International Journal of Education, Information Technology and Others (IJEIT)
https://jurnal.unibrah.ac.id/index.php/IJEIT
Vol. 3, No.3, December 2020

The Effect of Learning Strategies and Creative Thinking Ability on Learning Outcomes of Islamic Religious Education

Ida Nurhayati*[1], Khaerudin[2], Moch. Sokardjo[3]

Educational Technology of Postgraduate Jakarta State University
**email : idanurhayati80@gmail.Com*

Article Info

Article History:
Received: October 27, 2020
Revised: November 25, 2020
Published: December 2020

e-ISSN: 2623-2324
p-ISSN: 2654-2528
DOI: 10.5281/zenodo.4730093

Abstract

This study aims to determine: the learning outcomes of Islamic Religious Education students who are taught withlearning strategies *Problem Based Learning* and students who are taught withlearning strategies *Contextuan Teaching Learning*; learning outcomes of Islamic Religious Education students who have high creative thinking skills with students who have low creative thinking skills; know the interaction of the use of learning strategies with the ability to think creatively in influencing the learning outcomes of Islamic Religious Education. The research method used is a quasi-experimental. The test results show: the learning outcomes of students taught by thelearning strategy *Problem Based Learning* are higher than students who are taught with thestrategy *Contextuan Teaching Learning*; the learning outcomes of Islamic Religious Education students with high creative thinking abilities are higher than students with low creative thinking abilities; and there is an interaction between learning strategies and the ability to think creatively on learning outcomes of Islamic Religious Education. To improve learning outcomes of Islamic Religious Education for students at SMK Negeri 1 Setu Bekasi Regency who have high creative thinking abilities can be done by usinglearning strategies *Problem Based Learning*, on the other hand for students who have low creative thinking abilities it can be done withlearning strategies *Contextuan Teaching Learning*, In general, to improve the learning outcomes of Islamic Religious Education students of SMK Negeri 1 Setu Bekasi Regency can be done by using thelearning strategy *Problem Based Learning*

Keywords: strategy, learning, ability, learning,creative

INTRODUCTION

Islamic Religious Education is a subject that is oriented towards forming attitudes and behavior in accordance with the teachings of the Islamic religion. This shows that Islamic Religious Education plays an important role in efforts to increase human resources. Learning Islamic Religious Education is expected to end with a thorough understanding of students about the values of religious teachings and being able to apply them in everyday life, so that they become benchmarks in their every action. If the learning of Islamic Religious Education is successful, it is certain that every student will behave well in accordance with religious teachings.

However, based on observations in the field, it shows that the final results of learning Islamic Religious Education have not been maximally achieved. The learning outcomes obtained by students are relatively low, such as the scores of the test results obtained by students are still much below the Minimum Completeness Criteria (KKM). This is evidenced by the analysis of the results of the daily test scores obtained by students, it is stated that there are 55.6% of students who have not completed or have not met the specified minimum completeness criteria (KKM). The average score achieved was 75, and the lowest score was 71. Meanwhile, the KKM set was 78.

When examined from theside of *internal* or *external* students, many factors influence the achievement of low learning outcomes, one of which is in the learning process.

According to Smith and Ragan, learning is an activity of delivering information in helping students achieve goals, especially learning goals, student goals in learning (Patricia L. Smith and Tilman J Ragan, 1993). According to Gagne and Briggs, learning is a series of events that affect students or learners in such a way that changes in behavior are called facilitated learning outcomes. Tukimun's research in Kuspriyanto (2013) states that "teacher centered learning causes a less attractive and less communicative learning atmosphere" (Kuspriyanto & Siagian, 2013).

If learning is designed and implemented according to the needs and learning objectives, the learning process will be successful in accordance with the specified objectives. Based on observations in the field, this learning problem is what happens a lot and causes low achievement of learning outcomes, especially in Islamic Religious Education. One example is; lack of development of learning strategies carried out by teachers. Learning that is carried out is still teacher-centered, student activity in learning is very little, resulting in a lack of student understanding of the learning objectives that must be achieved.

One way to improve the learning process is to improve all aspects that are part of learning, such as the use of learning strategies and student abilities. Learning strategies that are closely related to Islamic Religious Education learning are *Problem Based Learning* (PBL) learning strategies andlearning strategies *Contextual Teaching and Learning* (CTL). Meanwhile, one of the students' abilities is the ability to think creatively.

The learning strategy is a comprehensive approach in a learning system in the form of general guidelines and a framework for activities to achieve general learning objectives, which are described from the viewpoint of a particular learning philosophy and / or theory (Miarso, 2007). Dick and Carry explained that the learning strategy consists of all components of learning materials and procedures or stages of learning activities that the teacher uses in order to help students achieve certain learning objectives (Evelin Siregar and Hartini Nara, 2010).

Creative thinking is the processing of information that produces new ideas, new relationships, seeking answers in solving a problem. Creative thinking is a habit of the mind that is trained to pay attention to intuition, turn on the imagination, reveal new possibilities, open up amazing viewpoints and generate unexpected ideas (Erline B. Johnson, 2014).

Learning strategies and students' creative thinking abilities have an influence on learning outcomes. To prove it, it is necessary to study the truth of whether there is an influence of learning strategies and students' creative thinking abilities on learning outcomes of Islamic Religious Education, therefore it is necessary to conduct a study entitled *"The Effect of Learning Strategies and Creative Thinking Ability on Learning Outcomes of Islamic Religious Education"*. The studies in this research arelearning strategies *Problem Bsaed Learning* and *Contextual Teaching and Learning* as well as students' creative thinking skills.

Theory Basis

According to AJ Romizowski learning outcomes are the output (*output*) of an input processing system (*input*). Put the system in the form of a variety of information while the output is an act or performance*(performance)*(Asep Jihad and Abdul Haris, 2012). According to Soedijarto, learning outcomes are the level of mastery achieved by students in participating in the teaching and learning program (learning process) in accordance with established educational goals (Soedijarto, 1993).

David Krathwohl and Orin W. Anderson have made revisions to Bloom's Taxonomy. Krathwohl & Anderson views that learning can be divided into two dimensions, namely the dimension of knowledge and the dimension of cognitive processes. The knowledge dimension contains four categories: factual, conceptual, procedural, and metacognitive. These categories are considered to be a continuum from the concrete (factual) to the abstract (metacognitive). The cognitive processing dimension contains six categories: remembering, understanding, applying, analyzing, evaluating, and creating. The continuum underlying the cognitive processing dimension is considered to be complex levels of cognition. Understanding is thought to be a level of cognition that is more complex than remembering; applying is believed to be more cognitively complex than understanding, and so on (Larin W. Anderson and David R. Krathwald, 2010).

Based on the description above, it can be concluded that learning outcomes are the achievement of a relatively permanent form of positive behavior change from mastery of the cognitive, affective and psychomotor domains of the learning process carried out within a certain time. The change in question is the occurrence of improvement and development that is better than before.

Then Islamic Religious Education is the formation of a complete Muslim personality. Drajat stated that the purpose of Islamic education is to create human beings who have Islamic character, believe, have faith and believe in it as truth and try and be able to prove the truth of reason, feeling, feeling, in all daily actions and behavior (Syafaruddin, 2006)

Based on the description above, what is meant by the learning outcomes of Islamic Religious Education is the ability of students including: knowledge, understanding, and application of Islamic Religious Education material (Muhaimin and Abdul Ghofir, 1996).

Dick and Carey (2009) argues that the learning strategy explains the general components of the set of learning materials and procedures to be used along with the materials to obtain student learning outcomes (Zulrahmat1 & Herlina2, 2016). Gerlach and Ely explain that learning strategies are the methods chosen to convey learning methods in a particular learning environment, including the nature, scope, and sequence of learning that can provide learning experiences to students (Evelin Siregar and Hartini Nara, 2010).

Based on the description above it can be concluded that the learning strategy is a procedure in managing activities, by integrating the sequence of activities, how to organize subject matter and learners, equipment and materials and the time used in the learning process, to achieve predetermined learning objectives, effectively and efficiently. .

Yohan (2019) states (*Problem-based learning* (PBL) *is a way of composing and teaching a learning process using the issue as a stimulus / arousal and the focus is more on the activity of*

students. Same is the case with Sumartini's explanation (2016) that problem solving is a process to overcome the difficulties faced to achieve the expected goals Rusman (2011: 241) states that PBL is used to stimulate high-order students to think in real world problems (Khotimah et al., 2019).

According to Baron, the characteristics of the PBL learning strategy are (1) using problems in the real world, (2) learning is centered on problem solving, (3) learning objectives are determined by students, and (4) the teacher acts as a facilitator (Rusmono, 2012) Then the "problem" used according to him must be: relevant to the learning objectives, current, and interesting: based on broad information: formed commercially. is consistent with other problems: and belongs to the human dimension. According to John Dewey, these steps are: (1) formulating the problem, namely the steps for the student to determine the problem to be solved, (2) Analyzing the problem, namely the steps for the student to review the problem critically from various points of view, (3) Formulating a hypothesis, namely the steps students formulate various possible solutions according to their knowledge, (4) Collecting data, namely the steps of students looking for and describing the information needed for problem solving, (5) Hypothesis testing, namely the steps of students taking or formulating conclusions in accordance with the acceptance and rejection of the hypothesis proposed, (6) Formulating problem-solving recommendations, namely students' steps to describe recommendations that can be made according to the formulation of the results of hypothesis testing and the formulation of conclusions (Sanjaya, 2006).

Howey R, Keneth defines CTL as "*Contexual teaching that enables learning in wich student employ their academic and standing and abilities in a variety of in-and of out school contex to silve simulated or real world problems, both alone and with onthers"*. CTL is learning that enables a learning process in which students use their understanding and academic abilities in various contexts inside and outside of school to solve simulative or real problems, either individually or collectively. According to Smith in Afandi (2013) states that in contextual learning students will get freedom and responsibility to create a good learning community in the classroom (Zainal Afandi, 2013).

According to Arthur Koestler, quoted by Conny Semiawan et al., Argued that the bisosiative theory describes the pattern of creative thinking processes (Conny R. Semiawan, I. Made Putrawan, 2004). He has described creative, divergent, and imaginative types of thinking, which are distinguished from convergent, logical, analytical thinking as the tasks and functions of the respective right and left hemispheres of the brain, have been described by him as a bisosiative thought process. In analytical thinking there are rules that allow a logical, vertical, approach that leads to a single or predictable answer (especially a feature of the functions and tasks of the left hemisphere), so holistic, imaginative thinking is a process of creative thinking that considers various possibilities primarily as a characteristics, tasks and functions of the right hemisphere. According to Hilgard in Uno, which is cited by Tambunan (2016), asking creative thinking is a form of thinking, trying to find new relationships, getting answers, new methods or ways of responding to a problem, or producing new artistic forms (Tambunan, 2016).). Hamalik in Susilawaty (2017) suggests that creative thinking is "a form of problem solving process" (Sri Susilawaty, 2017).

Research Methods

Method used in this study is a quasi-experimental (*quasi-experimental research)*. The research variable consisted of three variables, namely two independent variables and one dependent variable. The independent variable is Creative Thinking Ability and Learning Strategies (PBL and CTL) and the dependent variable is the Learning Outcomes of Islamic Religious Education.

RESULT

Student learning outcomes of Islamic Religious Education taught withLearning Strategies *Problem Based Learning* (PBL).

The frequency distribution of students' Islamic Religious Education learning outcomes who are taught with thelearning strategy *Problem Based Learning* Group(PBL)(A1), is presented in the following table 4.4:

Table 1. Score of Islamic Religious Education learning outcomes for students taught withStrategies *Problem Based Learning (PBL)* Group (A_1)

VALUE	Limit		Frequency		
	Lower	Upper	Objective	Cumulative	Relative(%)
62 - 68	61.5	68.5	4	4	22.2
69 - 75	68.5	75.5	3	7	16.7
76 - 82	75.5	82.5	3	10	16.7
83 - 89	82.5	89.5	2	12	11.1
90- 96	89.5	96.5	2	14	11.1
97 - 103	96.5	103.5	4	18	22.2
Total			**18**		**100**

Data on learning outcomes of Islamic Religious Education obtained from classes taught by thestrategy *Problem Based Learning (PBL)* were statistically processed into a frequency distribution list. Based on these data, it can be seen that from the number of respondents 18 people obtained the highest value of 100 and the lowest value of 62. So that the range of values was 38. The number of classes was calculated according to therule *Sturges*, obtained five classes with class intervals of 7. The histogram of the data above is shown in Figure 1. There are two axes needed in making a histogram, namely the vertical axis as the objective frequency axis, and the horizontal axis as the axis of the scores for the learning outcomes of Islamic Education learning outcomes. The histogram graph of the data distribution of the learning outcomes of Islamic Religious Education taught with thelearning strategy *Problem Based Learning (PBL)* can be seen in the following figure:

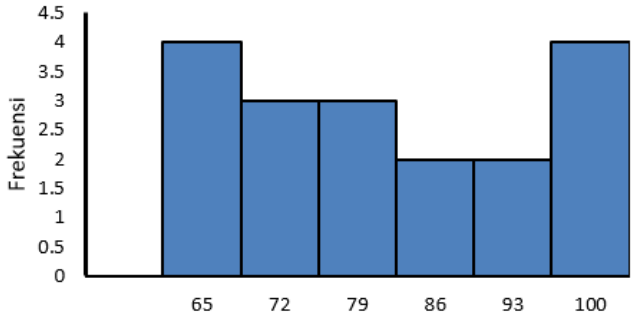

Figure 1. Histograms of Islamic Religious Education Learning Outcomes for students taught with theStrategy *Problem Based Learning (PBL)* Group(A_1).

Learning outcomes of Islamic Religious Education students taught withLearning Strategies *Contextual Teaching Learning (CTL)*

Frequency distribution of Islamic Religious Education learning outcomes of students taught withlearning strategies *Contextual Teaching Learning (CTL)* group ($A_{2)}$,are presented in table 2 below:

Table 2. Islamic Education Learning Outcomes of Students Taught With Learning Strategy *CTL* (A2)

VALUE	Limit		Frequency		
	Lower	**Upper**	**Objective**	**Cumulative**	**Relative (%)**
68-71	67.5	71.5	5	5	27.8
72-75	71.5	75.5	2	7	11.1
76-79	75.5	79.5	4	11	22.2
80-83	79.5	83.5	3	14	16.7
84-87	83.5	87.5	4	18	22.2
Total			**18**		**100**

Data on learning outcomes of Islamic Religious Education obtained from classes taught with thestrategy *Contextual Teaching Learning (CTL) is* processed statistically into a frequency distribution list. Based on these data, it can be seen that from the number of respondents 18 people obtained the highest score of 87 and the lowest score of 68. So that the range of values was 19. The number of classes was calculated according to therule *Sturges*, obtained five classes with class intervals of 3.69 rounded to 4. The histogram of the data above is shown in Figure 2, there are two axes needed in making a histogram, namely the vertical axis as the objective frequency axis, and the horizontal axis as the axis of the acquisition value of the test results of Islamic Religious Education learning. The histogram graph of the data distribution of the results of Islamic Religious Education in classrooms using Contextual Teaching Learning (CTL) learning strategies can be seen in the following figure:

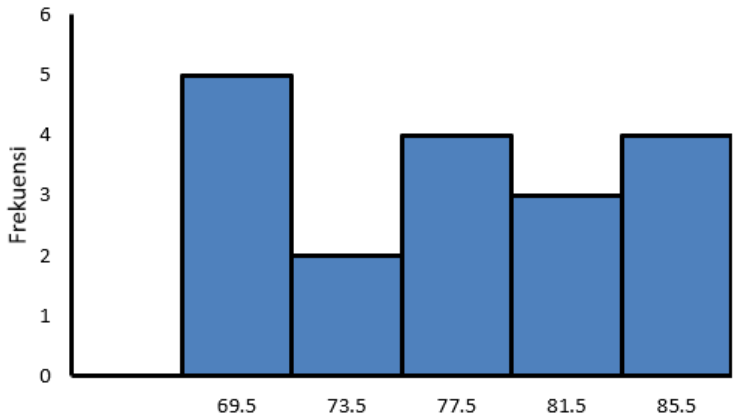

Figure 2. Histograms of the Learning Outcomes of Islamic Religious Education for Students Taught with CTL Learning Strategies (A2)

Learning outcomes of Islamic Religious Education students who have high creative thinking skills

The frequency distribution of Islamic Religious Education learning outcomes of students who have high creative thinking skills group (B1), is presented in the following table 3:

Table 3. Learning outcomes of Islamic Religious Education students who have the ability to think High creative (B1)

VALUE	Limit		Frequency		
	Lower	Upper	Objective	Cumulative	Relative(%)
62 - 66	61.5	66.5	3	3	16.7
67 - 71	66.5	71.5	4	7	22.2
72 - 76	71.5	76.5	4	11	22.2
77 - 81	76.5	81.5	3	14	16.7
82 - 86	81.5	86.5	3	17	16.7
87 - 91	86.5	91.5	1	18	5.6
A total of			**18**		**100**

Islamic education learning outcomes data of students who have high creative thinking abilities, are statistically processed into a frequency distribution list. Based on these data, it can be seen that from the number of respondents 18 people obtained the highest score of 100 and the lowest score of 69. So that the range of values was 31. The number of classes was calculated according to the Sturges rule, obtained five classes with class intervals of 6. The average score was 84; standard deviation 11; median 81; mode 76; variance 122. The histogram of the data above is shown in Figure 3. There are two axes needed in making a histogram, namely the vertical axis as the objective frequency axis, and the horizontal axis as the axis of the scores for the test results of Islamic Education learning outcomes. The histogram graph of the data distribution of Islamic Religious Education learning outcomes of students with high creative thinking skills can be seen in Figure 3 below:

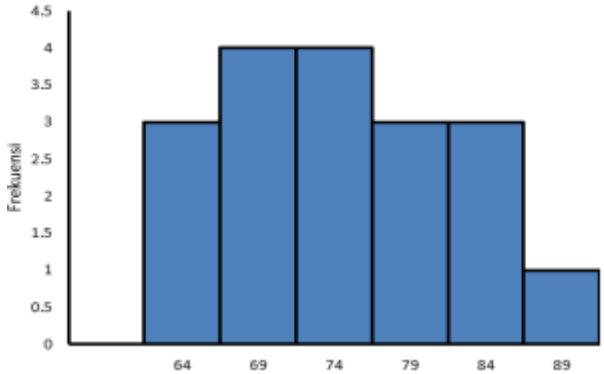

Figure 3. Histograms of Islamic Education Learning Outcomes for Students with High Creative Thinking Ability (B1)

The learning outcomes of Islamic Religious Education students who have low creative thinking skills

The frequency distribution of Islamic Religious Education learning outcomes of students who have low creative thinking skills group (B2), is presented in the following table 4:

Table 4. Learning outcomes of Islamic Religious Education students who have the ability to think low creative (B2)

VALUE	Limit		Frequency		
	Lower	Upper	Objective	Cumulative	Relative(%)
62 - 66	61.5	66.5	3	3	16.7
67 - 71	66.5	71.5	4	7	22.2
72 - 76	71.5	76.5	4	11	22.2
77 - 81	76.5	81.5	3	14	16.7
82 - 86	81.5	86.5	3	17	16.7
87 - 91	86.5	91.5	1	18	5.6
A total of			**18**		**100**

Islamic education learning outcomes data of students who have low creative thinking skills, are statistically processed into the frequency distribution list. Based on these data, it can be seen that from the number of respondents 18 people obtained the highest score of 87 and the lowest score of 62. So that the range of values was 25. The number of classes was calculated according to the Sturges rule, obtained five classes with class intervals of 5. The average value was 75; standard deviation of 8; median 74; mode 72; variance 58. The histogram of the data above is shown in Figure 4. There are two axes needed in making a histogram, namely the vertical axis as the objective frequency axis, and the horizontal axis as the axis of the acquisition value of the Indonesian learning outcomes test. The histogram graph of the data distribution of Islamic Religious Education learning outcomes of students who have low creative thinking skills can be seen in the following figure 4:

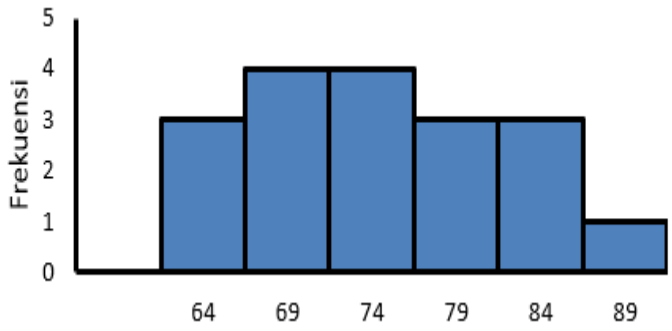

Figure 4. Histogram of Islamic Religious Education Results Students with Low Creative Thinking Ability (B2)

Learning outcomes of Islamic Religious Education students who have high creative thinking skills using Problem Based Learning (PBL) Learning Strategies

Frequency distribution of Islamic Religious Education learning outcomes of students who are taught with group Problem Based Learning (PBL) learning strategies and have high creative thinking skills (A1B1), are presented in table 5 below:

table 5. Islamic Education Learning Outcomes of Students Have High Creative Thinking Skills taught by PBL strategy (A1B1)

VALUES	limit		Frequency		
	Lower	Upper	Objective	Cumulative	Relative (%)
82-85	81.5	85, 5	1	1	11.1
86 - 89	85.5	89.5	2	3	22.2
90 - 93	89.5	93.5	1	4	11.1
94 - 97	93.5	97.5	1	5	11.1
98 - 101	97.5	101.5	4	9	44.4
Total			**9**		**100**

Data on the learning outcomes of Islamic Religious Education students who have high creative thinking skills taught by the Problem Based Learning (PBL) strategy, are statistically processed into a frequency distribution list. Based on these data, it can be seen that from the number of respondents 9 people obtained the highest score of 100 and the lowest score of 82. So that the range of values was 18. The number of classes was calculated according to the Sturges rule, obtained four classes with class intervals of 4. The average score was 93; standard deviation of 6; median 96; mode 99; variance 40. The histogram of the data above is shown in Figure 5, there are two axes needed in making a histogram, namely the vertical axis as the objective frequency axis, and the horizontal axis as the axis of the scores for the test results of Islamic Education learning outcomes. The histogram graph of the data distribution of the learning outcomes of Islamic Religious Education students who have high creative thinking skills taught by the Problem Based Learning (PBL) strategy (A1B1), can be seen in Figure 5 below:

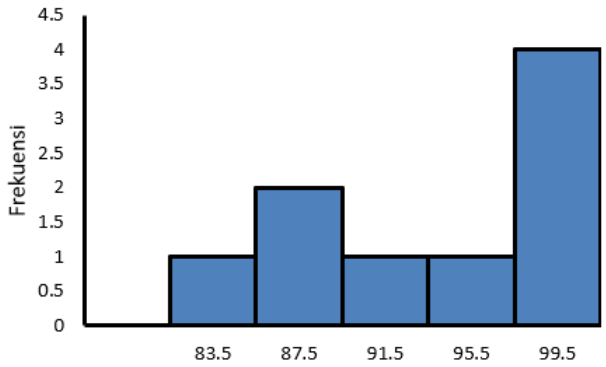

Figure 5. Histograms of Learning Outcomes of Islamic Religious Education for Students with High Creative Thinking Ability taught by PBL strategy (A1B1)

Learning outcomes of Islamic Religious Education students who have low creative thinking skills usingLearning Strategies *Problem Based Learning (PBL)*

Frequency distribution of Islamic Religious Education learning outcomes of students who are taught with group Problem Based Learning (PBL) learning strategies and have low creative thinking skills (A1B2), are presented in table 6 below:

Table 6. Islamic Education Learning Outcomes Students Who Have Low the Creative Thinking Skills taught With PBL Strategy (A1B2)

VALUES	limit		Frequency		
	Lower	Upper	Objective	Cumulative	Relative (%)
62-65	61.5	65, 5	2	2	22.2
66 - 69	65.5	69.5	2	4	22.2
70 - 73	69.5	73.5	2	6	22.2
74 - 77	73.5	77.5	2	8	22.2
78 - 91	77.5	81.5	1	9	11.1
Total			**9**		**100**

Data on learning outcomes of Islamic Religious Education students who have low creative thinking skills who are taught with the Problem Based Learning (PBL) strategy, are statistically processed into a frequency distribution list. Based on these data, it can be seen that from the number of respondents 9 people obtained the highest score of 78 and the lowest score of 62. So that the range of values was 16. The number of classes was calculated according to the Sturges rule, obtained four classes with class intervals of 4. The average value obtained was 70; standard deviation of 6; median 73; mode 73; variance 31. The histogram of the data above is shown in Figure 6, there are two axes needed in making a histogram, namely the vertical axis as the objective frequency axis, and the horizontal axis as the axis of the value of the test results of Islamic Education learning outcomes. Histogram graph of the distribution of data on the learning outcomes of Islamic Religious Education students who have low creative thinking skills who are taught by the Problem Based Learning (PBL) strategy ($A_2B_{1)}$,can be seen d in Figure 6 below:

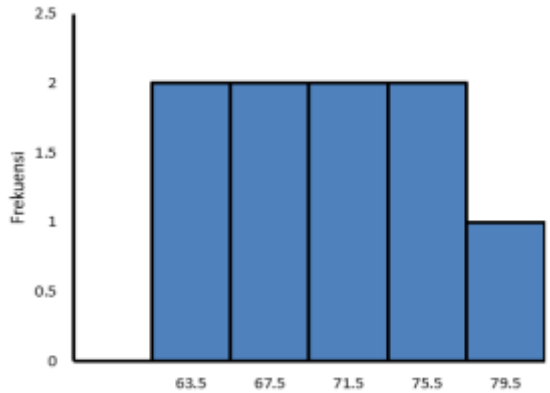

Figure 6. Histogram of Islamic Religious Education Learning Outcomes of Students Who Have Low The Creative Thinking Skills Taught With PBL Strategy (A1B2)

Learning outcomes of Islamic Religious Education students who have high creative thinking skills using Contextual Teaching Learning (CTL) Learning Strategies

Frequency distribution of Islamic Religious Education learning outcomes of students who are taught with group Contextual Teaching Learning (CTL) learning strategies and have high creative thinking skills (A2B1), served in a table 7 below:

Table 7. Islamic Education Learning Outcomes Students Who Have High Creative Thinking Skills That taught With CTL Strategy (A2B1)

VALUES	limit		Frequency		
	Lower	**Upper**	**Objective**	**Cumulative**	**Relative (%)**
69-71	68.5	71, 5	3	3	33.3
72 - 74	71.5	74.5	1	4	11.1
75 - 77	74.5	77.5	2	6	22.2
78 - 80	77.5	80.5	3	9	33.3
Total			**9**		**100**

Data on the learning outcomes of Islamic Religious Education students who have high creative thinking skills taught by the Contextual Teaching Learning (CTL) strategy, are statistically processed into a frequency distribution list. Based on these data, it can be seen that from the number of respondents 9 people obtained the highest score of 80 and the lowest score of 69. So that the range of values was 11. The number of classes was calculated according to therule *Sturges*, obtained four classes with class intervals of 3. The average value obtained was 75; standard deviation of 4; median 75; mode 70; variance 16. The histogram of the data above is shown in Figure 4.7, there are two axes needed in making a histogram, namely the vertical axis as the objective frequency axis, and the horizontal axis as the axis of the acquisition value of the Islamic Education learning outcomes test. The histogram graph of the data distribution of the learning outcomes of Islamic Religious Education of students who have high creative thinking skills taught by the Contextual Teaching Learning (A2B1) strategy, can be seen in Figure 7 below:

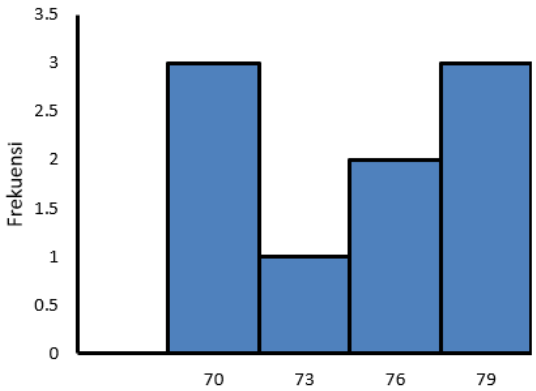

Figure 7. Histograms of Learning Outcomes of Islamic Religious Education for Students with High Creative Thinking Ability Taught Using CTL Strategy (A2B1)

Learning outcomes of Islamic Religious Education students who have low creative thinking skills using Contextual Teaching Learning (CTL) Learning Strategies

The frequency distribution of the Islamic Religious Education learning outcomes of students who are taught with group Contextual Teaching Learning (CTL) learning strategies and have low creative thinking skills (A2B2), is presented in the following table 8:

Table 8. Islamic Education Learning Outcomes of Students with Creative Thinking Ability With a low Who taught CTL Strategy (A2B2)

VALUES	limit		Frequency		
	lower	**Upper**	**Objective**	**Cumulative**	**Relative (%)**
68-71	67.5	71.5	2	2	22.2
72-75	71.5	75.5	1	3	11.1
76 - 79	75.5	79.5	1	4	11.1
80 - 83	79.5	83.5	2	6	22.2
84 - 87	83.5	87.5	3	9	33.3
Total			**9**		**100**

Data on student learning outcomes of Islamic Religious Education those who have low creative thinking skills who are taught with the Contextual Teaching Learning (CTL) strategy, are statistically processed into a frequency distribution list. Based on these data, it can be seen that from the number of respondents 9 people obtained the highest score of 87 and the lowest score of 68. So that the range of values was 17. The number of classes was calculated according torules *Sturges'*, obtained four classes with class intervals of 4. The average value obtained was 79. ; standard deviation of 7; median 81; mode 80; variance 44. The histogram of the data above is shown in Figure 4.8, there are two axes needed in making the histogram, namely the vertical axis as the objective frequency axis, and the horizontal axis as the axis of the scores for the test results of learning Islamic Education learning outcomes. The histogram graph of the data distribution of Islamic Religious Education learning outcomes of students who have low creative thinking skills taught with the Contextual Teaching Learning (CTL) strategy (A2B2), can be seen in Figure 8 below:

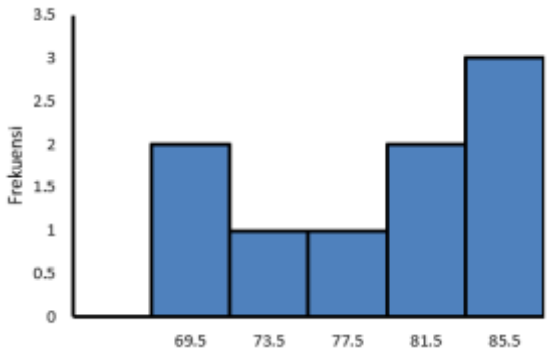

Figure 8. Histograms of Learning Outcomes of Islamic Religious Education for Students with Ability Low Creative Thinking Taught With CTL Strategy (A2B2)

CONCLUSION

Based on the research results and analysis of the research data obtained, the researcher concluded that the learning strategy had an effect on the learning outcomes of Islamic Religious Education. This is evidenced by the learning outcomes of Islamic Religious Education, the group of students who were taught with the Problem Based Learning (PBL) learning strategy and the groups of students who were taught with the Contextual Teaching Learning (CTL) learning strategy had different results. The conclusion from these findings is that to improve the learning outcomes of Islamic Religious Education students of SMKN 1 Setu district. Bekasi can be done by using the Problem Based Learning (PBL) learning strategy.

Further data from the research results prove that there is an influence of the interaction between learning strategies and students' creative thinking abilities on learning outcomes of Islamic Religious Education. From the results of these findings it can be concluded that to improve the learning outcomes of Islamic Religious Education for students at SMKN 1 Setu district. Bekasi which has high creative thinking skills can be done by using Problem Based Learning (PBL) learning strategies, on the other hand for students who have low creative thinking skills it can be done with Contextual Teaching Learning (CTL) learning strategies.

The data that underlies the above findings is data analysis which shows that the learning outcomes of Islamic Religious Education are higher for groups of students who have high creative thinking skills who learn using Problem Based Learning (PBL) learning strategies compared to students who have high creative thinking skills who have high creative thinking skills. learning by using the Contextual Teaching Learning (CTL) learning strategy. Thus it can be concluded that to improve the learning outcomes of Islamic Religious Education students of SMKN 1 Setu district. Bekasi, which has the ability to think creatively, can be done using the Problem Based Learning (PBL) learning strategy.

For students who have low creative thinking skills, the learning outcomes of Islamic Religious Education students who learn with Contextual Teaching Learning (CTL) learning strategies are higher than students who have low creative thinking skills who learn with Problem Based Learning (PBL) learning strategies. Based on these findings it can be concluded that to improve the learning outcomes of Islamic Religious Education students of SMKN 1 Setu district. Bekasi, which has low creative thinking skills, can use Contextual Teaching Learning (CTL) learning strategies.

BIBLIOGRAPHY

Asep Jihad dan Abdul Haris. (2012). *Evaluasi Pembelajaran*. Multi Presssindo.

Conny R. Semiawan, I. Made Putrawan, dan T. I. S. (2004). *Dimensi Kreatif dalam Filsafat Ilmu*. PT. Remaja Rosda Karya.

Erline B. Johnson. (2014). *Contextual Teaching and Learning : Menjadikan Kegiatan Belajar-Mengajar Mengasyikkan dan Bermakna*. Kaifa.

Evelin Siregar dan Hartini Nara. (2010). *Teori Belajar dan Pembelajaran*. Ghalia Indonesia.

Khotimah, A. H., Kuswandi, D., & Sulthoni. (2019). Pengaruh Model Problem Based Learning Terhadap Hasil Belajar Pkn Siswa. *JKTP Jurnal Kajian Teknologi Pendidikan*, *2*(2), 158–165.

Kuspriyanto, B., & Siagian, S. (2013). Strategi Pembelajaran Dan Kemampuan Berpikir Kreatif Terhadap Hasil Belajar Fisika. *Jurnal Teknologi Pendidikan (JTP)*, *6*(2). https://doi.org/10.24114/jtp.v6i2.4990

Larin W. Anderson dan David R. Krathwald. (2010). *Kerangka Landasan untuk Pembelajaran, Pengajaran, dan Asesmen, Revisi Taksonomi Pendidikan Bloom*. Pustaka Pelajar.

Miarso, Y. (2007). Menyemai Benih Teknologi Pendidikan. In *Computer*. https://doi.org/10.1038/cddis.2011.1

Muhaimin dan Abdul Ghofir. (1996). *Strategi Belajar Mengajar, penerapan dalam*

Pembelajaran Agama Islam. Citra Media Karya Anak Bangsa.
Patricia L. Smith dan Tilman J Ragan. (1993). *Instructional Designe*. Mac Milan Publishing Company.
Rusmono. (2012). *Strategi Pembelajaran dengan Problem Based Learning itu Perlu Untuk Meningkatkan Profesionalitas Guru*. Ghalia Indonesia.
Sanjaya, W. (2006). *Strategi Pembelajaran Berorientasi Standar Proses Pendidikan*. Kencana Prenada Media Group.
Soedijarto. (1993). *Menuju Pendidikan Nasional yang Relevan dan Bermutu*. Balai Pustaka.
Sri Susilawaty. (2017). How China sees America. *Jurnal Teknologi Pendidikan*, *10*. https://doi.org/10.1017/CBO9781107415324.004
Syafaruddin, D. (2006). *Ilmu Pendidikan Islam Melejitkan Potensi Budaya Umat*. Utama, Hijri Pustaka.
Tambunan, N. (2016). Pengaruh Strategi Pembelajaran dan Minat Belajar Terhadap Kemampuan Berpikir Kreatif Matematis Siswa. *Formatif: Jurnal Ilmiah Pendidikan MIPA*, *6*(3), 207–219. https://doi.org/10.30998/formatif.v6i3.993
Zainal Afandi. (2013). PENGARUH STRATEGI PEMBELAJARAN KONTEKSTUAL DAN EFIKASI DIRI TERHADAP HASIL BELAJAR SEJARAH SISWA SMA KOTA KEDIRI. *Journal of Chemical Information and Modeling*, *53*(9), 1689–1699. https://doi.org/10.1017/CBO9781107415324.004
Zulrahmat1, & Herlina2. (2016). PENGARUH STRATEGI PROBLEM BASED LEARNING DAN SIKAP KREATIF TERHADAP HASIL BELAJAR PKn Zulrahmat 1 , Herlina 2. *Jurnal Al-Ta'dib*, *9*(4).