



PAI Teacher's Creativity in Creating Effective Teaching and Learning Situations in Class X SMK Ma'arif Ponjong, Gunungkidul Regency, Yogyakarta

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ABSTRACT

Keywords

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This research is motivated by the causes of students where they are more prone to experiencing boredom in learning, while Islamic religious learning materials now use the 2013 curriculum (K13) where students are required to be more active, but what happens is the opposite. This study aims to: (1) To find out the teacher's efforts in providing PAI lessons in class X SMK Ma'arif Ponjong, Gunungkidul Regency to increase their creativity. (2) To find out how PAI teachers improve the quality of Islamic Religious Education learning at Ma'arif Ponjong Vocational School. The subjects in this study were school principals, Islamic religious education teachers and several tenth grade students of SMK Ma'arif Ponjong. By using techniques with specific goals. This research is a qualitative field research with descriptive method. By outlining the data as it is then analyzed with benchmarks on the data by direct interview, observation and documentation methods. Teacher creativity in learning is very influential on student understanding, the more creative the teacher in learning, the easier it is for students to understand. So that students can understand the lessons of Islamic Religious Education explained by the teacher, the teacher needs to design learning in such a way with the creativity of the teacher in learning so that student learning outcomes can be good. PAI teacher creativity in improving the quality of learning, namely (1) teacher creativity in using methods, namely by applying varied and appropriate methods in learning. (2) Creative teachers in using various media and according to school subject matter. (3) The creativity of teachers in using learning resources, namely teachers utilizing existing learning resources in the school environment.

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Introduction

Education is a very important aspect of human life. People living in the world need education, because they are born knowing nothing, but are blessed by Allah SWT. Some five senses, thoughts and feelings as capital to receive knowledge. To develop this potential or basic ability, humans must get education. In human life Education has enormous benefits.

Many people believe that education is the most important and most strategic instrument to achieve individual and social goals. Education is the fulcrum of hope for most people. Because education is believed to be able to provide a brighter picture of the future. (Naim, 2009). The existence of religious education teachers is the most important component of the implementation of religious education in schools. Because a teacher is not only a teaching staff, but also an educator who interacts directly with his students in the classroom. The teacher is also a parent of students while the student is in school, which means that all responsibilities regarding the academic education and morals of the student belong to a teacher.

PAI Teachers' Creativity in the Learning Process Creativity is the ability to create new combinations/see new relationships among data elements or pre-existing things. Furthermore, according to Supriyadi quoted by Yeni Rachmawati, creativity is "a person's ability to give birth to something new, both in the form of ideas and real works that are relatively different from what already exists" (Kurniati, 2010). Creativity is important in learning, and teachers are required to demonstrate and demonstrate the process of creativity. Teachers are always trying to find better ways to serve students. Creativity shows that what teachers will do now is better than what has been done before and what is done in the future is better than now (Mulyasa, 2011).

In his role as a class manager, the teacher should be able to handle the class, because the classroom is an environment that needs to be organized (Mulyasa, 2011). The general purpose of classroom management is to provide and use facilities for various learning in order to achieve maximum results. While the specific goal is to develop students' ability to use learning tools, provide conditions that allow students to work and study and help students to obtain the expected results. In his role as a class manager, the teacher should be able to handle the class, because the classroom is an environment that needs to be organized. The general purpose of classroom management is to provide and use facilities for various learning in order to achieve maximum results. While the specific goal is to develop students' ability to use learning tools, provide conditions that allow students to work and study and help students to obtain the expected results.

The learning process as an important instrument in society (Rahman, 2016), plays a role in increasing intelligence and stimulating learning (Rahman, 2015). This factor is usually supported by the tradition of the learning environment in cultivating children's intelligence (Rahman, 2016; Gusman et. al, 2023). This context is important to include in

learning for teachers (Sari et. al, 2023), thereby enabling educational policies with all their challenges to influence learning (Rahman, 2023). The development of learning methods in education has long been exemplified by various Islamic schools such as Muhammadiyah (Rahman, 2019), Ma'arif, Persis, and other Islamic schools. Meanwhile, Islam, which originates from its teachings in the Qur'an (Yusroh, 2018), has inspired the development of Islamic learning methods and models.

Method

The type of research that researchers will use in this thesis is a qualitative descriptive approach. Qualitative research, according to Sugiyono, is research used to examine the conditions of natural objects where researchers are key instruments. (Gunawan, 2013) Descriptive is analyzing and presenting facts systematically so that they can be more easily understood and concluded. Descriptive aims to describe systematically and accurately the facts and characteristics regarding a particular field. This study seeks to describe a situation or event.

Researchers consider this qualitative approach based on several considerations: First, adjusting qualitative methods is easier when faced with double reality. Second, this method presents directly the nature of the relationship between researchers and respondents. Third, this method is more sensitive and more adaptable to the many sharpening of shared influences and to the patterns of value encountered. (Gunawan, 2013) Thus, researchers can sort out according to the focus of research that has been prepared, researchers can also get to know more closely and establish good relationships with subjects (respondents) and researchers try to understand the condition of the subject and always be careful in extracting subject information so that the subject does not feel burdened.

Result and Discussion

1. Creativity of PAI teachers

The creativity of Islamic Religious Education teachers at Ma'arif Ponjong Vocational School, Gunung Kidul Regency is very important to improve the quality of learning. Creative teachers are able to create an interesting and enjoyable learning atmosphere for students by paying attention to their individual differences. This can improve the quality of student learning in terms of knowledge,

attitudes and skills. Even though there are still some students who have not achieved optimal learning outcomes, teachers continue to try to provide understanding that is easily accepted by students. In this way, the quality of Islamic Religious Education learning at Ma'arif Ponjong Vocational School, Gunungkidul Regency can continue to be improved. Creative teachers are able to create an interesting and enjoyable learning atmosphere for students by paying attention to their individual differences. PAI teachers use various learning methods, such as lectures, discussions, demonstrations, assignments, memorization, *targhib* and *tarhib*, questions and answers, and *uswatun hasanah*.

2. Learning at school: goals and methods

The aim of using varied methods is to make the learning process more interesting and enjoyable, so that students do not get bored quickly when receiving lessons. Apart from that, the method must be adapted to the material and student characteristics. Apart from that, PAI teachers use various learning media, such as whiteboards, LCD projectors, textbooks, the Koran, prayer rooms, and the internet. The aim of using learning media is to make it easier for students to understand the lesson material and not get bored quickly. This is very important to pay attention to because there are many factors that can support PAI teacher creativity. Therefore, efforts are needed to improve the factors supporting PAI teacher creativity. Factors that can support the creativity of PAI teachers include having good pedagogical skills and knowledge, it will be easier to develop creative learning, such as linking learning material with students' daily lives by using interesting learning media (whiteboards, LCD projectors, textbooks, Al-Qur'an, prayer room, and internet) to help students understand the lesson material

Conclusion

Based on the results of research on PAI Teacher Creativity in creating effective teaching and learning situations at SMK Ma'arif ponjong, researchers can conclude as follows: Creativity efforts made by PAI Teachers in Islamic Religious Education Learning are improving learning by conducting group discussions, fostering interest in students, disciplining students, using learning resources in schools. In addition, teachers must be creative in learning activities. Teacher creativity in learning is very influential on student understanding, the more creative teachers are in learning, resources in schools. In addition, teachers must be creative in learning activities. Teacher creativity in learning is very influential on student understanding, the more creative teachers are in learning, the easier students understand. In order for students to understand the lessons of Islamic Religious Education explained by the teacher, the teacher needs to design learning in such a way with creativity that

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