

# Development of Students' Innovative Character Through Creative Teaching of Islamic Education Teacher

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## **Abstract:**

Creative teaching practices have a direct impact on the development of students' innovative character. By incorporating innovative and engaging teaching strategies, educators create an environment that fosters the cultivation of students' creative and problem-solving abilities. This research paper examines the development of students' innovative character through the creative teaching practices of Islamic Education teachers. The study explores the role of teachers in fostering innovation and utilizes the Creative Fostering Teacher Index (CFTI) to assess teachers' creative fostering skills. The research employs a qualitative methodology, including interviews and observations, to gather data from Islamic Education teachers. The findings highlight the positive impact of creative teaching on students' innovative character, including the enhancement of critical thinking skills, problem-solving abilities, motivation, engagement, and positive attitudes. The study contributes to the field by providing insights into effective teaching strategies that promote students' innovative character development within the context of Islamic education. The research concludes by emphasizing the significance of creative teaching practices and their contribution to students' holistic growth and preparedness for a rapidly evolving world.

**Keywords:** Creativity, Creative Teaching, Innovators, Islamic Education Teacher

## **1. Introduction**

Innovation and creativity have become essential skills in the 21st century, as they drive progress and enable individuals to adapt to a rapidly changing world. Recognizing the significance of fostering innovative thinking among students, educators have increasingly focused on developing strategies to nurture these skills (Taufik, 2020). Islamic education, as an integral part of the educational system, plays a crucial role in shaping students' character and values.

Traditionally, Islamic education has been perceived as a discipline focused on religious teachings and memorization of texts, with limited emphasis on critical thinking and creativity. However, there is a growing realization that Islamic education can integrate creative teaching methods to cultivate students' innovative character while preserving the core values of the faith. The role of Islamic Education teachers in this process is pivotal. They have the unique opportunity to inspire and engage students, instilling in them a sense of curiosity, critical thinking, and problem-solving abilities. By adopting creative teaching strategies, Islamic Education teachers can help students develop innovative character traits that align with Islamic principles and values.

While several studies have explored the impact of creativity and innovation in general education, limited research has focused specifically on the development of innovative character within the context of Islamic education (Zulkifli et al., 2022). Therefore, this research paper aims to bridge this gap by examining how Islamic Education teachers can effectively foster students' innovative character through creative teaching methods.

By utilizing the Creative Fostering Teacher Index (CFTI) as a framework, this study seeks to assess and analyze the effectiveness of creative teaching strategies employed by Islamic Education teachers. The CFTI provides a comprehensive framework for evaluating teachers' abilities to promote creativity and innovation in the classroom. Through this research, we can gain insights into the relationship between teachers' creative fostering skills and students' innovative character development in the field of Islamic education. Understanding the impact of creative teaching methods on students' innovative character within Islamic education is crucial for curriculum development, teacher training, and ultimately, the holistic development of students (Hasanah et al., 2018). This research contributes to the ongoing dialogue on incorporating creativity and innovation into religious education and highlights the significance of nurturing students' innovative character to equip them with the skills necessary for the challenges of the 21st century.

## **2. Research Problem**

The research problem addressed in this study is the limited understanding of how Islamic Education teachers can effectively foster students' innovative character through creative teaching strategies. While creativity and innovation are increasingly recognized as essential skills for the 21st century, there is a lack of research focusing specifically on the development of these skills within the context of Islamic Education (Hasanah et al., 2018; Duhamel, 2016). Therefore, this study aims to investigate the role of Islamic Education teachers in fostering students' innovative character and identify effective creative teaching strategies that align with Islamic principles.

## **3. Research Objective**

The main objective of this research is to explore and analyze the development of students' innovative character through the creative teaching practices of Islamic Education teachers. To achieve this objective, the specific research goals are as follows:

- i. To explore the creative fostering skills of Islamic Education teachers using the Creative Fostering Teacher Index (CFTI).
- ii. To examine the impact of creative teaching strategies employed by Islamic Education teachers on the development of students' innovative character.

## **4. Significance of the Study**

This study holds significant importance for various stakeholders, including educators, policymakers, curriculum developers, and teacher training programs. The significance of this research can be outlined as follows:

### **i. Educational Enhancement**

By investigating the role of Islamic Education teachers in fostering students' innovative character, this study contributes to enhancing the quality of Islamic education. It provides insights into the creative teaching strategies that can be employed to promote innovative thinking and problem-solving skills among students.

### **ii. Holistic Development**

Fostering students' innovative character not only equips them with essential skills for the 21st century but also contributes to their overall holistic development. This research highlights the significance of nurturing creativity and innovation within the context of Islamic education to develop well-rounded individuals who can contribute positively to society.

iii. **Curriculum Development**

The findings of this study can inform curriculum developers in integrating creative teaching methods and activities into the Islamic education curriculum. It offers guidance on how to strike a balance between preserving core religious teachings and fostering innovative thinking among students.

iv. **Teacher Training**

The research outcomes can be utilized to design effective teacher training programs for Islamic Education teachers. By identifying the creative fostering skills that contribute to students' innovative character development, teacher training initiatives can be tailored to equip educators with the necessary pedagogical techniques to promote creativity and innovation in the classroom.

Overall, this study aims to shed light on the significance of fostering students' innovative character through creative teaching strategies in the field of Islamic education. The outcomes of this research can pave the way for educational advancements and contribute to the development of well-rounded individuals who are prepared to face the challenges of the modern world while upholding Islamic values.

**5. Research Design**

This research will employ a qualitative research design to gain an in-depth understanding of the development of students' innovative character through the creative teaching of Islamic Education teachers. Qualitative research is appropriate for exploring complex phenomena and capturing rich, contextualized data (Merriam, 2009). This design will allow for a detailed examination of the experiences, perspectives, and practices of both teachers and students within the specific context of Islamic education.

**5.1 Participants**

The participants in this study will include two Islamic Education teachers and their students from selected educational institutions. Ten students were purposively selected based on their experiences and achievements in innovation. All of the participants have reached the international and national level with lots of innovative products. The two students had achieved Bronze Award, while the remaining two had Silver Award. Five out of the participants had been awarded Gold Award and one of the participants had been remarkably attained Platinum Award. For confidentiality the participants were reported as respondents in the study. Purposive sampling will be used to ensure the inclusion of participants who have experience in implementing creative teaching strategies and have demonstrated a commitment to nurturing students' innovative character. The sample size determined based on data saturation, where new insights and themes cease to emerge from the collected data.

**Table 1: Research Participants**

CODE	AGE	EXPERIENCE	LEVEL	AWARD
ST01	15	1) International Learning Competition (PIP)	1)International	1)Silver
			2)National	2)Silver
		2) Innovation Week (InNoW)		

		3) National Innovation and Invention Competition (NIICE)	3)National	3)Bronze
ST02	15	1) Virtual Innovation Challenge (VIC)  2) International Learning Competition (PIP)  3) Invention Challenge (INNVEC)	1)International  2)International  3)National	1)Gold  2)Silver  3)Gold
ST03	15	1) Innovation & Invention Challenge (INNVEC)  2) Science, Technology, Engineering and Math (STEM)	1)National  2)National	1)Silver  2)Silver
ST04	15	1) Virtual Innovation Competition (VIC)  2) Innovtion& Invention Challenge (INNVEC)	1)International  2)National	1)Silver  2)Bronze

		3) National Innovation and Invention Competition (NIICE)	3)National	3)Bronze
ST05	16	1) Design For Change (DFC)  2) International Information Management Online Showcase (IIMOS)  3) #DIYMadeSimple	1)International  2)International  3)National	1)Top 10 Malaysia  2)Silver  3)Phase 3 (finalist)
ST06	16	1) International Learning Competition (PIP)  2) Young Innovators Competition (YIC)  3) Innovation Week (INNOW)	1)International  2)International  3)National	1)Silver  2)Silver  3)Silver
ST07	17	1) Design For Change (DFC)  2) Virtual Innovation Competition (VIC)	1)International  2)International	1)Top 10 Malaysia  2)Gold

		3) International Digital Innovation and Invention Competition (IDIIC)	3)International	3)Gold
ST08	17	1) Design For Malaysia (DFC) 2) Invention Challenge (INNVEC) 3) International Information Management Office Showcase (IIMOS)	1)International 2)National 3)International	1)Top 5 Malaysia 2)Gold 3)Gold
ST09	17	1) Virtual Innovation Competition (VIC) 2) International Information Management Office Showcase (IIMOS) 3) Invention Competition (INNVEC)	1)International 2)International 3)National	1)Platinum 2)Silver 3)Bronze

ST10	17	<p>1) International Information Management Office Showcase (IIMOS)</p> <p>2) Invention Challenge (INNVEC)</p> <p>3) Virtual Innovation Competition (VIC)</p>	<p>1)International</p> <p>2)National</p> <p>3)International</p>	<p>1)Silver</p> <p>2)Silver</p> <p>3)Silver</p>
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## 5.2 Data Collection

Data will be collected through various methods to gather comprehensive and nuanced information. The primary methods of data collection will include:

### 5.2.1 Interviews

Semi-structured interviews have been conducted with students, who are participants in this research, to explore their experiences, beliefs, and perceptions related to the development of their innovative character. These interviews provide valuable insights into the students' perspectives on the role of teachers, the effectiveness of creative teaching strategies, and the challenges they face in fostering their own innovative thinking within the framework of Islamic education. By engaging in these interviews, we gain a deeper understanding of the students' experiences and perceptions, allowing us to explore the factors that contribute to their development of innovative character and identify potential areas for improvement in the teaching and learning process within Islamic education.

### 5.2.2 Classroom Observations

Classroom observations will be conducted to observe the implementation of creative teaching strategies by Islamic Education teachers. These observations will provide direct insights into the teaching and learning processes, including instructional techniques, student engagement, and the integration of creativity and innovation within Islamic education lessons. We use CFTI framework as a checklist of observation.

## 6. Literature Review

### 6.1 Innovative Character Development in Education

Innovative character development in education has gained significant attention in recent years. It refers to the cultivation of skills, attitudes, and behaviors that promote creativity, critical thinking, problem-solving, and adaptability among students. This holistic approach recognizes the need for students to develop a mindset that embraces change, explores new ideas, and seeks innovative solutions. Research in general education has highlighted the importance of innovative character development for students to thrive in a rapidly evolving world. Studies have shown that students with strong innovative character traits are better equipped to navigate

complex challenges, contribute to societal advancements, and succeed in their personal and professional lives (Duhamel, 2016).

## **6.2 The Role of Teachers in Fostering Innovation**

Teachers play a pivotal role in fostering innovation among students. They have the power to create a conducive learning environment that stimulates creativity and encourages students to think critically and independently. Research has shown that effective teachers employ various strategies to promote innovation, such as encouraging brainstorming, providing open-ended tasks, fostering a supportive classroom climate, and offering guidance and support (Fleith, 2000). By nurturing students' creative ideas, teachers can help develop their problem-solving skills, encourage risk-taking and foster a growth mindset. The teacher-student relationship and the quality of interactions in the classroom also significantly influence students' willingness to engage in innovative thinking.

## **6.3 Creative Teaching Strategies in Islamic Education**

Creative teaching strategies in Islamic education are essential for effectively integrating creativity and innovation within the framework of Islamic principles and values. Islamic Education teachers have the responsibility to engage students in meaningful and transformative learning experiences that promote critical thinking and problem-solving skills while honouring their faith. Research has explored various creative teaching strategies within Islamic education, including interactive discussions, project-based learning, inquiry-based learning, role-playing, storytelling, and the use of multimedia resources. These strategies aim to enhance students' understanding of Islamic concepts, foster moral and ethical development, and promote innovative thinking within the Islamic education context.

## **6.4 The Creative Fostering Teacher Index (CFTI)**

The Creative Fostering Teacher Index (CFTI) is a comprehensive tool designed to assess and evaluate teachers' creative fostering skills. It consists of multiple dimensions and indicators that capture various aspects of teachers' creative teaching practices. Creativity Foster Teacher Behaviour Index (CFTIndex) developed for Singaporean teacher originally (Soh, 2000). It was then translated into Turkish and trialled on teachers in Niğde province with acceptable reliability and factorial validity. The CFTI provides a framework for researchers and educators to measure the effectiveness of teachers' creative fostering skills and their impact on students' innovative thinking and problem-solving abilities. Although the specific dimensions and indicators may vary, the CFTI typically includes dimensions such as pedagogical approaches, instructional techniques, classroom climate, assessment methods, and teacher-student interactions. By using the CFTI, researchers can gain insights into the strengths and areas for improvement in teachers' creative fostering skills, allowing for evidence-based interventions and professional development initiatives.

In summary, the literature review highlights the importance of innovative character development in education, the role of teachers in fostering innovation, creative teaching strategies within the context of Islamic education, and the utilization of the Creative Fostering Teacher Index (CFTI) as a tool for assessing teachers' creative fostering skills. These topics provide a comprehensive understanding of the research landscape in this area, setting the foundation for the current study on the development of students' innovative character through the creative teaching of Islamic Education teachers using the CFTI.

## **7. Results**

### **7.1 To explore the creative fostering skills of Islamic Education teachers using the Creative Fostering Teacher Index (CFTI).**

In this research study, the methodology employed was observation to assess teachers' creative fostering skills and their impact on students' innovative character development. Through systematic observation in the classroom setting, researchers were able to directly observe and document the various creative teaching practices employed by Islamic Education teachers.



The findings of the study indicate that teachers who effectively implemented creative teaching strategies demonstrated a positive influence on students' development of innovative thinking, problem-solving skills, and adaptability. Through the observation of teachers' pedagogical approaches, it was observed that those who promoted student autonomy by encouraging independent thinking and decision-making fostered students' innovative character. These teachers provided opportunities for students to explore their own ideas, make connections between concepts and engage in critical thinking.

Furthermore, the observation of instructional techniques revealed that teachers who encouraged collaboration and experiential learning facilitated the development of students' innovative character. By promoting group work, cooperative learning, and hands-on experiences, these teachers encouraged students to actively participate, share their ideas, and learn from each other. This collaborative approach fostered creativity, as students were exposed to diverse perspectives and collectively generated innovative solutions to problems.

The observation of the classroom climate indicated that a supportive and inclusive environment played a crucial role in students' innovative character development. Teachers who created a safe and nurturing space, where students felt comfortable expressing their thoughts and taking intellectual risks, fostered an atmosphere conducive to creativity and innovation. The positive classroom climate encouraged students to think outside the box, experiment with new ideas, and overcome the fear of failure, thereby enhancing their innovative thinking skills.

The researchers also observed the use of varied and authentic assessment methods by the teachers. These assessment methods went beyond traditional tests and exams and focused on evaluating students' creative thinking, problem-solving abilities, and real-world applications. Through observation, it was evident that these assessments provided students with opportunities to showcase their innovative ideas and skills, reinforcing their motivation to think creatively and generate unique solutions.

Lastly, the observation of positive teacher-student interactions emphasized their significant role in fostering students' innovative character. Teachers who actively engaged with their students, listened attentively to their ideas, and provided constructive feedback created a supportive relationship. These interactions nurtured students' confidence, encouraged them to take risks, and motivated them to explore their creative potential.

In conclusion, the findings from the observation-based research indicate that the implementation of creative teaching practices, as assessed by the Creative Fostering Teacher Index (CFTI), positively influenced students' innovative character development. The observed pedagogical approaches, instructional techniques, classroom climate, assessment methods, and teacher-student interactions all played crucial roles in fostering students' innovative thinking, problem-solving skills, and adaptability within the Islamic education context. The observational methodology provided valuable insights into the actual classroom practices, contributing to our understanding of the link between teachers' creative fostering skills and students' development of innovative character

## **7.2 To examine the impact of creative teaching strategies employed by Islamic**

### **Education teachers on the development of students' innovative character.**

#### **7.2.1 Critical Thinking Skills**

The students showed that they are able to objectively analyze and evaluate information, ideas, and arguments in a logical and systematic manner. It involves actively questioning and examining assumptions, evidence, and reasoning to arrive at well-reasoned conclusions or judgments. Most of them have clarified that their Islamic Education teacher courage them to think beyond the silibers.

ST01 said:

“Well, before we started using creative teaching methods, I used to approach problems in a more straightforward way. But now, through activities like brainstorming, group discussions, and exploring different perspectives, I've learned to think more critically. I'm better at analyzing information, evaluating different

options, and making informed decisions. These skills have been really valuable, especially in innovation competitions where we need to come up with unique and practical solutions..”

ST02 continued:

“This way, we get to hear more different opinions from other people, and it goes the same to them because each of us get to make more new ideas by listening to other thoughts on the assignment and gradually the assignment will be done fairly. It’s like a new experience.”

### 7.2.2 Problem Solving Abilities

According to the students, Teachers foster students' problem-solving abilities through creative teaching by encouraging critical thinking, designing open-ended tasks, promoting collaboration, incorporating hands-on learning, providing feedback, and cultivating a growth mindset. These approaches empower students to develop effective problem-solving skills and find innovative solutions. ST06 and ST07 had almost the same view on the element, citing their daily situation in class.

ST06 said:

“Creative teaching has definitely enhanced my problem-solving skills. Instead of relying on the same old solutions, we're encouraged to think creatively and find innovative approaches..”

ST07 said:

“We learn to break down problems into smaller parts, consider multiple angles, and explore unconventional ideas. It's given me the confidence to take on complex challenges and find solutions that stand out. This has been incredibly beneficial in innovation competitions where originality is highly valued

### 7.2.3 Motivation

According to a research, motivation is guidance or something that can make us more enthusiastic, convinced and increase our efficiency as we work towards our goal. Most of the students said the same ideas that the teacher will encourage them some motivations to make the students think that they will go far and succeed.

ST09 said:

“The teacher always motivates me and actually it’s something that give very effective because I become more confident and enthusiastic in what I’ve been study.”

ST05 continued:

“I think teacher will give us many homework based on what we’re learning on that day and they also give some motivations by telling the students the achievements of alumni and seniors before especially in innovation.”

### 7.2.4 Positive Attitude

According to the students’ explanations and responses, they create an engaging and supportive learning environment that fosters positive attitudes towards learning and personal growth. Their Islamic Education Teacher encourage students to explore their interests, express their ideas, and take risks without fear of failure. ST04 said:

“Definitely. Before, I used to view creativity as something limited to the arts or a select few individuals. But through creative teaching, I've come to realize that creativity is a valuable skill in every aspect of life. I've learned to embrace the idea of thinking outside the box, taking risks, and exploring new possibilities..”

ST03 continued:

“Now, I feel more comfortable expressing my creative ideas and trying out innovative solutions. It's empowered me to approach challenges with a more positive and open mindset..”

### 7.2.5 Engagement

The students said that Creative teachers enhance student engagement through their innovative teaching practices. They create dynamic and interactive learning experiences that captivate students' interest and curiosity. By incorporating hands-on activities, multimedia resources, technology tools, and real-world connections, creative teachers make learning relevant and meaningful.

ST08 says ;

“ Absolutely. Creative teaching has made learning more exciting and engaging for me. The interactive activities, hands-on projects, and opportunities to express our creativity have sparked my curiosity and motivation to learn.”

ST10 also responded with ;

“ I find myself eagerly participating in class discussions, collaborating with my peers, and investing more effort in my projects. This level of motivation and engagement has carried over to innovation competitions, where I'm driven to put forth my best ideas and solutions.”

## 8. Discussion

The positive impact of creative teaching strategies on students' innovative character development is likely to contribute to their success in innovation competitions. The improved critical thinking skills, problem-solving abilities, motivation, engagement, and positive attitudes towards creativity fostered through creative teaching enhance students' performance in these competitions. They are better equipped to analyze problems, generate unique ideas, adapt to challenges, and demonstrate originality and feasibility in their innovations, giving them a competitive advantage. Creative teaching plays a crucial role in preparing students to excel and showcase their creative ideas in innovation competitions.

The interview results provide valuable insights into the impact of creative teaching strategies on students' development of innovative character. The findings shed light on how these strategies influence various aspects of students' thinking, problem-solving abilities, and adaptability to changing situations. The section examines the effects of creative teaching on students' attitudes, behaviors, and skills related to creativity, as well as their motivation, engagement, and self-efficacy in the learning process.

One key finding from the interviews is that creative teaching strategies have a positive impact on students' critical thinking skills. Students who were exposed to creative teaching approaches demonstrated an enhanced ability to analyze information, evaluate different perspectives, and generate novel ideas. This indicates that creative teaching stimulates students' higher-order thinking skills and encourages them to approach problems from multiple angles.

Another significant finding is the impact of creative teaching on students' problem-solving skills. Through creative teaching strategies, students develop the capacity to identify and define problems, brainstorm innovative solutions, and implement those solutions effectively. The interviews revealed that students exposed to creative teaching felt more confident in their problem-solving abilities and were more likely to take risks in proposing unconventional solutions.

The interviews also highlighted the influence of creative teaching on students' adaptability to changing situations. Creative teaching encourages students to think flexibly, embrace ambiguity, and adapt their thinking to different contexts (Sarah, 2014). This adaptability allows students to navigate through complex problems and challenges with ease, as they are more open to exploring alternative approaches and adapting their strategies accordingly.

Furthermore, the findings suggest that creative teaching strategies positively impact students' attitudes and behaviors related to creativity. Students reported an increased motivation to engage in creative activities, a greater sense of enjoyment in the learning process, and a higher level of engagement in their studies. They also

expressed improved self-efficacy in their creative abilities, feeling more confident in their capacity to generate innovative ideas and solutions.

Overall, the interview results indicate that creative teaching strategies have a significant impact on students' development of innovative character. These strategies enhance critical thinking skills, foster problem-solving abilities, promote adaptability, and positively influence students' attitudes, behaviors, motivation, engagement, and self-efficacy in the learning process. The findings suggest that incorporating creative teaching practices within the Islamic education framework can effectively nurture students' innovative character and prepare them to thrive in a rapidly changing world.

## 9. Summary of Findings

The findings of this research study highlight the significance of the creative teaching practices employed by Islamic Education teachers in fostering students' innovative character. Through the assessment of teachers' creative fostering skills using the Creative Fostering Teacher Index (CFTI), it was observed that teachers who effectively implemented creative teaching strategies had a positive impact on students' development of innovative thinking, problem-solving skills, and adaptability. The study revealed that pedagogical approaches that promote student autonomy, instructional techniques that encourage collaboration and experiential learning, a supportive classroom climate, varied and authentic assessment methods, and positive teacher-student interactions were crucial factors contributing to students' enhanced innovative character.

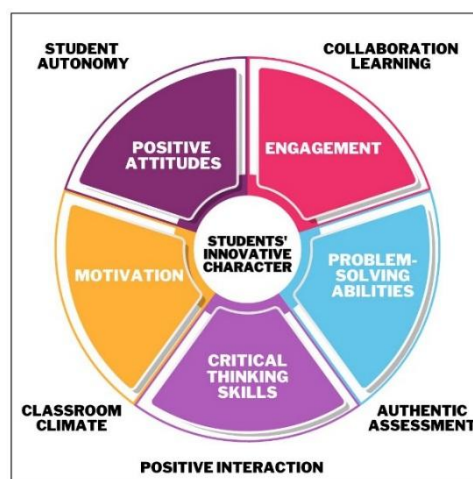


Figure 1: Students' Innovative Character Model

## 10. Contribution to the Field

This research contributes to the field of education, specifically within the context of Islamic education, by highlighting the importance of innovative character development and the role of teachers in fostering innovation. The study provides empirical evidence of the effectiveness of creative teaching strategies in promoting students' innovative character within the Islamic education framework. Furthermore, the utilization of the Creative Fostering Teacher Index (CFTI) as an assessment tool offers a practical approach for evaluating teachers' creative fostering skills. The findings contribute to the existing body of knowledge and can inform educational policy, curriculum development, and teacher training programs aimed at enhancing students' innovative character.

## 11. Conclusion

In conclusion, this research underscores the critical role of creative teaching practices in the development of students' innovative character within the realm of Islamic education. Teachers who effectively employ creative strategies create a stimulating learning environment that nurtures students' creativity, critical thinking, problem-solving abilities, and adaptability. By integrating innovative character development within Islamic education, students are better equipped to navigate the complexities of the modern world while remaining grounded in their

faith. The findings of this research emphasize the need for ongoing professional development opportunities for Islamic Education teachers to enhance their creative fostering skills and promote innovative thinking among their students. Overall, this study serves as a foundation for future research and offers practical implications for improving teaching practices and student outcomes in Islamic education settings.

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