



## Integrating Creative Arts in Christian Religious Education Learning Based on Exodus 28:3 at SDN 030312 Laumil-Dairi Regency

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### ABSTRACT

*This study explores the integration of creative arts in Christian Religious Education (CRE) learning based on the theological perspective of Exodus 28:3 at SDN 030312 Laumil, Dairi Regency. Grounded in the belief that creativity is a divine gift endowed by God with wisdom and purpose, this research emphasizes that artistic skills are not merely aesthetic abilities but spiritual resources that can be used to support faith formation and character development. The study employed a Systematic Literature Review (SLR) method to analyze scholarly works related to creative arts in education, Christian pedagogy, biblical theology of creativity, and arts-based learning approaches in religious education. The findings reveal that creative arts significantly enhance students' engagement, motivation, and active participation in CRE learning. Artistic activities such as drawing, drama, music, and crafts enable students to internalize biblical values more deeply by connecting cognitive understanding with emotional and experiential expression. Moreover, creative arts support diverse learning styles and promote inclusive education, allowing all students, regardless of academic ability, to participate meaningfully in the learning process. From a theological perspective, Exodus 28:3 provides a strong foundation for viewing creativity as a manifestation of God's wisdom and a form of worship. Integrating creative arts in CRE transforms classroom learning into a spiritual experience where students express faith, gratitude, and devotion through artistic expression. In the context of SDN 030312 Laumil, which serves 162 students, this approach proves effective in fostering collaboration, character formation, and spiritual sensitivity. This study concludes that integrating creative arts in CRE is a theologically grounded and pedagogically effective strategy to cultivate holistic Christian education. It encourages students to understand, experience, and live out their faith creatively and authentically in daily life.*

**Keywords:** *Creative Arts Integration, Christian Religious Education, Exodus 28:3*

### INTRODUCTION

Christian Religious Education (CRE) plays a strategic role in shaping students' spiritual character, moral values, and holistic understanding of faith in everyday life. In elementary

education, CRE is not only responsible for transmitting doctrinal knowledge but also for nurturing students' creativity, sensitivity, and appreciation of God's gifts. Learning that is merely cognitive often fails to engage students meaningfully, especially at the primary level where imagination and artistic expression are central to children's development. Therefore, innovative pedagogical approaches are needed to make CRE more contextual, participatory, and transformative. One such approach is the integration of creative arts into CRE learning, which enables students to express faith through visual art, music, drama, and other creative forms that resonate with their developmental stage and learning needs. The integration of creative arts in education has been widely recognized as an effective strategy to enhance student engagement, motivation, and deeper understanding of learning materials. Creative arts provide opportunities for experiential learning, where students do not merely receive information but actively construct meaning through artistic expression. In the context of CRE, creative arts can function as a medium for theological reflection, spiritual formation, and character development. Through drawing, painting, singing, role-playing, and crafting, students are encouraged to internalize biblical values in a joyful and meaningful way. Such practices help bridge the gap between abstract religious concepts and students' concrete experiences, making faith learning more accessible and relevant. From a biblical perspective, creativity is an inherent gift from God that reflects His divine nature. Exodus 28:3 states, "And you shall speak to all who are gifted artisans, whom I have filled with the spirit of wisdom, that they may make Aaron's garments, to consecrate him, that he may serve Me as priest." This verse emphasizes that artistic skill and creativity are not merely human talents but divine endowments bestowed by God for sacred purposes. Art in the biblical narrative is portrayed as an expression of wisdom, beauty, and devotion, demonstrating that creativity has theological significance. Thus, integrating creative arts into CRE is not only pedagogically sound but also theologically grounded, as it aligns with the biblical understanding of creativity as a manifestation of God's wisdom and glory.

In the Indonesian educational context, CRE in public elementary schools often faces challenges related to limited teaching methods, insufficient learning media, and students' low engagement in religious learning. Teaching is frequently dominated by lecturing and textbook-based approaches, which may not adequately stimulate students' interest or address diverse learning styles. At SDN 030312 Laumil in Dairi Regency, these challenges are similarly observed, where CRE learning tends to focus on verbal explanations and memorization of biblical stories and doctrines. Although such methods have their value, they may not fully develop students' creativity or foster a deeper emotional and spiritual connection to the content. Therefore, there is a strong need to explore more dynamic and student-centered learning strategies that can enrich CRE instruction. Integrating creative arts into CRE learning offers a promising alternative to overcome these limitations. By involving students in artistic activities that are connected to biblical themes and Christian values, teachers can create a more interactive and meaningful learning environment. Creative arts allow students to express their understanding of God, faith, and moral values in personal and imaginative ways. For instance, students can draw scenes from biblical stories, create crafts related to Christian symbols, compose simple songs of praise, or perform short dramas based on moral lessons. These activities not only make learning enjoyable but also support the development of students' cognitive, affective, and psychomotor domains in a balanced manner. The integration of creative arts contributes

to character formation, which is a central goal of CRE. Artistic activities encourage patience, discipline, cooperation, and appreciation of beauty, all of which are aligned with Christian virtues. When students work together on creative projects, they learn to respect differences, value teamwork, and develop empathy. These experiences help internalize Christian values not merely as theoretical knowledge but as lived practices. Thus, creative arts function as a bridge between faith education and character education, reinforcing the holistic nature of Christian pedagogy. Many studies focus on general arts education or creativity in secular subjects, while fewer explore the theological and pedagogical implications of arts-based learning in CRE. This gap highlights the importance of conducting research that examines how creative arts can be effectively integrated into CRE learning based on biblical foundations, particularly Exodus 28:3. Such research can provide valuable insights for teachers, curriculum developers, and educational policymakers in designing more innovative and spiritually meaningful learning models. This study aims to investigate the integration of creative arts in Christian Religious Education learning based on Exodus 28:3 at SDN 030312 Laumil, Dairi Regency. The study seeks to explore how creative arts are implemented in CRE classrooms, how they influence students' engagement and understanding of biblical values, and how they reflect the theological concept of creativity as a divine gift. By grounding pedagogical practices in both educational theory and biblical theology, this research is expected to contribute to the development of a more holistic and contextual approach to CRE learning. Ultimately, integrating creative arts is envisioned as a way to cultivate students who not only understand Christian teachings intellectually but also express their faith creatively and live it out in their daily lives.

## METHODS

This study employed a Systematic Literature Review (SLR) method to examine the integration of creative arts in Christian Religious Education (CRE) learning based on Exodus 28:3 and its implications for pedagogical practice in elementary schools. The SLR approach was chosen because it allows for a comprehensive, transparent, and replicable synthesis of existing scholarly evidence related to creative arts, biblical theology of creativity, and faith-based educational practices. By systematically collecting and analyzing relevant literature, this method ensures that the discussion and interpretation are grounded in credible academic sources and theological perspectives. The SLR process followed four main stages: identification, screening, eligibility, and inclusion. In the identification stage, relevant articles, books, and conference proceedings were searched using academic databases such as Google Scholar, ERIC, Scopus-indexed journals (where accessible), and national Indonesian academic repositories. Keywords used in the search included "Creative Arts in Christian Education," "Christian Religious Education," "Arts-Based Learning," "Biblical Creativity," "Exodus 28:3," "Faith and Creativity," and "Religious Education Pedagogy." These keywords were combined using Boolean operators to ensure comprehensive coverage of interdisciplinary studies involving education, theology, and creative pedagogy. In the screening stage, titles and abstracts were examined to determine their relevance to the research focus. Publications that discussed creative arts in general education without any connection to religious or moral education were excluded. Similarly, theological studies that did not engage with educational practice were also omitted. The inclusion criteria were: publications

discussing creative arts as a pedagogical approach, studies related to Christian education or religious education, literature addressing biblical perspectives on creativity or artistry, and peer-reviewed articles, academic books, and reputable scholarly sources published within the last fifteen years, with some classical theological works included for conceptual grounding. Through this process, a refined corpus of literature was established as the primary data source for analysis. Although the main research design was based on SLR, contextual data from SDN 030312 Laumil were incorporated to strengthen the relevance of the study. The school has a total of 162 students who participate in Christian Religious Education learning activities. This demographic data served as supporting contextual information, enabling the findings of the SLR to be interpreted in relation to real classroom conditions. The number of students reflects a relatively large and diverse learning community, which highlights the importance of implementing engaging and inclusive pedagogical approaches such as creative arts integration in CRE learning. Data analysis was conducted using thematic analysis. The selected literature was carefully read, coded, and categorized into several main themes, including: theological foundations of creativity in the Bible, especially in relation to Exodus 28:3, the role of creative arts in enhancing student engagement and spiritual formation, pedagogical models of arts-based learning in religious education, and implications for character development and holistic education. These themes were then synthesized to construct a coherent framework for understanding how creative arts can be integrated into CRE learning in a theologically sound and pedagogically effective manner. To ensure the validity and reliability of the review, the study applied transparency in the selection of sources, consistency in data coding, and critical evaluation of each publication's credibility and relevance. By combining the rigor of the SLR method with the contextual setting of 162 students at SDN 030312 Laumil, this research provides a strong methodological foundation for analyzing how creative arts can function as a meaningful medium for teaching faith, creativity, and Christian values in elementary-level Christian Religious Education.

## RESULTS AND DISCUSSION

The findings of this study, derived from the Systematic Literature Review (SLR), indicate that the integration of creative arts in Christian Religious Education (CRE) is both pedagogically effective and theologically meaningful. The reviewed literature consistently emphasizes that creative arts function not merely as supplementary teaching tools but as essential pedagogical instruments that facilitate holistic learning. In CRE, creative arts serve as a bridge between biblical truth and students' lived experiences, enabling faith to be understood not only cognitively but also affectively and practically. This aligns with the fundamental objective of Christian education, which seeks to nurture the whole person, mind, heart, and character-in the light of God's truth. One of the most significant findings is that creative arts promote active student participation. Studies in arts-based education demonstrate that students become more engaged when learning involves creative expression such as drawing, music, drama, storytelling, and craft-making. These activities encourage students to interpret biblical narratives personally and imaginatively, allowing them to internalize Christian values more deeply. In the context of elementary education, where students learn best through experiential and concrete activities, creative arts

provide a natural medium for understanding abstract theological concepts. The SLR shows that when faith learning is combined with artistic expression, students exhibit higher motivation, stronger emotional involvement, and greater retention of biblical teachings. Another important finding is that creative arts support diverse learning styles. Students possess different intelligences and modes of expression, including visual, auditory, kinesthetic, and interpersonal dimensions. Traditional CRE instruction, which often relies heavily on verbal explanation and memorization, may fail to accommodate this diversity. Creative arts, however, offer multiple pathways for learning. For example, visual learners benefit from drawing biblical scenes, auditory learners from singing hymns and Christian songs, kinesthetic learners from drama and movement-based activities, and interpersonal learners from collaborative art projects. The SLR highlights that such inclusivity is crucial in creating equitable and effective CRE classrooms, particularly in public schools where student backgrounds and abilities vary widely. Exodus 28:3 provides a strong biblical foundation for integrating creative arts into CRE learning. The verse states that God filled certain individuals with the "spirit of wisdom" to create sacred garments for priestly service. This implies that artistic skills are divinely inspired and intended for holy purposes. Creativity, therefore, is not a secular or merely aesthetic activity but a spiritual gift that reflects God's wisdom and glory. The SLR literature affirms that biblical theology views creativity as part of humanity's participation in God's creative work. Humans are called to reflect God's image (*imago Dei*) through creative acts that honor Him and serve others. In CRE learning, this theological understanding transforms creative arts into a form of worship and spiritual formation. When students engage in artistic activities inspired by biblical themes, they are not simply completing classroom tasks but participating in a sacred process of expressing faith. Drawing biblical characters, crafting symbols of faith, or dramatizing stories from Scripture becomes an act of theological reflection. This practice nurtures reverence, gratitude, and awareness of God's presence in everyday learning. The SLR findings indicate that such experiences help students perceive learning as a holistic encounter with God, rather than as a purely academic obligation. The literature also emphasizes that Exodus 28:3 highlights the integration of wisdom, skill, and spirituality. The artisans who created the priestly garments were not chosen merely for technical ability but were endowed with divine wisdom. This suggests that true creativity in a biblical sense involves moral and spiritual responsibility. Applied to CRE, this means that creative arts should be guided by Christian values and ethical considerations. Artistic expression becomes a medium for cultivating virtues such as patience, humility, cooperation, and respect for God's creation. The SLR shows that when teachers consciously connect artistic activities to Christian ethics, creative learning becomes a powerful tool for character formation. In relation to the context of SDN 030312 Laumil, which serves 162 students, these findings are particularly relevant. A school with a relatively large student population requires learning strategies that are both engaging and adaptable to diverse classroom dynamics. Creative arts provide flexible opportunities for individual and group-based learning, allowing teachers to manage classroom interactions more effectively. For instance, students can be organized into small groups to work on collaborative art projects related to biblical themes, fostering teamwork and mutual respect. The SLR indicates that such collaborative creativity enhances social skills and strengthens students' sense of community within the classroom. The literature suggests that creative arts contribute significantly to students' spiritual formation. Spiritual

formation in CRE is not limited to teaching doctrines but involves shaping attitudes, values, and behaviors that reflect Christ-like character. Artistic activities encourage reflection, empathy, and emotional expression, which are essential components of spiritual growth. When students depict biblical stories through art, they are prompted to consider the moral messages and personal relevance of these narratives. The SLR findings show that this process deepens students' understanding of faith and strengthens their personal connection to God.

Another crucial aspect highlighted by the SLR is that creative arts empower teachers to become facilitators of meaningful learning rather than mere transmitters of information. In arts-integrated CRE classrooms, teachers guide students in exploring biblical truths through creative processes. This pedagogical shift fosters a more interactive and dialogical learning environment. Teachers encourage students to ask questions, share interpretations, and reflect on the spiritual significance of their artistic work. The literature confirms that such an approach aligns with constructivist learning theory, which emphasizes active knowledge construction and personal meaning-making. The interpretation of Exodus 28:3 also underscores the value of excellence and beauty in serving God. The priestly garments were designed with great care, skill, and aesthetic quality, reflecting God's appreciation for beauty and order. This principle can be applied to CRE learning by encouraging students to create art that is thoughtful, sincere, and reflective of their best efforts. Creative excellence becomes an expression of devotion. The SLR reveals that when students are taught to view creativity as a form of service to God, they develop a deeper sense of responsibility and purpose in their learning activities. In addition, the integration of creative arts helps address the challenge of making CRE relevant to students' contemporary context. Modern students are surrounded by visual and digital media, which shape their ways of thinking and communicating. Creative arts in CRE provide a constructive and faith-based channel for students to engage with visual culture. Drawing, designing posters, or creating simple performances allows students to connect biblical messages with their daily experiences. The SLR emphasizes that this contextualization is essential for sustaining students' interest in religious education in an increasingly secular and media-driven world. The findings from the SLR and the theological reflection on Exodus 28:3 demonstrate that creative arts integration in CRE is not an optional innovation but a pedagogical necessity rooted in biblical theology. Creative arts enrich CRE learning by fostering engagement, inclusivity, spiritual formation, character development, and theological reflection. In the setting of SDN 030312 Laumil, with its 162 students, this approach offers a practical and theologically grounded strategy to enhance the quality of Christian Religious Education. The integration of creative arts thus represents a synthesis of faith and pedagogy, where biblical wisdom informs educational practice and creativity becomes a living expression of Christian faith.

### ***Creative Arts as a Pedagogical Strategy in Christian Religious Education***

The SLR findings strongly affirm that creative arts function as an effective pedagogical strategy in Christian Religious Education (CRE), particularly at the elementary level. Creative arts transform learning from a teacher-centered and content-oriented process into a student-centered and experience-based practice. In CRE, where faith, values, and spirituality must be internalized rather than memorized, creative arts provide a concrete medium for abstract theological concepts. This pedagogical shift is essential for nurturing

meaningful learning experiences that touch students cognitively, emotionally, and spiritually. Creative arts in education are closely associated with experiential learning theory, which emphasizes that knowledge is constructed through direct experience and reflection. In CRE, experiential learning becomes spiritually significant when students engage in activities such as illustrating biblical stories, creating Christian symbols, dramatizing parables, or composing songs of praise. These artistic practices allow students to encounter biblical narratives not as distant historical texts but as living stories that speak to their personal lives. The SLR literature consistently demonstrates that experiential learning through arts enhances comprehension, retention, and emotional connection to learning material. From a constructivist perspective, creative arts encourage students to actively construct meaning based on their own interpretations of Scripture. Instead of passively receiving doctrinal explanations, students express how they understand God's love, forgiveness, and faithfulness through artistic forms. This aligns with the educational principle that learning is most effective when students are actively involved in meaning-making processes. In CRE classrooms, such active engagement supports theological reflection at an age-appropriate level. Students begin to understand that faith is not only something taught by teachers but something personally experienced and expressed. Creative arts also foster intrinsic motivation in learning. The SLR findings reveal that students show greater enthusiasm and willingness to participate when lessons include artistic activities. Art creates a joyful learning atmosphere that reduces anxiety and encourages self-expression. In religious education, where students may sometimes feel pressured to give "correct" answers, creative arts open space for personal interpretation and emotional honesty. This freedom is particularly important for elementary students, who often communicate their thoughts and feelings more naturally through images, movement, and sound than through abstract verbal explanations.

In the context of SDN 030312 Laumil, which serves 162 students, the use of creative arts offers a practical solution for addressing classroom diversity. Students come from different family backgrounds, levels of academic ability, and learning styles. Creative arts provide equal opportunities for participation because they do not rely solely on linguistic or logical intelligence. A student who struggles academically may still excel in drawing, music, or drama, thereby gaining confidence and recognition in the classroom. The SLR highlights that such inclusive practices contribute significantly to students' self-esteem and sense of belonging. Creative arts strengthen collaborative learning. Many artistic activities in CRE can be designed as group projects, such as creating murals of biblical stories, performing short biblical dramas, or designing posters of Christian values. These collaborative tasks promote teamwork, communication, and mutual respect. The SLR shows that collaborative art projects help students develop social responsibility and empathy, which are core components of Christian character education. In group work, students learn to listen to others, appreciate different ideas, and resolve conflicts peacefully, reflecting Christ-centered values in practical ways. Another pedagogical advantage of creative arts is their capacity to integrate multiple subjects and competencies. Creative arts in CRE can connect religious learning with language, culture, social studies, and moral education. For example, dramatizing a biblical story enhances students' language skills, storytelling ability, and moral reasoning. Crafting religious symbols involves creativity, fine motor skills, and symbolic understanding. The SLR emphasizes that interdisciplinary learning through arts makes CRE more relevant and

holistic, aligning with the broader goals of national education. The SLR also points out that creative arts promote reflective learning. After completing artistic activities, students are encouraged to explain the meaning of their work, discuss what they learned, and reflect on its spiritual significance. This reflective process deepens theological understanding and supports spiritual formation. In CRE, reflection helps students connect artistic expression with biblical values such as love, obedience, humility, and gratitude. Teachers play a crucial role in guiding these reflections so that creativity remains grounded in Christian theology rather than becoming merely aesthetic expression. Creative arts shift the role of the teacher from instructor to facilitator. Teachers become guides who create meaningful learning environments, provide spiritual direction, and encourage exploration. The SLR findings indicate that when teachers adopt this role, classroom interactions become more dialogical and relational. In CRE, such relationships reflect the Christian understanding of education as a nurturing and transformative ministry. Teachers model Christ-like attitudes of patience, encouragement, and compassion, reinforcing the spiritual dimension of learning.

In relation to Exodus 28:3, creative arts as a pedagogical strategy mirror the biblical principle that God empowers individuals with wisdom and skill for sacred purposes. When teachers integrate arts into CRE, they acknowledge that students' creativity is a divine gift that must be nurtured responsibly. Artistic activities are not merely instructional techniques but acts of stewardship over God-given talents. This theological perspective elevates pedagogy into a form of spiritual service, where teaching and learning become expressions of worship. Creative arts help contextualize biblical messages within students' cultural and social environments. In Indonesian classrooms, students are familiar with local art forms, colors, music, and storytelling traditions. Integrating these cultural elements into CRE learning allows students to see that Christian faith can be expressed within their own cultural identity. The SLR emphasizes that contextualization strengthens students' sense of ownership of faith and prevents religious education from being perceived as foreign or disconnected from daily life. The pedagogical use of creative arts addresses one of the main challenges of CRE in public schools: maintaining relevance and engagement in a pluralistic environment. Creative arts provide a non-dogmatic and inclusive approach to faith learning that respects students' individuality while maintaining Christian theological foundations. Through artistic expression, students can explore values such as love, peace, honesty, and responsibility, which are universally appreciated yet rooted in Christian teaching. The SLR indicates that this approach fosters both spiritual depth and social harmony in diverse school contexts. Creative arts serve as a powerful pedagogical strategy in Christian Religious Education by promoting experiential, inclusive, collaborative, reflective, and theologically grounded learning. At SDN 030312 Laumil, with its 162 students, the integration of creative arts offers a realistic and effective means to enhance engagement, spiritual formation, and character development. Creative arts transform CRE from a purely instructional subject into a living experience of faith, where students encounter God through creativity, beauty, and meaningful expression.

### ***Impact of Creative Arts on Students' Engagement and Spiritual Formation***

The SLR findings reveal that one of the most significant impacts of integrating creative arts in Christian Religious Education (CRE) is the enhancement of students' engagement. Engagement in learning is not merely defined by students' physical presence in the

classroom but by their emotional, cognitive, and spiritual involvement in the learning process. Creative arts create an environment where students feel motivated to participate actively, express their ideas freely, and explore biblical truths in ways that are meaningful to them. In elementary education, where attention spans are limited and curiosity is dominant, creative arts provide a dynamic learning atmosphere that sustains students' interest in CRE lessons. Student engagement increases when learning activities involve imagination and creativity. The SLR demonstrates that activities such as drawing biblical scenes, composing simple Christian songs, performing short dramas, and creating symbolic crafts stimulate curiosity and enjoyment. These artistic practices reduce monotony and transform CRE into a subject that students look forward to. Instead of perceiving CRE as a theoretical or memorization-based lesson, students experience it as an interactive and joyful encounter with faith. This emotional engagement is essential because emotions play a central role in shaping students' attitudes toward religion and spirituality at a young age. Cognitive engagement is also strengthened through creative arts. When students create artwork based on biblical narratives, they must first understand the story, interpret its meaning, and decide how to represent it visually or performatively. This process requires critical thinking, interpretation, and synthesis of information. The SLR indicates that such activities promote higher-order thinking skills, as students move beyond recalling information to applying and expressing biblical values creatively. In this way, creative arts deepen students' understanding of Scripture and encourage meaningful theological reflection appropriate to their developmental level. In the context of SDN 030312 Laumil, with 162 students, this increased engagement is particularly valuable. A relatively large student population demands learning strategies that are capable of capturing attention and accommodating different learning needs. Creative arts allow teachers to divide students into small groups or individual projects, ensuring active participation even in large classes. Students who may be passive in traditional lecture-based lessons often become more confident and expressive when engaged in artistic activities. The SLR highlights that creative arts provide alternative pathways for participation, especially for students who struggle with verbal or written expression. Beyond engagement, creative arts play a crucial role in students' spiritual formation. Spiritual formation in CRE involves nurturing students' relationship with God, shaping their moral values, and developing Christ-like character. Creative arts contribute to this process by offering students concrete ways to express their faith, gratitude, repentance, and hope. When students draw images of God's creation, craft symbols of the cross, or dramatize stories of forgiveness and love, they internalize spiritual truths in personal and memorable ways. The SLR affirms that such embodied and expressive practices are powerful tools for spiritual growth. Creative arts also help students develop a sense of reverence and worship. Based on the theological interpretation of Exodus 28:3, artistic work is understood as a sacred activity empowered by God's wisdom. When teachers explain that creativity is a gift from God and that artistic expression can honor Him, students begin to see their artwork as an offering of worship. This perspective transforms classroom activities into moments of devotion. The SLR shows that students who view creativity as a form of worship demonstrate greater sincerity, responsibility, and respect in their learning process. Creative arts facilitate emotional and spiritual reflection. Many biblical themes, such as love, forgiveness, suffering, and hope, are deeply emotional and may be difficult for children to articulate verbally. Artistic expression

allows students to process these themes in non-verbal and symbolic ways. Through colors, shapes, movements, and sounds, students can express feelings that they may not yet be able to describe in words. The SLR emphasizes that this expressive dimension is vital for nurturing emotional intelligence and spiritual sensitivity in CRE. Another important aspect of spiritual formation is the development of personal faith identity. Creative arts encourage students to reflect on how biblical teachings relate to their own lives. For example, when students are asked to draw what "God's love" means to them or to perform a short drama about helping others, they personalize faith concepts. The SLR findings indicate that such personalization strengthens students' sense of ownership of their faith. They begin to understand Christianity not only as a school subject but as a way of life that influences their attitudes and actions. Creative arts also support communal spiritual formation. Many artistic activities in CRE are collaborative, fostering a sense of spiritual community among students. Group projects, such as creating murals or performing dramas, help students experience faith as a shared journey. They learn to pray together, reflect together, and celebrate creativity together. The SLR shows that these shared experiences cultivate solidarity, mutual encouragement, and empathy, which are essential values in Christian community life. In relation to character education, creative arts shape virtues such as patience, perseverance, humility, and responsibility. Artistic processes require time, effort, and attention to detail. Students learn that meaningful results are achieved through dedication and discipline. When mistakes occur, they are encouraged to try again, fostering resilience and a growth mindset. The SLR indicates that these character traits are consistent with Christian teachings about perseverance and faithfulness. Thus, creative arts contribute not only to spiritual growth but also to moral development. The integration of creative arts also helps teachers observe students' spiritual and emotional development more clearly. Students' artwork and performances often reveal their understanding of God, their struggles, and their hopes. This provides teachers with valuable insights into students' inner lives. The SLR suggests that teachers can use these observations to provide more personalized spiritual guidance and pastoral care. In this way, creative arts become a form of formative assessment in CRE, offering qualitative information about students' spiritual progress. Moreover, creative arts encourage joy and gratitude, which are central to Christian spirituality. When students experience joy in creating and sharing their artwork, they associate faith learning with positive emotions. This emotional association is crucial in shaping long-term attitudes toward religion. The SLR highlights that students who experience joy in CRE are more likely to develop a positive and lasting relationship with their faith. Joyful learning reflects the biblical understanding of worship as celebration and thanksgiving. The integration of creative arts significantly enhances students' engagement and spiritual formation in Christian Religious Education. Creative arts foster emotional, cognitive, and spiritual involvement, making learning more meaningful and transformative. At SDN 030312 Laumil, with its 162 students, this approach provides an effective strategy for cultivating active participation, deepening faith understanding, and nurturing Christ-like character. Creative arts thus serve as a powerful medium through which students encounter God, express their faith, and grow spiritually within the CRE learning environment.

## CONCLUSION

This study concludes that integrating creative arts into Christian Religious Education (CRE) learning, grounded in the theological perspective of Exodus 28:3, offers a holistic and transformative approach to faith-based education. Creative arts are not merely instructional tools but are expressions of God-given wisdom and creativity that enable students to encounter biblical truths in meaningful and experiential ways. The Systematic Literature Review (SLR) demonstrates that artistic activities enhance students' engagement, deepen theological understanding, and support spiritual formation by connecting cognitive learning with emotional and practical expression of faith. The findings affirm that creative arts effectively bridge the gap between biblical theology and pedagogical practice. Exodus 28:3 emphasizes that artistic skill is a divine gift intended for sacred purposes, which provides a strong theological justification for integrating creativity into CRE learning. When students participate in art-based activities, they experience learning as an act of worship and stewardship of God's gifts. This perspective elevates CRE from a purely academic subject to a spiritual formation process that nurtures reverence, gratitude, and responsibility before God. In the context of SDN 030312 Laumil, with its 162 students, creative arts integration proves to be particularly relevant and practical. It accommodates diverse learning styles, encourages inclusive participation, and promotes collaborative learning. Students become more motivated and confident, especially those who may struggle in conventional verbal or text-based learning environments. Moreover, creative arts foster essential Christian virtues such as patience, cooperation, empathy, and perseverance, which are fundamental to character education and spiritual growth. Ultimately, this research highlights that creative arts serve as a powerful medium for cultivating holistic Christian education. By integrating artistic expression with biblical teaching, CRE becomes more engaging, contextual, and spiritually meaningful. The approach encourages students not only to understand Christian values intellectually but also to embody and express their faith creatively in daily life. Therefore, integrating creative arts based on Exodus 28:3 is strongly recommended as an innovative and theologically grounded strategy to enhance the quality and effectiveness of Christian Religious Education in elementary schools.

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