XI at SMK Negeri 1 Berau from 137 respondents who were samples of them obtained high scores. Even through the implementation of distance learning, students could still obtain scores in very high categories, so learning distance is very effective. Distance learning can be a solution for vocational teachers, especially those teaching in class XI when students participate in fieldwork practices.

3. The Relationship between Teacher Creativity in Distance Learning and Student Achievement in PAI Learning at SMK Negeri 1 Berau

The results of the study, according to Arum et al. (2021), show that there is a significant and unidirectional (positive) relationship between students' learning motivation and the level of creativity possessed by a teacher (Arum et al., 2021).

The correlation analysis test results show that the value of the correlation coefficient between teacher creativity in distance learning and student achievement in PAI at SMK Negeri 1 Berau has a positive and unidirectional relationship. While the significance value is less than 0.05, this indicates a relationship between the two variables. The correlation coefficient interpretation table shows that the relationship between teacher creativity in carrying out distance learning and Islamic education learning achievements of students at SMK Negeri 1 Berau is in a strong category. The result of testing the hypothesis is that H_a is accepted and H_0 is rejected. Thus, the test results show a significant relationship

between the creativity of PAI teachers in carrying out distance learning and the learning achievements of Islamic Religious Education students at SMK Negeri 1 Berau.

D. CONCLUSION

Based on the questionnaire results, research results on the creativity of PAI teachers at SMK Negeri 1 Berau show that PAI teachers' creativity in carrying out distance learning at SMK Negeri 1 Berau is quite creative. Meanwhile, the results of PAI learning in distance learning, especially class XI students at SMK Negeri 1 Berau in the even semester of the 2021/2022 school year, show that most scores are very high.

Based on the correlation test results conducted to test for a relationship between teacher creativity in online learning and student achievement, it shows a positive, one-way relationship between teacher creativity in distance learning and PAI learning achievement in class XI students of SMK Negeri 1 Berau. In comparison, the level of relationship between the two variables based on the interpretation of the correlation coefficient is included in the strong category. A significance value of less than 0.05 means that H_a is accepted and H_0 is rejected.

The implication is that the creativity of PAI teachers influences PAI learning achievement in carrying out distance learning activities. Suppose the higher the level of teacher creativity, the teacher can create a vibrant, fun, and innovative classroom atmosphere. Thus the students' Islamic learning achievement will also be higher.

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