FOSTERING STUDENT CREATIVITY IN ISLAMIC RELIGIOUS EDUCATION: STRATEGIES OF ELEMENTARY SCHOOL TEACHERS IN CENTRAL JAVA

Siti Sangadah [1]*, Meti Fatimah [2]

[1,2] Institute Islam Mamba'ul 'Ulum Surakarta, Indonesia

Abstract

Data were collected from 2 PAI teachers and 25 Grade V students through classroom observation, semi-structured interviews, and documentation over a two-month period study aims to determine the efforts of Islamic Religious Education teachers in developing student creativity and its impact on learning at Madrasah Ibtidaiyah Gedongan. The study used a descriptive qualitative approach with data collection techniques through observation, interviews, and documentation. The subjects of the study were Islamic Religious Education teachers and fifth-grade students. The results showed that Islamic Religious Education teachers implemented various creative strategies such as the use of varied methods (group discussions, simulations, projects, and question and answer sessions), the use of interesting learning media, and the integration of Islamic values in learning activities. These efforts have an impact on increasing active participation, self-confidence, critical thinking skills, and the ability of students to produce creative works relevant to Islamic Religious Education material. In addition, learning becomes more enjoyable, meaningful, and motivates students to continue to excel. This study concludes that the role of creative, innovative, and planned Islamic Religious Education teachers has a positive influence on the development of creativity and character formation of students. Active and contextual learning strategies can make Islamic Religious Education a subject that not only teaches religious knowledge but also equips students with 21st-century skills, especially creative thinking and problem-solving abilities.

INTRODUCTION | مقدمة

While creativity in general education has been widely studied, empirical research on how Islamic Religious Education teachers in elementary Islamic schools foster creativity—while maintaining religious authenticity—remains limited. Is the primary pillar for developing quality human resources in terms of knowledge, skills, morals, and spirituality (Kusumawati, 2023). At the Madrasah Ibtidaiyah level, Islamic Religious Education plays a strategic role in shaping character from an early age (Aini & Asror, 2022), not only transferring religious knowledge but also fostering morals and developing students' spiritual-social potential (Firmansyah, 2019). The greatest challenge of Islamic Religious Education is internalising religious values, not simply teaching them (Ahmad, 2020), so learning success depends heavily on the teacher's approach and strategies (Fatimah, 2021).

One important focus of current education is developing student creativity (Saputra & Indonesia, 2020), which plays a significant role in daily life and is born from the ability to think originally, solve problems, and create new ideas (Sitepu, 2019). Teacher creativity plays a significant role in fostering student learning motivation (Pangestu et al, 2023), including in Islamic Religious Education through methods such as discussions, projects, religious drama, and creative works (Tetambe et al, 2021).

However, Islamic Religious Education learning in Islamic elementary schools still faces various challenges: the dominance of lecture methods, lack of varied materials, student inactivity, and limited space for exploration (Nadeak et al., 2023; Suryaningsih et al, 2021; Durisa, 2022). Islamic Religious Education should, in fact, encourage critical thinking and the appreciation of life's values. Islamic Religious Education teachers play a crucial role as facilitators, motivators, and role models in fostering students' morals and religious behaviour (Huda, 2022; Syamsuddin, 2022; Putri, 2020), supported by a conducive family and school environment (Faishol et al., 2021).

These conditions indicate several issues that require attention, namely: the limited number of Islamic Religious Education teaching methods that encourage students to think creatively; the limited variety of teacher strategies for fostering creativity; the inadequate use of media and technology to support creative learning; teachers' limited ability to detect and develop students' creative potential; and external constraints such as infrastructure, limited learning time, and support from the school environment.

Madrasah Ibtidaiyah Muhammadiyah Gedongan faces unique challenges and opportunities due to the characteristics of elementary school-aged students who enjoy playing, moving, working in groups, and learning directly (Rahayu, 2019). Therefore, research is needed on the strategies of Islamic Religious Education teachers at this school in developing student creativity, including the methods, approaches, and obstacles encountered, to serve as a reference for more vibrant and meaningful Islamic Religious Education teaching.

METHOD | منهج

Two PAI teachers and 24 Grade V students were selected through purposive sampling based on their active involvement in creative learning activities research uses a qualitative approach with a case study method to explore the implementation of creative Islamic Religious Education learning in schools. This approach was chosen based on the goal of understanding phenomena holistically through direct involvement in the field (Creswell, 2014). In qualitative research, the researcher acts as the primary instrument, determining the direction, process, and depth of data collection, while supporting instruments include interview guidelines, observation sheets, and documentation (Sugiyono, 2019).

The research subjects consisted of Islamic Religious Education teachers and sixth-grade students at the Muhammadiyah Gedongan Elementary School in Karanganyar Regency. A purposive sampling technique was used to identify participants deemed relevant to the research focus, namely those with direct experience with creative Islamic Religious Education learning (Moleong, 2018). Data collection was conducted through three main techniques: in-depth interviews, participant observation, and documentation study. Interviews were used to explore teachers' perceptions, experiences, and strategies; observations were conducted to directly observe learning practices. Meanwhile, documentation studies serve to strengthen and verify field findings (Miles, Huberman, 2014).

The data obtained were analysed using Miles and Huberman's interactive model, which includes three steps: data reduction, data presentation, and conclusion drawing/verification. To ensure the validity of the findings, triangulation techniques were used across sources, techniques, and time to ensure the reliability of the resulting data (Patton, 2002).

| RESULT | نتائج |

The efforts of Islamic Religious Education teachers to develop student creativity in Islamic Religious Education at Gedongan Elementary School.

Islamic Religious Education teachers at Gedongan Elementary School do not rely solely on conventional lecture methods, but instead integrate various learning strategies such as group discussions, simulations, and role-playing. Islamic Religious Education teachers are teachers who can foster the character of their students in accordance with Islamic law (Imamah et al., 2021). Elementary Schools are elementary educational institutions with religious characteristics that combine Islamic boarding school education with general education. The materials at elementary schools combine religious and general knowledge (Danuwara et al, 2024).

Group discussions allow students to exchange ideas, solve problems together, and practice communication skills. For example, when discussing morality, students are asked to discuss examples of commendable behaviour at home and at school. Learning with group discussion methods can improve learning outcomes (Suandi, 2022). Learning simulations provide opportunities for students to practice Islamic Religious Education values in situations that resemble real life, such as simulations of visiting etiquette or practising congregational prayer procedures. The simulation learning model is an application of cybernetic principles in education, where humans act as control systems that are able to produce and control their own movements through feedback (Rahayu, 2015). Role-playing facilitates students to express ideas through drama or short sketches, for example, dramas about honesty or helping each other. Role-playing is a learning method that provides opportunities for children to develop their imagination in playing a character so that they experience the characteristics of the character or object. By playing roles, children can practice socialising, communicating and empathising with other children (Aulina, 2015). This varied approach makes learning more lively, interactive, and not boring, so that students' creativity is stimulated through rich and diverse learning experiences. The Variative Method makes the presentation of learning more interesting and much more lively, so that it can arouse students' enthusiasm for learning (Rimah et al, 2023).

One of the strengths of Islamic Religious Education learning at this madrasah is its connection to the realities faced by students. Teachers consistently connect Islamic Religious Education concepts to real-life experiences, problems, and situations. The independent Islamic Religious Education curriculum aims to provide students with a more comprehensive and focused education. It is hoped that with proper development, this curriculum will produce students who meet the Pancasila student profile, namely those who possess faith, knowledge, and noble morals (Munawir et al, 2024). Example of application: When discussing zakat, teachers relate it to charitable giving activities in their local communities and even encourage students to create simple plans for social activities at home or school. When studying Quranic verses about environmental protection, teachers ask students to identify cleanliness problems in schools and then develop creative solutions, such as a classroom cleanliness competition. This integration helps students see the direct relevance of Islamic Religious Education lessons to their lives, thus encouraging the emergence of original, contextual ideas. Students not only understand the

theory but are also motivated to apply these values in real life. Islamic values are incorporated into Islamic Religious Education learning. The goal is to enhance students' understanding of Islamic teachings and how they can be applied in everyday life (Sujiono et al, 2024).

PAI teachers also utilise creative learning media to stimulate students' imagination and innovation. Students' active thinking skills in developing learning media are included in the creative modification model, which involves changing the form of a product to make it more engaging and practical (Nurhayati, 2021). The media used include learning videos, interactive presentations, and online quiz applications such as Kahoot or Quizizz to test understanding of the material in a fun way. The use of information and communication technology in the education sector has yielded extraordinary results. ICT support is expected to be an innovation in learning, heavily involving information technology components. Therefore, in the era of globalisation, the education sector cannot be separated from its reach. The inherent involvement of technology can produce an educational system (Shalikhah, 2017). Teachers also encourage students to create Islamic preaching posters, Islamic poetry, and short plays containing Islamic moral messages. On several occasions, teachers use illustrated stories or Islamic comics to stimulate students' reading interest and imagination. The use of these media creates a dynamic learning environment, facilitates comprehension of the material, and provides space for students to express their creativity through various forms of work. Student creativity is the ability to create or produce something new. Creativity and creative thinking are essential skills in the 21st century (Zakiah, 2020).

Table 1. Islamic Religious Education Teachers' Efforts to Develop Student Creativity at Gedongan Elementary School

Findings	Indicators	Description
Varied and interactive methods:	Discussions, simulations, and role-playing:	Increase student participation, confidence, and creativity
Integration of PAI values with life	Relating material to student experiences	Making learning relevant and meaningful
Open and creative tasks	Islamic posters, poetry, drama	Encourage original ideas while strengthening the understanding of Islamic Education

Based on the table, it can be seen that the efforts of Islamic Religious Education teachers at Madrasah Ibtidaiyah Gedongan in developing student creativity are carried out through the application of varied and interactive learning methods, integration of Islamic Religious Education values with students' daily lives, and the provision of open-ended assignments that encourage the birth of creative works. This approach has been proven to be able to increase participation, self-confidence, learning relevance, and understanding of Islamic Religious Education values, while also fostering original ideas among students.

The impact of Islamic Religious Education teachers' efforts in developing student creativity at Gedongan Elementary School.

The first clearly visible impact of Islamic Religious Education teachers' efforts is increased student self-confidence, particularly in expressing opinions and ideas in class. The higher a student's self-confidence, the greater their learning independence, and vice versa (Pratiwi et al, 2016). Before teachers implemented creative methods such as group discussions, presentations, and role-playing simulations, some students tended to be passive, simply listening without providing much input. However, after implementing participatory learning, students began to speak up, ask questions, and express their opinions to the teacher and their peers. Participation in the learning process is crucial, as it is key to achieving learning objectives (Rohmah et al, 2023). This courage is not limited to Islamic Religious Education lessons but is also

evident in other school activities such as speech competitions, recitations, and Islamic drama. Islamic Religious Education teachers provide a safe space for students to practice without fear of mistakes and provide positive feedback that fosters self-confidence. This impacts the development of students' communication skills and the ability to argue politely in accordance with Islamic values. The function of life skills related to Islamic cultural values is not only understood as skills for work but also encompasses the ability to carry out duties as servants and caliphs of Allah more broadly (Mawardi, 2012).

The efforts of Islamic Religious Education teachers, who prioritise interactive and project-based learning methods, have brought about significant changes in student engagement. The role of interactive media in Islamic Religious Education learning is crucial for students with visual learning styles. Interactive media, in addition to maximising student potential, can also benefit educators by providing relatively rapid feedback during learning activities (Asela, 2020). While previously dominated by lecture methods, Islamic Religious Education learning now increasingly utilises approaches such as Problem-Based Learning (PBL), role-playing, and creative project development. The PBL (Problem-Based Learning) learning model can improve students' literacy skills (Firdaus, 2021). As a result, students become more active in asking questions, providing ideas, and engaging in the information-seeking process. This active involvement is seen when students participate in worship simulations, create illustrated stories about the stories of the prophets, or conduct short interviews about Islamic figures around them. Students who engage in learning with interactive media are more likely to actively participate, are more involved in class discussions, and are more enthusiastic in exploring the learning material (Ramsi, 2023). Students not only receive material, but also play an active role in the learning process. They work together in groups, help each other understand the material, and develop social skills such as cooperation, empathy, and responsibility. Islamic Religious Education teachers have succeeded in transforming the learning atmosphere into a more lively and meaningful one.

The third impact is the emergence of various creative student works that combine artistic elements with Islamic values. The integration of local arts and culture in early childhood Islamic education is not only effective in conveying religious values but also helps children build a strong cultural identity (Daboti, 2024). Islamic Religious Education teachers encourage students to process learning materials into works such as Islamic preaching posters, Islamic poetry, illustrated stories, short videos, and even Islamic-themed stage plays. These works not only demonstrate visual or linguistic creativity but also reflect students' understanding of the Islamic teachings they are studying. The Pancasila Student Profile Strengthening Project, with the theme Building the Soul, the 3D bulletin board exhibition project, and the implementation of the Independent Learning Curriculum in Islamic Religious Education, prioritise contextual learning methods through active student participation. For example, in creating a poster about zakat, students must understand the concept of zakat and then convey it in an attractive design with a clear moral message (Marbella, 2023). In Islamic drama performances, students portray characters with attitudes and dialogue in accordance with Islamic etiquette. This process trains students' critical thinking skills, creativity, and practical skills, while strengthening noble moral values in everyday life. Islamic religious values are all rules or norms of good behavior, all of which have been regulated by Allah SWT. These rules include how to establish relationships with God, relationships between humans, and relationships with nature (Sp, (2016) In addition, students' work is often exhibited in school activities or competitions, which further motivates them to work better.

Table 2 Impact of Islamic Religious Education Teachers' Efforts on Developing Student Creativity at Gedongan Elementary School

Findings	Indicators	Description
Increasing Student Self-Confidence	Students dare to express their opinions, actively ask questions, and appear in front of the class.	The efforts of Islamic Religious Education teachers through interactive learning have succeeded in building students' self-confidence in expressing ideas and views.
Active Involvement in Learning Activities	Active participation in discussions, simulations, and role plays	The teacher's strategy of combining various methods encourages students to be fully involved in the learning process, so that learning is more lively and meaningful.
The Birth of Students' Creative Works	Students produced posters, Islamic poetry, and short plays.	A learning approach that provides space for freedom of expression enables students to create works that combine creativity with Islamic Religious Education values.

Based on the table, the efforts of Islamic Religious Education teachers at Madrasah Ibtidaiyah Gedongan have had a significant impact on the development of student creativity. Teachers are able to foster students' confidence to speak up and express their opinions, increase their active involvement in various learning activities, and facilitate the development of creative works that integrate Islamic Religious Education values. The varied and interactive learning approach has been proven to create a conducive and enjoyable learning environment, motivating students to express themselves positively.

DISCUSSION | مناقشة

The efforts of Islamic Religious Education (PAI) teachers to develop student creativity at Madrasah Ibtidaiyah Gedongan demonstrate the application of student-centered learning. This is evident in the use of varied methods such as group discussions, simulations, and role-playing, which emphasize not only cognitive aspects but also affective and psychomotor development. Varied learning methods have been proven to create a more engaging, interactive, and enjoyable learning environment, thus motivating students to think critically and creatively (Rimah et al., 2023). The use of group discussions provides opportunities for students to interact and develop their thinking and interpersonal communication skills (Suandi, 2022), while simulations and role-playing help students understand Islamic values through direct experience (Aulina, 2015).

In addition to methods, PAI teachers also employ a contextual approach by integrating Islamic values into students' daily lives. This integration is important because it makes learning more meaningful and relevant to the realities they face (Munawir et al., 2024). For example, when discussing zakat or almsgiving, teachers not only explain the concepts theoretically but also encourage students to participate in simple social activities in their local community. This approach aligns with the principles of Contextual Teaching and Learning (CTL), which emphasize the connection between academic knowledge and students' real-life experiences, thus encouraging creativity and social awareness (Sujiono et al., 2024).

The use of technology-based learning media, such as interactive videos, Islamic comics, and digital platforms like Quizizz and Kahoot, is also part of a creativity development strategy. The use of technology in Islamic Religious Education (PAI) learning not only increases students' motivation and interest in learning but also expands their opportunities to explore ideas and innovate (Shalikhah, 2017). This aligns with Nurhayati's (2021) view that modifying learning media can activate students' creative thinking skills through more engaging and practical learning experiences.

The positive impact of implementing this strategy is seen in increased student self-confidence. Students become more confident in expressing their opinions and presenting their

original ideas, both in learning activities and outside the classroom (Pratiwi & Laksmiwati, 2016). This self-confidence is crucial for developing creativity because it allows students to express ideas without fear of making mistakes. Furthermore, active student engagement in discussions and simulations demonstrates that interactive approaches successfully shift learning patterns from passive to participatory (Rohmah et al., 2023).

Furthermore, various creative works such as Islamic preaching posters, poetry, and drama emerged as concrete forms of project-based learning. The process of creating these works not only fosters artistic abilities but also strengthens understanding of religious values through expressive experiences (Marbella, 2023). This activity aligns with constructivist learning theory, which states that knowledge is constructed through active individual involvement in the learning process. The integration of art into Islamic Religious Education (PAI) learning also supports the formation of strong Islamic character and cultural identity (Daboti, 2024).

Overall, the efforts of Islamic Religious Education teachers at Madrasah Ibtidaiyah Gedongan demonstrate that developing student creativity can be achieved through active, contextual, and media-based learning. This strategy not only enhances understanding of religious concepts but also fosters character values such as responsibility, empathy, and cooperation. Thus, Islamic Religious Education (PAI) learning plays a crucial role in shaping the profile of Pancasila students who are faithful, knowledgeable, and possess noble character, in line with the demands of 21st-century education (Zakiah, 2020).

CONCLUSSION | خاتمة

Schools should integrate creative project-based learning into PAI lesson plans and provide teachers with training in arts-integrated religious pedagogy on the study's results and the discussion regarding the efforts of Islamic Religious Education teachers in developing student creativity in the subject, two conclusions can be drawn. The efforts of Islamic Religious Education teachers at Madrasah Ibtidaiyah Gedongan in developing student creativity are carried out through the application of varied learning methods, the integration of Islamic Religious Education values with students' real-life situations, and the provision of open-ended assignments that encourage original ideas. These strategies have been proven to have a positive impact on increasing student creativity, as evidenced by increased courage to express opinions, improved innovative problem-solving skills, and the creation of more active and participatory learning. Thus, the role of Islamic Religious Education teachers is not only as a transmitter of material, but also as a facilitator capable of creating a learning environment that fosters creativity, motivation, and independent thinking in student.

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