



## The Role of Teaching Creativity of Christian Religious Education Teachers in Motivating Elementary School Students' Learning at SD Swasta 101940 Bina Artha

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### ABSTRACT

*Teaching creativity plays a crucial role in enhancing student learning motivation, particularly in Christian Religious Education (CRE) at the elementary level. This study aimed to investigate the role of teaching creativity among CRE teachers in motivating elementary school students' learning at SD Swasta 101940 Bina Artha. This qualitative descriptive study involved three CRE teachers and 60 students (grades 4-6) selected through purposive sampling. Data were collected through semi-structured interviews, classroom observations, and student questionnaires. Thematic analysis was employed to identify patterns and themes related to teaching creativity and learning motivation. The findings revealed that teaching creativity manifested through four main dimensions: innovative instructional methods (storytelling, role-playing, multimedia integration), flexible teaching approaches, student-centered learning activities, and contextual biblical applications. These creative teaching practices significantly enhanced students' intrinsic motivation, active participation, and positive attitudes toward CRE lessons. Students demonstrated increased engagement (85%), improved comprehension of biblical concepts (78%), and heightened enthusiasm for learning religious values (82%). Teaching creativity of CRE teachers serves as a vital catalyst in motivating elementary school students' learning by creating meaningful, engaging, and relevant educational experiences that bridge biblical teachings with students' daily lives.*

**Keywords:** *teaching creativity, Christian religious education, learning motivation, elementary education, instructional innovation.*

### INTRODUCTION

Education in the 21<sup>st</sup> century demands teachers to possess not only pedagogical competence but also a high degree of creativity in order to facilitate meaningful learning experiences. The rapid development of technology, the diversity of learners, and the complexity of modern educational challenges require teachers to move beyond conventional instructional methods. Within this context, the effectiveness of teaching is

no longer measured solely by the mastery of subject matter or teaching techniques but also by the teacher's ability to engage students actively, foster curiosity, and inspire lifelong learning. In Christian Religious Education (CRE), this challenge becomes even more intricate because teachers must not only deliver academic knowledge but also nurture moral, ethical, and spiritual growth consistent with Christian values. Thus, the integration of creativity into teaching practices is essential for ensuring that religious education remains relevant, inspiring, and transformative. Elementary school students represent a unique developmental stage characterized by concrete operational thinking, as described by Piaget (1972), meaning they understand the world through tangible and observable experiences. Their attention spans are relatively short, and their curiosity is often sparked by activities that involve play, exploration, and sensory engagement. Consequently, Christian Religious Education teachers must design learning experiences that connect spiritual concepts to the students' lived realities. For example, rather than merely lecturing about biblical teachings, teachers might employ storytelling, role-playing, song composition, visual arts, or digital media to illustrate moral lessons. Through such creative methods, students are not only informed but also emotionally and experientially involved in the learning process. Christian Religious Education plays a vital role in shaping students' moral character, ethical decision-making, and spiritual maturity. The subject contributes to developing values such as compassion, honesty, responsibility, and respect—qualities that are foundational to holistic education. However, many schools still rely on traditional teaching approaches dominated by memorization, repetition, and teacher-centered instruction. These methods often fail to stimulate students' imagination and critical thinking, leading to passive participation and declining motivation. When learning becomes monotonous and disconnected from students' daily experiences, it loses its transformative potential. Therefore, the cultivation of teaching creativity is essential to revitalize Christian Religious Education and to make it a living and engaging experience for students. At SD Swasta 101940 Bina Artha, a private Christian elementary school located in North Sumatra, Indonesia, similar challenges have been observed. Preliminary classroom observations revealed that many students appeared passive and unmotivated during religious instruction sessions that primarily relied on lecturing and textbook exercises. This disengagement was reflected in students' lack of enthusiasm, minimal participation, and limited retention of religious concepts. Recognizing the importance of addressing this issue, several CRE teachers at the school have initiated efforts to redesign their instructional methods. They began incorporating storytelling sessions, visual aids, collaborative projects, and digital media presentations to make learning more interactive and relatable. These creative interventions were intended not only to enhance students' cognitive understanding but also to foster emotional and spiritual connection with the material.

Teaching creativity refers to the teacher's ability to design, adapt, and implement innovative and contextually relevant instructional strategies that stimulate students' cognitive, affective, and psychomotor domains (Craft, 2005). Creative teachers display flexibility and responsiveness to their students' developmental needs, learning styles, and social contexts. They transform challenges into opportunities for exploration and integrate diverse learning modalities to ensure inclusivity and engagement. In the context of Christian Religious Education, teaching creativity also involves spiritual sensitivity—the ability to translate biblical and theological concepts into experiential learning that

resonates with children's lives. For example, a creative teacher might connect the story of the Good Samaritan to a classroom project on helping others in the community, thereby transforming moral instruction into lived experience. Learning motivation, on the other hand, represents a psychological construct encompassing the internal and external drives that initiate, direct, and sustain learning behaviors (Schunk, Pintrich, & Meece, 2014). Motivated students tend to exhibit greater persistence in the face of challenges, engage more deeply with learning materials, and achieve higher levels of academic success. In the context of Christian Religious Education, motivation is not limited to academic achievement but also involves the development of intrinsic spiritual interest—a desire to learn, reflect, and live out Christian values. Motivation in CRE is influenced by various factors, including the teacher's personality, instructional approach, classroom environment, and the perceived relevance of the material to students' daily lives. When teachers employ creative and interactive teaching methods, they stimulate curiosity, enhance emotional engagement, and foster a sense of ownership over learning. The relationship between teaching creativity and learning motivation has been extensively studied across various educational disciplines. Research consistently shows that creative teaching fosters intrinsic motivation by making learning enjoyable, meaningful, and self-directed (Amabile, 1996; Beghetto & Kaufman, 2014). However, there remains a significant gap in the literature regarding how this relationship operates within the domain of Christian Religious Education, especially at the elementary level. Most studies on creativity and motivation in religious education focus on secondary or higher education contexts, leaving the formative years of childhood relatively underexplored. Given that elementary education represents a critical period for moral and spiritual formation, it is essential to examine how teaching creativity can be harnessed to nurture students' enthusiasm for religious learning. This study seeks to address that gap by investigating the role of teaching creativity among Christian Religious Education teachers in motivating elementary school students' learning at SD Swasta 101940 Bina Artha. The research focuses on four primary objectives. First, it aims to identify the dimensions of teaching creativity practiced by CRE teachers, including the use of innovative instructional media, student-centered learning strategies, and contextualization of biblical content. Second, it examines students' perceptions of these creative teaching practices, exploring how such approaches affect their interest, enjoyment, and engagement during religious lessons. Third, the study analyzes the correlation between teaching creativity and student learning motivation, determining whether creative pedagogical approaches lead to measurable improvements in students' enthusiasm and persistence in learning CRE. Finally, it explores the challenges and opportunities faced by teachers in implementing creative teaching strategies within the constraints of curriculum standards, limited resources, and institutional expectations. The significance of this study lies in both its theoretical and practical contributions. Theoretically, it expands the understanding of creative pedagogy within the context of Christian education, highlighting how innovation and spirituality can coexist harmoniously in the classroom. It demonstrates that creativity in teaching does not undermine doctrinal integrity but rather enriches students' comprehension and spiritual growth. Practically, the study provides valuable insights for educators, curriculum developers, and policymakers in Christian schools who seek to enhance the quality of religious instruction. By emphasizing creativity as a key component

of effective pedagogy, schools can cultivate more engaging, student-centered learning environments that inspire not only intellectual curiosity but also spiritual transformation.

## METHODS

This study employed a qualitative descriptive research design to explore the role of teaching creativity in motivating elementary school students' learning. The qualitative approach was selected to gain in-depth understanding of teachers' creative practices and students' motivational experiences in their natural educational setting. This design allowed for rich, contextualized data collection that captured the complexity of teaching-learning dynamics in Christian Religious Education. The research was conducted at SD Swasta 101940 Bina Artha, a private Christian elementary school in Medan, North Sumatra, Indonesia. The school serves approximately 240 students from grades 1-6, with a diverse socioeconomic background. The study involved two participant groups: (1) three Christian Religious Education teachers with teaching experience ranging from 5 to 15 years, and (2) 60 students from grades 4-6 (20 students from each grade level). Participants were selected through purposive sampling based on the following criteria: teachers who had implemented creative teaching strategies for at least one academic year, and students who had attended CRE lessons regularly during the current academic year. Data were collected over a three-month period (August-October 2024) through multiple methods to ensure triangulation and enhance credibility. First, semi-structured interviews were conducted with the three CRE teachers. Each interview lasted approximately 60-90 minutes and explored teachers' understanding of teaching creativity, specific creative strategies employed, perceived impact on student motivation, and challenges encountered. Interviews were audio-recorded with participants' consent and transcribed verbatim. Second, classroom observations were carried out to document actual teaching practices and student responses. Each teacher was observed during four CRE lessons (12 observations total), with each lesson lasting 70 minutes. Observation protocols focused on instructional methods, teacher-student interactions, learning activities, classroom environment, and indicators of student motivation such as attention, participation, and enthusiasm. Field notes and video recordings (where permitted) were utilized to capture detailed observational data. Third, student questionnaires were administered to assess perceptions of teaching creativity and self-reported learning motivation. The questionnaire consisted of 20 closed-ended items using a 4-point Likert scale (strongly disagree to strongly agree) and 3 open-ended questions allowing students to describe their learning experiences. The instrument was adapted from established scales and modified to suit elementary students' comprehension level. The questionnaire was pilot-tested with 15 students not included in the main study to ensure clarity and appropriateness. Thematic analysis was employed following Braun and Clarke's six-phase framework. The analysis began with data familiarization through repeated reading of interview transcripts, observation notes, and questionnaire responses. Initial codes were generated to identify meaningful segments related to teaching creativity and learning motivation. Codes were then collated into potential themes, which were reviewed and refined to ensure coherence and distinction. Themes were defined and named to capture the essence of patterns identified in the data. The final analytic narrative was constructed

by selecting compelling examples and relating the analysis back to the research objectives.

For quantitative data from the questionnaire, descriptive statistics (frequencies and percentages) were calculated to supplement qualitative findings. Data analysis was facilitated using NVivo 12 software for qualitative data management and SPSS 25 for basic statistical analysis. To ensure trustworthiness, several strategies were implemented. Credibility was established through prolonged engagement, triangulation of multiple data sources, and member checking whereby participants reviewed and validated findings. Transferability was enhanced through thick description of the research context and processes. Dependability was maintained through systematic documentation of research procedures and decisions in an audit trail. Confirmability was achieved by demonstrating how findings emerged directly from the data rather than researcher bias. Ethical approval was obtained from the school administration and district education office. Informed consent was secured from all teacher participants and parents/guardians of student participants. Students provided verbal assent before participation. Participants were informed of their right to withdraw at any time without consequences. Confidentiality was maintained through pseudonyms and secure data storage. All research procedures adhered to ethical principles of beneficence, non-maleficence, autonomy, and justice.

## RESULT AND DISCUSSION

**Innovative Instructional Methods:** Teachers demonstrated creativity through diverse and innovative teaching methods that moved beyond traditional lecture approaches. Storytelling emerged as a dominant strategy, with teachers narrating biblical stories using expressive voices, gestures, and props to bring characters and events to life. One teacher explained, "I use storytelling with different voices for each character. The children become so engaged that they can retell the stories in their own words afterward." Role-playing activities allowed students to dramatize biblical narratives, enabling embodied learning experiences. For instance, students reenacted the parable of the Good Samaritan, rotating roles to experience different perspectives. Multimedia integration represented another innovative approach, with teachers utilizing videos, audio recordings, and digital presentations to illustrate biblical concepts. Visual arts activities such as drawing, coloring, and craft-making helped students express their understanding of religious teachings creatively. One teacher incorporated music and worship songs as pedagogical tools, leading students in composing simple melodies based on biblical verses. These varied methods addressed multiple learning styles and maintained student interest throughout lessons.

**Flexible Teaching Approaches:** Creative teachers demonstrated flexibility in adapting their instruction to meet students' diverse needs and contextual factors. This flexibility manifested in responsive lesson modifications based on student feedback and engagement levels. When teachers observed declining attention, they spontaneously introduced interactive activities or discussion breaks. One teacher noted, *"If I see the children getting restless during explanation, I immediately switch to a game or group activity to re-energize them."* Teachers also exhibited flexibility in pacing, allowing sufficient time for student questions and exploration rather than rigidly following predetermined lesson plans. They adjusted language complexity and used age-

appropriate vocabulary and examples that resonated with elementary students' experiences. Differentiated instruction was evident as teachers provided varied levels of challenge for students with different abilities, ensuring all students could participate meaningfully.

**Student-Centered Learning Activities:** The third dimension emphasized shifting the focus from teacher-centered transmission to student-centered discovery and construction of knowledge. Teachers designed activities that positioned students as active learners rather than passive recipients. Small group discussions encouraged students to share personal reflections and interpretations of biblical teachings. Problem-based learning scenarios presented moral dilemmas drawn from biblical stories, prompting students to apply Christian values in decision-making. Project-based activities allowed students to demonstrate their understanding through creative outputs such as posters, skits, or presentations. Question-and-answer sessions were structured to elicit student curiosity and critical thinking rather than mere recall of facts. Teachers intentionally created spaces for student voice and agency, valuing diverse perspectives and experiences. This student-centered approach fostered ownership of learning and deepened engagement with religious content.

**Contextual Biblical Applications:** Creative teachers excelled in connecting abstract biblical principles to students' concrete, everyday experiences. They used contemporary examples and scenarios familiar to elementary students to illustrate spiritual lessons. For instance, when teaching about forgiveness, teachers drew parallels to conflicts in school friendships and sibling relationships. Current events and social issues appropriate for young learners were discussed through the lens of Christian values. Teachers encouraged students to identify ways to practice biblical teachings in their daily lives, bridging the gap between Sunday school lessons and weekday realities. One teacher implemented a "living the Word" journal where students documented their attempts to apply specific values during the week. This contextualization made religious education relevant and meaningful, demonstrating that Christianity is not merely intellectual assent but lived faith expressed in concrete actions.

### ***Students' Perceptions of Creative Teaching Practices***

Student questionnaire responses and interview data revealed overwhelmingly positive perceptions of creative teaching practices in CRE. Quantitative analysis showed that 85% of students agreed or strongly agreed that their CRE teachers used interesting and varied teaching methods. Specifically, 88% indicated that they enjoyed storytelling and drama activities, 82% appreciated the use of videos and pictures, and 79% valued opportunities for group discussions and creative projects. Students consistently mentioned that creative teaching made CRE lessons "fun," "exciting," and "not boring." One fourth-grade student stated, "I like when teacher uses different activities. We don't just sit and listen, we can act, draw, and talk with friends about the Bible stories." Another student remarked, "The videos and songs help me remember the lessons better than just reading from books." The emotional tone of students' responses indicated genuine enthusiasm for creatively taught lessons. Students reported feeling more confident participating in class when diverse activities were employed. They appreciated teachers who listened to their ideas and allowed them to express understanding in multiple ways. The inclusive nature of creative teaching was particularly valued, with students noting that "everyone can join" regardless of their abilities or personalities. Some students expressed that they needed

clearer instructions for creative activities and more time to complete projects. A few students preferred more structured, predictable lesson formats, suggesting individual differences in learning preferences. Overall, the data demonstrated strong student appreciation for teaching creativity as a factor that enhanced their religious education experience.

### ***Impact of Teaching Creativity on Learning Motivation***

The relationship between teaching creativity and student learning motivation emerged as a central finding. Multiple indicators demonstrated that creative teaching practices significantly enhanced various dimensions of learning motivation among elementary students.

**Increased Intrinsic Motivation:** Students exhibited heightened intrinsic motivation characterized by genuine interest and enjoyment in CRE lessons. Observation data revealed that students arrived to class eager to participate and frequently asked questions reflecting curiosity about religious topics. Teachers reported that students voluntarily shared stories of how they applied biblical lessons at home, indicating internalization of values beyond classroom requirements. The questionnaire showed that 82% of students reported looking forward to CRE lessons, compared to previous academic years when religious education was often cited as a less preferred subject.

**Enhanced Active Participation:** Creative teaching fostered dramatically increased student participation in class activities. Observation records documented high levels of hand-raising, verbal contributions, and physical engagement during interactive lessons. Teachers noted marked differences in participation rates when employing creative versus traditional methods. One teacher observed, *"With creative methods, I have the opposite problem - too many students wanting to participate at once, rather than struggling to get responses."* Group activities facilitated peer interaction and collaborative learning, with students demonstrating enthusiasm for working together on projects. Even typically quiet or shy students were observed contributing to small group discussions and creative tasks. The multi-modal nature of creative teaching provided diverse entry points for participation, accommodating different personality types and comfort levels.

**Improved Cognitive Engagement:** Creative teaching promoted deeper cognitive processing of religious content. Students demonstrated higher-order thinking skills such as analysis, application, and evaluation when engaged in problem-solving activities and contextual applications. Teachers reported improved comprehension and retention of biblical concepts, attributing this to the meaningful, experiential nature of creative learning activities. The questionnaire revealed that 78% of students felt they understood CRE lessons better when teachers used creative methods. Students' ability to articulate connections between biblical teachings and their lives indicated meaningful learning rather than superficial memorization. Open-ended responses showed students could provide concrete examples of how they applied Christian values, demonstrating transfer of learning from classroom to real-world contexts.

**Positive Affective Responses:** Creative teaching generated positive emotions that supported motivation. Students expressed joy, excitement, and satisfaction during and after CRE lessons. The emotional climate of creatively taught classrooms was characterized by warmth, encouragement, and positive teacher-student relationships. Teachers' enthusiasm and creativity appeared contagious, inspiring similar attitudes in students. Reduced anxiety and increased confidence were evident, particularly among students who previously struggled with religious education.

The non-threatening, supportive environment created through creative teaching allowed students to take intellectual risks without fear of judgment. This psychological safety was crucial for nurturing intrinsic motivation and sustained engagement.

### ***Challenges in Implementing Creative Teaching***

Despite the positive outcomes, teachers identified several challenges in implementing creative teaching strategies consistently. Time constraints emerged as a primary obstacle, with teachers noting that creative lessons required more preparation time than traditional methods. Developing innovative activities, gathering materials, and designing differentiated instruction demanded significant effort amid teachers' multiple responsibilities. Resource limitations also posed challenges, particularly regarding access to technology, multimedia equipment, and art supplies. While teachers demonstrated resourcefulness in creating low-cost materials, they acknowledged that more resources would expand creative possibilities. Class size affected implementation, as some creative activities were difficult to manage with larger student groups. Balancing curriculum coverage with creative teaching presented dilemmas. Teachers expressed concern about ensuring all required content was addressed while allocating time for creative activities. Some felt pressure to cover material quickly to meet curricular expectations, creating tension with the slower pace sometimes required for deep, creative learning experiences. Diverse student needs required significant differentiation effort. Teachers found it challenging to design creative activities that appropriately challenged advanced students while remaining accessible to those with learning difficulties. Managing different learning styles, attention spans, and behavioral needs within creative, less structured activities demanded sophisticated classroom management skills. Teachers remained committed to creative teaching, viewing the benefits for student motivation and learning as worth the additional effort. They expressed desire for professional development opportunities focused on creative pedagogy, collaborative planning time with colleagues, and institutional support for innovative teaching practices. This study illuminates the significant role of teaching creativity in motivating elementary school students' learning in Christian Religious Education. The findings align with and extend existing scholarship on creative pedagogy while offering unique insights specific to religious education contexts. The four dimensions of teaching creativity identified-innovative instructional methods, flexible teaching approaches, student-centered learning activities, and contextual biblical applications-resonate with broader educational research on effective teaching practices. These dimensions reflect principles of constructivist learning theory, which posits that learners actively construct knowledge through meaningful experiences rather than passively receiving information. Creative CRE teachers at SD Swasta 101940 Bina Artha functioned as facilitators who designed rich learning environments rather than mere transmitters of religious content. The emphasis on innovative instructional methods, particularly storytelling and dramatization, aligns with narrative pedagogy's recognition that humans are fundamentally story-making and story-understanding beings. Biblical narratives, when brought to life through creative presentation, engage students' imagination and emotions, making abstract spiritual concepts concrete and accessible. The use of multimedia and arts-based activities addresses multiple intelligences theory, acknowledging that students possess diverse strengths and learn through various modalities.

Flexible teaching approaches demonstrated by creative CRE teachers reflect responsive teaching practices that prioritize student needs over rigid adherence to predetermined plans. This flexibility requires pedagogical agility and deep understanding of both content and learners-hallmarks of expert teaching. The ability to read classroom dynamics and adjust instruction accordingly distinguishes creative teachers from those who mechanically follow lesson scripts. The student-centered dimension aligns with contemporary educational reforms emphasizing active learning and student agency. By positioning students as co-constructors of knowledge rather than passive recipients, creative teaching fosters intrinsic motivation and deeper engagement. In religious education specifically, student-centered approaches acknowledge that faith development is a personal journey requiring individual reflection, questioning, and meaning-making rather than mere acceptance of transmitted doctrines. Contextual biblical applications represent a critical dimension unique to religious education. Creative teachers recognized that elementary students' concrete operational thinking requires tangible connections between abstract spiritual principles and their lived experiences. This contextualization addresses a persistent challenge in religious education: the perceived irrelevance of ancient texts to contemporary life. By bridging biblical teachings and students' daily realities, creative teachers demonstrated that Christianity offers practical wisdom for navigating real-world challenges. The strong positive relationship between teaching creativity and student learning motivation observed in this study supports Self-Determination Theory's emphasis on autonomy, competence, and relatedness as fundamental psychological needs driving motivation. Creative teaching practices satisfied these needs by providing choice and voice (autonomy), appropriately challenging activities with opportunities for success (competence), and warm, supportive teacher-student relationships (relatedness). When these needs are met, students develop intrinsic motivation characterized by genuine interest and enjoyment rather than external compliance. The specific motivational outcomes-increased intrinsic motivation, enhanced participation, improved cognitive engagement, and positive affective responses-demonstrate that teaching creativity influences multiple dimensions of learning motivation simultaneously. This multi-dimensional impact suggests that creative teaching operates through various pathways to enhance motivation, making it a powerful pedagogical approach. The challenges identified-time constraints, resource limitations, class size, curriculum coverage pressures, and diverse student needs-are not unique to this context but reflect broader systemic issues in education. These challenges underscore that implementing creative teaching requires not only individual teacher skill but also institutional support, adequate resources, and educational policies that value quality over mere coverage of content. The tension between creative, student-centered pedagogy and standardized, content-driven curricula represents a fundamental dilemma in contemporary education requiring systemic solutions. This study's findings have important implications for Christian Religious Education specifically. Traditional approaches to religious instruction often emphasize doctrinal transmission and moral instruction through didactic methods. While these approaches may impart knowledge, they frequently fail to cultivate genuine faith commitment and intrinsic motivation to live according to religious values. Creative teaching, by making religious education engaging and personally meaningful, has potential to nurture authentic spiritual formation rather than superficial religious socialization. Furthermore, in an increasingly secular context

where religious education competes with numerous attractive alternatives for children's attention, creative teaching becomes essential for maintaining relevance and engagement. Elementary students growing up in media-saturated, technology-rich environments expect learning experiences to be dynamic and interactive. Religious education must adapt pedagogically while maintaining theological integrity—a balance that creative teaching can achieve. The study's focus on elementary education is particularly significant given this developmental period's importance for establishing foundational attitudes toward religion and learning. Positive early experiences with religious education, facilitated by creative teaching, may foster lifelong faith commitment and openness to spiritual development. Conversely, boring or irrelevant religious instruction during childhood can create lasting negative associations that persist into adulthood. Limitations of this study include its focus on a single school context, which may limit transferability of findings to other settings with different characteristics. The relatively small sample size and short observation period provide a snapshot rather than comprehensive longitudinal understanding. Future research should examine teaching creativity's impact across diverse school contexts, incorporate quantitative measures of learning outcomes, and investigate long-term effects on students' religious commitment and moral development. This study makes valuable contributions to understanding effective pedagogy in Christian Religious Education. It provides empirical evidence for the value of teaching creativity in motivating student learning, offers detailed descriptions of what creative teaching looks like in practice, and identifies challenges that must be addressed to support creative pedagogy. These insights can inform teacher education programs, professional development initiatives, and educational policies aimed at enhancing religious education quality.

## CONCLUSION

This study demonstrates that teaching creativity plays a vital and multifaceted role in motivating elementary school students' learning in Christian Religious Education at SD Swasta 101940 Bina Artha. Creative CRE teachers employ innovative instructional methods, flexible teaching approaches, student-centered learning activities, and contextual biblical applications to create engaging and meaningful educational experiences. These creative practices significantly enhance students' intrinsic motivation, active participation, cognitive engagement, and positive affective responses toward religious education. Students perceive creative teaching positively, valuing the variety, interactivity, and relevance it brings to CRE lessons. The relationship between teaching creativity and learning motivation is robust, with creative pedagogical practices satisfying fundamental psychological needs and fostering genuine interest in religious content and values. However, implementing creative teaching consistently requires addressing challenges related to time, resources, class size, curriculum pressures, and diverse student needs. The findings underscore that effective Christian Religious Education transcends mere transmission of doctrinal knowledge to encompass holistic engagement of students' cognitive, affective, and spiritual dimensions. Creative teaching serves as a pedagogical bridge connecting ancient biblical wisdom with contemporary students' lives, making religious education relevant, engaging, and transformative. Based on these findings, several recommendations emerge for enhancing Christian Religious Education through teaching creativity: CRE teachers should prioritize developing and implementing

creative teaching strategies that actively engage students through diverse methods addressing multiple learning styles. Regular reflection on teaching practices and openness to experimentation with new approaches can enhance creative capacity. Collaboration with colleagues to share ideas and resources can reduce individual burden while expanding creative repertoire. Educational institutions should provide systematic support for teaching creativity through adequate resources, including teaching materials, technology, and physical spaces conducive to interactive learning. Professional development programs focused on creative pedagogy in religious education should be offered regularly. Reasonable class sizes and teaching loads that allow time for creative lesson planning should be prioritized. Preservice teacher preparation programs should explicitly address creative pedagogy in religious education courses, providing opportunities for prospective teachers to design and practice innovative teaching strategies. Field experiences should expose teacher candidates to exemplary creative teaching models in authentic classroom settings. Educational policies should balance curriculum coverage expectations with quality learning experiences, recognizing that less content taught deeply and creatively may yield better outcomes than more content covered superficially. Assessment systems should value creative teaching and its outcomes rather than focusing exclusively on standardized measures that may undermine pedagogical innovation. In conclusion, teaching creativity represents not merely a pedagogical option but a crucial element for effective Christian Religious Education in the 21st century. As SD Swasta 101940 Bina Artha demonstrates, when teachers embrace creativity as a core teaching commitment, they transform religious education from a potentially tedious obligation into an engaging journey of discovery that nurtures students' spiritual growth and intrinsic motivation to learn and live according to Christian values.

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