

# The Relationship Between Teacher Creativity and Parenting Activities with Motivation to Learn Islam

Yayat Suharyat<sup>1✉</sup>, Sri Supriatin<sup>2</sup>, Pauzan Haryono<sup>3</sup>

(1) UNISMA Bekasi

(2) UNISMA Bekasi

(3) UNISMA Bekasi

✉ Corresponding author

yayatsuharyat@unismabekasi.ac.id

## Abstrak

Pendidikan agama Islam (PAI) penting diberikan sejak dini agar anak tumbuh berakhlak mulia dan mengamalkan ajaran Islam dari sumber utamanya yaitu kitab suci Al-Qur'an dan Sunnah. Untuk itu, setiap anak diharapkan mempelajarinya dengan sungguh-sungguh. Upaya yang sungguh-sungguh ini diawali dengan adanya motivasi atau dorongan positif dari siswa agar mau belajar. Penelitian ini bertujuan untuk mengetahui hubungan kreativitas guru dan aktivitas pengasuhan orang tua dengan motivasi belajar agama Islam siswa. Jenis penelitian yang digunakan adalah kuantitatif asosiatif dengan metode survei dan desain korelasional. Penelitian ini dilakukan di empat Sekolah Dasar (SD) IT di 3 cluster Tambun Utara, Bekasi. Keempat SD IT tersebut adalah SD IT Ibnu Rusyd, SD IT Insan Mulia, SD IT Iskandar Muda, dan SD IT Hasani. Sampel dalam penelitian ini adalah siswa kelas 4 dan 5 yaitu 154 siswa yang diperoleh dengan teknik random cluster sampling. Hasil penelitian menunjukkan adanya hubungan yang positif dan signifikan antara persepsi siswa terhadap kreativitas guru dan aktivitas pengasuhan orang tua dengan motivasi belajar PAI siswa.

**Kata Kunci:** Kreativitas Guru, Aktivitas Pengasuhan Anak, Motivasi Belajar Agama Islam

## Abstract

Islamic religious education (PAI) is important to be given from an early age so that children grow up with noble character and practice the teachings of Islam from its main source, namely the holy book Al-Qur'an and Sunnah. For that, every child is expected to study it seriously. This earnest effort begins with a positive motivation or encouragement from students to want to learn. This study aims to determine the relationship between teacher creativity and parenting activities with students' motivation to learn Islam. The research is quantitative associative with survey method and correlation design. This research was conducted in four IT Elementary Schools (SD) in 3 clusters of North Tambun, Bekasi. The four IT Elementary Schools are Ibnu Rusyd IT Elementary, Insan Mulia IT Elementary, IT Iskandar Muda Elementary School and IT Hasani Elementary School. The sample in this study were students in grades 4 and 5, namely 154 students obtained by random cluster sampling technique. The study results show a positive and significant relationship between students' perceptions of teacher creativity and parenting activities and students' PAI learning motivation.

**Kata Kunci:** *Teacher Creativity, Parenting Activities, Motivation To Learn Islam*

## INTRODUCTION

Education is the basic foundation for human life. Through education, children learn to develop their mental, moral, and physical strengths. Education is a factor in child development. One of the education that must be nurtured from an early age is Islamic religious education (Somad, 2021: 174; Fuadi, 2019: 81). Islamic religious education is important to be given to children as early as possible, so that children can grow up with Islamic values (Mahmud, 2019: 17). Given the importance of Islamic religious education in schools, every child is expected to study it seriously. This earnest effort begins with a positive motivation or encouragement from students to want to learn. Motivation can determine the success of each student in learning. The greater the motivation to learn, the greater the students' success in achieving their goals (Kompri, 2019: 242).

Growing motivation to learn in students takes work, especially PAI learning for elementary school (SD) children. Need a right planting about the need to learn PAI. This is where the importance of perception is in children's minds about PAI learning and how PAI can be packaged into fun and not boring learning. A good initial perception of students towards PAI lessons, of course, will make it easier to arrive at the message of the material in the lesson.

Another component that greatly affects learning activities is the teacher because this party will interact directly with students as subjects and objects in learning. As good and ideal as the curriculum is, if it is not balanced with the ability of the teacher to implement it, then all learning activities will be less meaningful. As professional educators, teachers must be creative and innovate in learning (Eliza et al., 2022). A teacher's teaching style impacts students' motivation to learn. A good teaching style or way will improve student achievement (Ramdani et al., 2021: 87-88). Teachers and parents have a very big task in dealing with their children. They must always be *updated* with technological developments. They must be willing to learn anything to control their children's behaviour. Teachers and parents are important factors in the development of education. They must play an active role in the challenges facing children today.

Parents must continue to learn about *parenting* in dealing with their children. Have a high response to the development of their children in the form of attention, affection and good treatment to them. Parenting patterns from parents to their children affect their learning motivation. The better the parenting style of parents, the better the motivation to learn. The worse the parenting style of parents, the lower the motivation to learn.

Based on research conducted by Yurida et al. (2021), students' learning motivation is related to the creativity of the teacher's teaching. Therefore, teachers with good creativity can make their students well-motivated. Another study by Kurnianto & Rahmawati (2020) showed a positive relationship between parenting styles and student motivation.

Based on interviews with several Islamic Religious Education (PAI) teachers in SD IT in Cluster 3, North Tambun stated that students' learning motivation in Islamic Religious Education lessons was still lacking. This can be seen from their attitude when PAI learning takes place, including Students always leaving the class when PAI learning takes place for various reasons. In addition, students tend not to listen to the teacher's explanation, even chatting alone or joking with their friends.

Another PAI teacher stated that the student's motivation to learn PAI was less due to the lack of parental attention to their children. This can be seen when there is a class PAI lesson schedule; many students need textbooks, and many do not even do PAI assignments. Kids say forget, do not even study at home. Busy working parents cause lack of support. Therefore, many parents think that PAI lessons are not too *urgent*. According to them, PAI lessons are different from the core lessons at school.

Researchers also observed respondents or students who stated that PAI teachers were boring because they only told stories and lectured every lesson. With a lecture pattern like that, it turns out to make students feel bored.

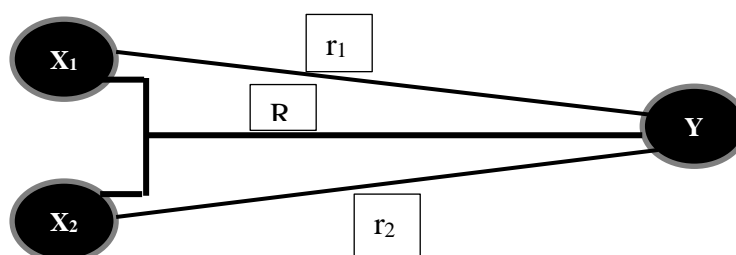
Based on these observations, it can be concluded that around 75% of PAI teachers in SDIT in Cluster 3, Tambun Utara Bekasi, stated that students' learning motivation for PAI subjects was lacking. In addition, about 90% of students from 4 IT Elementary Schools throughout North Tambun 3 stated that PAI teachers were less creative in carrying out the learning process.

From the description of the background of the problem above, the researcher is interested in raising this problem in a study entitled "The Relationship of Teacher Creativity and Parenting Activities with Motivation to Learn Islam in IT Elementary School Students Segugus Tiga Tambun Utara-Bekasi".

Islamic religious education (PAI) is important to be given from an early age so that children grow up with noble character and practice the teachings of Islam from its main source, namely the holy book Al-Qur'an and Sunnah. For that, every child is expected to study it seriously. This earnest effort begins with a positive motivation or encouragement from students to want to learn. This study aims to determine the relationship between teacher creativity and parenting activities with students' motivation to learn Islam.

## METHODS

The research is quantitative associative with survey method and correlation design. Researchers collected data using a questionnaire. To find out the relationship between variables in this study, the researcher compiled the relationship between variables in the form of the following flow chart:



**Figure 1. Dual Paradigm Diagram with Two Independent Variables**

Information :

X1 = Teacher Creativity

X2 = Activity Parenting

Y = Learning Motivation

A double paradigm with two independent variables X1 and X2, and one dependent variable Y. A simple correlation technique is used to find the relationship between X1 and Y and X2 with Y. To find the effect of X1 with X2 together on Y using multiple correlations (Sugiyono, 2020: 44).

The correlation of this research will reveal the relationship between the variables of students' perceptions of teacher creativity and *parenting activities* with PAI students' learning motivation. There are three variables in this study. Namely, the independent variable consists of students' perceptions of teacher creativity and *parenting activities*, while the dependent variable is student learning motivation.

This research was conducted in four IT Elementary Schools (SD) in 3 clusters of North Tambun, Bekasi. The four IT Elementary Schools are Ibnu Rusyd IT Elementary, Insan Mulia IT Elementary, IT Iskandar Muda Elementary School and IT Hasani Elementary School. This research was conducted for three months, from May 2022 to July 2022. The population in this study were SDIT students in Cluster 3, North Tambun, Bekasi. Especially high-grade students, namely grades 4 and 5. The sample in this study were students in grades 4 and 5, namely 154 students obtained by random cluster sampling technique.

## RESULT

### Analysis Prerequisite Test

Test requirements analysis is a test for normality, test linearity and multicollinearity. Normality test with Kolmogorov-Smirnov test. Calculating normality, linearity and multicollinearity tests using the SPSS for windows computer program with a significance level of 0.05. The test results can be seen in the following table.

**Table 1. Prerequisite Test Analysis: Normality Test**

No	Variable	P sig	Information
1.	Teacher's creativity (X1)	0.134	Normal
2.	<i>parenting</i> activity (X2)	0.742	Normal
3.	Student learning motivation (Y)	0.263	Normal

Based on table 1, the results of the data normality test show that all data are normally distributed.

**Table 2. Prerequisite Test Analysis: Linearity Test**

No	Variable	F count	Information
1.	Teacher's creativity (X1)	0.507	Linear
2.	<i>parenting</i> activity (X2)	0.209	Linear

linearity test of the regression line equation, it was obtained from *Deviation from Linearity data*, namely  $F_{\text{Count}} (T_c) = 0,507 > 0,05$ . It means that it can be concluded that there is a significant linear relationship between students' perceptions of teacher creativity (X1) and learning motivation variables (Y).

The linearity test of the regression line equation was obtained from *Deviation from Linearity data*, namely  $F_{\text{Count}} (T_c) = 0.209 > 0.05$ . It means that it can be concluded that there is a significant linear relationship between the *parenting activity* variable and the learning motivation variable (Y).

From the results of the analysis in the table ANOVA<sup>b</sup> above, it is obtained that the statistical price is F, column 5, namely  $F_{\text{Calculate}} = 49.732$  and P-Value =  $0.000 < 0.05$ , which means that there is a linear effect of the variable on students' perceptions of teacher creativity and *parenting activities* with PAI learning motivation. From the data above, it can be concluded that there is a simultaneous (simultaneous) relationship between students' perceptions of teacher creativity and *parenting activities* with learning motivation.

**Table 3. Analysis Prerequisite Test: Normality Test**

No	Variable	X1	X2	VIF	Information
1.	Teacher's creativity (X1)	1	0.55	1,124	There is no multicollinearity
2.	<i>parenting</i> activity (X2)	0.55	1	1,124	

The table above shows that the tolerance value of 0.890 is greater than 0.10, and the VIF value of 1.124 is smaller than 10.00. This indicates that there is no multicollinearity in the two independent variables of students' perceptions of teacher creativity (X1) and *parenting activities* (X<sub>2</sub>). Based on these results, it can be concluded that the relationship is a good regression model.

### Hypothesis testing

To test the three research hypotheses, the following techniques were used:

1. First, a simple regression technique is used to find and test the regression equation of the dependent or independent variable. The regression equation in question is the regression equation for students' perceptions of teacher creativity (X1) and *parenting activities* (X2) with learning motivation (Y). Calculations using the *SPSS for the windows computer program*.

2. Multiple regression techniques were used to determine the dependent variable regression equation for the two independent variables tested together. Calculations using the *SPSS for the windows computer program*.

To complete this research, determination and partial correlation were also carried out in addition to testing as described above. The aim is to determine how much each independent variable's coefficient of determination ( $r^2$ ) contributed to the dependent variable. Furthermore, partial correlation testing is used to determine whether there is a relationship between the independent and dependent variables if one of the independent variables is controlled.

**Table 4. Testing the Correlation Coefficient of Parenting Activities on Islamic Religious Learning Motivation in Students**

Source	R	$r^2$	P
Teacher Creativity	0.535	0.287	0.000

The correlation coefficient testing using the help of IBM SPSS Version 16 can be seen as the value of the correlation coefficient ( $r$ ) = 0.535, which means that the relationship between students' perceptions of teacher creativity and learning motivation (Y) is positive.

The coefficient of determination or R Square of 0.287 is the square of the correlation coefficient value. This shows that 28.7 % of the learning motivation variable (Y) is influenced by the student's perception of the teacher's creativity variable (X1), while other factors determine the rest.

**Table 5. Testing the Correlation Coefficient of Parenting Activities on Islamic Religious Learning Motivation in Students**

Source	R	$r^2$	P
Parenting Activities	0.491	0.242	0.000

The correlation coefficient testing using the help of IBM SPSS Version 16 can be seen as the value of the correlation coefficient ( $r$ ) = 0.491, which means the relationship between *parenting activity variables* and learning motivation (Y) is positive.

The coefficient of determination or R Square of 0.242 is the square of the correlation coefficient value. This shows that 24.2% of the learning motivation variable (Y) is determined by the *parenting activity variable* (X2), while other factors determine the rest.

**Table 6. Testing the Correlation Coefficient of Regression Equations X<sub>1</sub> and X<sub>2</sub> with Y Coefficients<sup>a</sup>**

Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.
	B	Std. Error	Beta		
1 (Constant)	40,669	5.439		7,477	.000
Teacher Creativity	.571	.091	.418	6,242	.000
Parenting Activities	.395	.075	.353	5.262	.000

a. Dependent Variable: Learning Motivation

Based on the table above, in column B obtained constant  $b_0 = 40,669$ , regression coefficient  $b_1 = 0,571$  and  $b_2 = 0,395$ . So that the multiple linear regression equation  $Y = 40.669 + 0.571X_1 + 0.395X_2$

Hypothesis:

$H_0: 10$  vs  $H_1: 1 > 0$

$H_0: 20$  vs  $H_1: 2 > 0$

The results of the analysis in the table above show the statistical price for the coefficient of the variable X1, namely  $t_{count} = 6.242$  and P-value =  $0.000/2 = 0.000 < 0.05$  (right side test), or  $H_0$  is rejected, which

means students' perceptions of creativity Teachers have a positive effect on PAI learning motivation. Furthermore, the statistical price for the coefficient of the variable  $X_2$  is  $t_{Hit} = 5.262$  and  $P\text{-value} = 0.000/2 = 0.000 < 0.05$  (right side test), or  $H_0$  accepted, which means that *parenting activities* have a positive effect on PAI learning motivation.

**Table 7. Significance Test for Multiple Regression Equations**  
ANOVA <sup>b</sup>

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	10816.261	2	5408.131	49,732	.000 <sup>a</sup>
	Residual	16420.421	151	108.745		
	Total	27236,682	153			

a. Predictors: (Constant), Parenting Activities, Teacher Creativity

b. Dependent Variable: Learning Motivation

Hypothesis:

$H_0: \beta_2 = 0$  or  $H_0: \beta_2 = 0$

$H_1: \beta_2 \neq 0$  or  $H_1: \beta_2 \neq 0$

The results of the analysis in the ANOVA table above are obtained. The statistical price is F, the 5th column is  $F_{count} = 49.732$ , and  $P\text{-value} = 0.000 < 0.05$ , or this means that  $H_0$  is rejected. This means there is a linear influence on students' perceptions of the teacher's creativity and *parenting activities* with PAI learning motivation. This also means a simultaneous (simultaneous) relationship between students' perceptions of teacher creativity and *parenting activities* with PAI learning motivation.

**Table 8. Significance Test of Multiple Correlation Coefficient**  
Model Summary <sup>b</sup>

Model	R	R Square	Adjusted Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. Change
1	.630 <sup>a</sup>	.397	.389	10,428	.397	49,732	2	151	.000

a. Predictors: (Constant), Parenting Activities, Teacher Creativity

b. Dependent Variable: Learning Motivation

Statistical hypothesis :

$H_0: \rho_{y,12} = 0$

$H_1: \rho_{y,12} > 0$

The significance test of multiple correlation coefficients is obtained from the *model summary table* above. It can be seen in the first line that the multiple correlation coefficient ( $R_{y,12}$ ) = 49.723, and  $p\text{-value} = 0.000 < 0.05$  or  $H_0$  is rejected. Thus, the multiple correlation coefficient between  $X_1$  and  $X_2$  with  $Y$  is significant. At the same time, the coefficient of determination is shown by  $R\text{ Square} = 0.397$ , which means that 39.7% of the learning motivation variable ( $Y$ ) can be explained by students' perceptions of teacher creativity ( $X_1$ ) and *parenting activity dimensions* ( $X_2$ ) so it can be concluded that there is a significant relationship together with learning motivation of 39.7%.

**Table 9. Partial Correlation Coefficient Test:  $X_1$  and  $Y$  Correlation by Controlling the Effect of  $X_2$  ( $r_{y,12}$ )**  
Correlations

		Teacher Creativity	Motivation to learn
Teacher Creativity	Pearson Correlation	1	.535 **
	Sig. (2-tailed)		.000
	N	154	154
Motivation to learn	Pearson Correlation	.535 **	1
	Sig. (2-tailed)	.000	
	N	154	154

\*\*. Correlation is significant at the 0.01 level (2-tailed).

Based on the results of the analysis in the table above, it is obtained ( $r_{y12}$ ) = 0.535 and p-value = 0.000 < 0.005 or  $H_0$  is rejected. Thus, the correlation coefficient of  $X_1$  and Y by controlling for the variable  $X_2$  is significant.

**Table 10. Partial Correlation Coefficient Test:  $X_2$  and Y Correlation by Controlling the Effect of  $X_1$  ( $r_{y21}$ )**  
Correlations

		Parenting Activities	Motivation to learn
Parenting Activities	Pearson Correlation	1	.491 **
	Sig. (2-tailed)		.000
	N	154	154
Motivation to learn	Pearson Correlation	.491 **	1
	Sig. (2-tailed)	.000	
	N	154	154

\*\* . Correlation is significant at the 0.01 level (2-tailed).

Based on the results of the analysis in the table above, it is obtained ( $r_{y21}$ ) = 0.491 and p-value = 0.000 < 0.005 or  $H_0$  is rejected. Thus, the correlation coefficient of  $X_2$  and Y by controlling for the variable  $X_1$  is significant.

## DISCUSSION

Students' perceptions of teacher creativity have a positive relationship with students' PAI learning motivation. The higher or more positive the student's perception of the teacher's creativity, the higher the student's learning motivation, especially in PAI subjects. Vice versa, the lower the student's perception of teacher creativity, the lower the student's PAI learning motivation. This is in line with several studies which show that there is a positive relationship between teacher creativity in teaching and student motivation (Saputri et al., 2022: 203; Ulfah et al., 2021: 83). So that learning motivation can grow in students a stimulant is needed, one of which is a creative teacher (Oktiani, 2017: 231).

Teachers have a very large role in the educational process. On their shoulders are burdened with responsibility for the quality of education. Therefore, teachers are expected to be able to develop themselves with the knowledge and skills needed in learning (Kompri, 2019: 65). Times are always changing rapidly, and teachers must be able to keep pace with the times with extraordinary ideas and ideas so that the learning process becomes interesting. Furthermore, teacher creativity will motivate students to learn so student learning outcomes are also good (Febriandari et al., 2018: 493; Andrianto et al., 2021: 49).

Creativity is a personal property that is manifested in attitudes and character. At the same time, the teacher's creativity is the ability to manage or find something new. Teachers must create a pleasant atmosphere with their teaching creativity so that students' motivation continues to increase (Yurida et al., 2021: 150).

The results showed a positive relationship between the *parenting* activity variable and the learning motivation variable (Y). This is in line with the results of several studies which found that there was a positive relationship between parenting patterns and student motivation (Kurnianto & Rahmawati, 2020; Marisa et al., 2018: 31). The treatment of parents on their children will affect the enthusiasm and motivation of children in learning (Solina et al., 2013: 293). The better the parenting pattern of parents for their children, the higher the learning motivation. Vice versa, the lower the parenting style of parents towards their children, the lower the student's learning motivation.

Parents are an important factor in fostering student learning motivation. Parents consisting of a father and mother must have good parenting for their children (Husna & Suryana, 2021: 10128). Parenting can include attention, monitoring, guidance, *reward* and punishment to educate children. A family is a place for children to grow and develop from scratch, so the role of parents is demanded so that the child's growth and development are good.

The results of the analysis in the table *ANOVA*<sup>b</sup> above are obtained. The statistical price is F, column 5, namely  $F_{\text{Count}} = 49.732$  and P-Value = 0.000 < 0.05, meaning that there is a linear influence of students' perception variables on Teacher Creativity and Parenting Activities with PAI learning motivation. From the data above, it can be concluded that there is a simultaneous (simultaneous) relationship between students' perceptions of teacher creativity and *parenting* activities with learning motivation.



## CONCLUSION

Based on research that has met the test requirements of the analysis, the following conclusions can be drawn: there is a positive relationship between students' perceptions of teacher creativity and learning motivation, a positive relationship between parenting activities and learning motivation, and a positive relationship between students' perceptions of teacher creativity and *parenting activities* with students' PAI learning motivation together.

The researchers put forward some suggestions. First, for Islamic Religious Education teachers, the results of this study explain that students' perceptions of teacher creativity have a relationship with students' learning motivation. Therefore, the researcher provides suggestions for PAI teachers at SDIT Se Cluster 3 Tambun Utara-Bekasi to increase their creativity in the learning process. Teachers must create a pleasant learning atmosphere, make PAI materials easy to understand, and use interesting learning methods. Of course, a teacher never stops always to learn something new.

Then for parents, this study explains that *parenting activities* have a relationship with students' learning motivation, especially in PAI lessons. The higher the *parenting activity*, the higher the student is learning motivation. Likewise, if *parenting activities* are low, students' learning motivation is also low. Therefore, the role of parents is very important in supporting the student's learning process, especially PAI lessons.

To students, the results of this study explain that students' perceptions of teacher creativity are related to their PAI learning motivation, so the researcher advises SDIT students in Cluster 3 Tambun Utara Bekasi to have positive perceptions of their teachers, especially PAI teachers. However, of course, this perception can grow if the teacher always improves his teaching skills.

Finally, for future researchers, this research is limited to the competence of teacher creativity, *parenting activities* and student learning motivation, so the researcher advises future researchers to conduct more in-depth research, especially on *parenting activities*, because education starts from the family. Parents have an important role in the student's learning process.

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