

## ABSTRAK

### HUBUNGAN TINGKAT KREATIVITAS DAN GAYA BELAJAR TERHADAP PRESTASI HAFALAN PADDA SISWA KELAS 5C SALAFIYAH ULA PUTRI ISLAMIC CENTRE BIN BAZ YOGYAKARTA TAHUN AJARAN 2023/2024.

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Penelitian ini bertujuan untuk mengetahui hubungan antara tingkat kreativitas dan gaya belajar terhadap prestasi hafalan Al-Quran pada siswa kelas 5C Salafiyah Ula Islamic Centre Bin Baz Yogyakarta tahun ajaran 2023/2024. Subjek penelitian ini adalah siswa kelas 5C Salafiyah Ula Putri Islamic Centre Bin Baz dengan total sampel berjumlah 20 siswa. Teknik sampling yang digunakan dalam penelitian ini adalah teknik sampling jenuh. Alat ukur yang digunakan adalah skala tingkat kreativitas dan skala gaya belajar. Data dianalisis menggunakan teknik analisis *Pearson product moment* dan uji korelasi berganda dibantu dengan program aplikasi *SPSS statistics for windows 26*.

Hasil analisis data menunjukkan bahwa hubungan antara tingkat kreativitas dan gaya belajar terhadap prestasi hafalan Al-Quran tidak berkorelasi. Tingkat koefisien korelasi antara variabel tingkat kreativitas dan gaya belajar terhadap prestasi hafalan Al-Quran menunjukkan *F change* sebesar  $0,808 > 0,05$  maka dapat disimpulkan bahwa variabel tingkat kreativitas ( $X_1$ ) dan gaya belajar ( $X_2$ ) tidak memiliki hubungan yang signifikan terhadap variabel prestasi hafalan Al-Quran ( $Y$ ) secara simultan. Nilai  $R$  (koefisien korelasi) sebesar  $0,158$  maka bisa disimpulkan tingkat hubungan antara tingkat kreativitas ( $X_1$ ) dan gaya belajar ( $X_2$ ) terhadap variabel prestasi hafalan Al-Quran ( $Y$ ) memiliki hubungan yang sangat rendah.

Hasil uji hipotesis berdasarkan tabel hasil uji  $T$  pada variabel  $X_1$  menunjukkan bahwa nilai thitung  $-0,438 < t_{tabel} 2,110$  maka  $H_{01}$  diterima dan  $H_{a1}$  ditolak. Artinya terdapat hubungan yang rendah antara tingkat kreativitas terhadap prestasi hafalan Al-Quran secara signifikan dengan arah yang negatif. Hasil uji hipotesis berdasarkan tabel hasil uji  $T$  pada variabel  $X_2$  menunjukkan nilai thitung  $-0,656 < t_{tabel} 2,110$  maka  $H_{02}$  diterima dan  $H_{a2}$  ditolak. Artinya terdapat hubungan yang rendah antara gaya belajar dengan prestasi hafalan Al-Quran dengan arah negatif. Adapun hasil keeratan antara ketiga variabel sebesar 25% dan 75% sisanya didistribusikan oleh variabel lain yang tidak disebutkan dalam penelitian ini.

**Kata Kunci:** Tingkat Kreativitas, Gaya Belajar, Prestasi Hafalan Al-Quran

## ABSTRACT

### ***THE RELATIONSHIP OF CREATIVITY LEVEL AND LEARNING STYLE TO MEMORY ACHIEVEMENT IN CLASS 5C STUDENTS OF SALAFIYAH ULA PUTRI ISLAMIC CENTER BIN BAZ YOGYAKARTA ACADEMIC YEAR 2023/2024.***

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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 analysis techniques and multiple correlation tests assisted by the SPSS statistics for Windows 26 application program.

The results of data analysis show that the relationship between the level of creativity and learning style on the achievement of memorizing the Al-Quran is not correlated. 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 R value (correlation coefficient) is 0.158, so it can be concluded that the level of relationship between the level of creativity ( $X_1$ ) and learning style ( $X_2$ ) on the Al-Quran memorization achievement variable (Y) has a very low relationship.

The results of the hypothesis test based on the T test results table on variable This means that there is a low relationship between the level of creativity and the achievement of memorizing the Al-Quran significantly in a negative direction. The results of the hypothesis test based on the T test results table on variable This means that there is a low relationship between learning style and achievement in memorizing the Al-Quran in a negative direction. The results of the correlation between the three variables are 25% and the remaining 75% is distributed by other variables not mentioned in this research.

***Keywords:*** *Creativity Level, Learning Style, Al-Qur'an Memorizing Achievement*