

THE CREATIVITY OF ISLAMIC RELIGIOUS EDUCATION TEACHERS IN OPTIMIZING LEARNING AMID LIMITED MEDIA AND TIME ALLOCATION

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Abstract: This study aims to analyze the creativity of Islamic Religious Education teachers in optimizing learning despite limitations in teaching materials and time, strategies for managing classroom time, as well as factors that support and hinder teacher creativity. The study employed a descriptive qualitative approach at SMP Negeri 4 Batang Cenaku, with Islamic Religious Education teachers serving as the primary informants, supported by other teachers and students. Data were collected through observation, interviews, and documentation, then analyzed using an interactive model involving data reduction, data presentation, and drawing conclusions, and tested through triangulation of sources and methods. The results indicate that teachers utilize simple media such as whiteboards, textbooks, and the surrounding environment, and employ discussion, question-and-answer, and hands-on practice methods to ensure effective learning. Time management strategies were implemented through careful planning, prioritization of material, and independent assignments. Supporting factors included teacher motivation, school support, and student enthusiasm, while obstacles included limitations in media, internet access, and learning time.

Keywords: Teacher Creativity, Islamic Education, Learning Time Management

Abstrak: Penelitian ini bertujuan menganalisis kreativitas guru Pendidikan Agama Islam dalam mengoptimalkan pembelajaran di tengah keterbatasan media dan waktu pembelajaran, strategi pengelolaan waktu di kelas, serta faktor pendukung dan penghambat kreativitas guru. Penelitian menggunakan pendekatan kualitatif deskriptif di SMP Negeri 4 Batang Cenaku dengan guru Pendidikan agama Islam sebagai informan utama, didukung guru lain dan siswa. Data dikumpulkan melalui observasi, wawancara, dan dokumentasi, kemudian dianalisis menggunakan model interaktif melalui reduksi data, penyajian data, dan penarikan kesimpulan, serta diuji dengan triangulasi sumber dan metode. Hasil penelitian menunjukkan bahwa guru memanfaatkan media sederhana seperti papan tulis, buku teks, dan lingkungan sekitar serta menerapkan metode diskusi, tanya jawab, dan praktik langsung sehingga pembelajaran tetap efektif. Strategi pengelolaan waktu dilakukan melalui perencanaan matang, prioritas materi, dan tugas mandiri. Faktor pendukung meliputi motivasi guru, dukungan sekolah, dan antusiasme siswa, sedangkan hambatan berupa keterbatasan media, internet, dan waktu pembelajaran.

Kata Kunci: Kreativitas Guru, Pendidikan Islam, Manajemen Waktu Pembelajaran

INTRODUCTION

Islamic Religious Education in schools is expected to play a central role in shaping students' cognitive understanding, spiritual awareness, and moral behavior in a holistic and meaningful way. Ideally, the learning process of Islamic Religious Education should not only focus on the transfer of knowledge but also on the internalization of values that guide students' daily lives. However, in practice, the implementation of Islamic Religious Education often faces various constraints, particularly related to limited learning media and restricted time allocation in the classroom. These limitations frequently affect the quality of instruction, reduce opportunities for interactive learning, and restrict teachers' ability to explore diverse instructional strategies. As a result, the effectiveness of Islamic Religious Education learning becomes highly dependent on the teacher's creativity in managing classroom dynamics and instructional design (Fauzan et al., 2022; Kharismatunisa, 2023)

In this context, the role of Islamic Religious Education teachers becomes increasingly crucial because they are expected to transform limited conditions into meaningful learning experiences. Teachers are not only required to deliver material but also to design learning processes that are engaging, student-centered, and capable of achieving cognitive, affective, and psychomotor competencies. This demand requires teachers to be creative in selecting

appropriate methods, managing classroom time efficiently, and adapting instructional strategies according to students' characteristics. Furthermore, teachers are expected to align their teaching practices with the principles of *Merdeka Belajar*, which emphasize flexibility, innovation, and learner autonomy in the learning process (Awi & Zulkifli, 2021; Nasution & Sapri, 2024). Creativity in teaching is therefore not an additional skill but a fundamental requirement in ensuring the success of Islamic Religious Education learning.

Teacher creativity also becomes essential in addressing the limitations of learning resources and technological access. In many educational settings, the lack of adequate digital infrastructure and unstable internet connectivity forces teachers to rely on simple and alternative media. However, these limitations should not hinder the effectiveness of learning if teachers are able to innovate in their instructional practices. Teachers are encouraged to utilize both offline and non-digital media creatively to maintain student engagement and motivation. Research indicates that teacher creativity in adapting instructional strategies significantly contributes to improving learning outcomes, even in environments with limited technological support. Similarly, the ability of teachers to utilize simple learning media effectively can help students understand abstract concepts more easily and sustain their interest in learning (Seprita et al., 2022; Susanti et al., 2023)

In addition to conventional strategies, the integration of interactive learning media has become an important aspect of modern Islamic Religious Education instruction. Various digital tools such as Mentimeter, Kahoot, videos, and visual presentations have been identified as effective instruments in increasing student participation and motivation. These media allow for more interactive communication between teachers and students, creating a dynamic learning environment that supports active engagement. Studies show that the use of interactive media not only improves students' understanding of learning materials but also contributes to the development of positive learning attitudes and collaborative skills (Halimurosid et al., 2021; Herawati et al., 2019). Nevertheless, the effectiveness of such media still depends largely on how creatively teachers design and implement them within the limitations of classroom time and available facilities.

Despite the importance of creativity in instructional practices, the reality in many classrooms indicates that teaching methods are still predominantly teacher-centered and monotonous. A significant number of Islamic Religious Education teachers continue to rely on conventional lecturing methods, where students act as passive recipients of information. Such approaches often lead to reduced student motivation, lack of engagement, and minimal interaction during the learning process. Consequently, classroom environments

become less dynamic, and learning objectives are not fully achieved. The lack of variation in teaching methods also contributes to students' difficulty in understanding and retaining learning materials, which ultimately affects the overall quality of Islamic Religious Education learning outcomes.

This condition is also reflected in the implementation of Islamic Religious Education learning at SMP Negeri 4 Batang Cenaku, where several challenges are still evident. One of the primary issues is the limited availability of instructional media that can support diverse teaching strategies. Teachers often rely heavily on textbooks and lecture-based methods due to insufficient supporting resources. In addition, the limited allocation of instructional time forces teachers to prioritize content delivery over deeper discussion, reflection, and interactive activities. The diversity of students' learning abilities and backgrounds further complicates the teaching process, requiring a higher level of teacher adaptability and creativity. However, these efforts are often constrained by limited training opportunities, insufficient pedagogical development support, and administrative burdens that reduce teachers' capacity to innovate effectively.

Previous studies have extensively discussed the importance of teacher creativity in improving the effectiveness of Islamic Religious Education learning. Research by Yulianengsih (2022) highlights that teacher creativity in

classroom management includes the ability to design engaging learning environments through varied instructional approaches, effective classroom management strategies, and the use of interactive techniques that maintain student engagement. Similarly, Pratama et al. (2022) emphasize that teacher creativity in learning management plays a crucial role in ensuring that learning activities remain effective, structured, and meaningful even under challenging classroom conditions.

In addition, Kharismatunisa (2023) argues that Islamic Religious Education teachers are required to continuously innovate in utilizing digital-based learning media to improve the quality of instruction and student engagement. Nasution and Sapri (2024) further confirm that the use of technology-based learning media can enhance teachers' ability to deliver materials more effectively and increase students' understanding of Islamic Religious Education content. Moreover, Rahmatia et al. (2025) reveal that teacher creativity in developing learning media contributes significantly to making learning more interactive, meaningful, and student-centered.

Furthermore, Jufni et al. (2015) explain that teacher creativity in developing teaching materials is an essential factor in improving the quality of Islamic education learning, particularly in adapting materials to students' needs and classroom conditions. These findings

collectively indicate that creativity is not only related to the use of sophisticated technology but also involves the ability to design appropriate teaching materials and strategies that suit the learning context.

However, despite the growing body of research on teacher creativity and learning media utilization, most previous studies tend to focus on digital-based learning environments or relatively well-resourced schools. They have not fully addressed the challenges faced by teachers in contexts with limited learning media and restricted instructional time. Therefore, there is still a significant research gap regarding how Islamic Religious Education teachers creatively optimize learning under such constraints. This gap highlights the need for further research that specifically examines teacher creativity in real classroom conditions where limitations in media and time allocation are significant challenges.

This study offers a contribution by focusing specifically on the creativity of Islamic Religious Education teachers in optimizing learning processes amidst limited media and time allocation. Unlike previous studies that primarily emphasize the use of digital media or isolated teaching methods, this research explores a more comprehensive perspective that includes instructional strategies, classroom management, and adaptive creativity in real educational contexts. It also examines both supporting and inhibiting factors that

influence teacher creativity in implementing effective learning. Furthermore, this study integrates the perspective of 21st-century learning competencies, including critical thinking, creativity, collaboration, and communication, to provide a more holistic understanding of Islamic Religious Education teaching practices (Sidqi et al., 2025). By doing so, this research is expected to contribute new insights into adaptive and innovative teaching strategies that are relevant to current educational challenges and capable of improving the quality of Islamic Religious Education learning in schools facing similar constraints.

METHOD

This study employs a descriptive qualitative research design. The qualitative approach is chosen because the study aims to gain an in-depth understanding of social phenomena occurring in the educational process, particularly concerning the creativity of Islamic Religious Education teachers in optimizing learning amid limited media and time allocation at SMP Negeri 4 Batang Cenaku. Qualitative research is considered appropriate because it allows the researcher to explore naturally occurring classroom practices, teacher behaviors, and instructional strategies in a real educational setting. According to Creswell (2016), qualitative research is suitable for examining complex social interactions and gaining rich descriptive insights into participants' experiences,

perspectives, and actions within their contextual environment. Through this approach, the study seeks to provide a comprehensive depiction of how Islamic Religious Education teachers creatively manage instructional processes, adapt teaching strategies, and overcome constraints in learning implementation.

This research was conducted at SMP Negeri 4 Batang Cenaku. The selection of this location was based on preliminary observations indicating that the school faces challenges related to limited instructional media and restricted classroom time allocation, which significantly influence the teaching and learning process of Islamic Religious Education. The subjects of the study consist of Islamic Religious Education teachers as the primary informants, supported by the principal and several students who are directly involved in the learning process. These participants were selected using purposive sampling, a technique in which informants are chosen deliberately based on their relevance, knowledge, and direct involvement in the research focus (Moloeng, 2008; Sugiyono, 2018). This approach ensures that the data obtained is rich, relevant, and able to represent the phenomenon under investigation.

Data collection in this study was carried out using three main techniques: observation, interviews, and documentation. Observation was conducted to directly examine classroom activities, teaching strategies, and the interaction between teachers and

students during Islamic Religious Education learning sessions. This allowed the researcher to capture authentic instructional practices, particularly how teachers utilize limited media and time effectively. In-depth interviews were conducted with Islamic Religious Education teachers, the school principal, and selected students to obtain detailed information regarding teaching strategies, creative practices, challenges faced, and efforts made to improve learning effectiveness. Documentation was used to support and complement the data obtained from observation and interviews. The documentation included lesson plans, teaching materials, classroom activity photos, and other relevant school records.

The data analysis technique used in this study follows the interactive model proposed by Miles and Huberman (Miles et al., 2014), which consists of three main stages: data reduction, data display, and conclusion drawing. Data reduction involves selecting, focusing, simplifying, and organizing raw data obtained from the field to ensure alignment with the research objectives. After reduction, the data are presented in the form of descriptive narratives to facilitate understanding and interpretation of the findings. The final stage involves drawing conclusions based on patterns, relationships, and meanings identified throughout the data analysis process. These conclusions are continuously verified during the research

process to ensure consistency and accuracy.

To ensure the validity and credibility of the data, this study applies triangulation techniques, including source triangulation and method triangulation. Source triangulation is conducted by comparing information obtained from different informants, such as teachers, students, and the principal, to identify consistency in the data. Method triangulation is carried out by cross-checking data obtained from observation, interviews, and documentation. This combination of techniques strengthens the trustworthiness of the findings and enhances the reliability of the research results. Through these methodological procedures, the study is expected to provide a valid, comprehensive, and contextual understanding of the creativity of Islamic Religious Education teachers in optimizing learning under conditions of limited media and time allocation.

RESULTS AND DISCUSSION

Forms of creativity among Islamic Religious Education teachers in optimizing the learning process despite limited learning resources

The findings of this study reveal that the creativity of Islamic Religious Education teachers plays a central role in optimizing the learning process despite significant limitations in learning media and the absence of internet access. Based on interviews conducted with Islamic Religious Education teachers, it was

found that teachers consistently attempt to overcome these constraints by utilizing simple and readily available learning resources. These include textbooks, whiteboards, and the surrounding environment as alternative learning media. In addition, teachers apply a variety of instructional methods such as discussions, question-and-answer sessions, role-playing, and direct practice. For practical religious materials such as prayer and moral behavior, teachers emphasize demonstration and hands-on activities to ensure students can understand the material in a more concrete and meaningful way. One teacher explained that learning remains effective and engaging even without internet support because creativity is applied in selecting methods and designing learning activities that encourage student participation (Interview with Mrs. Dewi, 13 April 2026).

This finding is reinforced by another teacher who observed that Islamic Religious Education teachers in the school demonstrate strong adaptability in dealing with limited facilities. According to her, teachers do not rely solely on available infrastructure but instead maximize simple media and diverse teaching strategies to create an active learning atmosphere. Students are encouraged to participate actively through dialogue, questioning, and direct involvement in learning activities. The use of simple instructional tools such as handwritten summaries, blackboard

illustrations, and contextual explanations helps students understand the material more easily. This indicates that teacher creativity is not merely about the use of advanced technology but also about the ability to design meaningful learning experiences under constraints (Interview with Mrs. Rahma, 13 April 2026).

From the students' perspective, Islamic Religious Education learning remains engaging and understandable despite limited media resources. Students reported that teachers explain materials clearly using simple tools and frequently relate lessons to real-life situations, making the content more relatable. They also emphasized that classroom activities are not limited to passive listening but involve discussions and practical exercises, especially in religious practices. One student stated that learning feels more dynamic because teachers often use creative approaches such as drawing diagrams on the board or providing simplified notes to support understanding (Interview with Indri, 13 April 2026). These responses indicate that teacher creativity successfully maintains student engagement and supports comprehension even in resource-constrained environments.

Overall, the findings suggest that teacher creativity is a key determinant of instructional effectiveness in the context of limited media and infrastructure. Teachers are able to transform constraints into opportunities by optimizing simple resources, varying teaching methods, and emphasizing

experiential learning. As a result, learning remains active, meaningful, and student-centered. This also demonstrates that pedagogical competence and creativity are more influential than technological sophistication in ensuring learning success.

The discussion of these findings aligns with educational theory regarding the function of learning media. Media in learning serves as a tool to facilitate the delivery of messages or instructional content that may be difficult for students to understand when presented only verbally. Suparman (2012) defines media as a means of transmitting messages or information from the sender to the receiver. This implies that media is not limited to digital technology but includes any tool that supports the learning process. Therefore, even simple media such as boards, printed materials, and environmental resources can effectively enhance understanding when used appropriately.

Furthermore, learning media also plays an important role in increasing student motivation and engagement. Without variation in instructional methods and media, learning tends to become monotonous, leading to boredom and reduced student attention. As noted by Halimurosid et al., (2021), teacher creativity does not always depend on sophisticated tools but rather on the ability to ensure that students can understand the material effectively. This reinforces the idea that the essence of creativity lies in instructional design and

pedagogical strategy rather than in technological availability.

The findings of this study are also consistent with previous research by Iriani (2019), which highlights that the integration of technology in Islamic Religious Education can improve the quality of instruction and enhance teacher professionalism in planning and managing learning. However, that study also acknowledges the existence of disparities in infrastructure that hinder optimal implementation of technology-based learning across schools. In contrast, this study demonstrates that even without strong technological support, teachers can still achieve effective learning outcomes through adaptive and creative strategies. This highlights the importance of teacher agency in responding to contextual challenges.

The novelty of this research lies in its focus on teacher creativity in optimizing Islamic Religious Education learning under dual constraints, namely limited learning media and restricted instructional time. Unlike previous studies that primarily emphasize digital-based learning tools, this study highlights that creativity is not dependent on technological advancement but is rooted in pedagogical innovation, adaptability, and the teacher's ability to design meaningful learning experiences. Therefore, this research contributes to a broader understanding that effective Islamic Religious Education learning can still be achieved in low-resource settings

when teachers are able to creatively manage instructional processes and maximize available resources.

Strategies used by Islamic Education teachers to manage limited time so that learning objectives are still optimally achieved

The findings of this study indicate that Islamic Religious Education teachers employ structured and efficient strategies in managing limited instructional time to ensure that learning objectives are still achieved optimally. Based on interviews with teachers, time management in Islamic Religious Education learning is carried out through careful lesson planning, prioritization of essential materials, and the efficient division of classroom activities. Teachers consciously allocate time between explanation, discussion, and practical activities so that learning remains balanced and goal-oriented. One teacher explained that in situations where instructional time is insufficient, she delivers material in a concise, clear, and focused manner, while assigning independent tasks or exercises for students to complete outside classroom hours. This strategy ensures that learning continuity is maintained even when face-to-face instructional time is limited (Interview with Mrs. Dewi, 13 April 2026).

This finding is supported by the perspective of another teacher who stated that Islamic Religious Education teachers in the school are generally able

to adjust instructional delivery according to time constraints. According to her, the teacher's ability to present material in a brief yet understandable manner is a key factor in maintaining learning effectiveness. The teacher also demonstrates competence in determining priority content, ensuring that essential concepts are delivered within the available time frame. In addition, the structured arrangement of learning activities, including explanation, discussion, and practice, contributes to a more organized and efficient classroom process. This indicates that time management is not only about speed of delivery but also about the ability to maintain clarity and comprehension within limited time conditions (Interview with Mrs. Rahma, 13 April 2026).

From the students' perspective, the teacher's strategy in managing limited time is also perceived positively. Students reported that Islamic Religious Education teachers tend to explain materials in a concise and direct manner, focusing on key concepts that are easier to understand. They also noted that teachers manage classroom time effectively by balancing explanation with interactive activities such as discussion and practice. When time is insufficient, teachers usually provide assignments or home exercises to ensure that students still have opportunities to deepen their understanding independently. This demonstrates that time limitations do not significantly hinder learning, as long as teachers apply appropriate instructional

strategies (Interview with Indri, 13 April 2026).

Overall, the findings show that effective time management in Islamic Religious Education learning is achieved through a combination of careful planning, prioritization of materials, concise delivery, and the use of follow-up assignments. Teachers are able to adapt to time constraints without compromising learning quality, ensuring that instructional objectives remain achievable. This also reflects the teacher's pedagogical competence in organizing learning activities efficiently while maintaining student understanding and engagement.

The discussion of these findings is closely related to the concept of instructional strategy in education. Strategy is not merely a plan but a comprehensive framework that integrates various components of learning into a unified approach. Nadiya et al. (2024) explain that teaching strategy refers to the methods or approaches used by teachers to organize and manage classroom activities in order to create an effective, structured, and conducive learning environment. The primary goal of such strategies is to support students' academic, social, and emotional development. In this context, time management becomes an integral part of instructional strategy, as it directly influences the effectiveness of classroom interaction and learning outcomes.

The results of this study align with the findings of Susanti (2023), which emphasize that the success of Islamic Religious Education learning is not only determined by mastery of content but also by the teacher's ability to manage classroom processes effectively. Their study highlights the importance of both preventive and curative strategies in classroom management. Preventive strategies are used to create a positive learning atmosphere from the beginning of instruction, thereby minimizing disruptions during the learning process. Meanwhile, curative strategies are applied to address issues that arise during instruction. Although their findings indicate that learning quality is generally at a moderate level, they also suggest that there is still room for improvement, particularly in developing more innovative teaching methods and optimizing instructional media.

In comparison, this study contributes a more specific understanding of how Islamic Religious Education teachers manage not only classroom conditions but also limited instructional time as a critical constraint. The novelty of this research lies in its focus on the simultaneous management of media limitations and time constraints, rather than treating them as separate issues. Unlike previous studies that primarily emphasize classroom control and learning atmosphere, this research highlights how teachers strategically design lesson delivery, prioritize essential content, and maintain

instructional efficiency under strict time limitations.

Therefore, it can be concluded that effective time management in Islamic Religious Education learning depends heavily on the teacher's ability to integrate planning, prioritization, and adaptive instructional strategies. Teachers who are able to simplify material without reducing its substance, organize classroom activities efficiently, and provide meaningful follow-up tasks demonstrate higher effectiveness in achieving learning objectives. This reinforces the idea that pedagogical creativity and strategic competence are essential in overcoming structural limitations in education, particularly in contexts where instructional time is restricted.

Factors that support and hinder the creativity of Islamic Education teachers in optimizing classroom learning

The findings of this study indicate that the creativity of Islamic Religious Education teachers in optimizing classroom learning is influenced by a combination of supporting and inhibiting factors. Based on interviews with teachers, it was found that internal motivation, school support, and student enthusiasm serve as the main driving forces that encourage teachers to remain innovative in their teaching practices. At the same time, several constraints such as limited learning media, lack of internet access, and restricted instructional time

pose significant challenges that require teachers to continuously adapt and find creative solutions in the learning process.

One teacher explained that her creativity in teaching Islamic Religious Education is strongly supported by personal motivation to continuously improve teaching quality, institutional support from the school, and the positive enthusiasm shown by students during learning activities. She also emphasized that available resources such as textbooks and the surrounding environment can still be effectively utilized as learning media. However, she acknowledged that several obstacles still exist, particularly the lack of instructional media, absence of internet access, and limited classroom time. Despite these challenges, she consistently strives to remain creative by utilizing available resources and applying varied teaching methods to ensure that learning remains effective and engaging (Interview with Mrs. Dewi, 13 April 2026).

This perspective is reinforced by another teacher who stated that the creativity of Islamic Religious Education teachers is generally supported by strong internal motivation, school encouragement, and students' positive responses during learning. According to her, these factors create a more dynamic and interactive classroom atmosphere. In addition, simple learning resources such as textbooks and environmental materials can still be effectively used to support instruction. Nevertheless, she also confirmed that limitations in

learning media, absence of internet access, and restricted instructional time remain major obstacles. Even so, she observed that Islamic Religious Education teachers continue to demonstrate adaptability and creativity in managing classroom learning under these conditions (Interview with Mrs. Rahma, 13 April 2026).

From the students' perspective, learning becomes more interesting when teachers use varied, interactive, and easily understandable methods. Students stated that Islamic Religious Education lessons feel more engaging when teachers explain material using real-life examples, encourage discussions, and involve students in practical activities. According to them, classroom atmosphere becomes more enjoyable when teachers do not rely solely on lecture-based methods but instead actively engage students in the learning process. Conversely, learning tends to feel monotonous and less interesting when teaching is delivered in a single-direction lecture format without variation or interaction, which leads to decreased attention and motivation among students (Interview with Indri, 13 April 2026).

Overall, the findings from teachers and students consistently show that teacher creativity plays a crucial role in ensuring the effectiveness of Islamic Religious Education learning despite limitations in media, internet access, and instructional time. Learning can still be conducted effectively, attractively, and

meaningfully when teachers are able to utilize available resources, apply varied instructional methods, and actively involve students in the learning process. Supporting factors such as teacher motivation, school support, and student enthusiasm strengthen the learning process, while inhibiting factors can be mitigated through innovation, adaptability, and effective classroom management strategies.

The discussion of these findings is closely related to the concept of classroom management, which emphasizes the importance of creating conducive learning conditions. According to Yulianengsih (2022), effective classroom management is influenced by three main factors: physical, organizational, and socio-emotional conditions. Physical conditions refer to the cleanliness, comfort, and adequacy of classroom facilities that support effective learning. Organizational conditions relate to rules and routines that foster discipline, responsibility, and order among students. Socio-emotional conditions involve the teacher's ability to build positive relationships with students, demonstrate leadership, and create a supportive and enjoyable learning atmosphere. When these three factors are well managed, the learning process becomes more effective and learning objectives can be achieved optimally (Lubis et al., 2024).

The results of this study are also consistent with previous research conducted by Samsudin (2025), which

highlights that the main supporting factor for teacher creativity in Islamic Religious Education learning is strong internal motivation and a desire to improve instructional quality. On the other hand, the main inhibiting factor is the lack of adequate facilities and learning media, which limits teachers' ability to implement more varied and innovative teaching methods. This shows that teacher creativity is shaped by both internal and external factors that interact with each other in the learning process.

Based on these findings and relevant literature, it can be analyzed that the creativity of Islamic Religious Education teachers is significantly influenced by both internal and external factors. Internally, strong motivation and commitment to improving teaching quality serve as key drivers of instructional innovation. Externally, however, limited facilities and lack of learning media present substantial challenges that restrict the variety of teaching methods that can be applied. This indicates that while creativity originates from within the teacher, its effectiveness is highly dependent on external support systems (Arsyad, 2019; Fathurrohman, 2016; Pratama et al., 2022).

Therefore, it can be concluded that optimizing Islamic Religious Education learning requires a balance between internal motivation and external support. Teachers must continuously develop their creativity and adaptability, while schools and educational institutions need

to provide adequate resources and supportive environments. When both aspects are integrated effectively, the learning process can become more innovative, meaningful, and capable of achieving its educational objectives despite existing limitations.

CONCLUSION

This study concludes that the creativity of Islamic Religious Education teachers plays a crucial role in optimizing the learning process despite limitations in learning media, internet access, and instructional time. Teachers are able to maintain effective and meaningful learning by utilizing simple learning resources such as textbooks, whiteboards, and the surrounding environment, as well as by applying varied instructional methods including discussion, question and answer, role-playing, and direct practice. This creativity ensures that learning remains active, engaging, and understandable for students. In addition, teachers demonstrate effective time management strategies by prioritizing essential materials, organizing classroom activities efficiently, and providing follow-up assignments when instructional time is insufficient. The findings also show that teacher creativity is supported by internal motivation, school support, and student enthusiasm, while being hindered by limited facilities and lack of technological access. However, these constraints do not significantly hinder learning outcomes because teachers

continuously adapt and innovate in their teaching practices. Overall, it can be concluded that the success of Islamic Religious Education learning is highly dependent on teacher creativity and pedagogical competence in managing limited resources. Therefore, strengthening teacher creativity and providing institutional support are essential to improving the quality of Islamic Religious Education learning in resource-limited contexts.

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