

IMPLEMENTATION OF INSTRUCTIONAL DESIGN TO ENHANCE THE CREATIVITY OF ISLAMIC RELIGIOUS EDUCATION TEACHERS AT SMP NEGERI 1 HINAI

Syarifah Alwiyah¹, Syarifah Rahmah², Aulia Rahmat³

^{1, 2, 3} UIN Sultanah Nahrasiyah Lhokseumawe, Aceh, Indonesia

¹ syarifah_rahmah@uinsuna.ac.id, ² syarifah_rahmah@iainlhokseumawe.ac.id,

³ auliarahmat@iainlhokseumawe.ac.id

Abstract

The research entitled Implementation of Learning Design in Improving the Creativity of Islamic Religious Education Teachers at SMPN 1 Hinai aims to: (1) describe how the implementation of learning design can improve the creativity of Islamic Religious Education teachers at SMPN 1 Hinai; and (2) identify the factors of Islamic Religious Education teachers' creativity in developing learning design. This research is a qualitative study with a case study approach. Data sources consist of Islamic Religious Education teachers, curriculum representatives, and two students. Data collection techniques include observation, interviews, and documentation. Data analysis uses three stages: data condensation, data presentation, and verification. The results of the study indicate that the implementation of learning design can improve the creativity of Islamic Religious Education teachers at SMPN 1 Hinai through several aspects, namely: (a) systematic organization of materials through the preparation of Teaching Modules, Semester Programs, and Annual Programs; (b) effective communication developed through collaboration in regional languages when explaining materials; (c) teacher mastery and enthusiasm for the subject matter; (d) a positive attitude without prejudice towards students. In addition, the creativity of Islamic Religious Education teachers in developing learning designs at SMPN 1 Hinai is influenced by several factors, namely: (a) cooperation between teachers and leaders; (b) giving awards and encouragement by the principal; (c) treatment that does not differentiate employee status; (d) giving teachers trust to explore creativity without coercion; and (e) teacher involvement in the preparation of school policies.

Keywords: Implementation of Learning Design, Teacher Creativity

Abstrak

Penelitian berjudul Implementasi Desain Pembelajaran dalam Meningkatkan Kreativitas Guru PAI di SMPN 1 Hinai ini bertujuan untuk: (1) mendeskripsikan bagaimana implementasi desain pembelajaran dapat meningkatkan kreativitas guru PAI di SMPN 1 Hinai; dan (2) mengidentifikasi faktor-faktor kreativitas guru PAI dalam mengembangkan desain pembelajaran. Penelitian ini merupakan studi kualitatif dengan pendekatan studi kasus. Sumber data terdiri atas guru PAI, wakil kurikulum, serta dua orang peserta didik. Teknik pengumpulan data meliputi observasi, wawancara, dan dokumentasi. Analisis data menggunakan tiga tahapan: kondensasi data, penyajian data, dan verifikasi. Hasil penelitian menunjukkan bahwa implementasi desain pembelajaran mampu meningkatkan kreativitas guru PAI di SMPN 1 Hinai melalui beberapa aspek, yaitu: (a) pengorganisasian materi secara sistematis melalui penyusunan Modul Ajar, Program Semester, dan Program Tahunan; (b) komunikasi efektif yang dikembangkan melalui kolaborasi bahasa daerah saat menjelaskan materi; (c) penguasaan dan antusiasme guru terhadap materi pelajaran; (d) sikap positif dengan tidak berprasangka buruk kepada peserta didik. Selain itu, kreativitas guru PAI dalam mengembangkan desain pembelajaran di SMPN 1 Hinai dipengaruhi oleh beberapa faktor, yaitu: (a) adanya kerja sama antarguru dan pimpinan; (b) pemberian penghargaan dan dorongan oleh kepala sekolah; (c) perlakuan yang tidak membedakan status kepegawaian; (d) pemberian kepercayaan kepada guru untuk mengeksplor kreativitas tanpa paksaan; serta (e) keterlibatan guru dalam penyusunan kebijakan sekolah.

Kata kunci: Implementasi Desain Pembelajaran, Kreativitas Guru



INTRODUCTION

Education is a social construct designed to develop humans holistically, encompassing spiritual, intellectual, moral, social, and practical skill dimensions. Within the framework of national development, education functions as a driver of cultural transformation and a means to strengthen the quality of human resources.¹ Through planned learning, students are guided toward mastering knowledge and life skills that are relevant to the changing times.

In Indonesia, the evolving dynamics of the curriculum demands a learning process that is not only informative but also transformative. Teachers are required to design learning experiences that foster students' creativity, critical thinking skills, and moral character.² Thus, instructional design becomes a crucial instrument that connects learning objectives with appropriate pedagogical strategies.

However, field realities show that not all teachers are able to execute instructional design optimally. Many lesson plans remain minimally developed, administrative in nature, or fail to reflect the needs and characteristics of students. This disparity is one of the factors contributing to low learning effectiveness and limited student engagement in the learning process.³

This gap is particularly evident in Islamic Religious Education (PAI), a subject that plays a strategic role in shaping students' morals and spirituality. Ideally, PAI teachers should not only understand the subject matter but also be capable of designing learning strategies that are both creative and relevant.⁴ When instructional design is not managed professionally, PAI learning tends to fall into routine and lecture-based patterns, leaving little room for student participation and value development.

Several studies indicate that teacher creativity is one of the key determinants of learning quality. Teachers who can vary their methods, develop contextualized learning media, and design

¹ Reksiana et al., "Sociological Dynamics of Indonesian Islamic Education: Mastery of Information and Communication Technology (ICT) Literacy by Teachers of SMPN 3 South Tangerang City," *JURNAL INDO-ISLAMIKA* 14, no. 2 (2024): 377–92, <https://doi.org/10.15408/jii.v14i2.43765>.

² Sahade et al., "Learning Discipline and Teacher Performance on Critical Thinking Skills of Students in the Merdeka Belajar Era," *JPI (Jurnal Pendidikan Indonesia)* 13, no. 2 (2024): 326–34, <https://doi.org/10.23887/jpiundiksha.v13i2.68864>.

³ V. D. Wicaksono, "Simplification of Lesson Plan: Elementary School Teacher Perspective (Penyederhanaan Rencana Pelaksanaan Pembelajaran: Perspektif Guru Sekolah Dasar)," *Pedagogia: Jurnal Pendidikan* 11, no. 2 (2022): 77–88, <https://doi.org/10.21070/pedagogia.v11i1.1477>.

⁴ N. Nenda et al., "Kreativitas Guru Pendidikan Agama Islam Dalam Meningkatkan Kualitas Pembelajaran Pada Sekolah Dasar Islam Terpadu (SDIT) Armaniyah," *Raudhah Proud To Be Professionals: Jurnal Tarbiyah Islamiyah* 10, no. 2 (2025): 683–91, <https://doi.org/10.48094/raudhah.v10i2.853>.

meaningful assessments have been shown to enhance student motivation and academic achievement.⁵ Thus, creativity is not merely a personal attribute but a professional competence that must be cultivated through systematic instructional planning.

Although numerous studies have examined teacher competence and pedagogical creativity, research on the direct relationship between the implementation of instructional design and the creativity of PAI teachers remains relatively limited. Previous studies have focused more on creativity as an individual quality rather than as an outcome of structured instructional design. This indicates a gap in the literature that warrants further exploration..

This context also underscores that the quality of instructional design can serve as an important predictor of teacher creativity. When learning tools, such as lesson plans (RPP), annual programs (Prota), semester programs (Prosem), and teaching modules, are developed comprehensively, teachers have a strong methodological foundation for innovation. On the other hand, inadequate planning can constrain creativity and hinder active learning.⁶

The problem becomes more complex when teachers face limited attendance or workloads outside of school, as observed at SMP Negeri 1 Hinai. Low attendance of PAI teachers directly affects the quality of lesson preparation. Incomplete teaching materials and monotonous methods result in a learning process that is less effective and not oriented toward developing students' competencies.

This phenomenon results in low-quality PAI learning and limited opportunities for students to participate actively. Furthermore, the absence of an operational instructional design makes it difficult for teachers to map learning objectives and determine the strategies needed to achieve optimal outcomes. This situation underscores the need for research on how instructional design can foster teacher creativity.

Therefore, this study is aimed at analyzing the implementation of instructional design and its contribution to the creativity of PAI teachers at SMP Negeri 1 Hinai. The research highlights the extent to which lesson planning serves as a foundation for pedagogical innovation, as well as how supporting and inhibiting factors influence teacher creativity in managing the learning process. This focus is expected to provide both theoretical contributions and practical implications for improving the quality of PAI learning.

⁵ D. Purnomo et al., "Pemanfaatan Media Interaktif Dalam Strategi Pembelajaran PAI Untuk Meningkatkan Motivasi Belajar Peserta Didik," *Al-Tarbiyah: Jurnal Ilmu Pendidikan Islam* 3, no. 2 (2025): 64–77, <https://doi.org/10.59059/al-tarbiyah.v3i2.2183>.

⁶ M. Solihudin and E. Chamalah, "Optimalisasi Desain Instruksional Untuk Meningkatkan Efektivitas Pembelajaran Bahasa Indonesia Di Sekolah Dasar," *Epistemic: Jurnal Ilmiah Pendidikan* 4, no. 3 (2025): 522–37, <https://doi.org/10.70287/epistemic.v4i3.503>.

THEORETICAL FRAMEWORK

Implementation derives from the English verb to implement, denoting the act of executing or applying a planned concept. In scholarly usage, it refers to a deliberately organized set of actions formulated with a high degree of precision, carried out consistently in accordance with established norms or procedures to achieve predetermined objectives.⁷ Thus, implementation signifies a structured and intentional operationalization of a plan, carried out earnestly to generate the expected outcomes or impacts.

According to Hanafiah, as cited by Harsono, implementation is understood as the process of translating political decisions into administrative actions.⁸ Nurdin Usman further emphasizes that implementation encompasses activities, actions, and systemic mechanisms; it is not merely routine work but a deliberately structured effort directed toward achieving specific objectives.

Nurdin explains that curriculum implementation may follow several approaches. The first approach views implementation as an activity preceding curriculum dissemination. In this perspective, the process involves articulating program objectives, delineating newly introduced resources, and outlining the instructional methods to be employed.⁹

Stages of Implementation

The implementation process is generally divided into three sequential phases, namely:

1. Planning Stage

Planning derives from the notion of formulating decisions that guide actions toward predetermined objectives. The process begins with defining the desired goals through need analysis and preparation of relevant documents, followed by determining strategies to achieve those goals.¹⁰ Essentially, planning is a collective task that outlines the work to be carried out in order to realize established targets. Thus, planning constitutes a systematic effort to identify and articulate the outcomes to be achieved.

2. Implementation Stage

Implementation refers to the execution of a thoroughly formulated plan; it proceeds only when preparatory arrangements are fully established. In essence, implementation

⁷ Dahlihah, "Implementasi Kurikulum Pendidikan Di Madrasah Ibtidaiyah Ikhlasiah Palembang," *Educational Journal of Islamic Management (EJIM)* 2, no. 1 (2022): 31–44, <https://doi.org/10.47709/ejim.v2i1.1856>.

⁸ F. Azza N et al., "Implementasi Kebijakan Pendidikan," *JRPP: Jurnal Review Pendidikan Dan Pengajaran* 4, no. 2 (2021): 362–65, <https://doi.org/10.31004/jrpp.v4i2.3254>.

⁹ Nurhasna et al., "Implementasi Kurikulum Merdeka Pada Mata Pelajaran Bahasa Indonesia Di SMP Muhammadiyah Rappang," *Jurnal Studi Guru Dan Pembelajaran* 7, no. 2 (2024): 901–12, <https://doi.org/10.30605/jsgp.7.2.2024.4353>.

¹⁰ P. Priyambodo and E. Hasanah, "Strategic Planning in Increasing Quality of Education," *Nidhomul Haq: Jurnal Manajemen Pendidikan Islam* 6, no. 1 (2021): 109–26.

signifies the operationalization of a detailed blueprint that has been regularly organized and is ready to be enacted with sufficient readiness and precision.¹¹

3. Evaluation Stage

Evaluation refers to the act of determining the value or merit of something. It involves a systematic process of planning, gathering, and providing essential information to support decision-making among available alternatives. In educational contexts, evaluation denotes an assessment procedure aimed at obtaining an accurate picture of students' achievement based on predetermined criteria. Hence, evaluation can be understood as a value-determination process grounded in specific benchmarks to ensure the extent to which intended objectives have been achieved.

Design refers to a process that determines the conditions of learning and aims to formulate strategies and materials at both macro and micro levels. At the macro level, it encompasses the development of programs and curricula, while at the micro level, it involves constructing instructional plans and learning modules. The implementation of instructional design systems can serve as a means to revitalize and update learning activities in schools by applying procedures that are both systematic and systemic.

Creativity is the capacity to generate novel ideas and apply them in solving problems. It encompasses a set of abilities and traits that foster creative thinking. Although creativity is influenced by innate and genetic factors, the role of parents, teachers, and the educational environment remains crucial in providing conditions that stimulate learners' creative development.

Based on the perspectives of previous scholars, creativity can be viewed as a vital process in human life, particularly in the context of self-actualization. It reflects an individual's especially an educator's capacity to generate original ideas, models, and approaches that manifest as creative thought. An educator is therefore expected to cultivate such thinking so that their own creativity can serve as a motivating force that positively influences and inspires their students.

Based on the above description, it can be concluded that teacher creativity refers to a teacher's ability to generate new ideas or refine existing ones in order to deliver meaningful knowledge to students in the school setting.

In educational practice, creativity in learning constitutes an integral element that cannot be separated from the roles of both teachers and students. A teacher's creative capacity extends beyond facilitating instruction; it also encompasses cognitive,

¹¹ S. Bahri and M. Masdin, "Urgensi Etika Dan Profesionalisme Guru Dalam Perspektif Islam," *AL-TA'DIB: Jurnal Kajian Ilmu Kependidikan* 14, no. 2 (2021): 87–89.

psychomotor, and affective dimensions. Overall, teacher creativity serves a central function enabling them to perform their professional responsibilities with greater efficiency and effectiveness.

Creativity can be cultivated through a developmental process shaped by multiple influencing factors. In general, it is affected by an individual's abilities, positive attitudes and interests toward their field of work, as well as the competence required to carry out related tasks effectively.

Based on the explanation above, it can be concluded that enhancing teachers' creativity in designing instruction requires supportive influencing factors. A positive school climate, effective collaboration, and the provision of encouragement and recognition can motivate teachers to further develop their creative capacities and improve learning outcomes.

RESEARCH METHODS

This study employs a qualitative approach because it allows the researcher to conduct an in-depth exploration of phenomena occurring in the field, particularly regarding the implementation of instructional design and the creativity of PAI teachers. This approach provides the flexibility to depict events, actions, and interactions naturalistically through direct observation.¹² The selected research type is a case study, as it allows for an intensive and detailed analysis of the context, actors, and learning dynamics at SMP Negeri 1 Hinai. The study was conducted in Tanjung Beringin, Langkat, from November 2024 to February 2025.

The data sources used consist of primary and secondary data.¹³ Primary data were obtained through interviews with PAI teachers, the vice principal in charge of curriculum, and two students who served as key informants directly involved in the learning process. Secondary data were collected from school documents, learning archives, activity photographs, and PAI teachers' administrative records. Informants were selected using purposive sampling to ensure their relevance and the substantive nature of the information they could provide for the study.

Data were collected using three main techniques: observation, interviews, and documentation. Observations were conducted directly in the school environment to understand the learning process naturally through systematic field notes.¹⁴ Interviews were conducted in a

¹² S. P. Wijaya et al., "Implementasi Kurikulum Merdeka Dalam Pengembangan Desain Pembelajaran Pendidikan Agama Islam," *Journal of Education Research* 5, no. 4 (2024): 6766–76.

¹³ M. I. Ramdani et al., "Strategi Guru PAI Dalam Membina Moderasi Beragama Siswa," *JlIP - Jurnal Ilmiah Ilmu Pendidikan* 6, no. 7 (2023): 4827–33, <https://doi.org/10.54371/jljp.v6i7.2353>.

¹⁴ K. Nikmah, "Penerapan Metode Pembelajaran Observasi Lapangan Pada Mata Kuliah Studi Arsip Untuk Meningkatkan Kemampuan Berpikir Kritis Mahasiswa," *ASANKA: Journal of Social Science and Education* 4, no. 1 (2023): 26–33, <https://doi.org/10.21154/asanka.v4i1.5912>.

structured and closed format to obtain verbal data from informants regarding instructional design and the creativity of PAI teachers.¹⁵ Documentation was used to complement and reinforce findings from observations and interviews, particularly through the collection of relevant documents, archives, and administrative evidence.¹⁶

Data validity was tested through source triangulation and method triangulation to ensure the consistency of information obtained from various data collection techniques. Data analysis employed the Miles and Huberman model, which includes three stages: data condensation, data presentation, and drawing or verifying conclusions. The collected data were reduced, presented in an analytical narrative, and repeatedly verified to ensure that the research findings are valid, accurate, and scientifically accountable.¹⁷

RESULTS AND DISCUSSION

The Implementation of Instructional Design Can Enhance the Creativity of PAI Teachers at SMP Negeri 1 Hinai

Implementation is a process related to the policies and programs to be applied by an organization or institution. In designing learning, teachers need to pay attention to (1) proper organization of the material, (2) effective communication, (3) mastery of and enthusiasm for the subject matter, and (4) a positive attitude toward students.¹⁸ These four indicators have been applied by PAI teachers at SMP Negeri 1 Hinai.

1. Proper Organization of Materials

According to the Dick & Carey Instructional Design theory, the development of modules, annual programs (Prota), semester programs (Prosem), and lesson plans (ATP) is a crucial component of an integrated learning system, as they serve as a pedagogical blueprint that ensures the continuity of competencies.¹⁹ Meanwhile, the Merdeka Curriculum principle encourages the development of adaptive teaching materials based on students' needs and the local context.

¹⁵ L. Fatimah and S. Hajar, "Desain Pembelajaran PAI Di Sekolah," *Jurnal Pendidikan Indonesia (Japendi)* 4, no. 3 (2023): 262–71.

¹⁶ S. N. Azizah and A. P. Astutik, "Diferensiasi Pembelajaran Pendidikan Agama Islam Dalam Meningkatkan Literasi Di Era Digital," *JlIP - Jurnal Ilmiah Ilmu Pendidikan* 8, no. 3 (2025): 2905–15, <https://doi.org/10.54371/jiip.v8i3.7503>.

¹⁷ I. Syamilah, "Pola Manajemen Kurikulum Berbasis Islam Terpadu Di SD Islam Terpadu Menara Fitrah Kabupaten Ogan Ilir," *Fahima: Jurnal Pendidikan Dan Kajian Keislaman* 3, no. 2 (2024): 210–22, <https://doi.org/10.54622/fahima>.

¹⁸ R. Fitria, "Komunikasi Islam: Strategi Pembelajaran Pendidikan Agama Islam Di Sekolah Menengah Atas Negeri Kota Bengkulu Indonesia," *Edukasi Islami: Jurnal Pendidikan Islam* 12, no. 3 (2023): 2471–86, <https://doi.org/10.30868/ei.v12i03.4564>.

¹⁹ A. Akbar et al., "Komparasi Desain Pengembangan Pembelajaran Pendidikan Agama Islam Model Jerrold E. Kemp, Walter Dick Dan Lou Carey Serta I Nyoman Sudana Degeng," *Equilibrium: Jurnal Pendidikan* 12, no. 3 (2024): 336–46, <https://doi.org/10.26618/equilibrium.v12i3>.

PAI teachers explained that lesson planning is carried out through the development of self-directed teaching modules adapted from various digital sources, resulting in a more organized material structure. A similar statement was made by the vice principal in charge of curriculum, who stressed that the implementation of the Merdeka Curriculum requires teachers to follow official guidelines and utilize resources from the PMM platform.

Observations showed that the PAI teaching modules were aligned with the principles of the Merdeka Curriculum. Teachers also design annual programs (Prota), semester programs (Prosem), and weekly programs as operational frameworks for learning. Both informants stated that all teachers are required to prepare these tools in their respective lesson plans (ATP). Field findings indicated that the Prota, Prosem, and weekly program documents have been integrated into the ATP. Thus, a well-structured organization of material serves as a prerequisite for facilitating the implementation of learning.

2. Effective Communication

In educational communication theory, instructional communication underscores the imperative of message lucidity, adaptive manipulation of linguistic symbols, and heightened sensitivity to learners' linguistic backgrounds.²⁰ Barnlund's Transactional Communication Theory posits that instructional efficacy hinges on reciprocal feedback and the instructor's capacity to calibrate linguistic expressions to learners' cognitive maturity. Employing simplified diction or local vernacular constitutes a form of code-switching that mitigates semantic impediments.

The findings indicate that the Islamic Education teacher employs instructional communication that is concise, adaptive, and readily comprehensible, occasionally incorporating local vernacular to ensure equal understanding among students. Learners in grades VII and VIII affirm that the teacher's explanations are consistently easy to grasp. Observational data corroborates this: the language used in instruction is clear, direct, and communicative. Consequently, effective communicative proficiency demonstrably supports students' conceptual comprehension.

3. Mastery and Enthusiasm for Subject Matter

According to Shulman's Pedagogical Content Knowledge framework, teachers must integrate subject-matter mastery with pedagogical competence to transform disciplinary content into forms that are more learnable for students. Teacher enthusiasm is

²⁰ M. R. Masdul, "Komunikasi Pembelajaran (Learning Communication)," *IQRA: Jurnal Ilmu Kependidikan Dan Keislaman* 13, no. 2 (2018): 1–9.

closely linked to the concept of teacher immediacy, which empirical studies show can enhance learners' motivation and retention.²¹

The findings reveal that the Islamic Education teacher exhibits strong content preparation by reviewing instructional material in advance, ensuring delivery that is precise and well-structured. Students report that the teacher demonstrates clear subject mastery and conveys concepts with notable ease. To strengthen learning retention, the teacher administers pre-tests and post-tests as both diagnostic and summative tools, a practice validated by students and the vice principal for curriculum.

Moreover, discussion and presentation activities grounded in discovery learning are employed to equalize understanding across learners. Classroom observations indicate that these discussions unfold dynamically. Overall, the synthesis of content mastery, continuous assessment, and interactive discourse substantively enhances students' comprehension.

4. Positive Attitude Toward Learners

From the standpoint of humanistic educational psychology (Rogers), a teacher's positive stance expressed through empathy, unconditional acceptance, and warmth cultivates a supportive learning climate that fosters meaningful learning experiences.²²

The findings indicate that the Islamic Education teacher has developed an understanding of most students' characteristics through accumulated teaching experience. This account is corroborated by curriculum staff and classroom observations, which consistently reveal humanistic and adaptive teacher–student interactions. Disruptive learners are addressed through persuasive strategies repeated reminders and moral guidance which have proven effective. Classroom evidence further shows that moral reasoning and personalized communication serve as the primary approaches for managing problematic behavior.

5. Fair Grading

Grading constitutes an effort to gauge learners' intellectual progress through standardized, objective, and equitable criteria.²³ In relation to this point, the researcher interviewed Mr. MH, who clarified the matter as follows:

²¹ P. Handayani et al., "Pedagogical Content Knowledge Guru Pendidikan Agama Islam," *Jurnal Ilmiah Pendidikan Dan Pembelajaran* 7, no. 1 (2023): 157–65, <https://doi.org/10.23887/jipp.v7i1.49929>.

²² M. A. Patty et al., "Humanizing Learning: Implementing the Humanistic Approach in Inclusive Islamic Education at SD Muhammadiyah Wringinanom Gresik," *HEUTAGOGIA: Journal of Islamic Education* 4, no. 1 (2024): 87–106, <https://doi.org/10.14421/hjie.2024.41-07>.

²³ I. Solihin and F. N. Yusuf, "Online Language Test and Assessment: Indonesian Elementary School Teachers' Perception," *Jurnal Penelitian Pendidikan* 24, no. 3 (2024): 308–24, <https://doi.org/10.17509/jpp.v24i3.77768>.

"My assessment of Islamic Education integrates individual evaluations, group assignments, and routine quizzes. I rely more on oral assessment because it allows spontaneous appraisal, whereas written tests often invite academic dishonesty. Prior to introducing new content, I typically probe students' recall of previous material to strengthen their retention."

In assessing student performance, educators are required to formulate evaluation designs that encompass cognitive, affective, and psychomotor domains. In relation to this principle, Mr. MH emphasized that:

"In assessment practice, students' everyday conduct is taken into account. Even when their academic proficiency is limited, those who consistently exhibit commendable behavior are accorded additional merit."

Based on these considerations, evaluation serves to ascertain learners' competencies, with assessment grounded in their affective, cognitive, and psychomotor capacities.

6. Breadth in Learning Approaches

A learning approach refers to the educator's conceptual framework in shaping a supportive instructional atmosphere while steering the process toward predetermined learning objectives.²⁴ Within Islamic Education, multiple approaches are employed, as articulated by Mr. MH below:

"The Independent Curriculum has been implemented in Grades VII and VIII, employing a learner-centered pedagogical orientation designed to amplify students' active engagement. This model fosters reciprocal feedback between learners and instructors and is further reinforced through the application of discovery-based learning."

Based on these findings, the researcher conducted classroom observations and noted that the PAI teacher employed a learner-centered instructional orientation, supplemented by several complementary pedagogical approaches.

The explanation above implies that effective teaching requires deliberate preparatory measures from educators. A teacher's creative selection of instructional approaches substantially shapes the learning process. The use of appropriate pedagogical media such as discovery learning encourages learners to uncover novel insights from the material. Cooperative learning trains students to resolve problems embedded in the content, while project-based learning positions the teacher as a facilitator who guides autonomous

²⁴ Sabri et al., "Textbook Effectiveness with Contextual Teaching and Learning Approach on Creative Thinking Ability Elementary School Students," *Dinamika: Jurnal Ilmiah Pendidikan Dasar* 15, no. 2 (2023): 118–27, <https://doi.org/10.30595/dinamika.v15i2.18862>.

inquiry. Problem-based learning, in turn, cultivates students' capacity to articulate ideas, generate arguments, and enhance oral competence. These strategies collectively support the attainment of learning outcomes and objectives mandated in the Merdeka Curriculum.

7. High-Quality Student Learning Outcomes

In the instructional process, the structuring of teaching methods constitutes a crucial element. Instructional design functions as the blueprint for organizing learning, whereas methods serve as the pedagogical instruments through which teachers deliver subject matter to learners.²⁵ The chosen method significantly determines the depth and clarity of students' comprehension during the learning experience.

To enhance teachers' creativity in designing instruction, the learning plan must be formulated with deliberate precision so it can later serve as a reliable guide for implementation and stimulate the emergence of innovative strategies. The observation conducted on 1 January 2025 revealed the following interview statement from Mr. MH:

"In developing instructional methods, selecting an appropriate approach is essential. The initial step involves examining learners' characteristics, conditions, and learning preferences, which may shift depending on the situation. For instances, when students appear drowsy, we can generate a more energizing atmosphere. Commonly applied methods include lecturing, questioning, and group discussion."

Based on these views, the researcher conducted direct observation by examining the PAI teacher's instructional module, which outlined several methods employed during instruction. Classroom observation further revealed that the teacher applied lecturing, group discussion, and interactive questioning. During the lesson, students who initially appeared drowsy gradually regained their attentiveness.

Factors Influencing Islamic Education Teachers' Creativity in Developing Instructional Designs at SMP Negeri 1 Hinai

1. Collaboration

Indonesian research indicates that inter-teacher collaboration is a key determinant in enhancing pedagogical creativity. The study by Maulani and Supriadi²⁶ affirms that professional cooperation through group discussions, team teaching, and teacher learning communities significantly strengthens teachers' capacity to design innovative instructional

²⁵ N. Sholihah and Z. Mukaffa, "Penguatan Pembelajaran Nilai-Nilai Islam Melalui Desain Instruksional Model Briggs Pada Mata Kuliah Kepesantrenan," *JP2M: Jurnal Pendidikan Dan Pembelajaran Matematika* 6, no. 3 (2025): 723–39, <https://doi.org/10.33474/jp2m.v6i3.23825>.

²⁶ R. Maulani et al., "Pengaruh Komunitas Belajar Guru, Kolaborasi Guru, Dan Komunikasi Interpersonal Terhadap Kualitas Pengajaran Pada SMP Negeri Di Kecamatan Ngombol," *Media Manajemen Pendidikan* 8, no. 2 (2025): 282–95, <https://doi.org/10.30738/mmp.v8i2.18266>.

methods. Field findings exhibit a consistent pattern. The Islamic Education teacher receives substantial support from the principal in the form of training, coaching, motivation, and opportunities for further study. In addition, teacher solidarity is notably strong, reflected in their routine practice of assisting one another and sharing instructional strategies. Research observations confirm a harmonious and supportive professional climate, positioning collaboration as the primary foundation for fostering teacher creativity.

2. Rewards and Encouragement

National studies show that reward systems exert a significant influence on enhancing teacher creativity. Research by Wahid²⁷ demonstrates that both verbal and material appreciation elevate teachers' intrinsic motivation to innovate. Field data reveal a comparable pattern: the principal offers praise, gifts, recognition, and motivational support to high-performing teachers, while also encouraging others to continue developing new ideas. Research observations indicate that a fairly implemented reward system operates across the teaching staff. This reinforces the conclusion that recognition and motivational support are pivotal components in cultivating creativity among Islamic Education teachers.

3. Status Equality

Indonesian research by Lestari et al.,²⁸ shows that status equality within schools plays a crucial role in fostering a conducive climate for teacher creativity. When civil-service, honorary, and contract teachers are treated equally, a sense of psychological safety emerges, encouraging them to take innovative risks. Field findings reinforce this conclusion. The Islamic Education teacher confirms that employment status is not an issue and that all school members are treated on equal footing. The same applies to students every learner is almost fairly regardless of background. Observational data reveal no discrimination in instructional interactions or professional relations. This environment of status equality sustains workplace harmony and simultaneously supports teachers' creative development.

4. Trust and Professional Autonomy

Research by Korwil Disdikbud et al.,²⁹ underscores that principals' trust expressed through teaching autonomy and inclusion in decision-making correlates strongly with

²⁷ P. A. Novita and A. Wahid, "Peningkatan Kinerja Guru Melalui Pemberian Reward Di SMP Ma'arif NU 03 Tarbiyatut Tholibin Bumijawa-Tegal," *Management of Education: Jurnal Manajemen Pendidikan Islam* 10, no. 2 (2024): 144–55, <https://doi.org/10.18592/moe.v10i2.13732>.

²⁸ A. Lestari et al., "Perbedaan Kesejahteraan Psikologis Pada Guru PNS Dengan Guru PPPK Di Kota Lhokseumawe," *INSIGHT: Jurnal Penelitian Psikologi* 2, no. 1 (2024): 127–36.

²⁹ Suharyanti, "Pengaruh Kompetensi Kepribadian, Sosial, Dan Supervisi Akademik Kepala Sekolah Terhadap Kinerja Guru Sekolah Dasar," *JRIP: Jurnal Riset Dan Inovasi Pembelajaran* 4, no. 2 (2024): 1026–37, <https://doi.org/10.51574/jrip.v4i2.1687>.

heightened instructional creativity. Field findings align with this: the principal grants the Islamic Education teacher full freedom to design pedagogical strategies deemed most suitable, while also involving the teacher in school policy formulation. Observational evidence shows that decision-making processes are carried out collaboratively among all stakeholders. This demonstrates that trust not only stimulates creativity but also reinforces a culture of collaborative leadership.

CONCLUSION

The implementation of instructional design demonstrably plays a pivotal role in enhancing the creativity of Islamic Education teachers at SMP Negeri 1 Hinai. The systematic development of teaching instruments ranging from lesson modules and annual as well as semester programs to ATP provides a robust pedagogical structure that enables teachers to develop more varied methods, media, and communicative approaches. The Islamic Education teacher exhibits a more coherent instructional pattern through solid content mastery, adaptive communication, and a positive disposition toward learners. This combination yields more active learning and effectively strengthens students' conceptual understanding.

Creativity in developing instructional design is shaped by a constellation of internal and external factors. Structural supports such as inter-teacher collaboration, reward mechanisms, equitable treatment of all educators, and trust coupled with professional autonomy from school leadership create a favorable environment for innovation. Teacher involvement in policy formulation further reinforces responsibility and creative motivation. Overall, the findings affirm that teacher creativity does not stem solely from individual competence but is also sustained by high-quality instructional design and a supportive institutional climate.

BIBLIOGRAPHY

- Akbar, A., Wahab, and S. Kurniawan. "Komparasi Desain Pengembangan Pembelajaran Pendidikan Agama Islam Model Jerrold E. Kemp, Walter Dick Dan Lou Carey Serta I Nyoman Sudana Degeng." *Equilibrium: Jurnal Pendidikan* 12, no. 3 (2024): 336–46. <https://doi.org/10.26618/equilibrium.v12i3>.
- Azizah, S. N., and A. P. Astutik. "Diferensiasi Pembelajaran Pendidikan Agama Islam Dalam Meningkatkan Literasi Di Era Digital." *Jiip - Jurnal Ilmiah Ilmu Pendidikan* 8, no. 3 (2025): 2905–15. <https://doi.org/10.54371/jiip.v8i3.7503>.
- Azza N, F., F. Setiawan, R. Saputra, A. T. Yuliatin, and M. Ilham. "Implementasi Kebijakan Pendidikan." *JRPP: Jurnal Review Pendidikan Dan Pengajaran* 4, no. 2 (2021): 362–65. <https://doi.org/10.31004/jrpp.v4i2.3254>.
- Bahri, S., and M. Masdin. "Urgensi Etika Dan Profesionalisme Guru Dalam Perspektif Islam." *AL-TA'DIB: Jurnal Kajian Ilmu Kependidikan* 14, no. 2 (2021): 87–89.

- Dahliah. "Implementasi Kurikulum Pendidikan Di Madrasah Ibtidaiyah Ikhlasiah Palembang." *Educational Journal of Islamic Management (EJIM)* 2, no. 1 (2022): 31–44. <https://doi.org/10.47709/ejim.v2i1.1856>.
- Fatimah, L., and S. Hajar. "Desain Pembelajaran PAI Di Sekolah." *Jurnal Pendidikan Indonesia (Japendi)* 4, no. 3 (2023): 262–71.
- Fitria, R. "Komunikasi Islam: Strategi Pembelajaran Pendidikan Agama Islam Di Sekolah Menengah Atas Negeri Kota Bengkulu Indonesia." *Edukasi Islami: Jurnal Pendidikan Islam* 12, no. 3 (2023): 2471–86. <https://doi.org/10.30868/ei.v12i03.4564>.
- Handayani, P., M. Iqbal, and Kusaeri. "Pedagogical Content Knowledge Guru Pendidikan Agama Islam." *Jurnal Ilmiah Pendidikan Dan Pembelajaran* 7, no. 1 (2023): 157–65. <https://doi.org/10.23887/jipp.v7i1.49929>.
- Lestari, A., I. Amalia, and C. I. Zahara. "Perbedaan Kesejahteraan Psikologis Pada Guru PNS Dengan Guru PPPK Di Kota Lhokseumawe." *INSIGHT: Jurnal Penelitian Psikologi* 2, no. 1 (2024): 127–36.
- Masdul, M. R. "Komunikasi Pembelajaran (Learning Communication)." *IQRA: Jurnal Ilmu Kependidikan Dan Keislaman* 13, no. 2 (2018): 1–9.
- Maulani, R., Rejokirono, and D. Supriadi. "Pengaruh Komunitas Belajar Guru, Kolaborasi Guru, Dan Komunikasi Interpersonal Terhadap Kualitas Pengajaran Pada SMP Negeri Di Kecamatan Ngombol." *Media Manajemen Pendidikan* 8, no. 2 (2025): 282–95. <https://doi.org/10.30738/mmp.v8i2.18266>.
- Nenda, N., L. I. Achmad, S. Edy, and D. Nugroho. "Kreativitas Guru Pendidikan Agama Islam Dalam Meningkatkan Kualitas Pembelajaran Pada Sekolah Dasar Islam Terpadu (SDIT) Armaniyah." *Raudhah Proud To Be Professionals: Jurnal Tarbiyah Islamiyah* 10, no. 2 (2025): 683–91. <https://doi.org/10.48094/raudhah.v10i2.853>.
- Nikmah, K. "Penerapan Metode Pembelajaran Observasi Lapangan Pada Mata Kuliah Studi Arsip Untuk Meningkatkan Kemampuan Berpikir Kritis Mahasiswa." *ASANKA: Journal of Social Science and Education* 4, no. 1 (2023): 26–33. <https://doi.org/10.21154/asanka.v4i1.5912>.
- Novita, P. A., and A. Wahid. "Peningkatan Kinerja Guru Melalui Pemberian Reward Di SMP Ma'arif NU 03 Tarbiyatut Tholibin Bumijawa-Tegal." *Management of Education: Jurnal Manajemen Pendidikan Islam* 10, no. 2 (2024): 144–55. <https://doi.org/10.18592/moe.v10i2.13732>.
- Nurhasna, Aswadi, R. Kasman, and S. Zain. "Implementasi Kurikulum Merdeka Pada Mata Pelajaran Bahasa Indonesia Di SMP Muhammadiyah Rappang." *Jurnal Studi Guru Dan Pembelajaran* 7, no. 2 (2024): 901–12. <https://doi.org/10.30605/jsgp.7.2.2024.4353>.
- Patty, M. A., A. Prastowo, and S. D. R. Sahmat. "Humanizing Learning: Implementing the Humanistic Approach in Inclusive Islamic Education at SD Muhammadiyah Wringinanom Gresik." *HEUTAGOGIA: Journal of Islamic Education* 4, no. 1 (2024): 87–106. <https://doi.org/10.14421/hjie.2024.41-07>.
- Priyambodo, P., and E. Hasanah. "Strategic Planning in Increasing Quality of Education." *Nidhomul Haq: Jurnal Manajemen Pendidikan Islam* 6, no. 1 (2021): 109–26.
- Purnomo, D., M. A. Marta, and Gusmaneli. "Pemanfaatan Media Interaktif Dalam Strategi Pembelajaran PAI Untuk Meningkatkan Motivasi Belajar Peserta Didik." *Al-Tarbiyah: Jurnal Ilmu Pendidikan Islam* 3, no. 2 (2025): 64–77. <https://doi.org/10.59059/al-tarbiyah.v3i2.2183>.

- Ramdani, M. I., W. Fadilah, and H. Umam. "Strategi Guru PAI Dalam Membina Moderasi Beragama Siswa." *JiIP - Jurnal Ilmiah Ilmu Pendidikan* 6, no. 7 (2023): 4827–33. <https://doi.org/10.54371/jiip.v6i7.2353>.
- Reksiana, A. R. R. Ugli, A. M. A. Alsamairi, N. F. Wulansari, and E. M. S. Elkoshli. "Sociological Dynamics of Indonesian Islamic Education: Mastery of Information and Communication Technology (ICT) Literacy by Teachers of SMPN 3 South Tangerang City." *JURNAL INDO-ISLAMIKA* 14, no. 2 (2024): 377–92. <https://doi.org/10.15408/jii.v14i2.43765>.
- Sabri, U. Kholil, M. Ahmad, and Y. F. Lay. "Textbook Effectiveness with Contextual Teaching and Learning Approach on Creative Thinking Ability Elementary School Students." *Dinamika: Jurnal Ilmiah Pendidikan Dasar* 15, no. 2 (2023): 118–27. <https://doi.org/10.30595/dinamika.v15i2.18862>.
- Sahade, A. F. Imran, and H. Sumarwadi. "Learning Discipline and Teacher Performance on Critical Thinking Skills of Students in the Merdeka Belajar Era." *JPI (Jurnal Pendidikan Indonesia)* 13, no. 2 (2024): 326–34. <https://doi.org/10.23887/jpiundiksha.v13i2.68864>.
- Sholihah, N., and Z. Mukaffa. "Penguatan Pembelajaran Nilai-Nilai Islam Melalui Desain Instruksional Model Briggs Pada Mata Kuliah Kepesantrenan." *JP2M: Jurnal Pendidikan Dan Pembelajaran Matematika* 6, no. 3 (2025): 723–39. <https://doi.org/10.33474/jp2m.v6i3.23825>.
- Solihin, I., and F. N. Yusuf. "Online Language Test and Assessment: Indonesian Elementary School Teachers' Perception." *Jurnal Penelitian Pendidikan* 24, no. 3 (2024): 308–24. <https://doi.org/10.17509/jpp.v24i3.77768>.
- Solihudin, M., and E. Chamalah. "Optimalisasi Desain Instruksional Untuk Meningkatkan Efektivitas Pembelajaran Bahasa Indonesia Di Sekolah Dasar." *Epistemic: Jurnal Ilmiah Pendidikan* 4, no. 3 (2025): 522–37. <https://doi.org/10.70287/epistemic.v4i3.503>.
- Suharyanti. "Pengaruh Kompetensi Kepribadian, Sosial, Dan Supervisi Akademik Kepala Sekolah Terhadap Kinerja Guru Sekolah Dasar." *JRIP: Jurnal Riset Dan Inovasi Pembelajaran* 4, no. 2 (2024): 1026–37. <https://doi.org/10.51574/jrip.v4i2.1687>.
- Syamilah, I. "Pola Manajemen Kurikulum Berbasis Islam Terpadu Di SD Islam Terpadu Menara Fitrah Kabupaten Ogan Ilir." *Fahima: Jurnal Pendidikan Dan Kajian Keislaman* 3, no. 2 (2024): 210–22. <https://doi.org/10.54622/fahima>.
- Wicaksono, V. D. "Simplification of Lesson Plan: Elementary School Teacher Perspective (Penyederhanaan Rencana Pelaksanaan Pembelajaran: Perspektif Guru Sekolah Dasar)." *Pedagogia: Jurnal Pendidikan* 11, no. 2 (2022): 77–88. <https://doi.org/10.21070/pedagogia.v11i1.1477>.
- Wijaya, S. P., W. Wahab, and S. Kurniawan. "Implementasi Kurikulum Merdeka Dalam Pengembangan Desain Pembelajaran Pendidikan Agama Islam." *Journal of Education Research* 5, no. 4 (2024): 6766–76.