

The correlation between creativity and learning styles with quran memorization achievement among 5c grade female students at salafiyah ula

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ABSTRACT

This research aims to determine the relationship between the level of creativity and learning style on the achievement of memorizing the Al-Quran in class 5C students at the Salafiyah Ula Islamic Center Bin Baz Yogyakarta in the 2023/2024 academic year. The subjects of this research were students of class 5C Salafiyah Ula Putri Islamic Center Bin Baz, with a total sample of 20 students. The sampling technique used in this research is a saturated sampling technique. The measuring instruments used are the creativity level scale and the learning style scale. Data were analyzed using Pearson product moment and multiple correlation tests. The level of correlation coefficient between the variables of creativity level and learning style on Al-Quran memorization achievement shows an F change of 0.808 > 0.05, so it can be concluded that the variables of creativity level (X_1) and learning style (X_2) do not have a significant relationship with the memorization achievement variable. Al-Quran (Y) simultaneously The results of the hypothesis test based on the T test results table on variable The results of the hypothesis test based on the T test results table on variable The results of the correlation between the three variables are 25% and the remaining 75% is distributed by other variables.

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Introduction

Teaching and learning activities play a crucial role in determining students' quality. The success of the educational process largely depends on the teacher's teaching strategies and how students learn in the classroom. This success is reflected in the students' academic performance. One of the factors contributing to low academic achievement is the lack of student independence and creativity in learning. Creativity itself is an internal factor that significantly contributes to students' learning outcomes (Sugihartono et al., 2024: 78). Learning creativity reflects the ability to imagine, adapt, and solve problems in unique ways. Students with high creativity tend to be more enthusiastic in completing tasks and

achieving success. This is in line with the thought of Ibn Khaldun, who stated that each individual has different capacities in absorbing and processing information, depending on their experiences and learning environment (Ibn Khaldun, 2011: 122). In addition to creativity, learning styles also play a significant role in academic achievement. Learning style is an individual's preference or unique way of receiving and processing information (Salsabila in Sugihartono et al., 2024: 55). A mismatch between the teaching method and the students' learning style can negatively impact the learning process.

Islamic education plays a vital role in shaping students' character and morals, including those with special needs such as children with intellectual disabilities. Since the era of the *Khulafā' al-Rāshidīn*, Islamic education has shown attention to the diverse needs of the community. During the caliphate of 'Umar ibn al-Khaṭṭāb RA, the Islamic educational system was not only expanded geographically but also methodologically to reach all segments of society (Aliwan, 2022). This indicates that inclusivity in education has been a part of Islamic tradition since its early days. Moreover, in understanding Islamic teachings such as *fiqh al-mu'āmalah* (jurisprudence of transactions), it is important for educators to base the learning materials on sound *ḥadīth* texts. This is in line with the analysis of *ḥadīth* authenticity based on *matn* (content), which plays a significant role in the study of the Qur'an and *ḥadīth* (Aliwan, 2023). The selection of authentic and relevant material is especially crucial in the context of teaching children with intellectual disabilities, who require simple and targeted approaches. In the era of Society 5.0, where technological and social developments are increasingly complex, Islamic education faces the challenge of remaining relevant while being inclusive. Religious moderation becomes key to delivering Islamic teachings wisely and accessibly to all, including students with intellectual limitations (Aliwan, 2024). Therefore, the implementation of *fiqh al-mu'āmalah* education for children with intellectual disabilities aims not only to introduce Islamic legal principles but also to internalize values of tolerance, independence, and social responsibility suited to their abilities. Globalization in this modern era has not only impacted the industrial and economic sectors but has also gradually influenced the educational landscape (Nashihin et al., 2020). The digital era, often seen as a consequence of globalization, connects individuals and nations across boundaries of time and geography (Aliwan, 2024). Empowerment in education involves mobilizing, organizing, and directing human potential to optimize existing resources in achieving defined objectives (Aliwan et al., 2025).

Learning styles and creativity greatly influence the memorization of the Qur'an. Differences in learning styles (visual, auditory, and kinesthetic) determine how effective a student's memorization can be. For instance, students with a kinesthetic learning style tend to absorb material better when there is direct practice (Maisaroh, 2013: 127). On the other hand, students with an auditory learning style may face concentration issues in an unsupportive learning environment. Memorizing the Qur'an at an early age is important due to children's high absorption and memory capacity. The Prophet Muhammad (PBUH) emphasized the importance of education and gentleness in teaching religion to children (Shahih Muslim Hadith in iainmadura.ac.id). Early education forms the child's character and personality in the long run (Abdullah Nasih Ulwan, 1992: 63).

Salafiyah Ula Islamic Centre Bin Baz (SU ICBB) implements a Qur'an memorization program as the main subject. This focus on memorizing the Qur'an from an early age aligns with the views of Ibnul Qayyim, who believed that children's education should begin as early as possible with a gentle and gradual approach (Ibnul Qayyim Al-Jauziyah, 2014: 88). However, based on observations, differences in students' memorization performance remain evident. This suggests that creativity and learning styles significantly influence

students' ability to memorize. A lack of innovation in teaching methods and low student motivation also act as barriers. Low motivation makes it difficult for students to overcome challenges in memorizing (Zakarya & Martaputu, 2023: 6). In fact, motivation is one of the key factors in achieving optimal learning outcomes.

Method

The research method employed in this study is quantitative with a correlational approach. The analysis used is multiple correlation. The population in this study consists of all 5C grade students at Salafiyah Ula Islamic Centre Bin Baz Yogyakarta, totaling 20 students. The sampling technique applied is saturated sampling, in which the entire population is used as the sample if the total number is fewer than 30; thus, the sample size consists of 20 students (Sugiyono, 2017: 124). The data collection techniques include non-test methods, namely questionnaires and documentation. The questionnaire instrument was used to measure students' creativity and learning styles, while the documentation technique was utilized to assess the Qur'an memorization achievement of 5C students at Salafiyah Ula Putri Islamic Centre Bin Baz Yogyakarta for the 2023/2024 academic year. Before conducting the research, the questionnaire instrument was tested to determine its validity and reliability (Arikunto, 2013: 67)

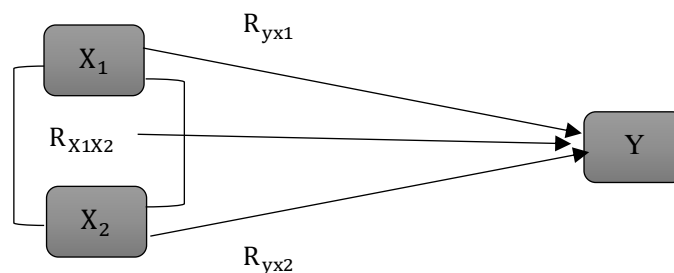


Figure 1.1 Framework of Thought: Correlational Research Between Three Variables

X_1 = Level of Creativity

X_2 = Learning Style

Y = Al-Qur'an Memorization Achievement

Prerequisite testing includes a normality test to determine whether the data is normally distributed, and a linearity test to determine whether the data exhibits a linear pattern. The research data is then processed and analyzed using the Pearson Product-Moment correlation to determine the strength of the relationship between the three variables or to identify whether the relationship is positive (direct) or negative (inverse). For hypothesis testing, the T-test (partial) is used to test the hypothesis between each independent variable (X) and the dependent variable (Y), while the F-test is used to test the hypothesis of all variables simultaneously (together).

Result and Discussion

The results of the research and data analysis show that the normality test results indicate that the sample data for each variable comes from a normally distributed population. Furthermore, the results of the linearity test analysis indicate that there is a linear relationship between X_1 and Y , as well as between X_2 and Y . Based on the results of the multiple correlation analysis, it is concluded that the correlation between the independent variables – level of creativity (X_1) and learning style (X_2) – and the dependent

variable – Al-Qur'an memorization achievement (Y) – shows a low correlation between the independent variables and the dependent variable simultaneously. The following table presents the data on level of creativity, learning style, and Al-Qur'an memorization achievement

Table 1
Results of the Calculation of X_1 , X_2 , and Y

Statistical Data	Level of Creativity	Learning Style	Al-Qur'an Memorization Achievement
Mean	53	60	84,35
Median	55	58	84,56
Modus	53	63	85
Skor Maksimum	69	92	90,75
Skor Minimum	33	42	76,25
Standar Deviasi	10,88	13,45	3,79
Varians	118,47	181,01	14,36
Range	36	50	14,50

Based on the data analysis using the Product Moment test, the correlation coefficient for the X_1 variable is 0.666, meaning the sig. value (2-tailed) > 0.05 or $0.666 > 0.05$, which indicates that there is no significant relationship between the X_1 variable and Y. The Pearson correlation value for the X_1 variable is -0.103. According to the correlation coefficient guide table, the strength of the relationship is categorized as very low and negative. A negative Pearson correlation value indicates that as X_1 increases, Y decreases, meaning the relationship is inverse. Therefore, it can be concluded that the X_1 variable has a very low strength of relationship with Y and is inverse.

For the X_2 variable, the correlation coefficient is 0.520, meaning the sig. value (2-tailed) > 0.05 or $0.520 > 0.05$, indicating no significant relationship between the X_2 variable and Y. The Pearson correlation value for the X_2 variable is -0.153, which, according to the correlation coefficient table, is categorized as very low. A negative Pearson correlation value indicates that as X_2 increases, Y decreases, meaning the relationship is inverse. Therefore, it can be concluded that the X_2 variable has a very low strength of relationship with Y and is inverse.

The results of the multiple correlation test show that the sig. F change value is $0.808 > 0.05$, so it can be concluded that the creativity level (X_1) and learning style (X_2) variables do not have a significant relationship with the Al-Qur'an memorization achievement (Y) variable simultaneously. The R value (correlation coefficient) is 0.158, which indicates a very low relationship between the creativity level (X_1) and learning style (X_2) variables and the Al-Qur'an memorization achievement (Y) variable. The coefficient of determination can be seen from the R square value of $0.25 = 25\%$, meaning that the variation (increase/decrease) in memorization achievement is explained by 25%, and the remaining 75% is due to other factors.

The results of this study indicate that Al-Qur'an memorization achievement can be influenced by the level of creativity and learning style. When students have high creativity, they can achieve high results in memorizing the Al-Qur'an optimally. Additionally, it is very important for students to know the learning style that suits them individually, as this will facilitate their memorization of the Al-Qur'an. The level of creativity and learning style, when considered simultaneously, are variables with a low influence on Al-Qur'an memorization achievement.

Conclusion

Based on the hypothesis testing results conducted with the T-test (partial) and F-test, the results of the T-test on the X_1 variable show that the sig. value is $0.666 > 0.05$ and the t-obtained value is $-0.438 < t\text{-table value } 2.110$, so H_{01} is accepted and H_{a1} is rejected. This means that there is no significant relationship between the level of creativity and the Al-Qur'an memorization achievement of 5C grade students at Salafiyah Ula Islamic Centre Bin Baz. The results of the T-test on the X_2 variable show that the sig. value is $0.520 > 0.05$ and the t-obtained value is $-0.656 < t\text{-table value } 2.110$, so H_{02} is accepted and H_{a2} is rejected. This means that there is no significant relationship between learning style and the Al-Qur'an memorization achievement of 5C grade students at Salafiyah Ula Islamic Centre Bin Baz. The results of the F-test show that the sig. F Change value is $0.808 > 0.05$ and the F-obtained value (F Change) is $0.216 < F\text{-table value } 2.110$, which proves that H_{03} is rejected and H_{a3} is accepted. This means that there is no significant relationship between the X_1 variable (level of creativity) and the X_2 variable (learning style) towards the Y variable (Al-Qur'an memorization achievement). The degree of relationship strength in the F-test result can be seen from the R Square value of 0.25, meaning that the relationship between the three variables is categorized as weak.

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