

The Effect of Teacher Creativity on Students' Learning Interest in Islamic Education at Elementary School

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Abstract

This study aims to examine the relationship between teacher creativity and student learning motivation at the elementary school level. This research employs a qualitative approach with a literature review design, involving the search and analysis of scientific articles, journals, and relevant prior research findings. The collected data were then processed descriptively to identify relational trends among the variables under study. The synthesis results indicate that teacher creativity plays a crucial role in strengthening students' interest in learning, particularly through the diversification of learning strategies, the use of more innovative media, and the ability to foster a classroom environment that is more supportive and conducive from a psychopedagogical perspective. A number of empirical findings also affirm the existence of a positive relationship between teacher creativity and learning interest, although certain external factors still contribute to the dynamics of learning engagement. More creative teachers tend to be able to orchestrate participation, increase learning motivation, and foster students' academic responsibility more effectively. Thus, teachers' creativity can be viewed as an essential pedagogical factor in optimizing students' interest in learning and the overall effectiveness of instruction. Consequently, strengthening teachers' creative capacities is a strategic aspect of improving the quality of basic education.

Keywords: Teacher Creativity, Learning interest, Elementary school

Abstrak

Penelitian ini bertujuan untuk mengkaji hubungan antara kreativitas guru dan motivasi belajar siswa pada tingkat sekolah dasar. Penelitian ini menggunakan pendekatan kualitatif dengan desain studi literatur, yang melibatkan penelusuran dan analisis artikel ilmiah, jurnal, serta hasil penelitian terdahulu yang relevan. Data yang terkumpul kemudian diolah secara deskriptif untuk mengidentifikasi kecenderungan hubungan antarvariabel yang diteliti. Hasil sintesis menunjukkan bahwa kreativitas guru memiliki peran penting dalam memperkuat minat belajar siswa, terutama melalui diversifikasi strategi pembelajaran, penggunaan media yang lebih inovatif, serta kemampuan menciptakan lingkungan kelas yang lebih mendukung dan kondusif dari perspektif psikopedagogis. Sejumlah temuan empiris juga menegaskan adanya hubungan positif antara kreativitas guru dan minat belajar, meskipun faktor-faktor

eksternal tertentu masih turut memengaruhi dinamika keterlibatan belajar siswa. Guru yang lebih kreatif cenderung mampu mengelola partisipasi, meningkatkan motivasi belajar, serta menumbuhkan tanggung jawab akademik siswa secara lebih efektif. Dengan demikian, kreativitas guru dapat dipandang sebagai faktor pedagogis yang esensial dalam mengoptimalkan minat belajar siswa dan efektivitas pembelajaran secara keseluruhan. Oleh karena itu, penguatan kapasitas kreatif guru menjadi aspek strategis dalam meningkatkan kualitas pendidikan dasar.

Keywords: Kreativitas Guru, Minat Belajar, Sekolah Dasar

A. Introduction

Education is an effort undertaken by society and the nation to prepare the younger generation to ensure the sustainability of hopes for a more advanced national life in the future. This continuity is reflected through the process of cultural inheritance and character building that has evolved within the life of the community and the nation. Character formation is inseparable from the role of teacher competence.¹ Through education, students are equipped with essential assets to face future challenges or risks, while being directed to develop their personal potential to find solutions to the problems they encounter. Education also possesses a vital social role in forming global awareness from an early age.² The development of student potential demands adaptive learning oriented toward individual needs so that the educational process can produce competent and competitive human resources³. Providing an inclusive educational environment for all students becomes part of the strategy for equalizing quality.⁴ In practice, the optimization of student potential development is heavily determined by the teacher's role as a facilitator capable of identifying, guiding, and directing students' interests and talents sustainably to achieve holistic competency development.⁵ Competent teachers must be able to understand the principles of organizational behavior within the school environment to work harmoniously toward achieving educational goals.⁶ Thus, education can be understood as a process of fostering and developing individuals through appropriate

¹ Firmansyah, B., Aliyah, N. D., & Darmawan, D. (2024). Pengaruh Kompetensi Guru PAI, Perhatian Orang Tua, dan Pergaulan Teman Sebaya terhadap Pembentukan Karakter Siswa di MA Unggulan Nur Al-Jadid Waru Sidoarjo. *TEACHING: Jurnal Inovasi Keguruan dan Ilmu Pendidikan*, 4(3), 203-214.

² Hariani, M., Mardikaningsih, R., Darmawan, D., Nuraini, R., & Halizah, S. N. (2025). Transformational Leadership, Student Participation, and Campus Digital Communication: A Systematic Review of Green Management Implementation in Higher Education. In *Proceeding of International Management Conference and Progressive Papers*, 3(1).

³ Islamiati, A., & Neviyarni, N. (2023). Memperkuat Karakter Melalui Landasan Filosofi Menggali Potensi Peserta Didik di Sekolah Dasar. *Didaktik: Jurnal Ilmiah PGSD FKIP Universitas Mandiri*, 9(2), 1375-1393.

⁴ Magfud, C., Hariani, M., & Aliyah, N. D. (2023). Islamic Education for All: A Review of Strategies and Inclusion Frameworks for Students with Special Needs. *Journal of Social Science Studies*, 3(2), 353-364.

⁵ Asnawi, A., Rakhmat, C., & Sidik, G. S. (2023). Peran Guru dalam Menemukan dan Mengembangkan Potensi Kecerdasan Peserta Didik di Sekolah Dasar. *Jurnal Educatio*, 9(2), 1089-1099.

⁶ Darmawan, D. (2013). *Prinsip Prinsip Perilaku Organisasi*. Pena Semesta - PT. Jepe Press Media Utama, Surabaya.

guidance and direction, occurring both within the school environment and society.⁷ This effort often faces challenges in the form of educational access disparities that require comprehensive solution strategies, especially in developing countries.⁸ Variations in the religious climate and culture of elementary schools indicate that the process of internalizing values in students does not occur uniformly; hence, the effectiveness of character formation is significantly determined by the consistency, quality, and synergy of the educational ecosystem built through the daily interactions of all school members in learning⁹. A conducive educational environment that is responsive to student needs ultimately contributes directly to the growth of learning interest, reflected in increased engagement, curiosity, and the willingness of students to participate actively in the learning process¹⁰.

Learning interest is highly needed in the learning process so that students can understand the subject matter well. Interest is an activity that attracts attention, facilitates concentration, prevents external distractions, strengthens the retention of meaningful lesson materials in memory, and minimizes learning boredom within oneself.¹¹ The interest and learning outcomes of students, particularly those with visual learning styles, will increase significantly if supported by the use of appropriate learning media and strong motivation.¹² Furthermore, the reinforcement of social values can also be achieved through community-based religious activities involving the active role of society¹³. Learning interest also functions as a primary predictor of student engagement and persistence, thereby directly influencing the achievement of competencies in the cognitive, affective, and psychomotor domains¹⁴. These academic achievements are also a contribution of digital literacy and the utilization of technology-based learning media in schools¹⁵. Student learning interest is also

⁷ Sianturi, E. R., Sitompul, S. R., Simatupang, L., Raikhapoor., & Hutabarat, E.H. (2024). Pengaruh Kreativitas Guru terhadap Minat Belajar Pendidikan Agama Kristen Siswa Kelas X SMK Swasta Persiapan Pematang Siantar Tahun Pembelajaran 2024/2025. *Jurnal Budi Pekerti Agama Kristen dan Katolik*, 2(3), 315–326.

⁸ Rojak, J. A., & Khayru, R. K. (2022). Disparities in Access to Education in Developing Countries: Determinants, Impacts, and Solution Strategies. *Journal of Social Science Studies*, 2(1), 31-38.

⁹ Darmawan, D., & Mahbubah, S. M. (2026). Iklim Religius Madrasah dan Pembentukan Karakter Siswa MI (Madrasah Religious Climate and Character Formation of MI Students). *Jurnal Ilmiah Wahana Pendidikan*, 12(3.C), 245-270.

¹⁰ Hariani, M., Darmawan, D., Mardikaningsih, R., Fajarudin, M., Rahayu, A., Karwati, K., ... & Parji, P. (2024). Upaya Meningkatkan Motivasi Belajar Siswa Melalui Pendekatan Kolaboratif dalam Pendidikan Modern. *Jurnal Pendidikan, Penelitian, dan Pengabdian Masyarakat*, 4(2), 35-48.

¹¹ Satriani, S. (2021). Hubungan antara Minat Baca terhadap Kemampuan Membaca Pemahaman Siswa Kelas V SD Gugu I Kecamatan Ulaweng kabupaten Bone. *JIKP PGSD: Jurnal Ilmiah Ilmu Kependidikan*, 5(1), 92-97.

¹² Shidiq, A., Majid, A. B. A., Darmawan, D., Saleh, M., Evendi, W., Anwar, M. S., & Bangsu, M. (2024). Penguatan Nilai-Nilai Sosial Melalui Kegiatan Keagamaan Berbasis Komunitas. *Manfaat: Jurnal Pengabdian Pada Masyarakat Indonesia*, 1(1), 1–10.

¹³ Ramadhan, A. M., & Darmawan, D. (2025). Pengaruh Media Pembelajaran, Motivasi Belajar dan Gaya Belajar Visual terhadap Hasil Belajar Siswa SMA Islam Al-Amin Suko Sukodono Sidoarjo. *Jurnal Kajian Ilmu Pendidikan (JKIP)*, 6(3), 901-918.

¹⁴ Darmawan, D., & Khoiroh, Z. (2026). Pengaruh Penggunaan Game Edukatif terhadap Minat Belajar Siswa SD. *Inventa: Jurnal Pendidikan Guru Sekolah Dasar*, 10(1), 47-60.

¹⁵ Rizal, M. I., & Darmawan, D. (2024). Digital Literacy and Utilization of Learning Media:

influenced by various internal and external factors, such as self-motivation, individual ability, and the support of the learning environment, which simultaneously shape student involvement in the learning process.¹⁶ A positive school environment, proficient teacher competence, and supportive parenting styles are key factors in building learning motivation.¹⁷ It can be understood that interest is an effort demonstrated in a positive direction through possessed attraction. Several aspects of learning interest cause individuals to have the inclination to perform something they are interested in. These aspects can be a consideration for teachers to create a learning atmosphere that can stimulate students to learn.¹⁸ Besides interest, learning discipline and self-regulation also play a crucial role in determining student learning achievement.¹⁹ suggests that learning interest can be identified through the emergence of a sense of joy toward learning activities, students' active involvement in the learning process, an attraction toward the material presented by the teacher, and the students' focus of attention when the material is being explained by the educator.²⁰ This active involvement is also highly dependent on family social capital and the quality of educational management in school.²¹

A successful learning process is not only determined by a teacher's skill in delivering instructional materials but is also significantly influenced by various other aspects, most notably active engagement.²² Educational dynamics must also be capable of responding to the transformation of gender roles to create equality in learning.²³ Teachers play a primary role in the implementation of classroom learning because they can foster and develop students' interest in learning. Cultivating this interest requires the teacher's ability to apply or structure the learning process effectively.²⁴ Teachers must be skilled in selecting learning methods and varying

Their Contribution to Academic Achievement in Intensif Taruna Pembangunan High School, Surabaya. *Jurnal Inovasi Pendidikan*, 7(3), 22-30.

¹⁶ El-Yunusi, M. Y. M., Darmawan, D., Al Mursyidi, B. M., Firmansyah, B., Arrozi, F., Rafiuddin, A., ... & Haqiqi, F. (2023). Upaya Meningkatkan Minat Belajar Anak Melalui Kegiatan Bimbingan Belajar Gratis di Desa Suko Kecamatan Sukodono. *Jurnal Pendidikan, Penelitian, dan Pengabdian Masyarakat*, 3(2), 35-46.

¹⁷ Latif, A., Darmawan, D., & El Yunusi, M. Y. M. (2024). Pengaruh Lingkungan Sekolah, Kompetensi Guru dan Pola Asuh Orang Tua terhadap Motivasi Belajar Siswa MA Al Fatich Tambak Osowilangun Surabaya. *Journal of Innovative and Creativity*, 5(2), 11313–11323.

¹⁸ Aras, L., Satriani, D. H., Amran, M., & Dzikru, N. A. (2022). Hubungan antara Kreativitas Guru dengan Minat Belajar Siswa di Sekolah Dasar. *Autentik*, 6(1), 101-111.

¹⁹ Maharani, L., & Darmawan, D. (2024). Factors Affecting Learning Achievement: Learning Discipline and Self-regulation at MTs Wachid Hasyim Surabaya. *TA'DIBUNA: Jurnal Pendidikan Agama Islam*, 7(1), 12-20.

²⁰ Hanipa, A. (2019). Analisis Minat Belajar Siswa MTs Kelas VIII dalam Pembelajaran Matematika Melalui Aplikasi Geogebra. *JPMI (Jurnal Pembelajaran Matematika Inovatif)*, 2(5), 315-322.

²¹ Seran, G., & Ismail, A. binti. (2025). Family Social Capital and Quality Management in Primary and Secondary Education. *Bulletin of Science, Technology and Society*, 4(3), 91–102.

²² Zaifullah, Z., Cikka, H., & Kahar, M. I. (2021). Strategi Guru dalam Meningkatkan Interaksi dan Minat Belajar terhadap Keberhasilan Peserta Didik dalam Menghadapi Pembelajaran Tatap Muka di Masa Pandemi Covid 19. *Guru Tua: Jurnal Pendidikan dan Pembelajaran*, 4(2), 9–18.

²³ Sudahri, S., El-Yunusi, M. Y. M., & Ghozali, S. (2024). Duality and Dynamics of Education in the Transformation of Gender Roles in Modern Society. *Journal of Social Science Studies*, 4(2), 55-64.

²⁴ Ole, A. A., & Makausi, T. D. (2022). Hubungan Kreativitas Mengajar Guru dan Minat Belajar Siswa. *Journal on Education*, 5(1), 961-968.

their application to keep the classroom atmosphere dynamic.²⁵ Creativity serves as a crucial factor in the development process as it has a major impact on daily routine activities.²⁶ Beyond the teacher, the family environment remains the primary foundation influencing a child's learning outcomes²⁷. In the realm of education, creativity is considered a necessity capable of accommodating the learning demands of every student. This is vital because every individual needs to possess good resilience or mental fortitude to survive and adapt to various future life challenges, including rapid changes in the development of science, technology, and other fields²⁸. Adaptive readiness and resilience building are essential first steps in navigating the professional world of education²⁹. This creativity becomes a vital element that allows teachers to encourage student engagement through actions, methods, and behaviors that are relevant or suitable to the level of creativity demonstrated by the teacher.³⁰ Accordingly, teacher creativity supported by professional competence is an important factor in creating effective learning, which ultimately contributes to the growth of student learning interest³¹. Educational institutions also play a major role in nurturing student discipline and participation through a sound teacher adaptation process³². Furthermore, creative learning processes are linked to students' metacognitive abilities their awareness of understanding their own thinking patterns and most effective learning strategies enabling them to manage their learning process more independently and adaptively³³. Non-formal education can also serve as an alternative in reconstructing the future of communities through inclusive social progress³⁴. A creative teacher is a figure who always strives for positive self-change, remains open to developments, and is able to adapt to various challenges in the world of education. A teacher's creativity is reflected in the ability to generate new

²⁵ Mardikaningsih, R. (2014). Metode Pembelajaran dan Variasi Penerapannya. *Jurnal Ilmiah Manajemen Pendidikan Indonesia*, 1(1), 43-54.

²⁶ Siburian, A., Siahaan, E. A., & Naibaho, D. (2023). Kreativitas Guru dalam Meningkatkan Minat Belajar Siswa. *Jurnal Pendidikan Sosial dan Humaniora*, 2(2), 11202-11209

²⁷ Rahmaniyah, S. B., & Darmawan, D. (2025). Pengaruh Lingkungan Keluarga terhadap Hasil Belajar Siswa Setingkat Madrasah Tsanawiyah (MTS). *Jurnal Edukasi dan Literasi Pendidikan*, 6(3).

²⁸ Faridah, F., Sulfikar, K., Mansur, A. Y., & Al Anshori, M. Z. (2025). Resiliensi: Menjaga Ketahanan Mental dalam Menghadapi Tantangan Hidup. *Jurnal Mimbar: Media Intelektual Muslim dan Bimbingan Rohani*, 11(1), 13-33.

²⁹ Liwak, S., Darmawan, D., & El-Yunusi, M. Y. M. (2023). Adaptation Readiness and Resilience Building of Novice Teachers in Navigating the World of Education Professional Work. *Journal of Social Science Studies*, 3(1), 213-222.

³⁰ Trisnowati, A. R., & Andjariani, E. W. (2021). Pengaruh Kreativitas Guru terhadap Minat Belajar Siswa Tema 1 Diriku Kelas 1 SDN Randegan Kec Tanggulangin Kab Sidoarjo. *Jurnal Ilmiah Mandala Education*, 7(1), 289-292.

³¹ Alam, M. B., & Darmawan, D. (2025). Pengaruh Kompetensi Guru terhadap Hasil Belajar Peserta Didik di Madrasah Ibtidaiyah. *NUSRA : Jurnal Penelitian dan Ilmu Pendidikan*, 6(1), 48-59.

³² Rozikin, M. Z., Ghozali, S., & Darmawan, D. (2023). Teacher Adaptation and the Role of Educational Institutions to Foster Learner Discipline and Participation in the Classroom. *Journal of Social Science Studies*, 3(1), 199-212.

³³ Darmawan, D., & Safiani, A. M. (2026). Pengalaman Subjektif Siswa MI: Suasana Rumah, Sarana Belajar, dan Proses Kreatif dalam Meraih Prestasi Akademik. *Jurnal Tunas Pendidikan*, 8(2), 510-539.

³⁴ Warin, A. K. (2022). Reconstructing Community Futures Through Non-Formal Education for Participatory and Inclusive Social Advancement. *Journal of Social Science Studies*, 2(1), 183-188.

ideas, such as creating or utilizing learning aids, determining relevant materials, designing teaching and learning activity syllabi, and organizing materials and tasks in varied ways³⁵.

Teacher creativity can be understood as a series of innovative activities performed by educators to introduce something new or different from previous learning practices, whether in the form of ideas, procedures, methods, or learning products that serve as a stimulus for the student's learning process, thereby implying an increase in motivation, interest, and learning achievement. Adequate learning facilities and varied teaching styles are proven to significantly increase student learning motivation³⁶. In line with this, Rasam dan Sari emphasize that teacher creativity contributes to smoothing the delivery of material while making the classroom learning process more challenging, interesting, and non-monotonous for students³⁷. Furthermore, learning success is heavily determined by the teacher's ability to create an engaging learning process through variations in methods, media, and learning strategies so that interaction between the teacher and students can take place effectively. However, educators also need to be wary of the role of social stereotypes that can shape opportunity inequalities within the educational environment³⁸. Additionally, creative teachers are required to understand student conditions during the learning process to overcome various learning barriers, such as boredom, and keep student engagement active throughout teaching and learning activities³⁹. A teacher's creativity in teaching is reflected in the ability to manage the learning communication process involving the teacher as the communicator, the student as the communicant, and media and methods as intermediaries for delivering learning messages; thus, the teacher is able to select and utilize appropriate learning media to stimulate student attention, interest, thoughts, and feelings in learning activities to achieve educational goals⁴⁰. Teacher creativity becomes vital as it helps transform student perceptions of subject difficulty into more engaging learning experiences, making students more motivated and interested in following the learning process⁴¹.

³⁵ Mangangantung, J. M., Wentian, S., & Rorimpandey, W. H. F. (2022). Pengaruh Kreativitas Guru dan Motivasi Belajar Siswa terhadap Hasil Belajar Siswa Kelas V SD Negeri di Kecamatan Wanea. *Jurnal Inovasi Teknologi Pendidikan*, 9(1), 15–24.

³⁶ Juaini, A., Aliyah, N. D., & Darmawan, D. (2024). Pengaruh Fasilitas Belajar dan Gaya Mengajar Guru dan Lingkungan Belajar terhadap Motivasi Belajar Siswa MTs NW Kotaraja Lombok Timur, NTB. *Jurnal Cahaya Mandalika*, 3(3), 1890-1909.

³⁷ asam, F., & Sari, A. I. C. (2018). Peran Kreativitas Guru dalam Penggunaan Media Belajar dan Minat Belajar dalam Meningkatkan Prestasi Belajar Peserta Didik SMK di Jakarta Selatan. *Research and Development Journal of Education*, 5(1), 95-113.

³⁸ Sajjapong, T., Darmawan, D., & Marsal, A. P. (2022). The Role of Social Stereotypes in Shaping Opportunities and Inequalities in Society: Their Impact on Education, Employment, and Intergroup Interactions. *Bulletin of Science, Technology and Society*, 1(1), 44–49.

³⁹ Tanjung, W. U., & Namora, D. (2022). Kreativitas Guru dalam Mengelola Kelas untuk Mengatasi Kejenuhan Belajar Siswa di Madrasah Aliyah Negeri. *Jurnal Pendidikan Agama Islam Al-Thariqah*, 7(1), 199-217.

⁴⁰ Rasam, F., & Sari, A. I. C. (2018). Peran Kreativitas Guru dalam Penggunaan Media Belajar dan Minat Belajar dalam Meningkatkan Prestasi Belajar Peserta Didik SMK di Jakarta Selatan. *Research and Development Journal of Education*, 5(1), 95-113.

⁴¹ Mursabdo, W. (2021). Pengaruh persepsi Siswa Atas Kreativitas Guru dan Minat Belajar terhadap Hasil Belajar IPA. *Edudikara: Jurnal Pendidikan dan Pembelajaran*, 6(3), 217-225.

Research conducted by indicates that educational creativity significantly impacts the increase in learning interest among elementary school students⁴². states that learning motivation influences the success of the learning process because it enables students to engage with lessons optimally⁴³. Therefore, achievement in managing the teaching and learning process is closely linked to the creativity of educators or teachers in reaching expected goals. In practice, teachers are required to master creativity to create an exciting learning environment, ensuring that students do not easily become bored or find difficulty in understanding the knowledge taught. Furthermore, creativity is necessary to encourage an instructor to continuously improve their teaching abilities so that the quality of learning steadily increases. Based on this explanation, this research aims to determine the influence of teacher innovation in the teaching and learning process on student interest. Thus, this study is expected to provide an overview of the vital role of teacher creativity in building student learning interest and serve as a basis for developing more optimal learning methods. Ultimately, these findings are expected to provide a tangible contribution for educators in designing instructional strategies that are not only informative but also inspirational in triggering sustained student learning enthusiasm.

B. Literature Review

Teacher creativity is considered one of the most important factors in improving the quality of learning in elementary schools, especially in Islamic Education subjects. Creative teachers are able to design learning activities that are more engaging, interactive, and meaningful for students. In the learning process, creativity does not only refer to the use of innovative media but also to the teacher's ability to adapt teaching methods according to students' characteristics and learning needs. According to Mulyasa, teacher creativity is the ability to develop new ideas and innovative learning strategies that encourage students to participate actively in the classroom.⁴⁴

Learning interest is an important psychological aspect that influences students' success in understanding learning materials. Students who possess high learning interest tend to demonstrate enthusiasm, concentration, and active participation during lessons. Slameto explains that learning interest is a feeling of preference and attraction toward learning activities without external coercion.⁴⁵ Therefore, teachers play a crucial role in fostering students' learning interest through effective and creative instructional approaches.

In the context of Islamic Education at elementary schools, teacher creativity becomes increasingly important because Islamic Education is not only aimed at transferring knowledge but also at developing students' moral values, spirituality, and character. Islamic Education teachers are expected to create meaningful learning experiences that can integrate religious values into students' daily lives. According to

⁴² Sijabat, P. M., Gulo, M., Habeahan, R. C., Zendrato, Y., Waema, A., & Simangunsong, Z. (2023). Implementasi Kreativitas Guru PAK dalam Meningkatkan Minat Belajar Peserta Didik Sekolah Dasar. *Metanoia*, 5(2), 111-128.

⁴³ Reski, N. (2021). Tingkat Minat Belajar Siswa Kelas IX SMPN 11 Kota Sungai Penuh. *Jurnal Inovasi Penelitian*, 1(11), 2485-2490.

⁴⁴ E. Mulyasa, *Menjadi Guru Profesional* (Bandung: Remaja Rosdakarya, 2013), p. 51.

⁴⁵ Slameto, *Belajar dan Faktor-Faktor yang Mempengaruhinya* (Jakarta: Rineka Cipta, 2015), p.

Ramayulis, Islamic Education should emphasize moral formation and spiritual development through interactive and contextual learning approaches.⁴⁶

The implementation of monotonous teaching methods often causes students to lose interest in learning Islamic Education. Traditional methods such as lecturing without media variation may reduce students' enthusiasm and classroom engagement. Consequently, teachers need to employ creative methods such as storytelling, role-playing, group discussions, games, and audiovisual media to make learning more enjoyable. Djamarah states that learning variation is highly necessary to maintain students' attention and prevent boredom during the learning process.⁴⁷

Teacher creativity is also closely related to students' intrinsic motivation. Creative teachers tend to encourage students to become more confident and active in expressing their ideas. According to Sardiman, motivation and learning interest are interconnected because students who are motivated will naturally develop greater interest in learning activities.⁴⁸ Through creative instruction, students become more emotionally involved and feel that learning is enjoyable rather than burdensome.

Several previous studies have shown a positive relationship between teacher creativity and students' learning interest. Research conducted by Sari revealed that creative learning strategies significantly improved elementary students' participation and motivation in Islamic Education classes.⁴⁹ Students demonstrated greater enthusiasm when teachers utilized interactive learning media and collaborative learning methods. This finding indicates that creativity contributes substantially to students' engagement in classroom learning.

Furthermore, the use of instructional media has become an essential aspect of teacher creativity in modern education. In the digital era, teachers are expected to integrate technology into the learning process to attract students' attention. According to Arsyad, instructional media can increase learning effectiveness by stimulating students' thoughts, emotions, and motivation.⁵⁰ The use of videos, animations, digital presentations, and educational games can make Islamic Education learning more attractive and understandable for elementary students.

The constructivist learning theory proposed by Vygotsky also supports the importance of teacher creativity in learning. Vygotsky emphasizes that students construct knowledge through social interaction and active participation.⁵¹ Therefore, teachers should facilitate collaborative and student-centered learning environments. Creative Islamic Education teachers often encourage students to discuss religious values, solve problems collaboratively, and apply Islamic teachings in real-life situations.

Another important aspect of teacher creativity is classroom management. Teachers who can create a comfortable and supportive classroom atmosphere tend to increase students' learning interest. According to Uno, a conducive classroom environment positively affects students' concentration and motivation in learning.⁵²

⁴⁶ Ramayulis, *Ilmu Pendidikan Islam* (Jakarta: Kalam Mulia, 2012), p. 21

⁴⁷ Syaiful Bahri Djamarah, *Strategi Belajar Mengajar* (Jakarta: Rineka Cipta, 2014), p. 124

⁴⁸ Sardiman A.M., *Interaksi dan Motivasi Belajar Mengajar* (Jakarta: Rajawali Pers, 2016), p. 75

⁴⁹ Nur Aini Sari, "Teacher Creativity and Students' Learning Interest in Islamic Education," *Jurnal Pendidikan Islam*, Vol. 5, No. 2 (2021), p. 88

⁵⁰ Azhar Arsyad, *Media Pembelajaran* (Jakarta: Raja Grafindo Persada, 2017), p. 15.

⁵¹ Lev Vygotsky, *Mind in Society* (Cambridge: Harvard University Press, 1978), p. 57

⁵² Hamzah B. Uno, *Profesi Kependidikan* (Jakarta: Bumi Aksara, 2016), p. 34.

Creative teachers are usually more capable of organizing classroom activities effectively and maintaining positive communication with students.

In Islamic Education learning, storytelling methods are frequently used as a form of creative teaching strategy. Stories about prophets, Islamic heroes, and moral values can attract students' attention and strengthen their understanding of religious teachings. According to Hamalik, storytelling is an effective instructional method because it stimulates students' imagination and emotional engagement.⁵³ Elementary school students generally prefer learning activities that involve imagination and emotional experiences.

Teacher creativity also influences students' academic responsibility and discipline. Creative teachers tend to provide meaningful assignments and learning activities that encourage students to participate actively. According to Winkel, students who are interested in learning usually demonstrate higher responsibility and persistence in completing academic tasks.⁵⁴ Therefore, creativity indirectly contributes to improving students' learning outcomes and academic achievement.

In addition, teacher creativity is strongly associated with innovation in learning evaluation. Creative teachers do not rely solely on written examinations but also employ performance assessments, projects, presentations, and reflective activities. According to Kunandar, authentic assessment can measure students' cognitive, affective, and psychomotor development more comprehensively.⁵⁵ Such evaluation methods make students feel more involved in the learning process and reduce academic pressure.

Several empirical studies also indicate that students' learning interest in Islamic Education is influenced by emotional relationships between teachers and students. Teachers who are friendly, communicative, and empathetic are more likely to gain students' attention and respect. According to Rohani, positive teacher-student interaction creates emotional security that supports effective learning.⁵⁶ Creative teachers are generally better at building such positive interpersonal relationships.

Moreover, Islamic Education learning should adapt to the developmental characteristics of elementary school students. Children at this stage tend to learn more effectively through concrete experiences, games, and visual activities. Therefore, teachers need to apply creative and contextual teaching approaches that align with students' cognitive development. Piaget explains that elementary students are in the concrete operational stage, where they understand concepts better through real and observable experiences.⁵⁷

Based on the theoretical explanations and previous studies above, it can be concluded that teacher creativity has a significant effect on students' learning interest in Islamic Education at elementary schools. Creative teachers are able to create engaging learning environments, utilize innovative instructional media, encourage active participation, and strengthen students' emotional involvement in learning. Therefore, improving teachers' creative competencies should become a strategic effort in enhancing the quality of Islamic Education and students' overall learning experiences.

⁵³ Oemar Hamalik, *Proses Belajar Mengajar* (Jakarta: Bumi Aksara, 2014), p. 201.

⁵⁴ W.S. Winkel, *Psikologi Pengajaran* (Yogyakarta: Media Abadi, 2014), p. 212

⁵⁵ Kunandar, *Penilaian Autentik* (Jakarta: Rajawali Pers, 2015), p. 63.

⁵⁶ Ahmad Rohani, *Pengelolaan Pengajaran* (Jakarta: Rineka Cipta, 2010), p. 98.

⁵⁷ Jean Piaget, *The Psychology of the Child* (New York: Basic Books, 1977), p. 34.

C. Method

His research structurally examines the contribution of teacher creativity toward student learning interest at the elementary school level using a qualitative approach based on a literature study. The study was conducted by reviewing various theories, articles, and research data related to the vital role of teacher creativity in awakening student interest in the learning process. The data analyzed are descriptive and were selected based on their relevance to the topic and the theoretical framework supporting the research.

The main focus of the research lies in the relationship between variables; in this study, teacher creativity acts as the independent variable, while student learning interest serves as the dependent variable. Descriptive analysis is used to uncover the extent to which teacher creativity whether through diverse learning methods, the use of innovative media, or the teacher's inventiveness in creating enjoyable learning conditions impacts the increase in students' desire to learn. The results of the study are expected to provide both a scientific contribution and beneficial recommendations for educators and educational policymakers to emphasize the importance of instructional creativity as an effective strategy for enhancing the effectiveness of the learning process at the elementary education level.

D. Results

The tabulation of the literature study results is presented in Table I. From the various studies reviewed, there is a clear consistency showing that a significant influence on student learning interest is demonstrated by the creativity possessed by teachers in the learning process.

Table I.
Studies on the Influence of Teacher Creativity on Learning Interest at the Elementary School Level

No	Researcher	Research Location	Research Focus	Key Findings
1	Utari (2021)	MI Ja-Alhaq, Bengkulu City	The influence of teacher creativity on Grade V student learning interest.	Teacher creativity is proven to provide a positive contribution to increasing student interest through linear regression and correlation analysis.
2	Trisnowati & Andjarariani (2021)	SDN Randegan, Sidoarjo	The influence of teacher creativity on learning interest for the "Myself" theme in Grade I.	Teacher creativity influences student interest even with a limited sample, supported by stepwise analysis from introduction to hypothesis testing.
3	Mangangantung et al. (2022)	Public Elementary Schools in Wanea,	The influence of teacher creativity and motivation on	Teacher creativity and learning motivation each have a significant influence, and

No	Researcher	Research Location	Research Focus	Key Findings
		Manado	Mathematics learning outcomes.	simultaneously strengthen student learning outcomes.
4	Najihah (2023)	MI Al-Anwar, South Jakarta	The relationship between teacher creativity and thematic learning interest.	There is a significant positive relationship between teacher creativity and student learning interest based on product moment correlation analysis.
5	Kadir et al. (2025)	SDN 207 Apala, Bone	The relationship between Science and Social Studies (IPAS) teacher creativity and student interest.	A significant relationship was found between teacher creativity and student learning interest through the Spearman correlation test.
6	Huda et al. (2024)	SDN I Durian Bungkok	The relationship between teacher creativity and student learning interest.	Teacher creativity is positively and very significantly related to student learning interest based on Product Moment correlation.
7	Melantika et al. (2025)	SDIT Mutiara Rahmah Balikpapan	The relationship between Islamic Education (PAI) teacher creativity and student interest.	Teacher creativity correlates positively and significantly with student learning interest through Pearson Product Moment analysis.
8	Rustimah et al. (2023)	SDN Pinangsia, Jakarta	Teacher creativity and the learning environment toward Social Studies (IPS) interest.	Both teacher creativity and the learning environment have a positive relationship with student interest based on regression analysis.
9	Dewi (2024)	SDN Merjosari 3 Malang	The relationship between teacher creativity and student learning interest.	There is a positive relationship between teacher creativity and student learning interest through SPSS correlation analysis.
10	Utami et al. (2025)	SD Inpres 6 Sausu	Teacher creativity and student learning interest.	Teacher creativity has a significant relationship with student learning interest based on Pearson correlation and classical

No	Researcher	Research Location	Research Focus	Key Findings
				assumption tests.

Teacher creativity in learning plays an essential role in increasing student learning interest. The increasing innovative ideas applied by teachers, along with various active measures taken to prepare mature lessons, create attractive learning layouts, and utilize learning media that foster student engagement, as well as the implementation of school policies that support learning both inside and outside the classroom, all contribute to a conducive environment. A teacher's clever ideas are needed during classroom instruction to make the school experience more enjoyable for students. Students will possess learning enthusiasm and a happy heart when seeking knowledge under the guidance of a teacher with bright ideas. Teacher creativity in managing learning is reflected in the ability to create varied strategies and a pleasant learning atmosphere, ensuring students are more motivated, less prone to boredom, and able to follow the lessons more effectif.⁵⁸

Several previous studies demonstrate a significant and positive impact of a teacher's ideas on student learning interest, making this topic worthy of deeper investigation. Based on findings from Google Scholar, 10 references connected to this research theme were identified, including:

1. Rike Delta Utari

Research conducted by Utari examines the contribution of teacher creativity to the dynamics of student learning interest at the elementary school level. Involving 48 research subjects encompassing the entire Grade V population, this quantitative study tests hypotheses through simple linear regression techniques. Data gathered through questionnaires and observations show a significant positive correlation. These findings indicate that the higher the level of creativity demonstrated by the teacher in delivering material, the greater the interest and attention given by students during instructional activities.

2. Anita Raisky Trisnowati and Endang Wahyu Andjarariani

Research conducted by Trisnowati and Andjarariani examines the extent to which creative teacher professionalism contributes to student learning interest in the early stages of formal education. This research applies a quantitative approach with diverse data collection instruments to ensure information validity. Based on the results of data analysis, which includes hypothesis testing and advanced analysis, it is concluded that there is a significant influence of the teacher creativity variable on student learning interest achievement. This result affirms that creativity in material delivery is a crucial element in creating engaging learning experiences for lower-grade students.

3. Jeanne M. Mangangantung, Selti Wentian, and Widdy H. F. Rorimpandey

Research conducted by Mangangantung explores the link between instructional creativity dimensions and the dynamics of learning motivation toward Grade V

⁵⁸ Tanjung, W. U., & Namora, D. (2022). Kreativitas Guru dalam Mengelola Kelas untuk Mengatasi Kejenuhan Belajar Siswa di Madrasah Aliyah Negeri. *Jurnal Pendidikan Agama Islam Al-Thariqah*, 7(1), 199-217.

mathematics learning outcomes. Utilizing a quantitative design within the public school population in Wanea District, this research tests the significance of inter-variable relationships through questionnaire data. Based on statistical analysis results, it is concluded that teacher creativity and learning motivation, both independently and collectively, have a meaningful influence on learning achievement. These findings provide a strong indication that simultaneously strengthening teaching creativity and maintaining student motivation will result in a greater impact on the quality of learning outcomes.

4. Siti Najihah

Research conducted by Najihah aims to determine the link between educator creativity and the dynamics of Grade IV student learning interest through an inferential statistical approach. This study utilizes the entire class population as the research sample to obtain a comprehensive data overview. By processing questionnaire data through the IBM SPSS Statistics 29 application, the researcher tested the significance of inter-variable relationships using correlation techniques. The analysis concludes that the teacher creativity variable has a meaningful influence on student learning interest, affirming that the instructor's creative role is a crucial factor in the effectiveness of thematic learning at the madrasah.

5. Abd. Kadir, Sitti Rahma, and Nurul Hidayah

A study conducted by Kadir examines the contribution of educator creativity toward the effectiveness of Science and Social Studies (IPAS) learning at the elementary school level. Using a Likert-scale questionnaire instrument, this research captures the perceptions of 21 Grade V students as the sole research subjects. Based on data processing results using Spearman correlation, a strong functional relationship between the studied variables was identified. These findings affirm that the development of creativity within the IPAS instructional process has positive implications for strengthening student learning interest, while providing a foundation for instructors to continuously optimize innovative learning methods.

6. Nadya Huda, Hartati, Saldah Tunnoor, and Mahrita

Research conducted by Huda investigates the relationship between teacher instructional innovation and students' intrinsic motivation at SD Negeri I Durian Bungkok. Utilizing a quantitative approach, this study involves 29 respondents from Grade III and V levels. Subject selection was conducted through purposive sampling techniques to ensure the representation of characteristics relevant to the research objectives. Primary data were gathered through a combination of questionnaires and observations, which were then analyzed using the Product Moment correlation coefficient. The research findings confirm a highly significant positive correlation, indicating that instructor creativity is a strong determinant in increasing student learning interest.

7. Aulia Melantika, Kusnan, and Nurut Taufik

Research conducted by Melantika aims to map the correlation between teacher instructional innovation and student learning motivation in Islamic Religious Education (PAI) subjects. Located at SDIT Mutiara Rahmah Balikpapan, this quantitative study involves a representative sample from Grades IV to VI, gathered through proportional stratified random sampling techniques. Primary and secondary

data were collected via method triangulation, including questionnaires, observations, and documentation. After undergoing normality and linearity prerequisite tests, Pearson Product Moment correlation analysis assisted by SPSS version 30 confirmed a significant positive relationship between teacher instructional creativity and the increase in student learning interest.

8. Siti Rustimah, Nurrohmatul Amaliyah, and Edy Sukardi

A study conducted by Rustimah evaluates the impact of educator creativity and learning environment conditions on students' intrinsic motivation in Social Studies (IPS). Using a correlational quantitative design, this study involves 126 respondents determined through the Slovin formula from a total population of 184 Grade V students across three public elementary schools in the Pinangsia area. Data were gathered through a combination of questionnaires and documentation studies, which were then tested through a series of statistical analyses ranging from classical assumption tests to linear regression. The research results confirm a significant positive correlation, where teacher instructional innovation is proven to be a crucial factor in boosting student learning interest within that school environment.

9. Waltrudis Dewi

A study conducted by Dewi intends to determine the link between the dimensions of instructor creativity and the effectiveness of student engagement in the learning process in Malang City. Utilizing the IBM SPSS Statistics 29 application, this research tests the significance of the relationship between teacher creativity and learning interest within a sample of 27 students. Data processing results indicate a strong functional implication between variables, affirming that the novelty and creative power of the teacher in material delivery are effectively able to boost student interest in classroom instructional activities.

10. Sesilia Tri Utami, Wayan Sudarsana, and Putu Satya Narayanti

A study by Utami et al. (2025) aims to determine the link between educator creativity dimensions and the effectiveness of student involvement in the instructional process at SD Inpres 6 Sausu. Through a rigorous quantitative design, this research tests the significance of the inter-variable relationship after ensuring the fulfillment of classical statistical assumptions. Analysis results using correlation coefficients show that the teacher creativity variable has a significant influence on student learning interest. These results affirm that the development of creative teaching methods is a crucial necessity in building an engaging and participatory learning atmosphere for Grade III and V student.

Learning conditions become more meaningful and enjoyable for students when the teaching process is characterized by varied creativity and innovation from the teacher in its execution. Enjoyable learning is capable of fostering student interest to follow lessons attentively, enabling them to comprehend the material presented by the teacher. The use of creative and innovative learning models, media, and methods by teachers directly influences student responses, whether positive or negative. As educators, teachers face a high urgency to cultivate both motivation and learning interest within every student throughout the learning process. If such interest is not established, learning activities tend to be perceived as forced and burdensome, resulting in student attention not being optimally directed toward understanding the

material taught at school. This situation ultimately has implications for the achievement of student learning outcomes.⁵⁹

The tabulation of the literature study results is presented in Table I. From the various studies reviewed, there is a clear consistency showing that a significant influence on student learning interest is demonstrated by the creativity possessed by teachers in the learning process.

E. DISCUSSION

Learning success depends heavily on the role of an educator, who not only regulates the flow of the learning process but also guides the growth and development of students. An experienced teacher understands that every student possesses various learning styles and varying speeds in the learning process; some students are quick to grasp material, while others require a little more time. A teacher's understanding of these differences is part of effective educational management in handling classroom dynamics⁶⁰. Furthermore, their interest in subjects varies some prefer certain subjects over others, some grasp material rapidly, and others differ in their comprehension so experienced teachers recognize the importance of increasing student learning interest to fulfill their roles and responsibilities optimally. This demonstrates the responsibility of ensuring children's rights to receive a decent quality of education⁶¹. In this regard, providing appropriate assignment methods and social interactions significantly influences the level of student activity while at school⁶². Mastery of several competencies becomes crucial, one of which is pedagogical competence, encompassing an educator's ability to create varied learning experiences and a conducive classroom environment.

Teacher creativity in the learning process is visible through their skills in selecting and applying appropriate media, methods, strategies, and approaches. This creativity also needs to be supported by the ability to adapt to digital communication and transformational leadership within the educational institution environment⁶³. These choices are based on an educator's understanding of the characteristics, abilities, and potential of the students, ensuring that every application runs effectively and according to objectives. Learning effectiveness also relies heavily on student independence, the availability of learning facilities, and proficient teacher competence⁶⁴. Beyond the educator's role, various other factors influence the

⁵⁹ Wulandari, H., & Nisrina, D. A. Z. (2020). Hubungan Kreativitas dan Inovatif Guru dalam Mengajar di Kelas terhadap Peningkatan Motivasi dan Minat Belajar Peserta Didik. *Jurnal Ilmiah Wahana Pendidikan*, 9(16), 345–354.

⁶⁰ Akmal, D. K., Darmawan, D., & Wardani, A. (2015). *Manajemen Pendidikan*. Intipresindo Pustaka, Bandung.

⁶¹ Hariani, M., Aliyah, N. D., & Issalillah, F. (2021). Legal Guarantee of Children's Rights in Education and Health. *Journal of Social Science Studies*, 1(2), 177-180.

⁶² Rahmawati, D., & Darmawan, D. (2024). The Relationship between Assignment Methods and Social Interaction with the Level of Student Learning Activeness at Madrasah Ibtidaiyah Darul Ulum Tandes. *International Journal of Islamic Thought and Humanities*, 3(1), 49-58.

⁶³ Hariani, M., Mardikaningsih, R., Darmawan, D., Nuraini, R., & Halizah, S. N. (2025). Transformational Leadership, Student Participation, and Campus Digital Communication: A Systematic Review of Green Management Implementation in Higher Education. In *Proceeding of International Management Conference and Progressive Papers*, 3(1).

⁶⁴ Imanuddin, F., Aliyah, N. D., & Darmawan, D. (2024). Pengaruh Kemandirian Belajar, Fasilitas Belajar, dan Kompetensi Guru terhadap Efektivitas Belajar Siswa-siswi SMK Teknik PAL

learning success of students in meeting the prepared curriculum⁶⁵. The combination of a good school environment and teacher competence will create strong learning motivation within students⁶⁶. Interest can be defined as a stimulus that triggers someone to focus and pay attention to specific people, conditions, or situations compared to others, as a result of emotional narratives arising from the presence of individuals, objects, or involvement in an activity. Multidisciplinary education is highly necessary to stimulate the growth of social competence in children⁶⁷. Without desire, every activity tends to be carried out ineffectively and inefficiently⁶⁸. Structured evaluation is required in every mentoring program to ensure that students' learning and career development proceed according to targets⁶⁹.

Teacher creativity plays a vital role in encouraging student learning interest by serving as a role model and providing encouragement, ensuring the learning process stimulates the emergence of new thoughts, notions, and ideas. Learning discipline, coupled with creative teacher guidance, culminates in higher academic achievement⁷⁰. Teacher creativity holds a crucial role in motivating students to be more enthusiastic and contribute actively during Islamic Religious Education lessons. In the modern era, digital literacy based on Islamic values also contributes to students' mental health and positive behavior⁷¹. Ultimately, students do not merely receive knowledge but also internalize religious values in their lives⁷². To achieve this, instructors need to create a school or educational environment that is comfortable, safe, and orderly, while fostering optimism and high expectations among all school members; such conditions also serve to increase student enthusiasm, motivation, and passion for learning⁷³. In line with this, variations in teaching styles supported by the appropriate use of learning technology further strengthen student interest by

Surabaya. *Journal of Innovative and Creativity*, 5(2), 12491-12504.

⁶⁵ Huda, N., Hartati, H., Tunnoor, S., & Mahrita, M. (2024). Hubungan Kreatifitas Guru Mengajar terhadap Minat Belajar Siswa di SD Negeri 1 Durian Bungkok. *Jurnal Pahlawan*, 20(2), 381-386.

⁶⁶ Latif, A., & Darmawan, D. (2024). Examining How School Environment and Teacher Competence Affect Student Learning Motivation at MA Al Fatich Tambak Osowilangun Surabaya. *Teaching and Learning Journal of Mandalika (Teacher)*, 5(1), 69-75.

⁶⁷ Hariani, M., Safira, M. E., & Wahyuni, S. (2021). Multidisciplinary Education and the Growth of Social Competence in Children. *Journal of Social Science Studies*, 1(2), 253-258.

⁶⁸ Sutrisno, S. (2021). *Meningkatkan Minat dan Hasil Belajar TIK Materi Topologi Jaringan dengan Media Pembelajaran*. Ahlimedia Pres, Malang.

⁶⁹ Chada, N. S. (2023). Structured Evaluation in Mentoring Programs for Student Career Development in Higher Education. *Bulletin of Science, Technology and Society*, 2(3), 64-71.

⁷⁰ Bayhaqi, H. N., Rafsanjani, M. Z., & Darmawan, D. (2025). Pengaruh Kedisiplinan Belajar dan Kompetensi Guru terhadap Prestasi Belajar Siswa. *FONDATIA: Jurnal Pendidikan Dasar*, 9(2), 393-408.

⁷¹ Khayru, R. K., Issalillah, F., Mardikaningsih, R., Putra, A. R., & Darmawan, D. (2025). The Impact of Islamic Digital Literacy on College Students Mental Health and Charity Behavior. In *Proceedings of International Conference on Educational Management*, 3(1), 103-113.

⁷² Melantika, A., Kusnan, K., & Taufik, N. (2025). Hubungan antara Kreativitas Guru dengan Minat Belajar Siswa pada Mata Pelajaran Pendidikan Agama Islam di SDIT Mutiara Rahmah Balikpapan. *At-Tarbiyah Jurnal Pendidikan, Kebudayaan dan Keislaman*, 7(1), 96-103.

⁷³ Kadir A., Rahmi, S., & Hidayah, N. (2025). Hubungan Kreativitas Guru pada Mata Pelajaran IPAS dengan Minat Belajar Siswa Kelas V SD Negeri 207 Apala Kecamatan Barebbo Kabupaten Bone. *Macca: Science Edu Journal*, 2(1), 249-258.

creating learning experiences that are more engaging, interactive, and relevant to student needs⁷⁴. Consistent with empirical findings, Utari asserts that teacher creativity exerts a positive influence on increasing student learning interest, as reinforced who found a significant influence of teacher creativity on learning interest at the elementary school level⁷⁵.

Instructors demonstrate creativity in posing questions by linking material and involving students enthusiastically in learning. Question-and-answer activities are a form of verbal communication that demands a stimulus from the students. The primary goals of questioning in learning are: (1) stimulating student thinking ability, (2) helping students understand the material, and (3) encouraging students to achieve a level of independent learning interaction. Thus, if a teacher can present questions creatively, such actions can foster enthusiasm and student participation during the teaching and learning process, eventually yielding a positive function in their academic grades⁷⁶. With this approach, the learning process is capable of stimulating the emergence of students' new thoughts and ideas. Other findings also show that creativity in learning encourages students to be more active in building understanding, so that their involvement and interest in following the learning process steadily increase⁷⁷.

The impact of teacher creativity on student learning interest is evident in several key areas. First, students become inspired and emulate the teacher's enthusiasm, leading them to study actively. Second, students become more courageous in expressing opinions, answering questions, and participating in discussions or group work. Third, teacher creativity encourages students to be diligent and responsible, seen in their proactive approach to assignments without needing reminders. Fourth, students become active and enthusiastic learners preparing their supplies, taking notes, and asking questions when encountering difficulties.

Several studies, such as Wulandari and Nisrina demonstrate a positive relationship between teacher creativity and student learning interest. The findings of this review indicate that creative and innovative practices by teachers contribute to a more diverse, attractive, and enjoyable learning process, which ultimately strengthens motivation and increases students' active involvement.⁷⁸, even asserts that an increase in teacher creativity directly enhances student learning interest. Research juga menguatkan temuan ini, di mana interaksi antaraa inovasi pengajar

⁷⁴ Yusuf, M., & Darmawan, D. (2024). Pengaruh Penggunaan Teknologi Pembelajaran dan Gaya Mengajar terhadap Minat Belajar Siswa SMA Al Azhar Tanjung Bumi Bangkalan. *Hikamatzu Journal of Multidisiplin*, 1(1), 195-204.

⁷⁵ Trisnowati, A. R., & Andjariani, E. W. (2021). Pengaruh Kreativitas Guru terhadap Minat Belajar Siswa Tema I Diriku Kelas I SDN Randegan Kec Tanggulangin Kab Sidoarjo. *Jurnal Ilmiah Mandala Education*, 7(1), 289-292.

⁷⁶ Mangangantung, J. M., Wentian, S., & Rorimpandey, W. H. F. (2022). Pengaruh Kreativitas Guru dan Motivasi Belajar Siswa terhadap Hasil Belajar Siswa Kelas V SD Negeri di Kecamatan Wanea. *Jurnal Inovasi Teknologi Pendidikan*, 9(1), 15–24.

⁷⁷ Alfaaza, M. F., & Darmawan, D. (2025). Pengaruh Motivasi Belajar, Kreativitas Belajar, dan Kompetensi Guru terhadap Prestasi Belajar Akidah Akhlak Siswa. *Atta'dib Jurnal Pendidikan Agama Islam*, 6(2), 166-186.

⁷⁸ Kartina, K., Syahid, A., & Subaedah, S. (2023). Pengaruh Kreativitas Pendidik dalam Meningkatkan Minat Belajar Peserta Didik Kelas V pada Pembelajaran Tematik di MIN 2 Makassar. *Jurnal Ilmiah Islamic Resources*, 20(2), 79-88.

serta semangat further reinforces these findings, where the interaction between teacher innovation and student enthusiasm contributes to learning outcomes, showing a significant influence despite additional factors that also affect achievement⁷⁹. Teacher creativity is not limited to mere ideas or innovations; it is reflected through the application of varied teaching strategies, the use of creative media, the design of instructional programs, and the integration of contextual and religious values. In line with this, studies by Utari, confirm that teacher creativity is not only related to learning interest but also correlates with the quality of learning outcomes and a more conducive learning environment.

The findings of this review indicate that teacher creativity holds a vital position in efforts to increase student learning interest. This suggests the need for more serious attention to teacher professional development, focusing not only on subject mastery but also on designing more varied lessons tailored to classroom conditions. In practice, teacher creativity can be strengthened through the habitual use of flexible strategies, media, and approaches to prevent the learning process from becoming monotonous. On the other hand, this study provides space for future research to further explore which specific forms of creativity are most influential and how they interact with other factors such as motivation, the learning environment, and student characteristics, ensuring a more holistic and relevant understanding across various educational contexts.

⁷⁹ Mangangantung, J. M., Wentian, S., & Rorimpandey, W. H. F. (2022). Pengaruh Kreativitas Guru dan Motivasi Belajar Siswa terhadap Hasil Belajar Siswa Kelas V SD Negeri di Kecamatan Wanea. *Jurnal Inovasi Teknologi Pendidikan*, 9(1), 15–24.

CONCLUSION

Based on the results of the discussion and literature review, it can be concluded that teacher innovation holds a crucial function in conditioning and directing student learning engagement toward more optimal levels. Teachers who develop creativity in instructional planning, classroom management, media selection, and the variation of learning methods are able to present a learning process that is more structured, engaging, and conducive. Such situations encourage students to become more active and motivated while preventing boredom, which ultimately impacts the improvement of learning outcomes. In line with various previous research findings, there is a consistent pattern showing that teacher creativity is positively related to student learning interest, although this influence can also be affected by external factors. Creative teachers tend to be capable of adjusting strategies and learning media to student characteristics, making the learning process more meaningful. Consequently, strengthening teacher creativity is viewed as an essential pedagogical strategy for realizing meaningful and effective learning; this necessitates institutional support through training, the provision of learning resources, and policies that encourage instructional innovation.

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