



The Influence of Christian Religious Education Teachers' Creativity on the Learning Interest of Eleventh-Grade Students at SMK Negeri 1 Doloksanggul - Humbang Hasundutan Regency

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ABSTRACT

The study aims to determine the positive and significant influence of Christian Religious Education teacher creativity on the learning interest of class XI students at SMK N 1 Doloksanggul, Humbang Hasundutan Regency, Academic Year 2024/2025. The research hypothesis is that there is a positive and significant influence between the creativity of Christian Religious Education teachers on the learning interest of students at SMK N 1 Doloksanggul, Humbang Hasundutan Regency, Academic Year 2024/2025. Quantitative research method. The population of all class XI students at SMK N 1 Doloksanggul who are Protestant Christians is 210 people. The sampling technique is random sampling, namely 52 people. The research instrument is a questionnaire. The results of data analysis obtained: a) The value of $r_{count} = 0.441 > r_{table} = 0.226$ and $t_{count} = 3.475 > t_{table} = 2.000$ indicates a positive and significant relationship between the creativity of Christian Religious Education teachers and student learning interest at SMK N 1 Doloksanggul, Humbang Hasundutan Regency, Academic Year 2024/2025. b) The regression equation $\hat{Y} = 27.991 + 0.934X$. c) The determination test shows that the effect size is 19.42%. d) The hypothesis test obtained $F_{count} = 12.05 > F_{table} = 3.15$, so it is rejected and accepted. The study concludes that there is a positive and significant influence between the creativity of Christian Religious Education teachers on students' learning interest at SMK N 1 Doloksanggul, Humbang Hasundutan Regency, Academic Year 2024/2025.

Keyword: Teachers' Creativity, Learning Interest, Christian Religious Education

INTRODUCTION

Interest in learning is highly essential in the educational process, as students with a strong interest are more likely to play an active role in achieving learning objectives. The reciprocal relationship between teachers and students becomes a crucial factor in the teaching and learning process. Therefore, teachers are expected to guide students to live in accordance with the general goals of education, namely by providing an environment

that allows them to develop their interests and abilities optimally, enabling them to realize their potential in the learning process. Teaching, in this sense, is conducted to achieve the intended learning goals. According to Triastuti, as cited in Muhammad Furqon, interest is a psychological tendency that drives an individual to choose, pay attention to, or participate in a particular activity. Interest is often interpreted as a positive emotional response to stimuli that encourage behavior and foster enthusiasm toward engaging activities. Interest or attraction is one of the key elements influencing students' success in learning, as their interest becomes a driving force for achieving success in the educational process. Students' engagement in certain activities can boost their confidence and enthusiasm, motivating them to study areas of interest and leading to satisfactory outcomes as they develop knowledge. For example, when students are interested in studying the Bible, their enthusiasm toward the Christian Scriptures becomes evident.

Learning, at its core, is an interaction between students and their environment that leads to behavioral changes in a positive direction. The teacher's task is to coordinate the environment so that it supports such changes in learners. Learning can also be defined as the conscious effort of educators to help students learn according to their needs and interests. In the teaching and learning process, there is an inseparable unity between students as learners and teachers as instructors. A responsive teacher can actively involve students by posing questions during the learning process. According to Roro Kurnia, the factors influencing students' learning interest include: (1) intrinsic or internal factors, such as attention to learning, curiosity, needs (motives), and motivation; and (2) external factors, such as family, school, and community environment.

Observations conducted at SMK Negeri 1 Doloksanggul, particularly in the eleventh grade, revealed several issues. During Christian Religious Education lessons, some students failed to complete their assignments, paid little attention to the teacher's explanations, and often did not respond when questions were posed, remaining silent instead. Several factors contributed to students' lack of interest in learning Christian Religious Education: (1) a lack of enjoyment due to monotonous teaching materials; (2) reduced involvement in learning, leading to reluctance in completing assignments; (3) decreased interest in the subject caused by insufficient teacher creativity; and (4) diminished attention in class, resulting in lower motivation to engage in the learning process. Thus, the teacher's role is crucial in fostering student development and motivation. Creative teaching approaches must therefore be implemented to enhance students' learning interest.

To address problems related to students' learning interest, Christian Religious Education teachers are expected to demonstrate high levels of creativity in facilitating the teaching and learning process. Teachers should not only transfer knowledge to students but also create an engaging classroom environment and possess the necessary skills to ensure increased learning interest. Consequently, creativity becomes a fundamental aspect of effective Christian Religious Education instruction, as teachers are responsible for achieving learning objectives. Well-managed teaching and learning processes are strongly supported when teacher creativity is applied, thereby ensuring the desired goals are reached. A creative teacher brings positive impacts to students by stimulating interest, curiosity, and the development of critical thinking, particularly in the study of Christian Religious Education. Thus, teacher creativity plays a significant role in enhancing students' learning interest and intellectual growth.

METHODS

In terms of data, the research strategy employed in this study is the quantitative method. According to Sugiyono, this method is based on the philosophy of positivism, used to examine specific populations or samples. Sampling techniques are generally carried out randomly, data collection employs research instruments, and data analysis is quantitative/statistical in nature, with the primary objective of testing established hypotheses. The type of approach applied in this study is both descriptive and inferential. Descriptive statistics are used to analyze data as they are, without intending to generalize beyond the collected data, whereas inferential statistics are techniques used to analyze sample data, with the results applied to the population as a whole.

RESULT AND DISCUSSION

Data on Variable X: Teachers' Creativity in Christian Religious Education

Teachers' creativity refers to the ability to develop new ideas and discover innovative ways of making the teaching and learning process more engaging to foster students' critical thinking. Teaching methods that emphasize reciprocal interactions between teachers and students can be assessed through several indicators: 1) Ability to generate new ideas. A creative teacher is one who can discover useful new ideas, which requires continuous learning and exploration. 2) Distinctiveness. Creative teachers stand out from others, often making them more appreciated and liked by students. 3) Flexibility. Creative teachers are not rigid but adaptable while maintaining clear principles. They understand students better, including their character, learning styles, and expectations. 4) Sociability. Creative teachers are approachable and maintain professional attitudes both inside and outside the classroom without discriminating based on ethnicity, race, or background. 5) Pleasant personality. Students, including passive ones, prefer teachers with a positive demeanor and sense of humor over intimidating ones. 6) Experimentation. Creative teachers frequently test or experiment with new teaching methods, such as learning modules or exercises, to enhance their instructional practices. 7) Responsiveness. A creative teacher works efficiently, solving problems promptly and avoiding procrastination.

From the questionnaire results, the highest-weighted item among the 14 indicators of teacher creativity was item 8 with a score of 173 and an average of 3.33, which highlighted the professional attitude of Christian Religious Education teachers in treating students equally regardless of ethnicity or race. Conversely, the lowest-weighted item was item 12 with a score of 130 and an average of 2.50, indicating that some students reported their teachers only occasionally tested them using worksheets or practice exercises. The overall average score for teacher creativity was 3.027, suggesting that teachers frequently demonstrated creativity in combining new approaches during lessons. Being a professional teacher is a responsibility that requires quality performance, as teacher quality is essential for effective learning. Thus, teacher creativity in Christian Religious Education must continue to be enhanced and developed so that teachers not only deliver lessons but also prepare themselves and their materials in innovative ways. In conclusion,

teachers' creativity in this context is generally good but still requires further improvement.

Data on Variable Y: Students' Learning Interest

In the teaching and learning process, students' interest and enthusiasm for learning develop over time. In the context of Christian Religious Education, students' interest can be assessed through the following indicators:

1. **Enjoyment.** A clear sign of students' interest is the sense of happiness and satisfaction they feel when engaging in learning activities. Enjoyment reflects strong interest, motivating students to complete assignments attentively, participate actively, and strive to understand the material.
2. **Attention.** Interest is also reflected in the ability to focus and concentrate on learning. Attentive students listen carefully, ask questions, and actively interact in class, often taking detailed notes to deepen their understanding.
3. **Attraction.** This refers to students' enthusiasm toward the subject, teacher, or specific topics. Students who feel attracted to the lesson are less likely to procrastinate and complete tasks eagerly, motivated by a desire to learn more.
4. **Engagement.** Engagement reflects students' willingness to actively participate in class discussions, answer teachers' questions, and express curiosity about the subject. Active engagement is a strong indicator of deep interest in the learning process.

From the questionnaire findings, the highest-weighted item among the 23 indicators of student interest was item 16 with a score of 188 and an average of 3.61, reflecting that students often arrived punctually to class. The lowest-weighted item was item 18 with a score of 126 and an average of 2.42, showing that some students only occasionally asked questions when they did not understand the material. The overall average score for students' learning interest was 2.939, indicating that students often demonstrated good learning interest during Christian Religious Education classes.

The importance of nurturing learning interest lies in its significant role as a determinant of educational success. Strong and positive interest helps students achieve educational goals by:

1. Developing and directing their innate potential;
2. Providing adequate facilities and infrastructure for interest development;
3. Creating opportunities to foster creativity;
4. Offering rewards such as praise, attention, encouragement, and gifts;
5. Providing continuous guidance and motivation.

Based on the calculation of r_{xy} using the Pearson Product-Moment Correlation formula, the obtained value was $r_{xy} = 0.441$. The calculated correlation coefficient was then compared with the critical value of r_{tabel} ($\alpha = 0.05$, $CI = 95\%$, $n = 52$), which was 0.226. Since $r_{count} = 0.441 > r_{tabel} = 0.226$, it can be concluded that there is a positive relationship between variable X and variable Y, namely, a positive correlation between the creativity of Christian Religious Education teachers and students' learning interest at SMK N 1 Doloksanggul, Humbang Hasundutan Regency, Academic Year 2024/2025.

Furthermore, the t-test result yielded $t_{count} = 3.475$, which was compared with $t_{table} = 2.000$ at a significance level of $\alpha = 5\%$ (0.05), two-tailed test, with degrees of freedom $df = n - 2 = 52 - 2 = 50$. Since $t_{count} = 3.475 > t_{table} = 2.000$, it can be concluded that there is a

significant relationship between the creativity of Christian Religious Education teachers and students' learning interest at SMK N 1 Doloksanggul in the Academic Year 2024/2025. To determine the regression equation of Y on X, the following formula was used: By substituting the calculated values into the regression formula, the simple regression equation was obtained as follows:

$$Y = 27.991 + 0.934X$$

This regression equation indicates that, when the constant is 27.991, every one-unit increase in variable X (the creativity of Christian Religious Education teachers) will result in an increase of 0.934 units in variable Y (students' learning interest).

From the ANOVA calculation table, the result showed $F_{\text{count}} = 12.05$. When compared with F_{table} ($\alpha = 0.05$, numerator df = k = 2, denominator df = n - 2 = 52 - 2 = 50), which equals 3.15, it was found that $F_{\text{count}} > F_{\text{table}}$ (12.05 > 3.15).

Based on this result, the hypothesis testing can be determined as follows:

- $H_0 : \beta = 0$ is rejected
- $H_a : \beta \neq 0$ is accepted if $F_{\text{computed}} > F_{\text{table}} (\alpha, k, n - 2)$

Therefore, according to the criteria above, H_0 is rejected and H_a is accepted, meaning that there is a positive and significant influence of Christian Religious Education teachers' creativity on students' learning interest at SMK N 1 Doloksanggul, Humbang Hasundutan Regency, Academic Year 2024/2025.

Conclusion

Based on theoretical perspectives and empirical findings, it can be concluded that the creativity of Christian Religious Education teachers plays a significant role in enhancing students' learning interest at SMK N 1 Doloksanggul, Humbang Hasundutan Regency, during the Academic Year 2024/2025. Teacher creativity is not merely a complementary aspect of instructional practice, but rather a central component that shapes the overall quality of the teaching and learning process. Creative teachers are able to design engaging learning activities, introduce innovative strategies, and present material in a way that resonates with students' needs, abilities, and learning styles. Such practices foster an active, enjoyable, and meaningful classroom atmosphere, which in turn stimulates students' curiosity and motivation to participate more actively in lessons.

Furthermore, creativity in teaching encourages teachers to move beyond traditional, monotonous methods by incorporating interactive discussions, contextual examples, and diverse media. This enables students to perceive learning as both relevant and rewarding, thereby strengthening their interest and commitment to the subject matter. In the context of Christian Religious Education, creative approaches not only support cognitive understanding but also nurture character formation and spiritual growth. Therefore, the findings underscore that teacher creativity is a decisive factor that significantly contributes to the improvement of students' learning interest.

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