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THE EFFECT OF STUDENT LEARNING CREATIVITY MANAGEMENT ON ISLAMIC RELIGIOUS EDUCATION LEARNING OUTCOMES AT SMA SAPTA KHARISMA JAKARTA

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***Related declarations are provided in the final section of this article.*

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Abstract

The goal of managing creativity in education is to influence students' inventiveness while fostering an environment that always motivates them to learn effectively and with enthusiasm. Less engaging and boring learning environments make it difficult for pupils to absorb the teachings since they make them feel bored while the content is being presented. Students may consequently get indifferent, which has an impact on how well they manage their creativity and their learning objectives. Learning creativity management is the result of evaluating students' knowledge, attitudes, and abilities as well as behavioral changes after they have participated in the learning process. "What students have achieved after engaging in learning activities" is the term used to describe the planned management of learning creativity. A vital component of human growth, especially in educational settings, is creativity. A solution-oriented attitude, which includes the ability to recognize current issues and formulate plans for finding solutions, will be shaped and produced by well-developed creativity. By using correlational data analysis techniques and distributing questionnaire surveys, the quantitative research approach was implemented. The purpose of this quantitative study is to examine how Islamic Religious Education learning outcomes at SMA Sapta Kharisma Jakarta are impacted by students' learning creativity management. 52 respondents' numerical data was gathered in order to achieve this goal. Using a Likert scale, the surveys were disseminated in a closed manner. After that, an instrument validity test was performed on the questionnaire data to ascertain its validity. Regression analysis and hypothesis testing were the last steps, followed by a test to see if the data were regularly distributed. The

author makes inferences from the study on how students' learning creative management affects Islamic Religious Education learning outcomes at SMA Sapta Kharisma Jakarta based on the findings of data analysis and discussion. 24 students (46.15% of 52 students) were classified as having learning outcomes with an average score ranging from 137 to 141 based on the computation of the Islamic Religious Education learning outcome variables. Meanwhile, 20 students (38.46% of 52 students) were classified as having creativity based on the variable of students' learning creativity, with an average score that ranged from 137 to 140. With a significance level of 0.00 < 0.05, the computed F-value was 1.575, suggesting that the regression model of learning outcomes for Islamic Religious Education had an impact on the variable of students' learning creativity. Additionally, the coefficient of determination (R Square) was 0.969 based on the model in Table 4.16, which had an R-value of 0.984. This suggests that the dependent variable, students' learning creativity, was 96.875% impacted by the independent variable, Islamic Religious Education learning outcomes.

Keywords: Management, Creativity, Learning, Islamic Religious Education**.**

I. INTRODUCTION

Management of creativity is the process of planning, organizing, directing, and controlling various ideas, thoughts, and innovative potentials to produce something new, useful, and valuable. In other words, creativity management is a systematic effort to manage the creativity of individuals or groups so that it can be directed into works, solutions, or innovations that can be applied in various fields, such as education, business, arts, and organizations. An essential ability that is necessary for problem-solving, creativity, and personal growth in addition to art and design. This backdrop emphasizes the necessity of giving students chances to hone their creative abilities through teaching strategies that encourage innovation, idea exploration, and critical thinking. Students' learning creativity can be greatly stimulated by elements like an inclusive curriculum, inspiring teachers, and a supportive classroom atmosphere. A lack of engaging teaching strategies, an unattractive curriculum, and the sparse use of technology in the classroom are some of the reasons for Islamic Religious Education's low degree of creative management. Learning results may also be impacted by inadequate facilities and educational resources. Low achievement and creativity may also be influenced by a lack of parental support for Islamic Religious Education, as well as a lack of student interest and participation.

There are a number of reasons why Islamic Religious Education students have poor learning creativity management skills. One of these is the employment of instructional strategies that are less varied or that are not in line with the learning preferences of the students, which makes it challenging for them to comprehend the subject matter completely. Low levels of creativity management can also be caused by things like instructional strategies that don't foster creativity, a lack of room for pupils to express themselves, or assessment frameworks that prioritize academic performance above the growth of creativity. To guarantee that learning

objectives also support and evaluate students' creative management, a comprehensive strategy is required.

Low levels of learning creativity management may also be caused by the curriculum, particularly if it is irrelevant, excessively theoretical, or does not best meet the needs of the pupils. Another important element may be teachers' incapacity to inspire students and impart profound understanding. Students' ability to regulate their creativity can also be impacted by an unfavorable learning environment, which includes inadequate infrastructure and resources as well as a lack of parental support. Poor academic performance in Islamic Religious Education may also be caused by internal student problems, such as low motivation or a lack of confidence. Students' learning creativity in this subject can be improved by recognizing these elements and looking for suitable solutions.

Additionally, there could be a number of reasons for the poor degree of creative management among students in Islamic Religious Education. One of these is the use of repetitive instructional strategies that don't inspire pupils' inventiveness. The growth of creativity management might also be hampered by a curriculum that is too theoretical and does not sufficiently account for applicable or practical elements. The absence of student involvement in the learning process is another problem. Obstacles may include low motivation, a lack of environmental support, and teachers' incapacity to recognize and address each student's unique creativity management needs. Aspects of the social and cultural milieu also come into play; in the context of Islamic Religious Education, some standards might not encourage the growth of creative management. As a result, a more inclusive teaching strategy that emphasizes helping students reach their full creative potential is required.

Other contributing factors include the emphasis on traditional teaching methods that ignore a variety of learning styles, the absence of integration of teaching strategies that foster creativity, and the intense academic pressure that may stifle students' ability to express themselves creatively. Thus, it is essential to create instructional practices that encourage students to think creatively, encourage curriculum innovation, and provide them room to experiment with new concepts. By providing students with plenty of chances to solve issues, carry out experiments, and ask questions often, teachers may foster a learning environment that improves their ability to regulate their creativity.

The two primary features of creativity management are aptitude and non-aptitude. In the cognitive aspect, aptitude refers to traits like fluency, flexibility, and originality in thought—often referred to as creativity—that are associated with cognition and thought processes. In contrast, the second trait (non-aptitude) is associated with attitudes and emotions like curiosity, the joy of asking questions, a desire to try new things, inventiveness, and drive for achievement. In the affective aspect, this is frequently referred to as creativity. According to M. Dalyono's book Educational Psychology, students will struggle to learn a subject if they are not enthusiastic and creative about it. Learning difficulties occur when instruction is not motivated, does not fit students' needs, abilities, or learning styles, and does not stimulate specific brain functions. Students' motivation and capacity to control their creativity have an impact on their

learning outcomes. Academic success will be attained by students who are highly motivated and creative in their studies. Pupils who are driven to learn will grow to enjoy and be curious, which will drive them to learn more. If students are motivated and possess strong learning creative management skills, they will demonstrate positive attitudes and behaviors toward the Islamic Religious Education (PAI) learning process. This will ultimately lead to better PAI learning outcomes. Since it is crucial to their success in achieving effective learning, all students in Islamic schools should learn how to control their creativity. The literature illustrates the importance of creativity in life by showing how students can think of different ways to approach a problem. Classroom interactions help students develop their creativity management skills, which they can then use to confront environmental challenges and find alternative solutions, ultimately resulting in strong self-adjustment. Students also receive training in knowledge, memory, and logical thinking, which is the ability to use the available facts to determine the correct answers to problems. Promoting creative thinking is crucial because it enables students to think fluidly and fluently, approach problems from various perspectives, and generate numerous solutions. Consequently, one of the most important factors influencing success is their capacity to control their creativity. Since they are creative individuals, they will eventually be able to thrive in the future by improving not just their own standards but also the standards of the entire country.

Methods of Managing Students learning creativity

The method of managing creativity refers to the approaches or strategies used by teachers to organize and develop students' creative potential in the learning process, enabling them to think critically, innovatively, and productively. It represents a condition, attitude, or state that is highly specific in nature and almost impossible to formulate completely.[1]

In "Developing Children's Creativity," Stephanus makes the case that human survival depends on the development of creativity management. A person needs to be creative, flexible, and adept at recognizing and overcoming a range of problems and challenges in life. Well-developed creativity management will shape and produce a solution-oriented attitude, which includes the capacity to identify current problems and make plans for the pursuit of solutions.[2]

Creativity management is essential to human development, including in educational environments. Educational institutions are the best places to develop students' capacity for original thought and creativity. The real barriers to creativity in educational institutions are the level of teachers' proficiency in creative teaching, the learning strategies that can be used to encourage students' creativity, and the concept of creativity management itself.[3]

The Benefits of Creativity Management

In order to meet the demands of modern life and overcome its challenges, creativity is essential. Creativity is vital for many reasons: first, it allows people to become their best selves;

[1] Aris Priyanto,*pengembangan kreativitas pada anak usia dini melalui aktivitas bermain* (yogyakarta, november 2014) hal 43

[2] Stephanus Turibius Rahmat & Theresia Alviani Sum, *mengembangkan kreativitas anak,* vol.2 (juni, 2017) h 101

[3] : Ika Lestari, Linda Zakiah ,*kreativitas dalam konteks pembelajaran* (jakarta, juni 2019) hal 1

second, it helps them think of new ways to solve problems; third, it can make life more fulfilling; and fourth, it helps people live better lives.[4]

Creativity management has been described in various ways by a number of experts from various fields. In the context of education, creativity is commonly referred to as "innovation," in the business world as "entrepreneurship," in the mathematical context as "problem-solving," and in the music context as "performance or composition." However, many also define creativity as discovery. Nowadays, in addition to discovery, creativity management encompasses both ideas and actions.[5]

According to Aris Priyanto's definition in "The Development of Creativity Management in Early Childhood through Play Activities," creativity management is the capacity to transform preexisting elements into something new or a novel combination that is both meaningful and practical.[6]

According to Stephanus Turibius Rahmat and Therasia Alviani Sum's book "Developing Children's Creativity," creativity is: (1) the capacity to come up with unique concepts or the ability to create suitable products that can be fully developed; (2) the capacity to solve problems by offering fresh, innovative, and imaginative answers to problems pertaining to philosophy, understanding, aesthetics, or other areas.[7]

The ability of an individual to produce something new, to create new combinations or associations based on materials, information, or data, whether in the form of ideas or concrete works that are relatively different from what has previously existed, is what the researcher defines as creativity management.

Functions of Creativity Management

The roles or advantages of managing creativity, whether in corporations, schools, or other settings, are reflected in the functions of creativity management. Its duties are similar to those of general management (organization, planning, implementation, and control), but they are primarily concerned with guiding innovative concepts for the greater good. Furthermore, creativity can improve life quality and make problem-solving easier.Another personal tactic to promote individual excellence is creativity management. Students that possess a strong sense of creativity are able to think critically and work independently to address difficulties in their environment. For pupils to be able to develop their creativity, teachers must use a range of teaching strategies.[8]

This is consistent with Getzels et al.'s assertion, which was referenced in a journal article by Nursisto (1999: 34–35), that pupils with high IQs outperformed students with high creativity on accomplishment exams. According to the adage, "if there is no rattan, the root will

[4] Ika Lestari, Linda Zakiah, *kreativitas dalam konteks pembelajaran* (jakarta, juni 2019) hal 2
[5] Ika Lestari, Linda Zakiah, *kreativitas dalam konteks pembelajaran* (jakarta, juni 2019) hal 2
[6] Aris Priyanto,*pengembangan kreativitas pada anak usia dini melalui aktivitas bermain* (yogyakarta, november 2014) hal 44
[7] Stephanus Turibius Rahmat & Theresia Alviani Sum, *mengembangkan kreativitas anak,* vol.2 (juni, 2017) h 101
[8] Dewi widiana rahayu, "*Penerapan Model Pembelajaran Langsung Untuk Meningkatkan Kreativitas Anak Sekolah Dasar"*jurnal kreativitas, Proceedings of The ICECRS, Volume 1 No 3 (2018) 137-142

do," having a high level of inventiveness will be just as advantageous as having a high IQ.According to a journal article by Stephanus Turibius Rahmat and Theresia Alviani Sum, Munandar also underlined the need of fostering creativity from a young age. For the reasons listed below, creativity needs to be fostered from an early age. :[9]

a. A person can realize himself through creativity. The most fundamental human need is self-actualization.

b. The expression of a properly functioning individual is creativity.

c. The capacity to see multiple potential solutions to an issue is known as creativity or creative thinking. In education, where the primary emphasis is still on learning, memory, and reasoning, this component has thus far gotten little attention.

d. In addition to being good for oneself and the environment, being creative also makes one feel good about themselves.

e. Humans may enhance both the quality of their own lives and the lives of all others through creativity.[10]

According to the 1945 Constitution, educating the populace is the nation's top priority. Creating the National Education System Law (UU SISDIKNAS) Number 20 of 2003, Article 1, point 14, which states that "Early Childhood Education" (PAUD) is guidance for children aged 0–6 years carried out through educational stimulation to support physical and spiritual growth so that children are ready to pursue further education, is one way the government is working to actualize this mandate of the 1945 Constitution. Early infancy is a golden age when a child's brain develops at a rate that accounts for 80% of total brain growth. To create a generation that is both bright and of high caliber, education must therefore begin at a young age through early childhood education.

On that basis, in the copy of the Regulation of the Minister of National Education of the Republic of Indonesia Number 58 of 2009 concerning the Standards for Early Childhood Education, five (5) areas of development for early childhood education are stated, namely: (1) the development of religious and moral aspects; (2) the development of socio-emotional aspects; (3) the development of language aspects; (4) the development of physical and cognitive aspects. One of the cognitive developments that must be fostered is enhancing children's creativity, which can indirectly improve students' learning achievement at the next level of education.[11]

Descriptive Results of Islamic Religious Education Learning

Learning outcomes are made up of two words, learning and outcomes, each of which has a distinct meaning. Thus, in order to comprehend the idea of learning outcomes, the author will define both terms.
According to Sunarti Rahman's journal article "The Importance of Learning Outcomes in Improving Learning Achievement," learning is the most basic activity in the entire school

[9] Stephanus Turibius Rahmat & Theresia Alviani Sum, *mengembangkan kreativitas anak,* vol.2 (juni, 2017) h 101
[10] Stephanus Turibius Rahmat & Theresia Alviani Sum, *mengembangkan kreativitas anak,* vol.2 (juni, 2017) h 102
[11] Stephanus Turibius Rahmat & Theresia Alviani Sum, *mengembangkan kreativitas anak,* vol.2 (juni, 2017) h 100

system. The learning activities that students engage in as learners determine whether educational goals are met or not. "A change that occurs within an individual after engaging in certain activities" is the definition of learning. Learning is "a process of change in an individual's behavior through interaction with the environment," according to a different viewpoint. According to a different viewpoint, learning is "an individual's process or interaction in acquiring something new in the form of behavioral changes as a result of personal experiences.[12] Drawing from the aforementioned definitions, learning can be defined as the process by which an individual gains new experiences by interaction with an object in the learning environment, which results in behavioral changes.[13]

According to Sunarti Rahman's journal entry "The Importance of Learning Outcomes in Improving Learning Achievement," students gain certain learning outcomes upon completion of a learning process. What pupils have accomplished after participating in learning activities is referred to as "learning outcomes." Additionally, "the result of an interaction between teaching activities and learning activities" is another way to describe learning outcomes. From the teacher's point of view, the assessment of learning outcomes marks the end of instructional activities. According to the student, learning outcomes represent the pinnacle and conclusion of the educational journey. On the other hand, another viewpoint defines learning outcomes as "the abilities acquired by children after going through learning procedures".[14]

Factors Affecting Learning Outcomes

Undoubtedly, students have difficulties in attaining successful learning outcomes in the sphere of education. Common issues include not understanding the material or being unable to attend lessons because of participation in different school activities. Both internal and external influences can be categorized as influencing learning outcomes. While students' psychological and emotional states are considered internal elements, external components include social and non-social contextual factors as well as learning method factors.[15]

A person's learning process can be successful or unsuccessful depending on a variety of circumstances, including internal (originating from within) and external (originating from outside) aspects. .[16]

Abdurrahman asserts that in the New Normal era of online learning, the capacity for creative thought and the ability to learn independently are critical components:

a) The mood or situation that propels a person to carry out actions in order to accomplish goals is known as motivation.

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[12] Sunarti rahman, *pentingnya hasil belajar dalam meningkatkan hasil belajar,* jurnal prosiding seminar pendidikan dasar, (gorontalo, 25 november 2021) 297

[13] Teni nurrita, *pengembangan media pembelajaran untuk meningkatkan hasil belajar siswa,* vol.3, jurnal ulmu al-qur,an, hadist, dan tarbiyah, No.1, (juni, 2018) 171

[14] Sunarti rahman, *pentingnya hasil belajar dalam meningkatkan hasil belajar,* jurnal prosiding seminar pendidikan dasar, (gorontalo, 25 november 2021) 297

[15] Rohimah, ifham, moh.asmawi, *hubungan antara management waktu dengan hasil belajar fiqih,* jurnal pendidikan, Vol. 8 No. 3 April 2024.

[16] Sunarti rahman, *pentingnya hasil belajar dalam meningkatkan hasil belajar,* jurnal prosiding seminar pendidikan dasar, (gorontalo, 25 november 2021) 298

b) Attitude: the mental capacity to perform different kinds of activities in suitable circumstances.
c) Interest: the feeling of being drawn to something without any outside pressure.
d) Study habits: techniques or strategies developed via repeated education.
e) Self-concept: a person's view of themselves, including their knowledge and feelings about their ideas, feelings, and conduct, as well as how their actions impact other people.
1) Alti et al. categorize the elements that affect learning outcomes into two groups: external variables, which come from outside the individual, and internal factors, which come from within the individual.
a) Internal Elements Physical aspects, such as physical impairments and health. psychological elements, such as maturity, talent, interest, intelligence, motivations, and attentiveness. Factors contributing to fatigue that can be mitigated by sufficient.
b) External Factors

1. **Family factors** – including parenting methods, the household environment, relationships among family members, economic conditions, and parental attention.
2. **School factors** – including teaching methods, curriculum, discipline, school facilities, learning methods, and homework.
3. **Community factors** – including peers, community life, mass media, and student activities.

n line with this, Budiyanto, A. K. states that the factors influencing learning outcomes can be classified into three types, namely:

a) Internal factors – factors that originate from within the students, which include two aspects:

1. **Physiological aspect** – the physical condition can affect students' enthusiasm in following lessons.
2. **Psychological aspect** – this aspect can influence the quantity and quality of students' learning acquisition. Essential psychological factors include intelligence, attitude, talent, interest, and motivation of the students.

b) External factors – factors that originate from outside or from the environment. External factors are divided into two types, namely:

 Social environment – such as peers or classmates, teachers, and staff, can influence students' learning motivation. Teachers who demonstrate sympathetic attitudes and behaviors toward learning can serve as a positive driving force for students' learning activities. In addition, the community, neighbors, and family also affect students' learning activities.

 Non-social environment – factors included in the non-social environment are school buildings, family residences, learning tools, weather conditions, and study time. These factors also determine the level of students' learning success.

 Learning approach factors – the methods or strategies used by students to support the effectiveness and efficiency of a particular learning process.

The learning approach factor can influence the level of students' learning success. Students who learn well will achieve good learning outcomes. The process of assessing learning outcomes can provide teachers with information about students' progress in achieving learning objectives through learning activities.

The factors that influence learning outcomes, according to Cahya Ningsih, are as follows:

a) Internal Factors

a) **Physiological factors** – physiological conditions, such as good health, not being tired or fatigued, and not having physical disabilities, can affect students' ability to absorb lesson material.

b) **Psychological factors** – each student has different psychological conditions, including intelligence (IQ), attention, interest, talent, motives, motivation, cognition, and reasoning ability. These factors can influence students' learning outcomes.

c) **Study habits** – the methods or ways students study that are performed repeatedly.

d) Faktor Eksternal

1) Faktor lingkungan, meliputi lingkungan fisik dan lingkungan sosial.
2) Faktor instrumental, yaitu faktor yang keberadaan dan penggunaannya dirancang sesuai dengan hasil belajar yang diharapkan.

The author comes to the conclusion that the elements affecting learning can be divided into three groups based on the viewpoints previously mentioned: internal factors, external factors, and learning approach factors. These elements significantly impact the process of learning. Study habits and learning interest are two of the most important characteristics among the numerous that influence learning outcomes. If these influencing elements have a favorable impact or enhance the learning process, then students' learning results can be maximized.

RESEARCH METHOD

Based on the research, the type of research used is ex post facto research with a quantitative approach. Quantitative research is a type of research in which the data and analysis consist of numerical data or qualitative data that has been quantified. Quantitative research is believed to produce more accurate and objective data and information because it is collected using standard methods and statistical analysis, and its results cannot be easily replicated.

The data used in this study consist of numerical calculations or statistics. Therefore, this research is quantitative research with a scientific approach, which views reality as classifiable, concrete, observable, and measurable. The relationships between variables are causal, and the research data are numerical, with analysis conducted using statistical methods. In this quantitative research, a correlational research design was used. Correlational research (relationship/association) is a type of research that examines the relationship between variables, allowing the researcher to identify, explain, estimate, and test relationships based on existing

theories. A correlational relationship refers to the tendency for variations in one variable to be followed by variations in another variable. The variables being studied can be measured simultaneously within a group of subjects.

The quantitative research method is conducted through the distribution of questionnaires and the use of correlational data analysis techniques. The correlation in this quantitative research is illustrated as follows..

Picture 3.1 research constellation

Explanation of the above diagram:

Variable Y: Learning outcomes in Islamic Religious Education

Variable X: Student Learning Creativity Management at SMA Sapta Kharisma Jakarta

In research methodology, the term population is commonly used to refer to a group or cluster of objects that are the target of the study. A population is a generalization area consisting of objects/subjects that have certain qualities and characteristics determined by the researcher to be studied and then drawn conclusions from.

The method of determining the sample is called sampling technique. The population in this study includes the students of SMA Sapta Kharisma Jakarta, totaling 108 students.

Class	**Total Student**
X IPS	36
XI IPS	37
XII IPS	35
Total	108

RESULTS AND DISCUSSION

Normality Test

The normality test is conducted on the regression model to determine whether the residual values are normally distributed or not. A good regression model is one whose residuals are normally distributed. The t-test and F-test assume that the residual values are normally distributed. If this assumption is not met, these tests become invalid on a small scale.

In this test, the Kolmogorov-Smirnov method was used, calculated with the assistance of SPSS at a 5% significance level. The decision criteria are as follows:

* If the significance value > 0.05, the data are considered normal.

* If the significance value < 0.05, the data are considered not normal.

The results of the normality test using statistical methods are presented in the following table.

One-Sample Kolmogorov-Smirnov Test

			Unstandardized Residual
N			52
Normal Parameters[a]	Mean		.0000000
	Std. Deviation		1.03230685
Most Extreme Differences	Absolute		.132
	Positive		.132
	Negative		-.101-
Kolmogorov-Smirnov Z			.950
Asymp. Sig. (2-tailed)			.328
Monte Carlo Sig. (2-tailed)	Sig.		.299[c]
	99% Confidence Interval	Lower Bound	.287
		Upper Bound	.311

a. Test distribution is Normal.

c. Based on 10000 sampled tables with starting seed 2000000.

Based on Table 4.11, the Kolmogorov-Smirnov test shows a significance value for the variables of Islamic Religious Education learning outcomes and the influence of student learning creativity of 0.328. Both variables have significance values greater than 0.05, which means that the data for both variables are normally distributed.

Reliability Test

According to Masri Singarimbun, reliability is an index that indicates the extent to which a measuring instrument can be trusted or relied upon. If a measuring instrument is used twice to measure the same phenomenon and the measurement results obtained are relatively

consistent, then the measuring instrument is considered reliable. In other words, reliability shows the consistency of a measuring instrument in measuring the same phenomenon. SPSS provides a facility to perform reliability measurement using the Cronbach's alpha statistic. A construct or variable is considered reliable if the Cronbach's alpha value is greater than 0.70.

Variabel	**Cronbach's alpha**	**Alpha**	Description
Islamic education learning outcomes	0,71	0,7	Reliabel
The influence of creativity management on student learning	0,694	0,7	Reliabel

Based on the SPSS table above, the Cronbach's Alpha values obtained were 0.71 for the Islamic Religious Education learning outcomes variable and 0.694 for the student learning creativity variable. It can be concluded that all the questionnaire items for the research variables are reliable because they have a Cronbach's Alpha > 0.70, so the study can proceed.

Hypothesis Testing

Hypothesis testing using regression analysis is conducted to determine whether the variable of student learning creativity has a significant effect on the Islamic Religious Education learning outcomes variable. The significance of the effect can be generalized to the population. The results of the regression analysis can be interpreted through the following steps:

a. **Formulating the Hypothesis**
H0: There is no significant effect of student learning creativity management on Islamic Religious Education learning outcomes.
H1: There is a significant effect of student learning creativity management on Islamic Religious Education learning outcomes.

b. **Comparing the significance level (p-value) with the error rate**

- If significance > 0.05, then H0 is accepted.
- If significance < 0.05, then H1 is accepted.

Uji koefisien regresi

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	11.402	3.194		3.570	.001
	Management of Student Learning Creativity	.930	.023	.984	39.692	.000

a. Dependent Variable: creativity inlearning

It is known that the sig value for the effect of learning creativity management on learning outcomes is 0.00<0.05 and the t-value is 39.692 > t-table 1.67591, so it can be concluded that there is a significant effect between student learning creativity management and Islamic education learning outcomes.

Discussion

This study was conducted to determine the effect of student learning creativity management on Islamic Religious Education (PAI) learning outcomes at SMA Sapta Kharisma Jakarta. The research population consisted of 108 students from SMA Sapta Kharisma Jakarta, with a sample of 52 students. From this description, it can be seen that student learning creativity has a significant influence on improving PAI learning outcomes.

1. The statistical data shows that for the Islamic Religious Education variable distributed to 52 students, the highest score was 148 and the lowest score was 117, with a range of 31 and an average score of 136. It was found that 24 students (46.15%) out of 52 students at SMA Sapta Kharisma fell into the category of having PAI learning outcomes with an average score between 137 and 141. Active learning activities can make learning enjoyable for students and motivate them to master the most engaging lessons, thereby enhancing their learning creativity management.

2. From the data on the student learning creativity management variable distributed to 52 students, it was found that the highest score was 149 and the lowest score was 121, with a range of 28 and an average score of 138. It was found that 20 students (38.46%) out of 52 students at SMA Sapta Kharisma Jakarta fell into the category of having an influence in learning creativity management, with an average score between 137 and 140.

Based on statistical calculations assisted by SPSS version 16, it was found that there is a significant effect of the learning creativity management variable on the PAI learning outcomes variable at SMA Sapta Kharisma Jakarta. This is evidenced by the regression test results, which show an F-calculated value of 1.575E3 with a significance level of 0.00 < 0.05. Therefore, the regression model of the learning creativity management variable indicates an influence on the Islamic Religious Education variable.

Furthermore, from the model summary in Table 4.16, the R value is 0.984. From this output, the coefficient of determination (R^2) is 0.969, which indicates that the influence of the independent variable, student learning creativity management, on the dependent variable, PAI learning outcomes, is 96.875%.

IV. CONCLUSION

Based on the results of data analysis and discussion, the author draws conclusions from the study on the effect of student learning creativity management on improving PAI learning outcomes at SMA Sapta Kharisma Jakarta. From the calculation of the Islamic Religious Education variable, 24 students (46.15%) out of 52 students at SMA Sapta Kharisma Jakarta fell into the category of having PAI learning outcomes with an average score ranging from 137 to 141.

Meanwhile, from the student learning creativity variable, 20 students (38.46%) out of 52 students at SMA Sapta Kharisma Jakarta fell into the category of having learning creativity management with an average score ranging from 137 to 140. The F-calculated value was 1.575 with a significance level of 0.00 < 0.05, indicating that the regression model of the active learning variable has an effect on the PAI learning outcomes variable.

Furthermore, from the model summary in Table 4.16, the R value is 0.030. From this output, the coefficient of determination (R^2) is 0.984, which indicates that the influence of the independent variable, student learning creativity, on the dependent variable, PAI learning outcomes, is 96.875%.

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