ABSTRAK

Penelitian ini bertujuan untuk menganalisis kreativitas Guru dalam pembelajaran PAI yang dilaksanakan di SMK 3 Kasihan Yogyakarta (SMSR). Jenis penelitian ini adalah penelitian deskriptif kualitatif. Subyek penelitian ini diambil dari 3 Guru mata pelajaran Pendidikan Agama Islam dan 5 siswa SMSR Yogyakarta. Teknik pengumpulan data yang digunakan dalam penelitian ini dari teori Miles Huberman dengan cara melakukan observasi, wawancara, dan dokumentasi. Analisis data menggunakan data *reduction*, data *display*, dan *conclucion drawing/verification* dan uji keabsahan menggunakan teknik trianggulasi.

Hasil dari penelitian ini menunjukkan bahwa: (1) Terdapat tiga kreativitas guru di SMSR Yogyakarta (a.) Kreativitas Guru dalam metode pembelajaran yaitu pembelajaran Agama Islam dengan menggambar (b.) Penugasan berorientasi karya yang berguna di masyarakat (c.) Memanfaatkan media sosial Instagram dengan fitur hastag untuk mempublikasi karya peserta didik. (2) Hambatan kreativitas Guru dalam mengelola kelas yaitu kedisiplinan siswa. (3) Mengatasi hambatan kreativitas Guru yaitu mengikuti minat siswa, membiarkan siswanya mengintropeksi diri, disertai pemantauan oleh guru baik di sekolah, maupun diluar sekolah melaui media sosial instagram. Sehingga, guru dapat mengarahkan perilaku siswa kepada hal yang positif, dan yang terpenting adalah, guru PAI SMSR Yogyakarta senantiasa memperbarui dan mengembangkan kreativitasnya.

Key-words: **Kreativitas Guru, Pembelajaran PAI.**

ABSTRACT

This study aims to analyze the creativity of teachers in PAI (islamic education) learning conducted at SMK 3 Kasihan Yogyakarta (SMSR/ Fine Art High School). This type of research is a qualitative descriptive research. The subjects of this study were chosen from 3 teacher of Islamic education subject and 5 student of SMSR Yogyakarta. Data collection techniques used in this study was based on Miles Huberman's theory by conducting observation, interviews, and documentation. Data analysis uses data reduction, data display, and draws conclusions / verification and validity testing using triangulation technique.

The results of this study indicate that: (1) There are three types of teacher creativities at SMSR Yogyakarta, namely (a) Teachers creativity in learning methods, of Islamic education learning by drawing (b) Work-oriented assigments that are useful in society (c) Utilizing social media Instagram with a hashtag feature for publish the work of students. (2) The obstacle of teacher creativity in managing the classrooms is student discipline. (3) To overcomethe obstacle of teacher creativity there are several things can be done, including following the interests of students, letting students introspect themselves, as well as monitoring by teacher either at school, and outside school through social media Instagram. Therefor, the teachers can direct student behavior to something positive, and the most important things is that the PAI teachers of SMSR Yogyakarta is constantly updating and developing his creativity.

Keywords: Teacher Creativity, Islamic Learning.