

Self-Concept and Student Creativity in Diversity Learning at Islamic Schools

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Abstract

This study employed a survey method with a quantitative approach and a correlation study type within the context of descriptive research. The aim of the research was to examine the relationship between self-concept, student creativity, and learning outcomes. Data were collected from 250 respondents and analyzed through three main stages. The first stage involved initial data processing using scores based on questionnaire responses. The second stage encompassed hypothesis testing using statistical techniques such as one-sample t-tests, correlations, and simple linear regression. The final stage was an advanced analysis involving testing the significance of hypotheses and regression coefficients. The research findings indicate that students' self-concept and creativity have a positive and significant influence on learning outcomes related to diversity. Both variables exhibit a positive relationship with learning outcomes, meaning that if students have high self-concept and creativity, their learning outcomes regarding diversity will also be high. The coefficient of determination of 77.61% indicates that self-concept and student creativity make a significant contribution to learning outcomes. However, the research also highlights that other factors might also affect learning outcomes, such as learning skills, motivation, and environmental factors.

Keywords: Diversity, Self-Concept, Student Creativity.

1 INTRODUCTION

Self-conception is an individual's personal interpretation of a particular concept and can be considered as an individual's view of an idea. In the context of the learning process, students' conceptions vary significantly. Students may have conceptions that align with scientific concepts (correct conceptions), while others may have conceptions that do not conform to scientific understanding (misconceptions). The misalignment between students' conceptions and scientific concepts is the primary cause of errors in interpreting scientific concepts, commonly known as misconceptions (Hill, 2019).

Self-concept is an individual's understanding of themselves, encompassing personal beliefs, views, and judgments. According to Mohamad Hamdi (2016), self-concept can be defined as an individual's perception, beliefs, feelings, or attitudes towards themselves. Similarly, Surya (2014) explains that self-concept is an individual's view of themselves, arising from a range of beliefs and attitudes they hold about themselves.

Misconception refers to an understanding that does not align with the scientific definition or the accepted understanding in the relevant scientific field. Misconceptions can manifest as incorrect conceptual understanding, errors in connecting concepts, or misconceptions. Furthermore, misconceptions can involve inaccurate interpretations of concepts, the use of incorrect concepts, the misclassification of examples that do not correspond with the application of concepts, varying interpretations of concepts, confusion between different concepts, and errors in the hierarchy of concepts (Tsabita, 2020).

The level of conceptual understanding plays a crucial role in determining students' learning achievement. According to Hasan & Dahar (2015), achievement is the result of

diligent effort, which includes creating satisfactory results and is obtained through hard work, both individually and in group work in various activities.

Creativity is an essential element in the learning process. Creativity is something universal and a characteristic feature in various aspects of life around us. Creativity is demonstrated through actions of creating something that did not exist previously or was never done, and the drive to formulate new ideas. According to Ali and Asrori (2015), creativity is the ability to reflect flexibility, uniqueness, and originality in thinking and the ability to combine various ideas. Essentially, the core of creativity is the ability to produce something innovative.

In the context of learning, creativity plays a significant role and needs to be emphasized for learners. Creativity in learning opens opportunities to address problems that might not yet be predictable by teachers and may arise in the future. Learning outcomes are the changes in an individual's behavior, including improved knowledge and changes in attitudes, following the learning process, whether formal or non-formal (Suprayitno, 2020). Learning outcomes comprise various dimensions that reflect the achievement of learning objectives. Evaluating learning outcomes can involve both written and unwritten assessments.

From the observations of the research related to diversity in grade VII at MTs Qudsiyyah Kudus, several issues arose, particularly concerning students' low self-concept and creativity in learning. This is reflected in students' difficulty in adapting to the diversity of ethnicities, languages, social backgrounds, economic backgrounds, and opinions around them. They have not fully mastered the ability to be tolerant of this diversity, even though they understand in principle that differences among people are God's mercy. Therefore, it is essential to develop students' self-concept and creativity in learning to achieve the desired learning outcomes. This aims to create a quality generation that respects diversity and uses differences as a tool to strengthen national unity. Hence, the primary focus of this research is to identify and understand the influence of students' self-concept and creativity on learning outcomes related to diversity in grade VII at MTs Qudsiyyah Kudus. This research aims to address the identified issues and contribute to an improved understanding of diversity and the quality of students' learning outcomes.

2 RESEARCH METHODS

The research method employed in this study is a survey research method with a correlational study, which is a part of quantitative descriptive research. The study objects are analyzed using a quantitative approach, focusing on numerical data processed using statistical methods. Data analysis in this research involves three main stages. The first stage is the initial data processing, where the results from respondents' questionnaires are entered into a frequency distribution table with scores assigned based on alternative answers, such as a score of 4 for "strongly agree" and a score of 1 for "strongly disagree." The second stage is hypothesis testing, where the researcher examines the relationship between the variables of students' self-concept and creativity with learning outcomes. Descriptive hypothesis testing uses the one-sample t-test, while associative hypothesis testing involves correlation and simple linear regression techniques. The final stage is further analysis, where the results of hypothesis testing are interpreted by comparing the calculated values with the values in the table at a 5% significance level. This includes testing the significance of hypotheses and regression coefficients, as well as testing the relationships between variables. The results of this analysis either support or reject the research hypotheses regarding the influence of students' self-concept and creativity on learning outcomes.

3 RESULT AND DISCUSSION

In this section, the main characteristics of the variables Self-Concept, Student Creativity, and Learning Outcomes Regarding Diversity will be described. Variability in learning outcomes indicates differences among students in their understanding of diversity, while Self-Concept and Student Creativity show a positive trend in the group of respondents with high levels of self-concept and creativity in classroom learning.

First, in terms of Self-Concept (Variable X1), the average score of students is 18.5, with a median value of about 21.37, and the mode at 18.9. The highest score achieved is 25, while the lowest is 14. The standard deviation is approximately 2.92, indicating a relatively low level of variation in self-concept scores. Furthermore, the highest frequency is in the class interval (18.5 - 19.5), indicating that most students have a relatively high level of self-concept in the context of classroom learning.

Second, regarding Student Creativity (Variable X2), the characteristics of the scores are similar to the Self-Concept variable. The average, median, and mode have values almost the same as Self-Concept. The highest score is 25, and the lowest is 14. The standard deviation is about 2.92, indicating a low level of variation in student creativity scores. Like Self-Concept, the highest frequency is in the class interval (18.5 - 19.5), indicating that most students exhibit a relatively high level of creativity in classroom learning.

Third, in the variable Learning Outcomes Regarding Diversity (Variable Y), students obtain an average score of 65.6, with a median of about 72.25, and the mode at 68.34. The highest score in learning outcomes is 85, while the lowest is 46. The standard deviation is approximately 11.54, indicating a higher level of variation in students' learning outcomes regarding diversity. The highest frequency is in the class interval (60.5-69.5), indicating that most students achieve learning outcomes within the range (60.5-69.5), showing a relatively good understanding of the concept of diversity.

3.1 Self-Concept

Overall, the scores obtained from Variable X1, which is Self-Concept, total 400, with the highest score being 25 and the lowest score being 14. From this data, the mean is 18.5, the median is 21.37, the mode is 18.9, and the standard deviation is 2.92. If this data is represented in the form of a histogram and a polygon graph, it will appear as shown below.

Tabel 1
Frequency Distribution for Creating Histogram and Polygon Graph of Variable X1
(Self-Concept)

Interval Classes	Frequency	Midpoint	Real Boundaries
14 – 15	5	14,5	14,5 – 15,5
16 – 17	7	16,5	16,5 – 17,5
18 – 19	8	18,5	18,5 – 19,5
20 – 21	5	20,5	20,5 – 21,5
22 – 23	3	22,5	22,5 – 23,5
24 – 25	2	24,5	24,5 – 25,5
Total	30	117	

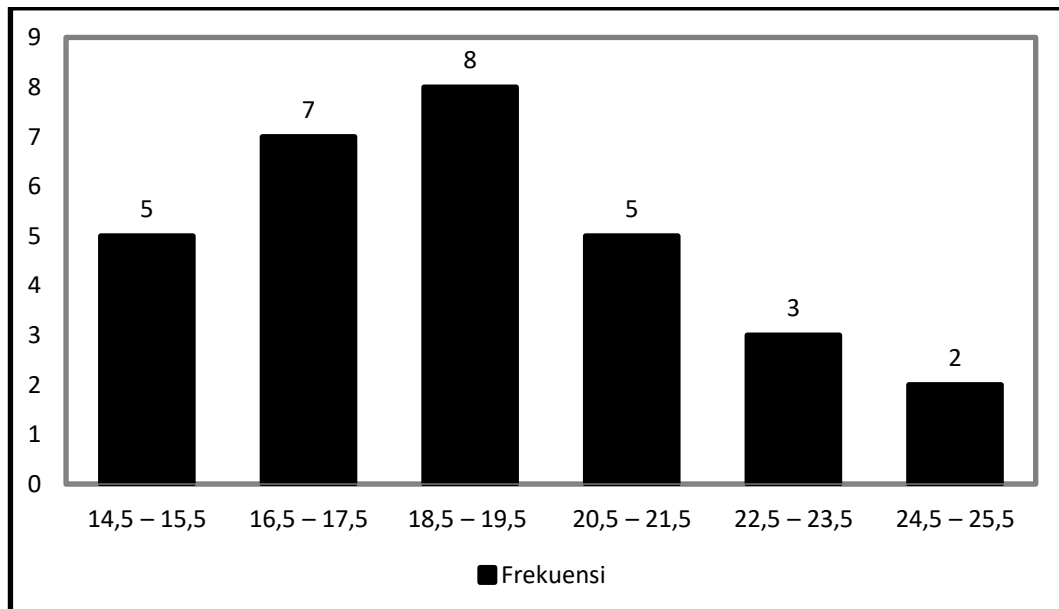


Figure 1: Histogram Graph

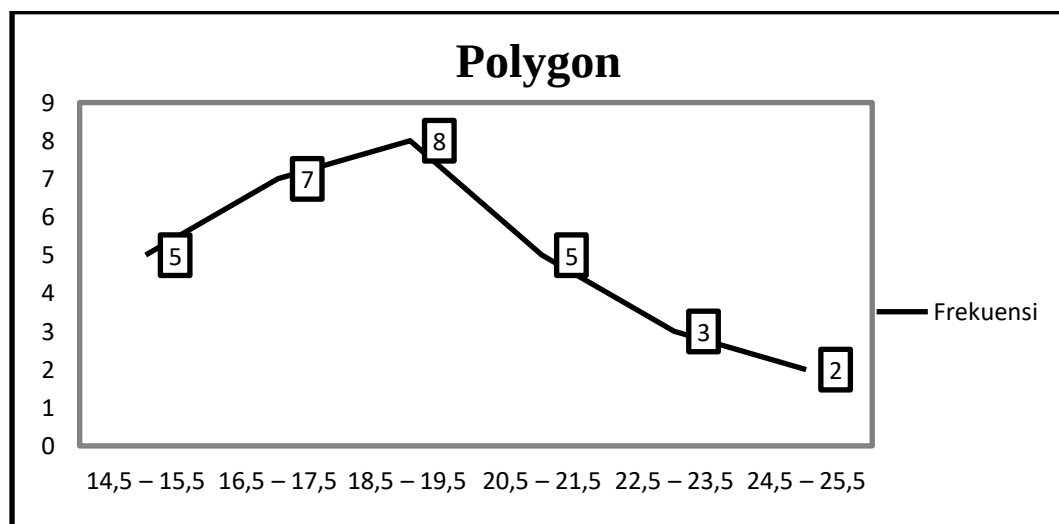


Figure 2: Polygon Graph

Based on the graph above, it is evident that the highest frequency is in the interval class (18.5 - 19.5). This indicates that the level of self-concept of students in classroom learning within the range of 18.5 - 19.5 is high among some of the respondents.

3.2 Student Creativity

Overall, the scores obtained from variable X2, which is Student Creativity, sum up to 400, with the highest score being 25 and the lowest score being 14. From this data, we can calculate the mean, which is 18.5, the median, which is 21.37, the mode, which is 18.9, and the standard deviation, which is approximately 2.92. If this data is represented in the form of a histogram and polygon graph, it will appear as shown below.

Table 2
Frequency Distribution for Creating Histogram and Polygon Graph of Variable X2 (K)

Interval Classes	Frequency	Midpoint	Real Boundaries
14 – 15	5	14,5	14,5 – 15,5
16 – 17	7	16,5	16,5 – 17,5
18 – 19	8	18,5	18,5 – 19,5
20 – 21	5	20,5	20,5 – 21,5
22 – 23	3	22,5	22,5 – 23,5
24 – 25	2	24,5	24,5 – 25,5
Total	30	117	

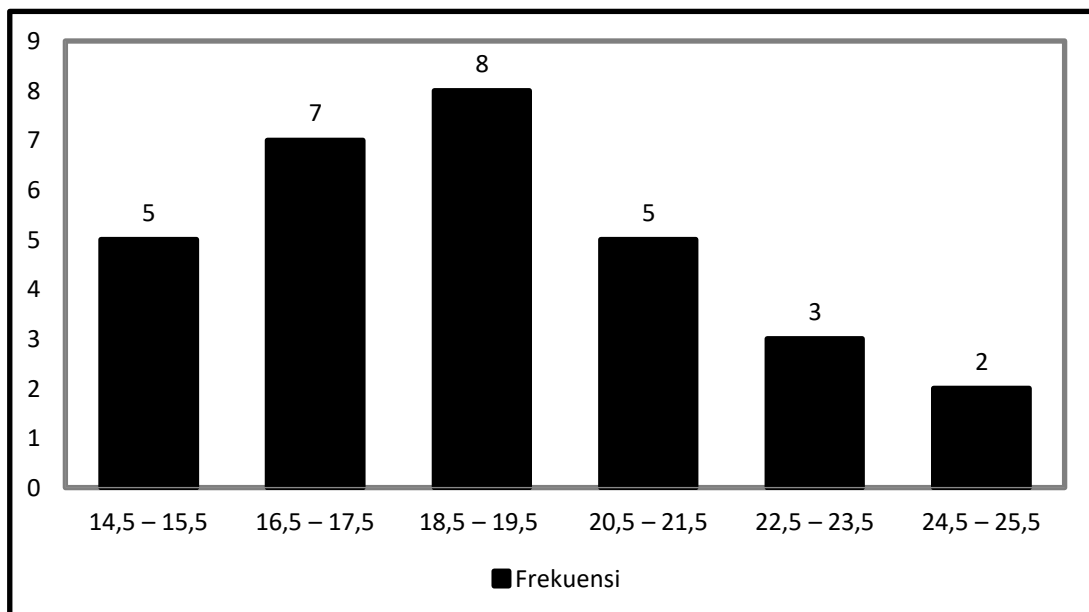


Figure 3: Histogram Graph

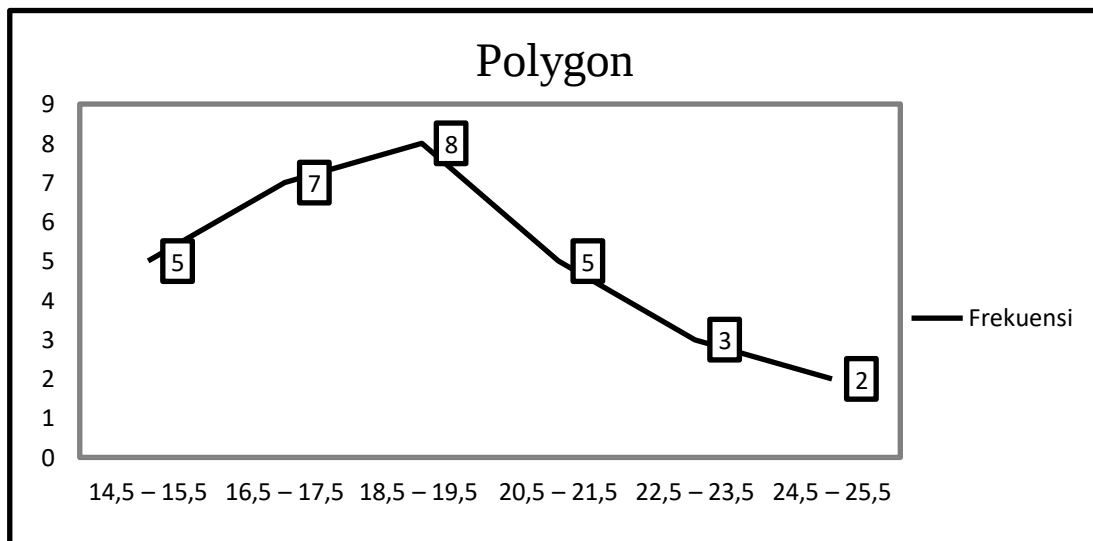


Figure 4: Polygon Graph

Based on the graph above, it is evident that the highest frequency is in the interval class (18.5 - 19.5). This indicates that the level of student creativity in classroom learning falls within the range of 18.5 - 19.5, which is high for a portion of the respondents.

3.3 The Result Of Diversity

Overall, the scores obtained from variable Y, which is students' learning outcomes about diversity, total 1970, with the highest score being 85 and the lowest score being 46. From this data, you can calculate the mean (average) as 65.6, the median as 72.25, the mode as 68.34, and the standard deviation as 11.54. If this data is presented in the form of a histogram and a polygon, it would look like the image below.

Table 3
Frequency Distribution for Creating Histogram and Polygon Graph
Variable Y (Learning Outcome on Diversity)

Interval Classes	Frequency	Midpoint	Real Boundaries
46 – 53	5	49	46,5 – 53,5
54 – 59	3	57	54,5 – 59,5
60 – 69	12	63	60,5 – 69,5
70 – 73	2	73	70,5 – 73,5
74 – 79	2	77	74,5 – 79,5
80 – 85	6	84	80,5 – 85,5
Total	30	402	

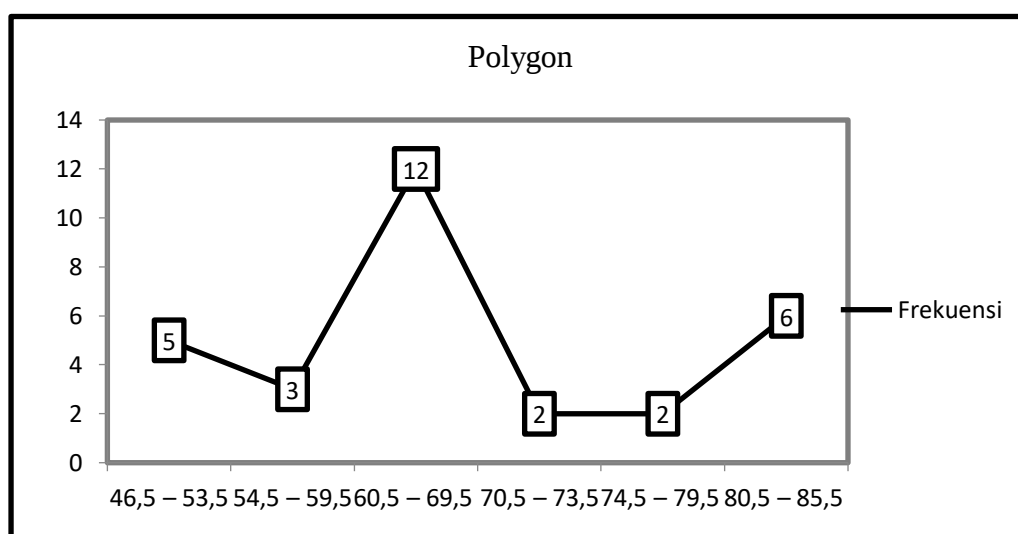


Figure 5: Polygon Graph

Based on the graph above, it is evident that the highest frequency is in the class interval (60.5-69.5). This indicates that students' learning outcomes about diversity within the range of (60.5-69.5) are high for some respondents.

4 CONCLUSION

The results of this study indicate that there is a positive and significant influence of Self-concept on Learning Outcomes About Diversity in the 7th-grade students of MTs Qudsiyyah Kudus. This relationship is positive, meaning that if students' Self-concept has a high score, their Learning Outcomes About Diversity will also be high, and vice versa. The study also shows a positive and significant influence of Student Creativity on Learning Outcomes About Diversity in the same class. This relationship is also positive, meaning that if students' Creativity has a high score, their Learning Outcomes About Diversity will be high, and vice versa if their Creativity score is low. Furthermore, the research results indicate a positive and significant influence of both Self-concept and Student Creativity on Learning Outcomes About Diversity. Both variables also have a positive relationship, meaning that if Self-concept and Student Creativity have high scores, Learning Outcomes About Diversity will also be high, and vice versa if the scores for Self-concept and Student Creativity are low.

The coefficient of determination (r_{xy}) at 0.7761 or 77.61% indicates that Self-concept and Student Creativity significantly contribute to Learning Outcomes About Diversity. Nevertheless, this study reminds us that there may be other factors that also play a role in determining Learning Outcomes About Diversity, such as study skills, the ability to comprehend the material, motivation to learn, and environmental factors. This research reinforces the understanding that the levels of Self-concept and Student Creativity can influence Learning Outcomes About Diversity, although they are not the only contributing factors. Therefore, further research may be needed to understand the influence of other variables that can affect Learning Outcomes About Diversity.

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