



The Relationship of Good Manners with the Learning Creativity of Students in the Field of Islamic Studies

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ABSTRACT

The purpose of this study was to determine the relationship between good manners and the learning creativity of students in the field of Islamic Religious Education at SMA Negeri 3 Teluk Meranti. The relationship between good manners and students' learning creativity is to develop students' creative thinking actively and systematically and to get verbal responses from students so that they can foster learning creativity and new knowledge in the learning process. So that with the existence of good manners in students, they will increase their creativity and become active. However, based on a preliminary study that the author conducted on students of SMAN 3 Teluk Meranti. In daily activities there are still students who do not show their creativity so that students do not play an active role in speaking and some do not dare to express their opinions. The purpose of this study was to determine the relationship between good manners and the learning creativity of students in the field of Islamic Religious Education Studies at SMAN 3 Teluk Meranti. This type of research is correlational, population and sample are 75 students, data collection techniques are questionnaires and documentation, person correlation data analysis techniques. The results of research on the relationship of good manners with learning creativity can be seen from the product moment correlation analysis, meaning that there is a relationship between good manners and the learning creativity of students. And the relationship level is 0.946. The conclusion of this study is that there is a very strong relationship between good manners and student learning creativity in Islamic Religious Education subjects at SMAN 3 Teluk Meranti.

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1. INTRODUCTION

Talking about morality is certainly very interesting because it can shape a person's personality. Morals are a reflection of real actions or the implementation of aqidah and shari'ah. The word morality in language is a plural word from the word khulukun which means character, temperament, character, custom, behavior, or a system of behavior that is made. Meanwhile, in terminology, morality is the science that determines the boundaries between good and bad, between the best and

the despicable, whether in the form of words or actions of humans, physically and mentally (Bafadhol, 2017). Morals are etymologically derived from the word "khalafa" and is the plural form of "khuluqun" which means temperament, behavior and character. The sentence contains conformity with the word khalqun which means event, it is also closely related to khaliq which means creator and means creature (Awaliyah & Nurzaman, 2018).

Akhlak means character or temperament. In various Islamic literatures, morality is defined as (Wahid, A. H., Muali, C., & Sholehah, 2018): Knowledge that explains the meaning of good and bad, the purpose of the action, as well as the guidelines to be followed. Knowledge that investigates the journey of human life as a parameter of actions, words, and life events. Permanent nature in a person who gives birth to actions easily and without the need for a thought process and a set of values that guide behavior and action (Eisenlohr, 2011).

The formulation of science that is convincing and the truth that is certain both intellectually and mentally is the paradigm offered by Imam Al-Ghazali regarding the procedure for humans to have morals towards God and fellow human beings. All human morals must be guided by rational science and not deviate from the inner truth (Diasti, 2021). The moral indicators sourced from the Qur'an are (Choli, 2019): His goodness is absolute (al-khairiyyah al-muthlak), namely the goodness contained in morals is pure goodness in any environment, situation, time, and place. The goodness is comprehensive (as-shalahiyyah al-ammah), namely the goodness contained in it goodness for all mankind. Its implementation is mandatory (al-ilzam al-mustajab), which is a law of behavior that must be implemented so that there are legal sanctions. Supervision is comprehensive (al-raqabah al-muhitah), which involves the supervision of Allah SWT and other humans, because the source is from Allah SWT (Ataullahjan et al., 2019) (Baharuddin & Ismail, 2015).

There are two morals possessed by humans, namely despicable morals and commendable morals. Disgraceful morality is an act that is not recommended to be done because it can harm oneself and others. While commendable character is an attitude that everything is applied properly such as words, actions, and behavior. In addition, this commendable character is in accordance with what religion has recommended because this attitude is able to provide peace both for oneself and for others (Messiou et al., 2016).

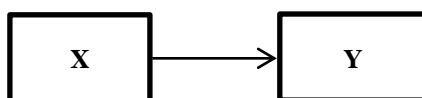
This Islamic morality, if applied, cannot be stolen. Isn't theft the most troubling and damaging to humanity? So, talking about humanity already exists in Islamic teachings, there is no need to focus on humanism theorized by the West (Sholihin et al., 2018). As for the things that need to be accustomed as good manners in Islam, among others (Billaud, 2018): Be brave in kindness, speak the truth and create benefits, both for yourself and for others. Fair in deciding the law without distinction of position, socioeconomic status, or kinship, wise in making decisions. Generous and likes to spend sustenance both when it is spacious and narrow. Sincere in charity solely for the sake of gaining the pleasure of Allah and quickly repent to Allah when sinning, Honest and trustworthy, not complaining in the face of life's problems, full of affection, be generous and don't take revenge, protect oneself from actions that destroy self-respect and sanctity, shame to do bad deeds and willing to sacrifice for the benefit of the people and in defense of religion (Platt et al., 2018) (Bensaid & Machouche, 2019) (Abdul Aziz et al., 2021) (Halim Tamuri et al., 2013).

According to Muhammad Abdullah Darraz, the concept of the scope of morality is very broad because it covers all aspects of human life, ranging from human relationships to God and human relationships to each other. Darraz divided it into five parts; First, personal morality which includes morals that are ordered, prohibited and permitted as well as morals carried out in an emergency, family morality which includes obligations between parents and children, obligations between husband and wife and obligations towards family and relatives. Third, social morality which includes the prohibited and permissible morals in muamalah as well as the rules of etiquette. Fourth, the character of the state which includes morals between leaders and their people as well as morals towards other countries. Fifth, religious morality which includes obligations to Allah (Nasir & Rijal, 2021) (Laeheem, 2018).

Creativity is a person's ability to produce something new, in the form of ideas or real works, in the form of aptitude and non-aptitude characteristics, in new works or in combination with things that are already relatively different from what already exists, Creativity has an important value in life (Tika & Suryana, 2021) (Kamarudin & Yana, 2021). Creativity is a complex field of study, which gives rise to various differences. According to the term creativity, it means imagination, authenticity, different opinions, new opinions, inspiration, adventure, exploration, and bestowal (Raymundo, 2020) (Wahyudi et al., 2021) (Maqsood Ahmad Sandhu, Ahm Shamsuzzoha, 2018) (Murai & Muramatsu, 2020). Based on a preliminary study at SMAN 3 Teluk Meranti, Teluk Meranti District, Pelalawan Regency, it is known that there are still some students who have symptoms in learning. These symptoms can be seen as follows: Some students still violate school and religious rules, students do not want to listen well when the teacher explains learning in front of the class, some of the students still do not dare to express their opinion, there are students who do not want to take notes on the lessons the teacher has asked them to record.

2. RESEARCH METHOD

This research is a correlation research because this study intends to determine the relationship between two variables, namely the commendable character variable (X) and the learning activity variable (Y). This variable can be illustrated in the following diagram:



Information:

X: good manners

Y : Learning creativity

This research was conducted at SMA Negeri 3 Teluk Meranti, Teluk Meranti District, Pelalawan Regency. The object of this research is the relationship of commendable morality with student creativity in the field of Islamic religious education at SMA Negeri 3 Teluk Meranti, Teluk Meranti District, Pelalawan Regency. The population of this study was 75 students at SMA Negeri 3 Teluk Meranti, Teluk Meranti District, Pelalawan Regency. As stated by Sugiyono, the sampling technique used is the census method (full sampling) which is a sampling technique when all members of the population are used as samples. This is often done when the population is relatively small. The sample set in this study were all students at SMA Negeri 3 Teluk Meranti, Teluk Meranti District, Pelalawan Regency, amounting to 75 people.

Before the research is carried out, the main step is to test the research instrument. The trial of the instrument items on the two variables was intended to test the validity and reliability of the instrument items used in the study. For this reason, the test results must be sought for validity and reliability. In this study, the assumption test was carried out as a requirement to determine the type of statistics to be used in research analysis using quantitative methods in processing research data. In this study, the normality test was carried out using the SPSS 20.0 program which was carried out using the one sample Kolmogorov-Smirnov method. With the test criteria is if the significance < 0.05 , then the conclusion is the data is not normally distributed, if the significance > 0.05 then the data is normally distributed. The linearity test in this study used the SPSS 20 program by means of a test for linearity at a significance level of 0.05. Two variables are said to have a linear relationship if the significance (linearity) is less than 0.05. This theory says that two variables have a linear relationship if the significance (Deviation for linearity) is more than 0.05. To analyze the data about the relationship between the question and answer method and the learning interest of students, and to determine whether there is a significant relationship between variable X and variable Y, the researcher uses the product moment correlation formula where to determine the coefficient of determination, the correlation coefficient (r) is needed.

3. RESULTS AND DISCUSSIONS

3.1. Result

This research explained that the purpose to determine the relationship between teacher teaching skills and student interest in SMA Negeri 3 Teluk Meranti, Teluk Meranti District, Pelalawan Regency, so the author used a data collection tool, namely a questionnaire given to 75 students. For more details, the results of this study can be seen in the table below:

Table 1. Data on Answers to the Questionable Morals Questionnaire of Students of SMAN 3 Teluk Meranti

No	Statement	SS	S	J	TP	Σ
An act that is commanded by Allah SWT and Rasulullah SAW. What is contained in the Qur'an and As-Sunnah						
1	Before starting the lesson I first read the prayer.	21	29	23	2	75
2	I obey and stay away from the prohibition of Allah SWT.	10	47	17	1	75
3	I always do what Allah SWT and Rasulullah SAW ordered.	12	34	21	8	75
Actions that bring benefit in this world and the hereafter.						
4	I always try to keep the religion of Allah SWT.	33	25	14	3	75
5	I always respect other people and value their opinion.	23	39	13	0	75
6	When I get good grades, I am always humble and not arrogant.	31	27	16	1	75
Acts that increase the dignity of human life in the eyes of Allah SWT and fellow human beings						
7	Without being asked, I forgive other people's mistakes to me	35	23	16	1	75
8	In my actions I am always careful not to harm others.	10	24	39	2	75
Actions that are part of the purpose of Islamic law, namely maintaining the religion of Allah, mind, soul, lineage, and wealth.						
9	When I met the teacher, friends, and other people I always say hello	16	34	19	6	75
10	I always try not to hurt other people.	36	19	20	0	75
Total		227	301	198	24	750

From the table above is the number of answers to Variable X (good manners of students) for each question made by the author through a questionnaire. That the respondents who answered Very Often (SS) amounted to 227 respondents who answered Often (S) amounted to 301 respondents who answered Rarely (J) totaled 198 respondents who answered Never 24 respondents, so the total number of respondents was 750 students' answers

Table 2. Data on the answers of students' learning creativity at SMAN 3 Teluk Meranti

No	Statement	SS	S	J	TP	Σ
Great curiosity						
1	In the learning process, I always want to know more.	21	29	23	2	75
2	I always ask when I don't understand the lesson.	10	47	17	1	75

No	Statement	SS	S	J	TP	Σ
3	I always ask questions when I don't understand the lesson. I am always enthusiastic and active in doing assignments.	13	34	20	8	75
Lots of sense						
4	I am able to come up with new and unique expressions.	33	15	14	3	75
Tend to seek broad and satisfying answers						
5	I have a high curiosity in learning.	23	39	13	0	75
6	I am able to solve problems in class.	31	27	16	1	75
Respond to questions and provide satisfactory answers						
7	When giving an answer, I always describe it broadly and precisely.	35	23	16	1	75
8	When giving an answer, I always describe it broadly and accurately. I always add an answer when I see a friend giving an incorrect answer.	12	40	23	0	75
Have the spirit to ask						
9	When asked a question by the teacher, I always responded and gave a satisfactory answer.	0	48	27	0	75
10	I always ask when the teacher gives me a chance.	36	19	20	0	75
Total		214	331	189	16	750

From the table above is the number of answers to Variable Y (student learning creativity) from each question made by the author through a questionnaire. That the respondents who answered Very Often (SS) amounted to 214 respondents who answered Often (S) amounted to 331 respondents who answered Rarely (J) totaled 189 respondents who answered Never 16 respondents, so the total number of respondents was 750 answers.

Data analysis

Test Validity Test Reliability

The results of testing the validity and reliability of the instrument can be seen in the recapitulation table below:

Table 3. Good Manners Validity Test (variable X)

No	Statement	Probability Value	Significance Value	Information
1	P1	0,000	0,05	Valid
2	P2	0,000	0,05	Valid
3	P3	0,004	0,05	Valid
4	P4	0,000	0,05	Valid
5	P5	0,000	0,05	Valid
6	P6	0,004	0,05	Valid
7	P7	0,000	0,05	Valid
8	P8	0,000	0,05	Valid
9	P9	0,010	0,05	Valid
10	P10	0,004	0,05	Valid

Based on the table above, it can be seen that there are no invalid statements or instruments, meaning that all data are valid. It is obtained via SPSS.20.0. The minimum requirement to be considered valid is the probability value $<$ of the significance value.

Table 4. Test the Validity of Students' Learning Creativity (Y)

No	Statement	Probability Value	Significance Value	Information
1	P1	0,019	0,05	Valid
2	P2	0,000	0,05	Valid
3	P3	0,000	0,05	Valid
4	P4	0,000	0,05	Valid
5	P5	0,001	0,05	Valid
6	P6	0,000	0,05	Valid
7	P7	0,000	0,05	Valid
8	P8	0,011	0,05	Valid
9	P9	0,000	0,05	Valid
10	P10	0,000	0,05	Valid

Based on the table above, it can be seen that there are no invalid statements or instruments, meaning that all data are valid. It is obtained via SPSS.20.0. The minimum requirement to be considered valid is the probability value $<$ of the significance value. Then the instruments that are already valid are reprocessed using SPSS.20.0. to determine the level of reliability. The processed results of the instrument using SPSS.20.0 are as follows:

Table 5. Good Manners Reliability Test (Variable X)

Reliability Statistics	
Cronbach's Alpha	N of Items
,886	10

Based on the table above, it can be seen that all instruments are declared reliable. An instrument is said to be reliable if Cronbach's Alpha shows a minimum score of 0.65. Cronbach's Alpha value in the table above is 0.886, this shows that $0.886 > 0.065$ so that it can be tested in research.

Table 6. Reliability test of learning creativity (variable Y)

Reliability Statistics	
Cronbach's Alpha	N of Items
,898	10

Based on the table above, it can be seen that all instruments are declared reliable. An instrument is said to be reliable if Cronbach's Alpha shows a minimum score of 0.65. Cronbach's Alpha value in the table above is 0.898, this shows that $0.898 > 0.065$ so that it can be tested in research. To find out the average in each variable can be seen in the table below:

1. Test assumptions

In this study the assumption test was carried out as a requirement to determine the type of statistics to be used in research analysis using quantitative methods in managing research data.

a. Normality test

Normality test was conducted to determine whether the data that had been collected was normally distributed or not. In this study, the normality test was carried out using the SPSS 20 program with the One Sample Kolmogorov-Smirnov method. For decision making whether the data is normal or not, it is enough to look at the significance value (Asymp Sig 2-tailed). If the significance is less than 0.05, then the conclusion is that the data is not normally distributed. If the significance is more than 0.05, then the data is normally distributed.

The results of the calculation of the normality test for the X variable (the commendable character of the students), and the Y variable (Learning creativity) are described in the following table:

Table 7. Normality Test Calculation Results

		One-Sample Kolmogorov-Smirnov Test	
		Good Manners	Learning Creativity
N		75	75
Normal Parameters ^{a,b}	Mean	29,7733	29,9067
	Std. Deviation	4,32645	3,51896
Most Extreme Differences	Absolute	,097	,097
	Positive	,074	,089
	Negative	-,097	-,097
Test Statistic		,097	,097
Asymp. Sig. (2-tailed)		,080 ^c	,075 ^c

a. Test distribution is Normal.

b. Calculated from data.

c. Lilliefors Significance Correction.

The basis for decision making in the normality test is: if the significance value is greater than 0.05 then the data is normally distributed. On the other hand, if the significance value is less than 0.05, then the data is not normally distributed. Based on the output above, it is known that the significance value of 0.080 and 0.075 is greater than 0.05, so it can be concluded that the data we tested were normally distributed.

Table 8. Normality Test Results

One-Simple kolmogorov-Smirnov Test				
Data	Significant level (α)	Kolmogoro v- Smirnov Z	Asymp.Sig. 2- tailed	Information
Good Manners	0,05	0,097	0,80	Normal
Learning Creativity	0,05	0,097	0,75	Normal

Based on the table above, it is known that the significance value of good manners (variable X) is 0.80 and learning creativity (variable Y) is greater than 0.75, so it can be concluded that good manners and learning creativity are normally distributed.

b. Linear test

Table 9. Linearity Test Calculation Results

ANOVA Table							
			Sum of Squares	df	Mean Square	F	Sig.
Learning Creativity *	Between Groups	(Combined)	833,662	17	49,039	33,806	,000
		Linearity	819,484	1	819,484	564,925	,000
Good Manners	Within Groups	Deviation from Linearity	14,178	16	,886	,611	,862
		Total	82,685	57	1,451		
			916,347	74			

From table 9 above, from the output above, it is obtained that the significance value = 0.862 is greater than 0.05, which means that there is a significant linear relationship between the variable Good Manners of Students (X) and the variable of Student Creativity (Y). From table 9 above, we get the value of Fcount = 0.611, while we are looking for Ftable in the Distribution table. Value Table Fo.05, with the df number, from the output above it is known that df is 16,57. Then we look at the Distribution table for the Fo.05 Value Table, we find the Ftable value = 1.8243. Because the value of

Fcount is smaller than Ftable, it can be concluded that there is a significant linear relationship between the variable Good Manners of Students (X) and the variable of Student Creativity (Y).

Table 10. Results of Pearson Correlation Analysis Between Good Manners Variables (X) and Learning Creativity (Y)

		Correlations	
		Good Manners	Learning Creativity
Good Manners	Pearson Correlation	1	,946**
	Sig. (2-tailed)		,000
	N	75	75
Learning Creativity	Pearson Correlation	,946**	1
	Sig. (2-tailed)	,000	
	N	75	75

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

Based on table 10 above, there is a relationship between the variables X and Y. This is indicated by the probability value ($0.000 < 0.05$). Table 10 shows that the relationship between the variables X and Y is 0.946. It illustrates that the relationship between X and Y is very good.

Table 11. Interpretation of good manners with students' learning creativity at SMA Negeri 3 Teluk Meranti

Interval Koefisien	Level
0,00-0,199	Very low
0,20-0,399	Low
0,40-0,599	Currently
0,60-0,799	Strong
0,80-1,00	Very strong

The value of 946 in the coefficient interval lies in the range of 0.80-1.00 with the criterion of a very strong relationship level. This means that the level of relationship between good manners and the learning creativity of students is very strong.

3.2. Discussion

The morals of students in this description are not just matters relating to speech, attitudes, and actions that must be shown by students in socializing at school and outside of school, but various other provisions that allow to support the effectiveness of the teaching and learning process (Tirri, 2015). Learning creativity is the ability of children to develop knowledge in the learning process, and be able to generate ideas and thoughts, not just remembering. The meaning of creativity lies in its nature and role as a dimension that characterizes excellence for healthy, productive, and innovative self-growth of students (Huang, 2021) (Shirish et al., 2021).

Based on the results of the assumption test, it is stated that the data on the relationship between good manners and the learning creativity of students is normally distributed and has a linear relationship. So to analyze the research data used parametric statistics with the Pearson product moment correlation analysis technique to see the relationship of good manners with the learning creativity of students in the field of Islamic Education Studies at SMA Negeri 3 Teluk Meranti, Teluk Meranti District, Pelalawan Regency.

From the results of the Pearson product moment correlation analysis, it was obtained that the significance value was smaller than 0.05, namely $0.000 < 0.05$, so the research hypothesis was accepted. This means that there is a good manners relationship with the learning creativity of students in the field of Islamic education at SMA Negeri 3 Teluk Meranti, Teluk Meranti District, Pelalawan Regency.

The magnitude of the relationship between good manners and the learning creativity of students can be seen from the probability of Pearson's product moment, which is 0.946. This means that there is a

relationship between good manners and the learning creativity of students in the field of Islamic education at SMA Negeri 3 Teluk Meranti, Teluk Meranti District, Pelalawan Regency.

4. CONCLUSION

Based on the results of research and data analysis on the Relationship of Good Manners with Student Creativity in the Field of Islamic Education Studies at SMA Negeri 3 Teluk Meranti, Teluk Meranti District, Pelalawan Regency, there is a significant relationship between Good Manners and Student Creativity in the Field of Islamic Education Studies in SMA Negeri 3 Teluk Meranti, Teluk Meranti District, Pelalawan Regency is very strong with a value of 0.946, which is in the range of 0.80-1.00. This means that the relationship between commendable morality and student creativity in the field of Islamic education at SMA Negeri 3 Teluk Meranti, Teluk Meranti District, Pelalawan Regency is very strong.

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