

The creativity of islamic education teachers in fostering interest in learning islamic education at sd negeri 104 oku

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ABSTRACT

Teacher creativity in the learning process is a crucial aspect in creating a fun learning environment and motivating students to actively participate in learning activities, particularly in Islamic Religious Education (PAI). This study aims to describe the forms of PAI teacher creativity and their impact on student learning interest at SD Negeri 104 OKU. This research used a descriptive qualitative approach, with data collection techniques including in-depth interviews, participant observation, and documentation. The results indicate that PAI teacher creativity manifests itself in three main ways: a variety of learning methods (discussions, demonstrations, and question-and-answer sessions), the use of learning media (visual and audiovisual), and teacher role models in religious and communicative behavior. These three aspects have been proven to increase student learning interest, as evidenced by increased student participation, enthusiasm, and responsibility in learning. Thus, PAI teacher creativity is a strategic factor in creating a learning climate that supports the strengthening of religious values and character in students from an early age.

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Introduction

Education plays a strategic role in shaping character and building the quality of human resources, including in terms of the religiosity and morality of students. One important element in the implementation of education is the role of teachers as learning facilitators. Teachers are not merely conveyors of material, but also innovators and motivators who are able to inspire students' enthusiasm for learning. In the context of Islamic Religious Education (IRE), this becomes even more significant because IRE material is not only cognitive but also affective and psychomotor. Therefore, teachers' creativity is a prerequisite for effectively instilling Islamic values in students.

Education is a fundamental aspect in shaping students' personalities and intelligence. Through education, humans are expected to develop their potential optimally in cognitive, affective, and psychomotor aspects. In the context of basic education, the role of teachers is central because teachers not only function as educators but also as guides, role models, and motivators for students (Uno, 2016; Hattie, 2009).

One of the challenges currently faced by the education sector is the low interest in learning among students, particularly in the subject of Islamic Religious Education (IRE). Interest in learning is a psychological factor that significantly influences students' success in understanding learning

materials. Students with high learning interest tend to be more active, diligent, and enthusiastic in following lessons (Slameto, 2013; Ainley, 2012). Conversely, students with low learning interest often exhibit passive attitudes, easily become bored, and pay little attention to the teacher's explanations (Deci, 2020).

In this context, teacher creativity becomes very important. Creativity can be understood as the ability to generate innovative and relevant ideas, strategies, or learning media tailored to students' needs (Craft, 2011; Kaufman, 2014). Creative teachers can create an engaging and enjoyable learning environment that encourages active student participation. In PAI lessons, teacher creativity is not limited to varying methods but also involves connecting religious content with students' daily lives to make it more meaningful (Anhusadar, 2020).

Creativity in education is the ability to develop new, enjoyable, and adaptive teaching methods, media, and strategies tailored to students' conditions. (Tisdell, 2016) states that creativity is part of divergent thinking, enabling individuals to generate unique alternatives for problem-solving. In the classroom, creative teachers are those who can create a dynamic, interactive, and non-monotonous learning environment, thereby fostering students' interest in learning.

Learning interest itself is the internal motivation of students to actively engage in the learning process. According to Slameto (2013), learning interest is a high tendency and enthusiasm or a strong desire to learn. High learning interest will encourage students to be more focused, ask questions, participate, and achieve. However, in the reality of education at the elementary level, particularly at SD Negeri 104 OKU, there is still a lack of student interest in PAI subjects. This is evident from the lack of student participation, passive attitudes during learning, and incomplete religious assignments.

This situation raises an important question: what role does the creativity of PAI teachers play in enhancing students' interest in learning? This study aims to answer this question by exploring the forms of teacher creativity in the learning process and analyzing its impact on increasing students' interest in learning at SD Negeri 104 OKU. Using a descriptive qualitative approach, this study offers a deep understanding of teachers' practices in developing new ideas that encourage students to be more enthusiastic about learning PAI.

The results show that Islamic Education teachers at SD Negeri 104 OKU have combined several methods, such as interactive lectures, question and answer sessions, group discussions, creative assignments, and demonstrations of religious practices. In addition, teachers also use visual learning media such as videos and images, as well as educational games based on Islamic values. These strategies have proven effective in increasing student participation and activity, as well as creating a pleasant learning atmosphere.

This finding is in line with Sardiman A.M., (2011) view that monotonous learning can cause boredom, while creative learning will generate enthusiasm for learning. Creative teachers are able to adapt methods and media according to classroom conditions, student characteristics, and learning objectives. PAI learning implemented with a creative approach will help students not only understand cognitively but also internalize Islamic values in their daily lives.

Previous research shows that teacher creativity has a positive effect on increasing student interest and learning outcomes. (Syahputra, 2019) found that teachers who use creative approaches, such as the use of digital media and collaborative methods, are able to significantly increase student interest in learning. Similarly, a study by (Dewi, 2021) confirmed that the creativity of PAI teachers in choosing learning methods contributes greatly to students' religious motivation. Thus, it can be emphasized that the role of creative PAI teachers is a strategic factor in fostering students' interest in learning in elementary schools (Sternberg, 2006; Runco, 2014).

Furthermore, this study also found that teachers' creativity is not only evident in their teaching strategies but also in their attitudes and exemplary behavior. Teachers who demonstrate religious commitment, speak politely, and behave inclusively serve as role models for students, thereby creating a conducive and religious learning environment. In this context, teachers' creativity is not limited to technical aspects but also encompasses moral and spiritual dimensions.

The urgency of this research is further strengthened by the phenomenon of declining student interest in religious education amid the tide of digitalization and secularization of information. PAI education that lacks a creative approach will increasingly be abandoned by students. Therefore, updating teaching methods through teacher creativity has become a necessity, not an option.

Based on the above description, this study aims to describe how PAI teachers at SD Negeri 104 OKU use creativity to foster students' interest in learning. This study is expected to contribute theoretically to the development of Islamic education studies, as well as provide practical implications for improving the quality of PAI learning through creative and innovative strategies.

Method

This study uses a descriptive qualitative approach. A qualitative approach was chosen because it is suitable for examining social and educational phenomena in depth, especially those related to the creativity of PAI teachers in fostering student interest in learning (Poth, 2018; Tisdell, 2016). The descriptive method is used to describe reality systematically, factually, and accurately according to the field situation (Biklen, 2007; Sugiyono, 2019).

The location of this research is SD Negeri 104 OKU. The research subjects include PAI teachers, the principal, and students. Informants were selected using purposive sampling, which is the selection of subjects based on specific considerations relevant to the research focus (Patton, 2015). This technique allows researchers to obtain more specific and in-depth data.

Data collection was conducted through observation, in-depth interviews, and documentation. Observation was used to directly observe teachers' creativity in the learning process, such as the selection of methods, use of media, and classroom management strategies (Angrosino, 2007). Interviews were conducted with teachers, students, and the principal to explore their experiences and perceptions regarding PAI learning (Brinkmann, 2015; Flick, 2018). Documentation was used to supplement the data through the review of learning tools, student learning records, and school archives (Bowen, 2009).

To maintain data validity, this study used source and method triangulation techniques, which involve comparing data from various sources and collection techniques (Denzin, 2012). Triangulation is important to reduce bias and enhance data reliability (Flick, 2018).

Data were analyzed using the Miles and Huberman interactive analysis model, which includes data reduction, data presentation, and conclusion drawing/verification (Saldaña, 2014). Analysis was conducted simultaneously from the beginning of data collection to the final stage of the research, ensuring that the research results provide a comprehensive and in-depth understanding (Yin, 2018; Saldaña, 2016).

To maintain data validity, the researcher applied credibility testing through source and technique triangulation, participant checks, and peer discussions to obtain alternative perspectives. Transferability was maintained by describing the research context in detail. Dependability and confirmability were established through audit trails and transparent documentation of the research process.

The selection of this method was based on the awareness that teacher creativity and student learning interest are phenomena that cannot be narrowly quantified but must be understood holistically. Therefore, the qualitative method with a descriptive approach was deemed most appropriate for exploring the complexity of the relationship between pedagogical innovations implemented by teachers and students' affective responses in PAI learning in elementary schools.

Result

This study reveals that the creativity of Islamic Education teachers at SD Negeri 104 OKU plays an important role in fostering students' interest in learning. Teachers' creativity is reflected in various aspects of learning, from planning and implementation to evaluation. Based on interviews,

observations, and documentation, three concrete forms of teacher creativity were identified: variation in teaching methods, utilization of learning media, and an affective approach through modeling.

First, in terms of varying teaching methods, teachers do not rely solely on conventional lectures but combine various approaches such as question-and-answer sessions, group discussions, role-playing, and creative assignments. For example, in teaching the practical aspects of wudu and prayer, teachers use direct demonstrations and ask students to perform simulations. This approach proved to be more effective than just verbal explanations because students were actively involved, both physically and cognitively. Such activities align with Vygotsky (1978) view emphasizing the importance of social interaction in the learning process and the scaffolding provided by teachers as primary facilitators.

Second, the use of learning media is also an important part of the teacher's creative strategy. Teachers utilize visual media such as pictures of wudhu procedures and posters of daily prayers displayed in the classroom. Additionally, audiovisual media such as short videos about the exemplary stories of the Prophet Muhammad SAW are shown via a projector to capture students' attention. Observations indicate that when the videos are shown, students become more focused, exhibit high enthusiasm, and are able to remember the content for longer periods. This finding is supported by Paivio (1986) dual coding theory, which explains that information conveyed through both verbal and visual media is easier for students to process and remember.

Third, teachers also demonstrate creativity in affective and social aspects through exemplary behavior. PAI teachers at this school are known for their friendly, religious, and communicative attitudes toward students. Teachers demonstrate consistency between the values they teach and their daily behavior, such as discipline in prayer, speaking politely, and showing empathy toward students. This role modeling indirectly builds trust and emotional closeness between teachers and students, which ultimately increases students' interest in attending classes. In this context, the approach of teachers as role models plays a strategic role, as explained in (Bandura, 1977) social learning theory.

Students' interest in learning PAI subjects has increased significantly with the implementation of this creative approach. From the documentation and observation data, it can be seen that students are more active in asking questions, showing curiosity, and participating in discussions. They are also more diligent in doing their assignments and participating in religious activities outside of class hours, such as praying together or practicing giving speeches. This trend indicates that teacher creativity not only increases short-term learning motivation but also fosters long-term religious awareness rooted in meaningful learning experiences.

The research findings show that PAI teachers at SD Negeri 104 OKU have demonstrated various forms of creativity in the learning process. This creativity is evident in the selection of methods, use of media, and strategies that encourage active student engagement. Teachers do not rely solely on lectures but also use group discussions, question-and-answer sessions, educational games, and the use of audiovisual media relevant to the teaching material. These efforts make learning more engaging and enjoyable for students (Sanjaya, 2016; Rusman, 2017).

In addition, teachers also emphasize a contextual approach by connecting PAI material with students' real experiences. For example, when teaching about good character, teachers provide examples through daily practices at school and at home. Thus, students find it easier to understand religious values and are motivated to apply them (Hosnan, 2014; Anhusadar, 2020).

The results of this study are consistent with previous studies that state that teacher creativity has a direct impact on student motivation and interest in learning (Rahmaningtias, 2011). For example, Rahmaningtias (2011) study shows that the use of the Make A Match cooperative learning model significantly increases students' interest in learning PAI lessons. Although the approaches differ, the essence remains the same: creativity in methods and media contributes greatly to students' active engagement in the learning process.

The obstacles faced by teachers in applying creativity are limitations in supporting facilities, such as the availability of teaching aids, digital media, and limited classroom space. Additionally, teachers must manage their time carefully to ensure they can cover the entire curriculum while applying varied methods. Despite this, teachers continue to innovate by utilizing simple tools and involving students in the creative process. This reflects that creativity does not always depend on advanced technology but rather on the teacher's ability to maximize available resources.

Discussion

The findings of this study are in line with learning motivation theory, which states that teacher creativity plays an important role in fostering student interest in learning. According to Deci (2020), students will be more motivated when learning is designed to be interesting, relevant, and involves active participation. Teachers' creativity enables the creation of a conducive learning environment, encouraging students to be more active in learning activities ((Schunk et al., 2014); Kaufman, 2014).

Furthermore, the results of this study support Vygotsky (1978) view of social constructivism theory, which emphasizes the importance of social interaction in the learning process. Through teachers' creativity in designing collaborative activities, students can exchange ideas, broaden their horizons, and increase their interest in learning. This is reinforced by the study by Darling-Hammond et al. (2020), which shows that creative collaborative learning strategies increase students' intrinsic motivation.

The role of learning media is also very important in increasing interest in learning. Teachers who are creative in utilizing simple and digital technology are able to bring variety to learning. Syahputra (2019) research shows that the use of interactive media significantly increases student engagement in PAI learning. In line with this, Dewi (2021) emphasize that the creativity of PAI teachers in selecting learning media and methods can increase students' religious motivation and interest in learning.

Overall, the results of this study prove that teacher creativity contributes significantly to increasing students' interest in learning in elementary schools. Teachers are not only tasked with delivering material but also with inspiring, motivating, and fostering students' curiosity. Thus, teacher creativity is one of the key competencies that need to be continuously developed to enhance the quality of PAI learning (Craft, 2011; Sternberg, 2006; Runco, 2014).

In general, this study reinforces the assumption that teacher creativity is one of the key factors in fostering students' interest in learning, especially in normative subjects such as Islamic Religious Education. Through interactive, enjoyable, and meaningful learning, students not only gain cognitive understanding but also develop emotionally and spiritually.

Thus, it can be concluded that the development of teachers' creative capacities, both in pedagogical and affective aspects, requires serious attention in teacher competency enhancement programs. Schools are also required to create an environment that supports creativity and innovation, so that Islamic Education becomes more relevant to the needs of students in the current digital and multicultural era.

Conclusion

This study shows that the creativity of Islamic Education teachers plays an important role in fostering students' interest in learning at SD Negeri 104 OKU. Teachers' creativity is reflected in the use of varied teaching methods, the use of relevant media, and enjoyable and contextual learning strategies. Teachers do not only deliver material theoretically, but also relate it to students' daily lives so that it is easier to understand and appreciate. The research results reveal that students show an increase in learning interest after teachers apply creative teaching approaches. Students become more active, enthusiastic, and show excitement in participating in Islamic Education lessons. This is evident from their involvement in discussions, their diligence in completing

assignments, and an increased awareness of applying religious values in their daily lives. Thus, it can be concluded that teachers' creativity is not merely a supporting factor but a strategic key in fostering students' interest in learning. Teachers' creativity makes learning more meaningful, enjoyable, and relevant to students' needs. Therefore, PAI teachers need to continue developing their teaching skills and innovations to provide better learning experiences and shape a generation that is faithful, virtuous, and has a high spirit for learning.

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