

Teacher Creativity in Reducing Learning Loafing on Fiqh Learning

Surti Lestari^{1*}, Hamdanah¹, Surawan¹

¹Universitas Islam Negeri Palangka Raya, Indonesia

*Corresponding Author Email: surtilestari80@gmail.com

ABSTRACT

Learning success is greatly influenced by a pleasant learning atmosphere. However, student laziness is often an obstacle that hinders the achievement of learning goals. Teachers' creativity in designing and implementing fun learning is essential to reduce student learning laziness, as well as support success in the learning process. This study aims to describe the form of teacher creativity in reducing student laziness in fiqh learning at MTs An-Nur Palangka Raya. This research is a type of qualitative research with a case study approach. Data collection techniques are carried out through observation, interviews, and documentation, as well as data validation techniques using triangulation of sources and techniques. The results of the study show that teachers' creativity in fiqh learning is able to effectively reduce students' lazy learning behavior. Teachers apply creativity through four main aspects, namely the ability to think fluently such as teachers explaining difficult material through examples in students' daily lives, high teacher teaching enthusiasm such as the use of loud voice intonation, changes in position in explaining, and body movements used in explaining material, flexible skills such as the use of varied learning methods and models, and the ability to think rationally such as the teacher's actions in solving problems that occur in the learning process. The implementation of this creativity is realized through the use of varied learning methods and models. Teachers' creativity is also evident from the way the material is delivered that is interactive, humorous, and contextual with students' lives. The application of these creative strategies has succeeded in increasing student participation, focus, and enthusiasm in the learning process.

Keywords : Creativity Teacher, Learning Loafing, Fiqh Learning.

ARTICLE HISTORY

Submitted,	October 13, 2025
Revised,	December 08, 2025
Accepted,	December 10, 2025

How to Cite:

Lestari, S., Hamdanah, H., & Surawan, S. (2025). Teacher creativity in reducing learning loafing on fiqh learning. *Muaddib: Islamic Education Journal*, 8(2), 68-78.

 <https://doi.org/10.19109/muaddib.v8i2.31839>

INTRODUCTION

Learning is the most important activity in the educational process, through learning activities students can develop their potential, learning also has a very important role to realize the educational goals that have been set (Astuti et al., 2023). Learning will feel easier and more enjoyable if students are in a comfortable atmosphere, both physically and mentally (Asy et al., 2024). A positive learning atmosphere can increase student enthusiasm and participation in learning activities. But in reality, in learning there are often obstacles that can hinder the achievement of learning goals, such as not all students have high motivation and enthusiasm for learning, sometimes students seem reluctant to participate in learning activities. Such as research conducted by Ilahude et al., (2023) which states that when in learning there are still many students whose motivation to learn is very low, this is shown when the teacher is explaining the subject matter there are still students who lack focus, not only that but there are also students who fall asleep in the learning process, even some students are not present in class for no apparent reason. This condition can be said that students begin to show signs of laziness in learning.

Laziness is a behavior that arises due to a lack of physical activity and movement. Often, this happens because a person cannot manage his time well and has not realized how important hard work is to achieve a goal (Saragih & Manalu, 2024). Laziness among students can also be triggered by a lack of motivation, students who are lazy to study usually find studying boring, so they are not enthusiastic to take lessons (Khusniatin et al., 2025). Lazy students are usually characterized by being late in collecting assignments, not focusing when the teacher explains, and not actively participating in class. If this is left unchecked, the impact will not only decrease students' learning achievement, but also affect various other aspects of life, such as students can become easily stressed, have poor social relationships with friends, experience a decline in physical health, and can even be disturbed in their spiritual life or beliefs. Thus, teacher creativity is needed in learning to increase student participation and in order to reduce student learning laziness

In line with opinion Mazrur et al., (2022) Teachers have an important role in building the education system and determining student success, especially in the learning process. Teachers are required to be able to develop the potentials possessed by students optimally, with that teachers must be able to make the learning process run effectively so that students' potentials are more developed (Surawan, 2020). Therefore, it is important for teachers to create a conducive learning environment and encourage students' active participation in learning. Teachers are also one of the learning resources that have a very important role in determining the course of the learning process (Surawan & DLT, 2022). The success of student learning is highly dependent on the teacher's ability to manage learning well. In other words, teacher quality is a determining factor in creating effective learning and has a positive impact on student learning achievement (Kusumaningrum et al., 2024). This is because the knowledge conveyed depends on the teacher who conveys it.

A teacher's creativity has a very important role in learning, every teacher should realize that creativity in teaching is needed and has an effect on a memorable and enjoyable learning experience for student (Ramadhanti et al., 2024). Creativity possessed by teachers is the ability of teachers to create new ideas while teaching, so that there is variety in the learning process that makes students more active and involved in learning (Tobing & Hasanah, 2021). Teachers with their creativity will make learning more interesting and easy for students to understand, as well as help students to remember the subject matter more easily. Creative teachers will always strive to improve the quality of their learning in various ways (Rohima, 2023). This can also

have a good influence on student learning outcomes (Fathonah et al., 2023). Teachers who have creativity will be able to turn learning activities that were originally boring into fun, and turn passive students into more active and enthusiastic students. In this way, teachers can minimize things that happen during the learning process.

Research conducted by Fauziah, (2022) shows that The creativity of fiqh teachers plays an important role in improving the quality of learning, such as the use of varied methods and media that can affect students' understanding and learning outcomes. The research conducted by Natalia et al., (2025) shows that teachers' creativity in education which plays a role in showing students' confidence through various creative approaches and methods as a strategy to build student confidence is able to influence students' motivation in developing their ideas and abilities in learning. In addition, research conducted by Ambya et al., (2024) It shows that students feel more excited to participate in learning if the learning method used is able to lead them to actively participate in learning.

Previous studies have shown that many are interested in researching teachers' creativity in learning from various aspects and different perspectives. However, although various previous studies have discussed the importance of teacher creativity, these studies have only focused on improving the quality of learning, and most of these studies still do not specifically examine the learning laziness that occurs in students in the learning process. So the novelty of this research lies in the application of creativity carried out by teachers as an effort to reduce student learning laziness that occurs during the learning process. The uniqueness of this research lies in the limited technology facilities in schools which is a challenge for teachers to continue to innovate in planning interesting learning and being able to foster students' enthusiasm for learning. Student learning laziness can have a negative impact on learning achievement, if this is left unchecked, more and more students will experience laziness in learning, so this is an important concern for teachers to be able to develop their creativity and by implementing varied learning it is hoped that it can reduce student learning laziness.

METHOD

This study uses a type of descriptive qualitative research. According to Efendi & Sesmiarni, (2022) Qualitative research methods are often called naturalistic research methods because the research is carried out under natural conditions (*natural setting*) and with a case study approach, namely research that focuses on only one phenomenon chosen to be understood in depth (Scott, 2022), which researchers aims to describe the creativity applied by fiqh teachers in reducing the learning laziness of grade VIII students at MTs An-Nur Palangka Raya. In this study, the primary data source is 1 Fiqh teacher as the subject, while the informant is a homeroom teacher of grade VIII, and 7 students of grade VIII who were selected to be interviewed because of students who still have a high enthusiasm for learning, and students who are also directly involved in the learning process, so as to know how creativity is carried out by fiqh teachers. The primary data is Data taken from a research object and derived from the first data source in the form of observation data and interviews on the object to be studied in the field (Solihin, 2021).

Researchers use *purposive sampling* to choose a relevant criterion, which is a sampling technique with certain considerations carried out by the researcher based on special criteria, characteristics or characteristics of the population that have been known beforehand (Scott, 2022). Meanwhile, the secondary data of this research is in the form of books, articles, documents, and scientific journals, Secondary data is data sourced from information, fact, and reality document data related or relevant to the research but not directly from the subject (Solihin, 2023). With data collection techniques through interviews, observations, and

documentation. Meanwhile, the data collection technique in this study uses triangulation techniques and source triangulation. The researcher used the stages in the analysis of the Miles and Huberman data which include, data reduction (*data reduction*), data presentation (*data display*), and conclusion drawn/verification (*conclusion drawing/verification*) (Miles & Huberman, 1992), that is one of the methods used to test that information is said to be valid or not which gives the researcher confidence in the accuracy of the data on the information obtained from the research.

RESULT AND DISCUSSION

Learning success is influenced by various factors, one of which is the role of teachers in the learning process (Mazrur et al., 2022). Enjoyable learning is created from the creativity of teachers, teachers are expected to be role models in developing positive attitudes by providing inspiration and motivation to their students (Rafikasari et al., 2021), creative teachers will create a classroom atmosphere, interesting materials, creative learning methods and models This aims to help student development in the learning process, thus, the student learning process will be encouraged and it is hoped that there will be changes for the better (Surawan & Fatimah, 2021). According to Utami Munandar in (Bisri, 2022) Teachers' creativity in learning is divided into 4, namely: the ability to think fluently, full of enthusiasm, flexible skills, and the ability to think rationally. Teachers' creativity in fiqh learning as an effort to reduce student learning laziness at MTs AN-Nur Palangka Raya is well implemented, which can be observed from the teacher's fluent thinking ability in teaching, the teacher's enthusiasm in learning, the teacher's flexible skills, and the teacher's rational ability in learning. This is reinforced by the following statement:

Teachers Have the Ability to Think Fluently in Teaching

The ability to think fluently is the ability to generate many ideas, always have many ways to make someone understand (Majidah et al., 2024). Through the ability to think fluently, teachers can try to reduce students' learning laziness in fiqh learning by providing explanations that are easy for students to understand, such as relating subject matter to students' daily lives. This research found that fiqh teachers explain difficult material in a simple way in order to reduce student laziness in learning.

Based on observations and interviews with fiqh teachers at MTs An-Nur Palangka Raya, it can be seen that fiqh teachers always give explanations using simple language to students, then fiqh teachers also associate the material with students' daily lives, and give repeated explanations to students who have low learning ability. One of the students also said that the fiqh teacher when explaining the subject matter is very clear, and easy to understand, because the fiqh teacher often repeats the material that has been explained so that it can make it easy for students to remember it.



Figures 1. The Teacher Gives an Explanation of the Subject Matter

Based on the results of the data analysis above, it shows that the ability to think fluently carried out by fiqh teachers is very good. The efforts made by fiqh teachers show an effective approach in improving students' understanding and learning motivation (Hanaris, 2023), especially for students with low learning achievement. Teachers, associating difficult material with everyday life by relating the subject matter to real life, students are able to see the direct relevance between what they learn and their daily experiences. This makes learning more meaningful and interesting, so that students are more motivated to actively participate in the learning process (Mahbubi & Sa'diyah, 2024), as well as providing repeated explanations to ensure that all students can understand the material well to students who are slow to learn either by rereading or re-explaining. Considering that in the delivery of material, students who are slow to learn need repetition as expressed by Supriyani (2022) who said that in the delivery of subject matter, it is necessary to repeat the material, especially if it is done individually which can provide more optimal results. These actions are important because they reflect the role of teachers as facilitators and motivators. Teachers' efforts in adjusting delivery methods, giving individual attention, and managing the classroom humanely are able to foster students' enthusiasm for learning, and change student behavior to be more positive, focused on learning. The actions taken by teachers are carried out to implement creativity that can reduce student learning laziness in fiqh learning.

Teachers Teach With Enthusiasm

A teacher who is full of enthusiasm is one of the characteristics of a teacher that many students like, it will get reciprocity, if the teacher is enthusiastic in teaching then students will be enthusiastic to follow lessons. Creative teachers will look excellent and full of enthusiasm so that learning can be done in a fun and effective manner. This study found that teachers apply creativity in teaching which can reduce students' laziness in fiqh lessons, including when giving explanations, conducting question and answer sessions, assignments and so on, fiqh teachers always use loud voice intonation, use body movements that attract students' attention, always change positions (in front of the class, back of the class, approaching students) in providing explanations of the subject matter.

Based on observations and interviews with fiqh teachers at MTs An-Nur Palangka Raya, it can be seen that fiqh teachers when explaining subject matter always use a loud voice, switch positions in explaining, and use body movements so that students are more interested in listening to the fiqh teacher's explanation.

This statement was also strengthened by one of the students who said that if the student liked the loud voice made by the fiqh teacher in the lesson, he felt that the fiqh teacher when explaining often moved places, sometimes in front, sometimes behind, sometimes also approaching the students, and when there was a friend who began to lose focus, such as daydreaming, the fiqh teacher often gave a little joke to get rid of what he was dreaming about.

Based on the results of the data analysis above, it shows that the enthusiastic efforts made by teachers in fiqh learning are very effective in creating a fun and interactive fiqh learning atmosphere so that it can reduce student laziness in learning. This is because fiqh teachers in teaching use a variety of skills that can make students more enthusiastic in following lessons (Dani et al., 2023).



Figures 2. The Teacher Makes Variations in Explaining the Material, Using Body Movements, and Changing Positions

Teachers use various verbal and nonverbal communication techniques such as loud voices so that children can easily listen to what their teachers are saying (Anggraini, 2021), shifting positions when teaching is useful for teachers so that students do not feel bored and students' attention is not monotonous, such as approaching students from front to back and then back to the front of the class. The position change is not done rigidly, but it looks relaxed (Yunus et al., 2022), as well as the use of body movements as an effort to make learning fun and can attract students' attention, because each student has a unique learning style (Andini et al., 2024). The importance of these actions lies in their ability to increase students' motivation to learn and concentration. Loud voices and the use of gestures help foster appeal and reinforce the message being conveyed, while the teacher's humor and emotional closeness to students create a comfortable and non-stressful learning atmosphere. Thus, the methods applied by teachers not only make fiqh learning more lively, but also encourage active student participation and strengthen positive relationships between teachers and students.

Teachers Have Flexible and Flexible Skills

Flexible skills are the ability to come up with different ideas or solutions to a problem. This study found that teachers apply creativity in teaching which can reduce students' laziness in fiqh lessons, namely, teachers use various different learning methods and models in each meeting, such as the TGT learning model, matching question and answer cards, and puzzles, this learning model is very suitable to be applied in learning because this learning model is learning while playing.

Based on observations and interviews with fiqh teachers at MTs An-Nur Palangka Raya, it can be seen that fiqh teachers use various learning methods and models, as for the learning models used by fiqh teachers, namely TGT, matching between question cards and answers, puzzles. According to fiqh teachers, this kind of learning model can make students more active, so not only the teacher is active in providing explanations, but also students who learn.

One of the students also said that fiqh teachers often give assignments in an interesting way, students are often divided into several groups, then students are instructed to answer questions that have been provided by fiqh teachers in the form of interesting media, with learning activities like this can make students more active and feel happy in participating in learning activities. This statement was also reinforced by the homeroom teacher of grade VIII B who explained that the fiqh teacher often uses simple learning media made of cardboard, origami, and Hvs. Fiqh teachers are very creative in making interesting learning media and he

often uses varied learning models when teaching in class. Fiqh teachers always try to find a learning model that can make students actively involved in learning activities.



Figures 3. The Media Used by Teachers, and the Learning Model Applied to Students

Based on the results of the data analysis above, it shows that the flexible skills applied by fiqh teachers in the use of varied methods, the use of varied learning models have an important role in overcoming student learning laziness (Fadilah, 2022). This can be seen from the activeness and involvement of students in solving the challenges given by the teacher, students look enthusiastic and happy in completing their assignments, because students feel that they are not only learning and doing assignments that are just sitting on their benches but students can also move more freely to relieve their fatigue by learning while playing, this can also increase students' interest in learning where by learning while playing students will feel Happy when the learning process takes place (Bate'e et al., 2023). A simple medium made of colorful origami paper, the Hvs paper used by the teacher is also very effective in attracting students' enthusiasm for learning in fiqh learning (Fadilah, 2022).

Teachers Have Rational Thinking

A teacher must have the ability to think rationally. The ability to think rationally will help teachers to think critically, methodically, and continuously, through the ability to think rationally, teachers can try to reduce students' learning laziness in fiqh learning. This study found that fiqh teachers give wise advice to students who like to make noise in learning.

Based on observations and interviews with fiqh teachers at MTs An-Nur Palangka Raya, it was found that when the fiqh teacher heard students who disturbed the learning atmosphere, the fiqh teacher would approach him slowly and then reprimand the student who made a noise during class hours, and the fiqh teacher gave advice so that the student would not repeat it again.

This statement was also strengthened by the homeroom teacher of grade VIII B who stated that the fiqh teacher was very strict in dealing with students who liked to disturb the learning atmosphere in the classroom. Fiqh teachers also do not hesitate to give reprimands to students who make noise or disturb their friends. However, he always gave reprimands in a polite way and did not hurt the students.

Based on the results of the data analysis above, it shows that fiqh teachers have a very important role in managing learning in the classroom, fiqh teachers show a wise attitude in dealing with problems that occur in the learning process.



Figures 4. The Teacher Gives Reprimands and Advice to Students Who Disturb the Classroom Atmosphere

Teachers are declared capable of dealing with students who disturb the classroom atmosphere, fiqh teachers are firm but still wise (Nahak et al., 2025). He reprimands students directly, gives advice, and assesses changes in their behavior after being reprimanded. This helps create a conducive and disciplined learning environment. This shows that (Tanjung & Namora, 2022). Fiqh teachers apply various efforts to reduce the signs of student laziness during class hours. These actions taken by teachers are very important because they show the role of teachers not only as teachers, but also as guides and educators (Nalapraya, 2023). A firm and wise attitude from teachers helps students learn to be responsible, appreciate the learning process, and improve their behavior to be better in the future (Supriadi et al., 2024).

As a researcher, he offers an alternative solution for fiqh teachers in an effort to reduce student learning laziness, namely through the application of the role play learning model in learning activities. Through role-playing activities, teachers can train students' courage to appear confident in front of the class, students can also express their opinions, and interact with their peers. This activity provides a space for students to express themselves actively and creatively, so that student involvement in the learning process can increase significantly. In addition, this *role-playing* learning model allows students to understand the fiqh material more deeply, because students not only receive theoretical explanations, but students also experience firsthand the picture of the material they are studying in real life. Thus, this model has great potential to reduce laziness that occurs in students and can increase student motivation to learn.

CONCLUSION

Based on the results of the research that has been conducted, it can be concluded that teachers' creativity in learning fiqh is very effective in reducing *learning loafing* or laziness in learning very well. Teachers apply various creativity through the ability to think fluently, teachers explain difficult material through examples in students' daily lives, and repeat explanations for students who experience difficulties, this can make learning easier for students to understand and relate to students' experiences. Through the teacher's enthusiastic attitude such as the use of loud voice intonation, changes in position in explaining, body movements when giving explanations, combining elements of humor can also liven up the classroom atmosphere, and make the learning process less rigid. Through flexible skills, what teachers do such as the use of varied learning methods and models supported by simple media succeed in attracting students' attention and making students more enthusiastic in participating in learning activities. and the ability to think rationally that teachers do in solving problems that occur in learning can help reduce learning laziness that occurs in students.

REFERENCE

- Ambya, R., Dewi, L., Agustin, E., Hasanah, I., Istiqomah, A., Nurhapid, A., Eka, P. F. A., Amal, M., Astuti., P. W., Rusliani, W. G., & Saudah, S. (2024). Teachers' creativity in increasing the learning motivation of grade 6 students of SDN 1 Lungkuh Layang. *Journal of Community Service of the Archipelago*, 5(1), 492–497. <https://doi.org/10.55338/jpkmn.v5i1.2566>
- Andini, M., Ramdhani, S., Suriansyah, A., & Cinantya, C. (2024). The Role of Teachers in Creating a Fun Learning Process. *MARAS: Journal of Multidisciplinary Research*, 2(4), 2298–2305. <https://doi.org/10.60126/maras.v2i4.637>
- Anggraini, E., Siska, S. (2021). Teachers' Communication Patterns in Early Childhood Learning Through Play. *Golden Age Potpourri Flower Journal*, 7(1), 2502–7166.
- Astuti, M., Saputri, R., & Noviani, D. (2023). Definition, Purpose and Scope of Education Administration and Supervision. *Indonesian Journal of Islamic Studies (JSII)*, 1(1), 167–176. <https://doi.org/10.61930/jsii.v1i1.167>
- Asy, H., Hesse, A. B., Rezky, A., Anggraini, A., & Amalia, S. (2024). Identifying Factors Influencing Learning Laziness in Junior High School Students: A Case Study in Junior High School Grade VIII SMP IT Mutiara Aulia. 2(6), 396–404. <https://philosophiamundi.id/index.php/philosophia/article/view/124>
- Bate'e, A. K., Laoli, J. D., Rasti, D. S., & Wijaya, L. I. (2023). The application of game methods to increase the learning interest of Ddsar school students. *Proceedings of Umsurabaya*, 46–53.
- Bisri, B. H. A. (2022). Analysis to improve creative thinking skills using the mind mapping method in grade V students of Madrasah Ibtida 'Iyyah Tarbiyah Athfal Cakul Timul. *Journal of Islamic Education*, 1(2), 89. <https://ejournals.com/ojs/index.php/ipn/article/view/1764>
- Dani, D. E. R., Shaleh, S., & Nurlaeli. N. (2023). Variety of learning methods and media in teaching and learning activities. *Al-Madrasah: Journal of Education of Madrasah Ibtidaiyah*, 7(1), 372. <http://dx.doi.org/10.35931/am.v7i1.1829>
- Efendi, I., & Sesmiarni, Z. (2022). The importance of research methodology in Islamic education. *Indonesian Journal of Education Research*, 1(2), 59–68. DOI: <https://doi.org/10.31004/jpion.v1i2.22>
- Fadilah, L. (2022). Attractive: Innovative Education Journal. *Students' Difficulties at Elementary School in Increasing Literacy Ability*, 4(1), 1–12. Official URL: <https://journals.ums.ac.id/index.php/ppd/article/v...>
- Fathonah, A., Huda, S., & Firmansah, B. (2023). Improving Learning Outcomes and Student Creativity through the Culturally Responsive Teaching Learning Approach. *DIDACTICS : Journal of Educational Thought*, 29(2), 248–257. <https://doi.org/10.30587/didaktika.v29i2.6508>
- Fauziah, C. (2022). Teacher Pai's creativity in improving the quality of learning for students at SMP Negeri 3 Tanjung Raja North Lampung.
- Hanaris, F. (2023). The Role of Teachers in Increasing Student Learning Motivation: Effective Strategies and Approaches. *Journal of Educational and Psychological Studies*, 1(1), 1–11. <https://doi.org/10.61397/jkpp.v1i1.9>
- Ilahude, N. M., Wantu, A., & Lukum, R. (2023). Factors Inhibiting Student Learning Motivation in PPKn Subjects at SMA Negeri 1 Popoyato, Pohuwato Regency. 7(2), 2294–2303.
- Khusniatin, S. N., Nurlaeliyah, N., & Jaedi, J. (2025). Perception of Grade XI Accounting Students of SMK NU Raudlatul Muta'allimin on the Influence of Mental Health on Learning Motivation. *Counseling; Journal of Islamic Educational Counseling Guidance*,

- 6(1), 88–107. <https://doi.org/10.31943/counselia.v6i1.321>
- Kusumaningrum, H., Chaerany, C., Kholisah, T. A., & Cahyani, R. (2024). Teacher performance as a strategic aspect in. *Journal of Education and Government Wiyata*, 2(2), 105–125. <https://doi.org/10.71128/e-gov.v2i2.85>
- Mahbubi, M., & Sa'diyah, H. (2024). Application of a contextual approach to student learning motivation in PAI subjects. *Journal of Professional Development of Islamic Religious Education Teachers Email*, 8, 168–176. <http://dx.doi.org/10.30821/ansiru.v8i2.23215>
- Majidah, N., Maulana, A., Nooraida, D., Yanti, R., Mulyani, S., Rusda, A., Yuniar, T., Pratiwi, D. A., & Aslamiah, A. (2024). Implementation of the Independent Curriculum on Students' Creative Thinking Skills at SDN Alalak Tengah 2. *MARAS: Journal of Multidisciplinary Research*, 2(3), 1226–1235. <https://doi.org/10.60126/maras.v2i3.353>
- Mazrur, M., Surawan, S., & Yuliani, Y. (2022). The Contribution of Teachers' Social Competence in Shaping Students' Character. *Attractive: Innovative Education Journal*, 4(2), 281–287. <https://doi.org/10.51278/aj.v4i2.452>
- Misykah, Z. (2022). Edumaniora : Journal of Education and Humanities Case Study on Children with Speech Delay at Raudhatul Atfhal Sakinah Kindergarten Jakarta. *Edumaniora: Journal of Education and Humanities*, 70–75. <https://journal.cdfpublisher.org/index.php/edumaniora/article/view/15>
- Miles, M. B., & Huberman, A. M. (1992). *Qualitative Data Analysis: A Resource Book on New Methods*. University of Indonesia Publisher (UI-PRESS). (t.t).
- Nahak, M. Y. L., Koro, M., & Adoe, T. Y. (2025). Journal of Scientific Research. *Journal of Scientific Research*, 1(01), 15–18.
- Nalapraya, S. P. (2023). Duties, roles, and responsibilities of being a professional teacher. *Faculty of Teacher Training and Education*, 1–12.
- Natalia, G., Emor, D., Marpaung, A. M., & Christie, S. N. (2025). Teachers' creativity in fostering student confidence at SMP Negeri 12 Bitung. 1(1), 31–41. <https://pusatdokumen.info/index.php/endunamoujournal/article/view/321>
- Rafikasari, F., Ibrahim, M., Amin, S. M., & Djazilan, S. (2021). The Effectiveness of Islamic Religious Learning Through an Active, Creative, Effective, and Fun Learning Approach (Pakem) in Elementary Schools. *Journal of Basicedu*, 5(5), 3232–3241. <https://doi.org/10.31004/basicedu.v5i5.1314>
- Ramadhanti, R. L., Bahij, A., & Mufidah, L. (2024). The Influence of the Use of Creative and Innovative Learning to. 1329–1338. <https://jurnal.umj.ac.id/index.php/SEMNASFIP/article/view/23726/10992>
- Rohima, N. (2023). The use of learning media to improve students' learning skills. *Learning Publications*, 1(1), 1–12.
- Saragih, G. A. P., & Manalu, A. D. P. (2024). Effective Strategies to Overcome Laziness among Students to Increase Productivity. *Journal of Evangelical Theology and Religious Education*, 2(4), 157–171. <https://doi.org/10.55606/jutipa.v2i4.371>
- Solihin, E. (2021). Qualitative Approach in Educational Research. In *Ellios Library*. CV. Ellios Library. <https://digilib.uinsgd.ac.id/id/eprint/39936>
- Sugiyono, S. (2022). Quantitative, Qualitative, and R&D Research Methods.
- Supriadi, S., Musifuddin, M., & Badarudin, B. (2024). Looking at the Discipline and Responsibility Factors of Elementary School Students. *BADA'A: Scientific Journal of Basic Education*, 5(2), 302–316. <https://doi.org/10.37216/badaa.v5i2.1175>
- Supriyani, W., Karma, I. N., & Khair, B. N. (2022). Analysis of Learning Strategies for Slow Learners at SDN Tojong-Ojong for the 2021/2022 Academic Year. *Scientific Journal of the Education Profession*, 7(3b), 1444–1452. <https://doi.org/10.29303/jipp.v7i3b.781>
- Surawan, S. (2020). Dynamics in Learning (A Study of Educational Psychology) (Hamdanah

- (ed.)). K- Media.
- Surawan, S., & Fatimah, C. (2021). The role of pai teachers overcomes students' difficulties in Qur'an literacy. *Ta'dibuna: Islamic Religious Education*, vol.4, 106–115.
- Surawan, S., & DLT, S. A. (2022). Implementation of Islamic Religious Education Learning in Preventing Insecurity in Students of SMAN 01 Palangka Raya. *Kuttab*, 6(2), 260. <https://doi.org/10.30736/ktb.v6i2.1145>
- Tanjung, W. U., & Namora, D. (2022). Teachers' Creativity in Managing Classrooms to Overcome Student Learning Fatigue at Madrasah Aliyah Negeri. *Al-Thariqah Journal of Islamic Religious Education*, 7(1), 199–217. [https://doi.org/10.25299/al-thariqah.2022.vol7\(1\).9796](https://doi.org/10.25299/al-thariqah.2022.vol7(1).9796)
- Tobing, P., & Hasanah, E. (2021). Kepemimpinan kepala sekolah dalam mengembangkan kreativitas dan inovasi pembelajaran guru pada masa COVID-19. *Scientific Journal of Mandala Education*, 7(2), 1–8. <https://doi.org/10.58258/jime.v7i2.1789>
- Yunus, W. P., Sukmawati, S., & Rosleny, R. (2022). Teacher Skills Hold Variations in Mathematics Learning for Grade V Students of SD Inpres Pakkolompo, Parangloe District. *Journal of Social Studies Arts and Humanities (JSSAH)*, 2(1), 25–31. <https://doi.org/10.33751/jssah.v2i1.6087>