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The Creativity of Islamic Education Teachers in Utilising Teaching Aids to Enhance Pupils' Motivation to Learn

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ABSTRACT. Teachers' creativity in integrating teaching methods and media is a key aspect in creating engaging Islamic Religious Education (IRE) lessons that encourage student participation. This study aims to describe the forms of creativity exhibited by IRE teachers in integrating teaching methods and media, the stages of their implementation, and students' responses in terms of learning motivation. The study employed a descriptive qualitative approach supported by simple quantitative data. Data were collected through interviews with PAI teachers and a questionnaire administered to 21 Year 10 TSM students at SMK Sabilillah, and were subsequently analysed thematically and descriptively based on percentages. The results of the study indicate that teachers integrated lecture, discussion, problem-based learning and role-play methods with teaching materials such as textbooks, the Qur'an, PowerPoint presentations, educational videos and Quizizz. These methods and materials were utilised in a sequence of introductory, main and concluding activities, encompassing the delivery of content, discussion, reflection on values and assessment. The questionnaire results showed that approximately 78 per cent of pupils reported positive responses regarding their motivation to learn in lessons that utilised a variety of methods and media. These findings emphasise the importance of integrating methods, media and learning stages in supporting pupil engagement. The contribution of this study lies in the documentation of these integrated practices within a single Islamic Education lesson sequence, whilst taking into account the limitations of the data and the research context being confined to a single school.

Keywords: Creativity of Islamic Education Teachers; Teaching Materials; Teaching Methods; Motivation to Learn.

Abstrak: *Kreativitas guru dalam memadukan metode dan media pembelajaran merupakan salah satu aspek penting dalam menciptakan pembelajaran Pendidikan Agama Islam (PAI) yang menarik dan mendorong keterlibatan siswa. Penelitian ini bertujuan mendeskripsikan bentuk kreativitas guru PAI dalam memadukan metode dan media pembelajaran, tahapan penerapannya, serta respons siswa terkait motivasi belajar. Penelitian menggunakan pendekatan kualitatif deskriptif dengan dukungan data kuantitatif sederhana. Data dikumpulkan melalui wawancara dengan guru PAI dan angket terhadap 21 siswa kelas X TSM di SMK Sabilillah, kemudian dianalisis secara tematik dan deskriptif berdasarkan persentase. Hasil penelitian menunjukkan bahwa guru memadukan metode ceramah, diskusi, problem-based learning, dan role play dengan media buku paket, Al-Qur'an, PowerPoint, video pembelajaran, dan Quizizz. Pemanfaatan metode dan media tersebut diterapkan dalam rangkaian kegiatan pendahuluan, inti, dan penutup yang mencakup penyampaian materi, diskusi, refleksi nilai, dan evaluasi. Hasil angket menunjukkan bahwa sekitar 78% siswa melaporkan respons positif terkait motivasi belajar dalam pembelajaran yang menggunakan metode dan media bervariasi. Temuan ini menegaskan pentingnya keterpaduan*

metode, media, dan tahapan pembelajaran dalam mendukung keterlibatan siswa. Kontribusi penelitian terletak pada dokumentasi praktik pemaduan tersebut dalam satu rangkaian pembelajaran PAI, dengan tetap mempertimbangkan keterbatasan data dan konteks penelitian pada satu sekolah.

Kata Kunci: *Kreativitas Guru PAI; Media Pembelajaran; Metode Pembelajaran; Motivasi Belajar.*

Introduction

Islamic Religious Education (PAI) plays a role in shaping pupils' religious understanding, moral values and character by helping them to apply Islamic values in their daily lives (Hasana, 2024). The challenge lies in presenting the material in a way that is engaging, easy to understand and relevant to the pupils' experiences. A study carried out by (Jannah & Fuad, 2024) highlights differentiated learning to improve understanding of Islamic Education, whilst (As-Tsauri & Islamiati, 2024) indicates that the 'Reading, Questioning, and Answering' strategy supports information literacy and creative thinking. These findings highlight the importance of selecting learning strategies that are appropriate to the characteristics and needs of the learners. Therefore, teachers' creativity in designing and delivering lessons is a key aspect in creating meaningful learning experiences (Irawati dkk., 2024).

The creativity of Islamic Education teachers is demonstrated through their choice of teaching methods, such as lectures, discussions, problem-solving and role-play, as well as the use of teaching aids such as books, the Qur'an, presentations, videos and digital applications (Ibrahim dkk., 2025). However, teachers' creativity is determined not only by the variety of methods and media used, but also by their ability to adapt their use to the learners' needs and the learning objectives. In the context of implementing the Merdeka Curriculum, adapting strategies and media to the learners' characteristics is an aspect that requires attention (Putri dkk., 2025; Sa'diyah & Dasuki, 2025). Therefore, teachers' creativity involves integrating teaching methods, resources and learning objectives to design learning experiences that are tailored to the characteristics of the pupils and the content of the Islamic Education curriculum.

Previous research has examined teachers' creativity, the use of teaching materials, and the application of teaching methods in fostering pupils' motivation and engagement. The study was conducted (Rahmania dkk., 2023; Romadoni dkk., 2025) examining the use of gamification via Quizizz in Islamic Education (PAI) lessons; another study by (Rahman & Ramli, 2024) discusses problem-based learning, whilst the research (Ambya dkk., 2024) highlight the selection of methods and media to enhance learning motivation. These various studies provide a foundation for understanding the role of methods and media in learning. However, there is still a need for contextual studies that specifically describe the integration of various methods, media and activities across all stages of Islamic Education (PAI) learning. This focus is important because teachers'

creativity is evident not only in the types of media used, but also in the way they integrate methods and media into their teaching practice.

In light of this, this study examines the creativity of Islamic Education (PAI) teachers in integrating teaching methods and media, their application during introductory, main and concluding activities, and pupils' responses in terms of learning motivation. This study does not aim to prove a cause-and-effect relationship between teachers' creativity and learning motivation, but rather to describe teaching practices and student responses within the context under investigation. SMK Sabilillah was selected as the research site because PAI teachers utilise a variety of media, such as textbooks, the Qur'an, laptops, mobile phones, videos, PowerPoint presentations and Quizizz. These conditions provide a context for examining how methods and media are integrated in the delivery of lessons and how students respond to them. This study is expected to complement previous research by documenting the integration of methods and media in Islamic Education lessons, whilst also providing guidance for teachers in designing lessons that align with the objectives and needs of their students.

Method

This study employs a descriptive qualitative approach, supported by simple quantitative data (Sugiyono, 2011). A qualitative approach was used to describe the creativity of Islamic Religious Education (PAI) teachers in integrating teaching methods and media, and their implementation in the classroom. Meanwhile, quantitative data was used to describe pupils' responses regarding their motivation to learn (Creswell & Poth, 2016). The research was conducted at SMK Sabilillah on 5 October 2026. The main informants in this study were Islamic Education teachers, whilst the questionnaire respondents comprised 21 Year 10 TSM students. The subjects were selected using the *purposive sampling* technique, based on their involvement and suitability for the research objectives.

Data was collected through interviews and questionnaires. Interviews with Islamic Education teachers were conducted to gather information on their creativity in selecting and combining teaching methods and resources, the stages of the teaching process, and their views on pupils' responses (Creswell & Poth, 2016). Meanwhile, a questionnaire comprising 14 statements was administered to 21 pupils to gauge their responses to the use of teaching methods and media, and how these relate to their motivation to learn (Cohen dkk., 2002). The questionnaire covers four indicators, namely pupils' interest, attention, engagement and enthusiasm in taking part in Islamic Education lessons.

The data collected was analysed using techniques tailored to the type of data. Interview data was analysed using an interactive model (Miles dkk., 2014), which includes data summarisation, data presentation, and the drawing and verification of conclusions. The questionnaire data were

analysed descriptively using percentages to illustrate the distribution of pupils' responses across each category. The percentages were calculated by comparing the number of responses in a particular category with the total number of respondents, and then multiplying by 100 per cent. The questionnaire analysis was used to describe the students' responses and was not intended to prove a cause-and-effect relationship between the use of teaching methods and media and learning motivation.

To support the validity of the data interpretation, the results of the interviews with Islamic Education teachers were compared with the pupils' responses obtained through the questionnaire. This comparison was carried out to identify similarities and differences between the teachers' explanations regarding the delivery of lessons and the responses reported by the pupils. The results of the analysis of these two data sources were then combined to formulate a description of PAI teachers' creativity in integrating teaching methods and media, the delivery of lessons, and students' responses regarding their motivation to learn at SMK Sabilillah.

Research Findings and Discussion

Research Findings

Forms of Creativity Displayed by Islamic Education Teachers in Utilising Learning Media

The research findings indicate that Islamic Education (PAI) teachers at Sabilillah Vocational School employ a variety of teaching methods, including interactive lectures, discussions, question-and-answer sessions, *storytelling*, *problem-based learning* (PBL) and *role play*. The choice of method is tailored to the subject matter being taught. The *storytelling* method is used to recount the stories of the Prophets, whilst case studies are applied in moral education lessons to encourage students to consider alternative solutions to problems based on Islamic teachings. The *role-play* method is used when time permits.

In utilising teaching materials, teachers use textbooks, workbooks, translated copies of the Qur'an, whiteboards, YouTube videos, and real-life objects such as sarongs, prayer shawls and posters illustrating the pillars of the Hajj. The choice of these teaching aids is tailored to the needs of delivering the material. This is illustrated in the teacher's explanation below: *"Sometimes I also use short videos from YouTube, such as stories about the Companions or the procedure for wudu, to make it more visual. When teaching fiqh, I bring real-life objects, such as sarongs, prayer veils, or posters depicting the pillars of the Hajj."*

In addition to these resources, teachers also mentioned the use of Quizizz, Canva, Kahoot and Google Forms to support learning and assessment activities. According to the teachers, the use of resources is not only related to the types of resources available, but also to how teachers develop them. Based on the results of these interviews, Islamic Education teaching practices at SMK Sabilillah encompass the use of printed learning resources, visual media, real-world objects

and digital applications. These findings demonstrate that teachers utilise various types of media in accordance with the subject matter and learning activities being carried out.

The Delivery of Islamic Education at Sabilillah Vocational School

The research findings indicate that the delivery of Islamic Education lessons at Sabilillah Vocational School comprises three stages: the introductory, main and concluding activities. During the introductory activity, the teacher begins the lesson with a prayer and asks the pupils how they are. The teacher then conducts an apperception exercise by linking the previous material to the material to be studied, before setting out the learning objectives.

During the core activities, the teacher delivers the material with the aid of appropriate media, followed by group discussions, question-and-answer sessions, *problem-based learning* (PBL), or *role-play*, depending on the requirements of the material. A variety of methods and media are employed. For example, case studies are used to discuss ethical issues, whilst videos and real-life objects are utilised to aid the delivery of specific material. During the concluding activities, the teacher guides the pupils in summarising the material and reflecting on the lessons learnt during the lesson. Assessment is carried out through oral questions and digital applications, such as Quizizz. The lesson then concludes with a prayer and a farewell greeting.

In practice, teachers faced several challenges, including power cuts, monotonous presentation slides, and pupils who had not had enough rest. To address the power cuts, teachers prepared alternative teaching materials in the form of origami featuring Islamic Education content. When the presentation slides were deemed unengaging, teachers revised them to better align with the material being taught. Meanwhile, when it became apparent that pupils were not getting enough rest, teachers reminded them of the importance of ensuring they had adequate rest at home. These findings illustrate that the delivery of lessons involves not only the presentation of material and assessment but also the teachers' efforts to adapt learning activities when faced with obstacles.

Pupils' Responses to Teaching and Motivation to Learn

Based on the interview findings, Islamic Education teachers considered that the use of varied teaching methods and learning resources was linked to pupils' engagement and motivation to learn. The teachers explained that pupils tended to be more active when lessons were delivered using a variety of methods and resources. They also noted that this approach to learning was associated with a reduction in the amount of homework set. These comments illustrate the teachers' perceptions of pupils' responses during the learning process.

To gain an insight from the pupils' perspective, this study utilised a questionnaire administered to 21 Year 10 TSM pupils. The questionnaire comprised 14 statements covering four indicators, namely the pupils' interest, attention, engagement and enthusiasm in participating in Islamic Education lessons. The questionnaire data were analysed descriptively to illustrate the

pupils' responses to the use of teaching methods and media, and their relationship with learning motivation.

Thus, interviews and questionnaires provide information from two different perspectives. Interviews reflect teachers' assessments of pupils' responses during lessons, whilst questionnaires record pupils' self-reported responses based on the statements provided. Both data sources were used to describe pupils' responses to Islamic Education teaching practices in the classrooms under study.

Discussion

Teachers' Creativity as the Ability to Integrate Teaching Methods and Media

Teachers' creativity can be understood as the ability to develop and apply ideas in line with learning objectives. As explained by (Fitria dkk., 2025) Teachers' creativity is demonstrated through their choice of teaching methods and the use of learning resources to foster motivation to learn. In Islamic Religious Education (PAI) lessons, creativity is demonstrated not only through the variety of methods or resources used, but also through the ability to adapt them to the nature of the subject matter and the needs of the pupils. In line with this, (Rahim & Yahya, 2022) highlights the creativity of Islamic Education teachers in their use of teaching methods, the use of teaching aids, classroom management and the assessment of learning. Based on this perspective, teachers' creativity can be seen as the ability to integrate various elements of learning in a targeted manner to support the achievement of set objectives.

Research findings at SMK Sabilillah show that teachers combine interactive lectures, discussions, question-and-answer sessions, *storytelling*, *problem-based learning* (PBL) and *role play* with a variety of teaching aids. The choice of method is tailored to the material being taught, such as the use of *storytelling* to present the stories of the Prophets and case studies to discuss ethical issues. Meanwhile, textbooks, workbooks, translated Qur'ans, videos, posters, and real-life objects such as sarongs and prayer shawls are used to support the delivery of the material. These practices demonstrate that teachers' creativity extends beyond simply varying methods and media; it also involves considering the appropriateness of their use in relation to the learning material. Consequently, the integration of methods and media is a crucial aspect in understanding the creativity of Islamic Education teachers within the context of this study.

Teachers' creativity is also evident in their ability to adapt teaching when faced with limited resources. When a power cut occurred, teachers used alternative teaching aids in the form of origami containing Islamic Education (PAI) material so that learning activities could continue. This finding demonstrates that the use of teaching aids does not always depend on digital technology. Teachers can develop simple alternatives by utilising available materials and adapting them to learning needs. In this context, creativity relates to the ability to respond to constraints in a practical

manner without neglecting the objectives of delivering the material. Nevertheless, the available data primarily indicates teachers' efforts to adapt; this study has not specifically measured the effectiveness of these alternative media on pupils' understanding or motivation to learn.

These findings are consistent with the research (Bahtiar dkk., 2023) which examines the creativity of Islamic Education teachers in the use of teaching materials to support the delivery of subject matter to pupils. The study (Berutu dkk., 2024) It also emphasises the importance of teachers' creativity in selecting methods and utilising learning resources to support motivation to learn. Research at SMK Sabilillah complements this study by providing a contextual overview of the integration of methods and media, their adaptation to the subject matter, and teachers' efforts to overcome obstacles during the learning process. Based on these findings, the creativity of Islamic Education (PAI) teachers can be understood through three interrelated aspects, namely the suitability of methods to the subject matter, the selection of media that supports the delivery of the subject matter, and the ability to adapt teaching when faced with limitations.

The Delivery of Islamic Education through Structured Stages

The delivery of Islamic Education (PAI) lessons at SMK Sabilillah comprises introductory, core and concluding activities. During the introductory phase, the teacher conducts an apersepsi and outlines the learning objectives. The core phase involves the delivery of subject matter and the use of teaching methods tailored to learning needs, such as discussions, question-and-answer sessions, *problem-based learning* (PBL) and *role play*. The concluding activities include summarising the material, reflecting on values, and assessment through oral questions or Quizizz. This sequence demonstrates that the delivery of lessons involves interrelated stages, ranging from the preparation of learning activities to assessment.

The integration of these stages demonstrates that teachers' creativity is not only related to the selection of media, but also to the way in which methods and media are integrated into the learning process. The use of case studies in moral education, for example, provides space for pupils to consider problem-solving approaches based on Islamic teachings. Meanwhile, videos and real-world media are used to present the material in different formats. The selection of these activities and media demonstrates that teaching has been adapted to the characteristics of the subject matter. However, this study has not specifically measured the contribution of each activity to pupils' understanding or motivation to learn.

These findings are relevant to the research (Wulandari & Nisrina, 2023), which examines teachers' creativity in selecting methods and media to foster pupils' attention and enthusiasm. The use of PBL is also relevant to the research (Aini & Toriyono, 2026) regarding motivation and learning outcomes through this model in the classroom. However, the findings of previous research must be understood within the context and design of those studies. In the study at SMK Sabilillah,

PBL was part of the described teaching practice, rather than an experimental treatment designed to test its effect on learning motivation. Therefore, the link to previous research serves as a comparative context, rather than as evidence that the same results occurred in the subjects of this study.

As well as organising the stages of learning, teachers need to adapt the delivery of activities when faced with obstacles. Power cuts were overcome by using alternative teaching materials such as origami, whilst monotonous presentations prompted teachers to improve their delivery. When pupils were found to be getting insufficient rest, teachers reminded them of the importance of ensuring they had adequate rest at home. These findings indicate that the delivery of learning also involves teachers' responses to conditions that arise in the classroom. Thus, the regularity of learning stages in this context goes hand in hand with the ability to adapt methods and resources to the limitations of facilities and pupils' circumstances.

Teachers' Creativity and Pupils' Motivation to Learn

The questionnaire results show that around 78 per cent of respondents gave a positive response regarding learning motivation in lessons that utilised a variety of methods and media. This finding can be understood in conjunction with the interview results, which indicate that teachers consider variety in teaching to be linked to pupils' engagement and willingness to learn. These two data sources provide different perspectives: the interviews describe teachers' perceptions of pupils' responses during lessons, whilst the questionnaire reveals the responses reported by pupils based on the statements provided. The alignment of these two data sources provides a contextual picture of pupils' responses to Islamic Education teaching practices at SMK Sabilillah, although it is not yet sufficient to confirm an increase in learning motivation.

Conceptually, a variety of methods and media has the potential to support student engagement through diverse learning opportunities and forms of material presentation. Discussions and question-and-answer sessions, for example, provide opportunities for students to participate, whilst videos and real-world media offer alternatives for delivering material. However, this potential must be distinguished from empirical evidence regarding changes in learning motivation. If the questionnaire merely measures pupils' responses at a single point in time, the figure of 78 per cent reflects the distribution of responses according to the categories used, rather than the extent of the increase in motivation before and after the lesson. Therefore, the interpretation of the questionnaire results must be adjusted to take into account the wording of the statements, the measurement scale, and the basis for calculating the percentages.

These findings are relevant to the research (Nurkhalijah & Khairuddin, 2023), which examines the creativity of Islamic Education teachers in planning and delivering lessons to motivate pupils. The research (Andayani & Hadiati, 2022; Sintasari dkk., 2024) also reported a significant

relationship between the teaching creativity of Islamic Education teachers and pupils' interest in learning through a quantitative correlational study. Similar results were reported by (Suhardi dkk., 2025), which examined the relationship between teachers' professionalism and creativity and pupils' motivation to learn at Madrasah Ibtidaiyah. This previous research provides a foundation for understanding the link between teachers' creativity and aspects of motivation and interest in learning. However, differences in research design, pupil characteristics and the learning context need to be taken into account. The study at SMK Sabilillah focuses on describing teaching practices and pupils' responses; therefore, it is not intended to test statistical relationships or prove the influence of teachers' creativity on learning motivation.

The contribution of this research lies in its documentation of the integration of methods, media and stages of Islamic Education (PAI) learning, as well as its portrayal of pupils' responses within the context of the school under study. The findings indicate that teachers' creativity is reflected in their adaptation of methods to the subject matter, their use of diverse media, and their ability to overcome technical difficulties during lessons. Meanwhile, the questionnaire results complement the teachers' accounts by providing an overview of the responses reported by pupils. Thus, this study offers a contextual understanding of the creative practices of PAI teachers and pupils' responses, whilst conclusions regarding increased motivation or cause-and-effect relationships require data and a research design specifically measuring such changes.

Conclusion

Based on the research findings, the creativity of Islamic Education (PAI) teachers at SMK Sabilillah is manifested through a combination of interactive lectures, discussions, problem-based learning (PBL), question-and-answer sessions, and role-play, utilising various learning resources such as textbooks, student worksheets (LKS), translated versions of the Qur'an, educational videos, real-world objects, and digital applications such as Quizizz and Canva. These methods and media are applied during the introductory, main, and concluding stages of the lesson in accordance with the subject matter and learning requirements. These findings indicate that teachers' creativity is not solely determined by the number of media used, but also by their ability to select and combine methods, media, and learning objectives in a targeted manner. The questionnaire results show that around 78 per cent of pupils responded positively to lessons that utilised a variety of methods and media. However, these findings reflect pupils' responses and cannot yet be taken as direct evidence of an increase in learning motivation.

This study contributes to the field of Islamic Education (PAI) by describing the integration of teaching methods, media and learning stages, including teachers' efforts to adapt their teaching practices to the challenges they face. In practical terms, these findings may serve as a guide for PAI teachers in designing more interactive lessons that are tailored to the characteristics of the subject

matter and the needs of their pupils. However, this study has not yet established a causal relationship between teachers' creativity and pupils' motivation to learn. The study's limitations include its focus on a single school, interviews with PAI teachers, and the use of pupil questionnaires as supporting data. Therefore, the research findings should be understood within the specific context of the study and are not intended to be broadly generalised.

Further research is recommended to involve a larger number of schools and respondents, to supplement interviews and questionnaires with direct classroom observations, and to utilise measurable learning motivation instruments that align with the established indicators. Should the research aim to investigate improvements in learning motivation, measurements should be taken at more than one point in time or a research design should be employed that allows for the analysis of such changes. This approach could broaden our understanding of teachers' creative practices in Islamic Education and their relationship with learning motivation and the achievement of learning objectives.

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