



## The Effect of Creativity and Work Motivation on the Productivity of Islamic Religious Education Teachers

Hermilia<sup>1</sup>; Nur Ahyani<sup>2</sup>; Alhadi Yan Putra<sup>3</sup>

<sup>1,2,3</sup>Department of Management Education, Universitas PGRI Palembang, Indonesia

<sup>1</sup>Corresponding Email: [hermilia\\_1966@yahoo.com](mailto:hermilia_1966@yahoo.com), Phone Number: 0823 xxxx xxxx

### Article History:

Received: Feb 01, 2021

Revised: Apr 07, 2021

Accepted: Apr 12, 2021

Online First: Apr 14, 2021

### Keywords:

Creativity, work motivation, Productivity, Islamic Religios Education.

### Kata Kunci:

Kreatifitas, Motivasi kerja, Pendidikan agama islam, Produktivitas.

### How to cite:

Hermilia, H., Ahyani, N., & Putra, A.Y. (2021). The Effect of Creativity and Work Motivation on the Productivity of Islamic Religious Education Teachers. *Edunesia: Jurnal Ilmiah Pendidikan*, 2 (2): 464-473.

This is an open access article under the CC-BY-NC-ND license



**Abstract:** The effect of creativity and work motivation on the productivity of Islamic Religious Education (IRE) teachers. This study aims to determine the effect of creativity and work motivation on the productivity of IRE teachers in Lengkiti district at Ogan Komering Ulu (OKU) district. As for the formulation of the problem, (1) is there an effect of creativity on the productivity of IRE elementary school teachers?, (2) is there an effect of motivation on the productivity of IRE elementary school teachers?, and (3) is there an effect of creativity and motivation on the productivity of IRE elementary school teachers?. This type of research is descriptive. The sample in this study amounted to 19 people in 19 SD Negeri in OKU District. Data collection techniques in the form of observation, questionnaires and documentation. The results of this study. Based on respondents' perceptions about the effect of creativity on teacher productivity in a moderate category, the mean was 69.43. The results of the descriptive analysis of the effect of IRE motivation on teacher productivity are in a good category, the mean is 58.68. The results of the analysis of the effect of creativity and work motivation on teacher productivity are in moderate category with a mean of 49.59.

**Abstrak:** Penelitian ini bertujuan untuk mengetahui Pengaruh Kreatifitas dan Motivasi Kerja Terhadap Produktifitas Guru Pendidikan Agama Islam (PAI) Se-Kecamatan Lengkiti di Kabupaten Ogan Komering Ulu (OKU). Adapun yang menjadi rumusan masalah (1) apakah ada pengaruh kreativitas terhadap produktivitas guru PAI Sekolah Dasar?, (2) apakah ada pengaruh motivasi kerja terhadap produktivitas guru PAI Sekolah Dasar?, dan (3) Apakah ada pengaruh yang signifikan kreativitas dan motivasi kerja secara bersama-sama terhadap produktivitas guru PAI Sekolah Dasar? Jenis penelitian ini adalah deskriptif. Sampel dalam penelitian ini berjumlah 19 orang yang terdapat di 19 SD Negeri Se-Kecamatan OKU. Teknik pengumpulan data berupa observasi, kuesioner dan dokumentasi. Hasil penelitian ini Berdasarkan persepsi responden tentang pengaruh kreativitas terhadap produktivitas guru dalam kategori cukup baik, diperoleh mean 69,43. Hasil analisis dekriptif pengaruh motivasi guru PAI terhadap produktivitas guru termasuk dalam kategori baik, diperoleh mean 58,68. Hasil analisis pengaruh kretivitas dan motivasi kerja terhadap produktivitas guru termasuk dalam kategori cukup baik dengan mean 49,59.

## A. Introduction

Religious education is intended to increase spiritual potential and shape students to become human beings who believe and fear God Almighty and have noble character. Noble morals include ethics, manners, and morals as the manifestation of religious education. Increasing spiritual potential includes the introduction, understanding, and cultivation of religious values, as well as the practice of these values in individual or collective social life. The increase in spiritual potential is ultimately aimed at optimizing the various potentials possessed by humans whose actualization reflects their dignity as God's creatures (Depdiknas, 2006).

IRE is expected to produce human beings who always strive to perfect faith, piety, and morals, and actively build civilization and harmony in life, especially in advancing a dignified national civilization. Humans like that are expected to be resilient in facing challenges, obstacles, and changes that arise in social interactions both in the local, national, regional and global scope (Depdiknas, 2006).

By the objectives of education, Law No. 20/2003 on the National Education System Article 3 states that national education has the function of developing capabilities and shaping dignified national character and civilization to educate the nation's life. National education aims to develop the potential of students to become human beings who believe in and fear God Almighty, have a noble character, are healthy, knowledgeable, capable, creative, independent, and become democratic and responsible citizens. Sutikno (2007) states that education is a very important need to develop knowledgeable, moral and dignified people. One of the characteristics of learning is a behavior change (Baharudin & Wahyuni, 2007). In the Koran, this educational purpose is alluded to in surah al Qashash verse 77.

*A That and look at what God has given to you (happiness) in the Hereafter, and do not forget your share of (enjoyment) world and do good (to others) as Allah has done good to you, and seek not mischief on the (face) earth. Lo! Allah loveth not the wrong-doers.*

The objectives of IRE can be achieved if IRE teachers have professional competence. Teacher competence is a set of knowledge, skills and behaviours that must be possessed, mastered, and manifested by teachers in carrying out their professional duties (Sarimaya, 2008). The teacher is one of the educational staff who has a role as a determining factor for the success of organizational goals and the quality of education, because teachers who directly touch students, to provide guidance that will ultimately produce the expected graduates. Teacher performance must always be improved considering the increasing challenges of the world of education to produce quality human resources that are able to compete in the global era. Teacher performance is the result achieved by the teacher in carrying out the tasks assigned to him based on skills, experience and seriousness and use of time.

Improving the quality of islamic education can be achieved if the teacher has high productivity, considering that the teacher is someone who is prominent in the class, it is only natural that the teacher has high work discipline. Without high work discipline, the results of the education carried out will not be optimal. Mangkunegara (2016) defines the performance as the execution of one's work tasks at a particular time. Wahjosumijo (2002) defines performance as a quantitative and qualitative contribution measured by a worker in

helping achieve group goals in a work unit. Firmly in the Law of the Republic of Indonesia Number 14 of 2005, it explains that the performance of teachers in carrying out professional duties is obliged to plan to learn, carry out a quality learning process, and assess and evaluate learning outcomes.

Productive islamic education teachers will affect the quality of IRE in schools. Productive islamic education teachers are measured by four main indicators, namely professional ability, professional effort, the suitability of time devoted to professional activities, and the suitability of expertise (educational background) with the field of work. Productivity is a series of activities in trying to achieve a maximum goal.

Success in work productivity is effected by several factors including mental attitude, education, skills, management, the effect of Pancasila industrial, income levels, nutrition and health, social security, work environment and climate, production facilities, technology and opportunities for achievement (Ahya et al, 2021). Indirectly, teacher productivity will have an impact on the academic quality and morale of students. If the teacher's productivity is high, the students' learning achievement will increase. If this means that teacher productivity has a role in producing quality graduates from an academic and moral perspective so that they are able to compete in this globalization era (Putra & Ahyani, 2021).

Productive islamic education teachers are characterized by the ability to produce thinking products, act creatively and are implemented in a real way in a series of tasks and functions during the learning process to deliver and produce students who are able to win the global competition. As a consequence, coaching and guidance to teachers must be in accordance with the targets and stages of school development. The aim of coaching education personnel is not only to improve the skills concerned, but the most important thing is to increase teacher productivity (Soetopo and Soemarno, 1984)

The characteristics of the instructor to realize proper teaching behaviour are: (1) having a great interest in the subjects and subjects being taught; (2) have the skills to pay attention to personality and moods appropriately and make proper contact with groups, (3) have the patience, intimacy, and sensitivity needed to foster a spirit of learning; (4) have imaginative and practical thoughts in an effort to provide explanations to students; (5) have adequate qualifications in their respective fields; and (6) have an open, flexible, and experimental attitude in methods and techniques (Surya, 2013). Teachers need to increase their productivity, starting with a good learning design by paying attention to objectives, student worksheets, material taught, management of classroom actions and available learning resources (Surya, 2013).

In fact, there are still many learning processes that are of low quality, inefficient and less attractive, and even tend to be boring, so that the learning outcomes achieved are not optimal. The problem of low teacher productivity also occurs in IRE teachers in Lengkiti sub-district, OKU district. Based on the results of the preliminary survey conducted by the author with the supervisor's data information source, it was found that teacher productivity was still low in several schools as follows: (1) 50% of teachers had not made lesson plan appropriately, (2) 60% of teachers made props not according to teaching materials, (3) 55% of teachers have not properly made worksheets according to the teaching materials, (4) 78% of teachers have not been able to do Classroom Action Research (CAR), (5) 75% of teachers have not been able to use technology (computers), (6) 60% of teachers have not followed the training Competence, this is due to (1) Teacher education that is not in accordance with their field, (2) curriculum that often changes, (3) inadequate income levels, (4) inadequate facilities and infrastructure, (5) opportunities career, (6) environment, and (7) work climate.

The problem of low productivity of IRE teachers in Lengkiti sub-district, OKU district, is affected by many factors including creativity. Creativity is one of the human potentials that exist in individuals with varying degrees from one another. There are many problems faced by a teacher in teaching that demands accuracy, time, and the results of the work are realized in learning objectives. In this case, someone is required to have created that produces new work so that they can complete their work properly. Various opinions of experts about creativity and one of them were conveyed by Isaksen et al (2011) creativity is the process of producing unique products with the transformation of existing products. These products must be unique only to the creator and must meet the purpose and value criteria set by the creator.

The problem of the low productivity of IRE teachers in Lengkiti sub-district, OKU district, is also affected by work motivation factors. This is in accordance with the opinion of Purwanto (2017) which states that motivation contains three main components, namely: (1) To move, means to generate strength in individuals, to lead someone to act in a certain way; (2) Directing or channelling behaviour. Motivation provides a goal orientation. Individual behaviour is directed towards something; and (3) To maintain or sustain behaviour, the surrounding environment must strengthen the intensity, drive and individual strengths.

## B. Method

This type of research used in this research is descriptive research, namely research that aims to describe or explain something as it is. This study wanted to determine the effect of creativity and work motivation on the productivity of primary school Islamic education teachers in Lengkiti district. The population and sample in this study were all teachers of SD Negeri 74 OKU, totalling 25 people including the principal and non-permanent teachers (GTT). The following are the teachers who teach at SD Negeri 74 OKU.

The population and sample in this study were all IRE teachers who taught at the State Elementary Schools in Lengkiti sub-district, totalling 19 people.

**Table 1.** Research population

No.	Name of Institution	Teacher
1	SD Negeri 74 OKU	12
2	SD Negeri 75 OKU	11
3	SD Negeri 76 OKU	14
4	SD Negeri 77 OKU	12
5	SD Negeri 78 OKU	14
6	SD Negeri 79 OKU	10
7	SD Negeri 80 OKU	12
8	SD Negeri 81 OKU	13
9	SD Negeri 82 OKU	15
10	SD Negeri 83 OKU	12
11	SD Negeri 84 OKU	13
12	SD Negeri 85 OKU	11
13	SD Negeri 86 OKU	12
14	SD Negeri 87 OKU	13
15	SD Negeri 88 OKU	14

16	SD Negeri 89 OKU	16
17	SD Negeri 90 OKU	14
18	SD Negeri 91 OKU	15
19	SD Negeri 92 OKU	16
	Total	153

## C. Result and Discussion

### Result

#### a. Variabel Description Creativity ( $X_1$ )

The variables in this study consisted of creativity ( $X_1$ ), work motivation ( $X_2$ ), and teacher productivity ( $Y$ ). In this description, the results of the creativity variable data description ( $X_1$ ) are presented as seen in the table below.

**Table 2.** Variable statistical description

	N	Minimum	Maximum	Mean	Std. Deviation
Creativity	38	51	90	69,43	10,130
Motivation Work	38	46	73	58,68	6,882
Teacher Productivity	38	39	64	49,59	6,092
Valid N (listwise)	38				

Based on the table above, it can be seen that the creativity variable obtained a mean of 69.43, IRE teacher work motivation of 58.68 and teacher productivity of 49.59. The minimum value of creativity is 51, work motivation is 46, and teacher productivity is 39. The maximum value of creativity variable is 90, work motivation is 73, and teacher productivity is 64. The standard deviation value of the creativity variable is 10.130, work motivation is 6.882, and teacher productivity is 6.092. In detail, it can be classified into the following categories.

**Table 3.** Percentage of creativity variable

No	Skor	Category	Frequency	Percentage
1	81-90	Very Good	5	13,15
2	72-80	Good	9	23,68
3	63-71	Moderate	17	44,73
4	54-62	Bad	7	18,42
	Total		38	100

The level of teacher creativity in the table above shows that 5 respondents have a very good category with a percentage of 13.15%. as many as 9 respondents have a good category with a percentage of 23.68%. As many as 17 respondents were in the moderate category with a percentage of 44.73% and as many as 7 respondents were in the bad category with a percentage of 18.42%. Thus, the level of teacher creativity falls into a sufficient

category. The other forms of the percentage level of this creativity variable can be seen in the bar chart below.

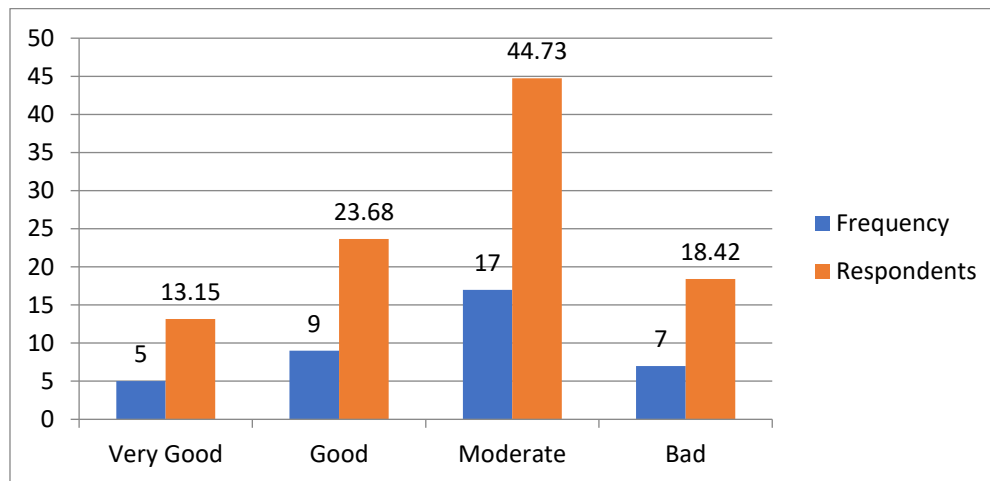


Figure 1. Creativity variable histogram

**b. Data Description of Work Motivation Variables**

In this description, the results of the work motivation variable data description ( $X_2$ ) are presented as shown in the table below.

Table 4. Variabel statistical description

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
Creativity	38	51	90	69,43	10,130
Motivation Work	38	46	73	58,68	6,882
Teacher Produktivity	38	39	64	49,59	6,092
Valid N (listwise)	38				

Based on the table above, it can be seen that the creativity variable obtained a mean of 69.43, IRE teacher work motivation of 58.68 and teacher productivity of 49.59. The maximum value of the creativity variable is 90, work motivation 73, and teacher productivity 64. In detail, it can be classified into the following categories.

Table 5. Teacher performance classification

No	Skor	Category	Frequency	Percentage
1	60-65	Very Good	3	7,89
2	53-59	Good	13	34,21
3	46-52	Moderate	15	39,47
4	39-45	Bad	7	18,42
Total			38	100

Based on the table above, it can be explained that the work motivation of IRE is in the quite good category with a percentage of 39.47% with details that 3 respondents are in the very good category with a percentage of 7.89%, 13 respondents are in the good category with a percentage of 34.21%, 15 respondents were in the moderate category with a percentage of 39.47, and 7 respondents were in the bad category with a percentage of 18.42%. The description of teacher work motivation in this study can be seen from the following histogram.

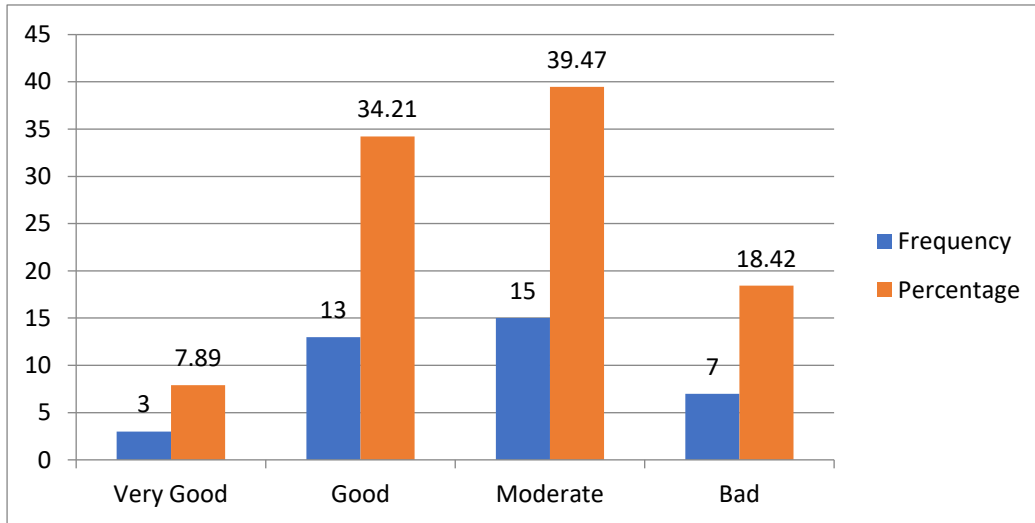


Figure 2. Histogram of work motivation variable

c. Description of Teacher Productivity Variable Data

In this description, the results of the description of teacher productivity variable data (Y) are presented as shown in the table below.

Table 6. Variable statistical description

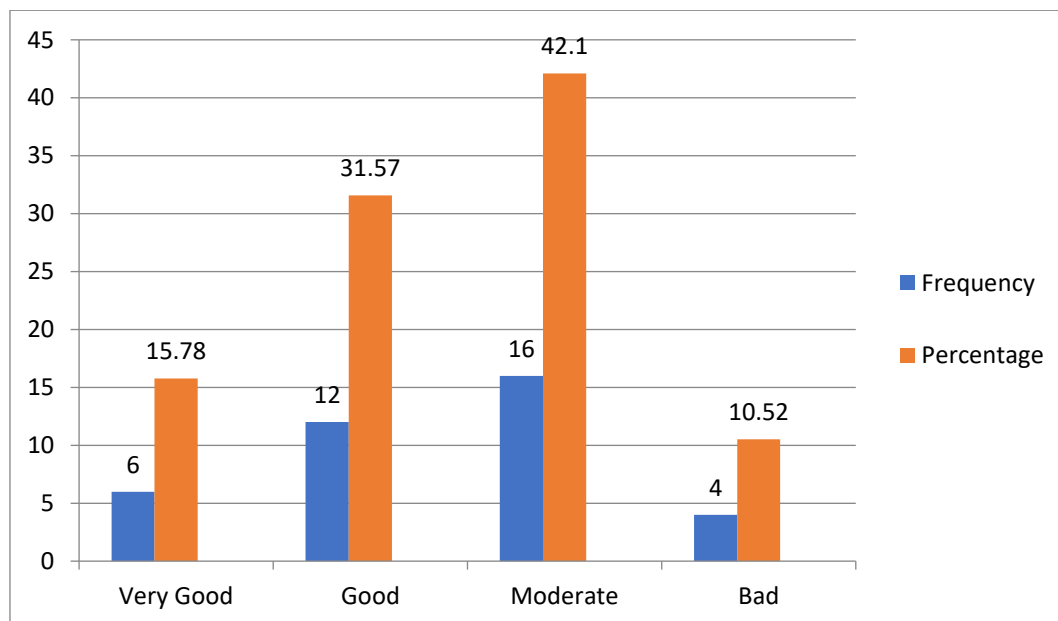
Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
Creativity	38	51	90	69,43	10,130
Work Motivation	38	46	73	58,68	6,882
Teacher Productivity	38	39	64	49,59	6,092
Valid N (listwise)	38				

Based on the table above, it can be seen that the creativity variable obtained a mean of 69.43, IRE teacher work motivation of 58.68 and teacher productivity of 49.59. The maximum value of the creativity variable is 90, work motivation 73, and teacher productivity 64. In detail, it can be classified into the following categories.

**Table 7.** Teacher productivity classification

No	Skor	Category	Frequency	Percentage
1	60-65	Very Good	6	15,78
2	53-59	Good	12	31,57
3	46-52	Moderate	16	42,10
4	39-45	Bad	4	10,52
Total			38	100

Based on the table above, it can be explained that the productivity of IRE is in the quite good category with a percentage of 39.47% with the details that 6 respondents are in the very good category with a percentage of 15.78%, 12 respondents are in the good category with a percentage of 31.57 %, 16 respondents were in moderate category with a percentage of 42.10%, and 4 respondents were in the bad category with a percentage of 10.52%. The description of teacher work motivation in this study can be seen from the following histogram.

**Figure 3.** Teacher productivity variable histogram (Y)

## Discussion

### 1. The Effect of Creativity ( $X_1$ ) on Teacher Productivity (Y)

The results of the descriptive analysis show that the creativity of IRE is in the quite good category, obtained a mean of 69.43, which is located at the 46-52 interval, and affects the  $t_{\text{value}}$  greater than the  $t_{\text{table}}$ , namely  $4.209 > 1.993$  and the significance value is  $0.000 < 0.05$ . While the correlation index is 0.195 with a contribution of 19.5% and the remaining 80.5% is effected by other factors. Therefore teacher creativity is one of the factors that effect the increase in productivity of IRE in Lengkiti District. The higher the teacher's creativity, the



higher the teacher's productivity and vice versa, the lower the teacher's creativity level, the lower the teacher's productivity. Therefore, teachers are required to be more creative in learning so that teacher productivity can be even better.

## 2 The Effect of IRE Teacher Work Motivation ( $X_2$ ) on Teacher Productivity (Y)

The results of the descriptive analysis show that the teacher's motivation is included in the quite good category, obtained a mean of 58.68 in the good enough category because it is in the 53-59 interval, and has an effect on the  $t_{\text{value}}$  is greater than the  $t_{\text{table}}$  which is  $3,715 > 1,993$  and the significance value is  $0,000 < 0,05$ . While the correlation index is 0.159 with a contribution of 15.9% and the remaining 84.1% is effected by other factors. This shows that high teacher motivation will lead to increased teacher productivity. Teacher work motivation is the whole process of giving motivation or work encouragement to teachers as agents of education and teaching so that the goals of education and teaching can be achieved in accordance with what is expected. Thus, teacher work motivation is a process carried out to mobilize teachers so that their behaviour can be directed towards concrete efforts to achieve predetermined goals. The results of this study are in line with a study conducted by Rahayu (2006) who found that motivation greatly effects the performance of teachers in SMA Negeri 1 Bojonegoro. Likewise, a study conducted by Haryanto (2007) also found that motivation has a significant effect on teacher performance at SMAN 1 Kediri. It is also strengthened by the findings of research conducted by Agusman (2008) which states that motivation affects the performance of SMAN Malang.

## 3 Effect of Creativity ( $X_1$ ) and Work Motivation ( $X_2$ ) on Teacher Productivity (Y)

The results of descriptive analysis show that productivity is in the quite good category, 49.59 in the good enough category because it is in the 46-52 interval. It is proven by: (1) it is proven that Islamic Education teachers can prepare semester programs, lesson plans; (2) assessing the K13 report card with the application; (3) being able to use learning media and teaching aids such as using a computer LCD; (4) teaching with a variety of methods, jigsaw models, match to match. The results of simultaneous hypothesis testing have a significant and positive effect, this is evidenced by the calculated  $f_{\text{value}}$  of 14.287 while the  $f_{\text{table}}$  is 3.124, so  $14.287 > 3.124$ , and the probability value is  $0.000 < 0.05$ . While the correlation index is 0.284. The simultaneous contribution of the effect of creativity and teacher work motivation on teacher productivity is 28.4% and the remaining 71.6% is effected by other factors.

## D. Conclusion

1. There is a positive and significant effect of creativity on teacher productivity with a value of  $t_{\text{value}} 4.209 > t_{\text{table}} 1.993$  is in the good category, obtained a mean of 69.43. The effect of creativity on teacher productivity with a correlation index of 0.195 and a percentage of 19.5% of 38 respondents, which means that if creativity is done more often, teacher productivity will be better.
2. There is a significant positive effect of the teacher work motivation variable on teacher productivity with a value of  $t_{\text{value}} 3,715 > t_{\text{table}} 1,993$  is included in the quite good category, obtained a mean of 58.68 in the fairly good category. There is a significant effect of

teacher work motivation on teacher productivity with a correlation index of 0.159 and in a percentage of 15.9% of 38 respondents, it means that if the teacher's work motivation is higher, the teacher's performance will be better.

3. There is a positive and significant effect on the creativity and work motivation of teachers together on teacher productivity with a value of  $f_{\text{value}} 14.287 > f_{\text{table}} 3.124$  is in the fairly good category, 49.59 is in the moderate category because it is in the interval 46-52. While the magnitude of the effect of creativity and teacher work motivation on teacher productivity with a correlation index of 0.284 and in a percentage of 28.4% of 38 respondents, which means that if school supervisors are supervised more frequently and teacher motivation is higher, teacher productivity will be better.

## Reference

- Ahya, M., Ahmad, S., & Fitriani, Y. (2021). The Role of Principal and Teacher Leadership to Improve the Quality of Learning in SMA Negeri 5 OKU. *Edunesia: Jurnal Ilmiah Pendidikan*, 2(2), 411-423.
- Baharudin & Wahyuni. (2007). *Teori Belajar dan Pembelajaran*. Yogyakarta: Ar-Ruzz Media.
- Depdiknas. (2006). *Kurikulum Tingkat Satuan Pendidikan (KTSP)*. Jakarta: Depdiknas.
- Mangkunegara, A.A.P. (2016). *Manajemen Sumber Daya Manusia Perusahaan*, Bandung: PT. Remaja Rosdakarya.
- Purwanto, M.N. (2017). *Psikologi Pendidikan*. Bandung : PT. Remaja Rosda Karya.
- Putra, A. Y., & Ahyani, N. (2021). The Correlation Between Work Motivation and Work Discipline on Teacher Performance. *Edunesia: Jurnal Ilmiah Pendidikan*, 2(2), 424-443.
- Sutikno, M.S. (2007). *Menggagas Pembelajaran Efektif dan Bermakna*, Bandung: NTP Press.
- Surya, M. (2013). *Psikologi Guru konsep dan Aplikasi*. Bandung: Alfabeta.
- Soetopo, H., & Wasty, M. (1984). *Kepemimpinan dan Supervisi Pendidikan*. Jakarta: Bssina Aksara.
- Wahjosumidjo. (2002). *Kepemimpinan dan Motivasi*. Bandung: Ghalia Indonesia.