

Enhancing Student Achievement through Innovative Strategies for Creativity Development

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ABSTRACT

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The Development of Creativity-Innovation in Art Education is a learning achievement that is fun, unique, creative, innovative, and democratic initiative (MUKIDI) and the harmony of learning elements that can increase creativity-innovative in art education. The goals of an effective innovative strategy can encourage student creativity, enable students to explore their interests, and talents, provide space for creative exploration, support the development of critical thinking skills, enrich student learning experiences, stimulate student imagination, support creative education and student achievement and know the high level of achievement that has been achieved, student. The research method used was a qualitative method along with sampling from schools RA Darus Salam and using several data collection techniques, including Library Studies Literature study is a data collection technique that is carried out employing research on library literature. So this research concludes that the use of innovative strategies in education within schools RA Darus Salam can open wider opportunities for students to develop creativity to increase their motivation to achieve high achievements. The implication of these findings is the need for changes in the education system that are more supportive of innovation and creativity, by involving all students in schools RA Darus Salam who have an interest in creating a learning environment that stimulates and motivates students to reach their maximum potential in achieving high achievements. Extraordinary.

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INTRODUCTION

The development and progress of a nation are strongly influenced by the quality of its education. Education can generally be categorized into two forms, namely formal and non-formal education. Formal education is education that is organized systematically, hierarchically, and continuously, whereas non-formal education is conducted through particular educational activities without necessarily following the rigid structures and regulations of formal education. As an institution that provides formal education, schools organize educational activities in a structured, hierarchical, and continuous manner to support the development of students' knowledge, skills, attitudes, and competencies. In this context, the quality of educational processes cannot be separated from the ability of educational institutions to create learning environments that encourage students to develop their potential. Learning is not merely a process of transferring knowledge from teachers to students, but also a process through which students experience changes in behavior, abilities, habits, attitudes, knowledge, and appreciation. Such changes can be reflected in students' competencies, learning habits, attitudes, acceptance, and appreciation, both in relation to themselves and their

knowledge and actions. Therefore, improving educational quality requires learning processes that are capable of developing students comprehensively, including their intellectual and creative potential.

One important component in developing students' potential is the implementation of innovative, creative, and enjoyable learning strategies. Sunarto argues that learning characterized by being Enjoyable, Unique, Creative, Innovative, Democratic, and Initiative-oriented (MUKIDI), when supported by harmony among these learning elements, is capable of increasing creativity and innovation in arts education. This perspective emphasizes that learning environments need to provide students with opportunities to explore, create, participate, and express their ideas. Similarly, Yuniarti and colleagues explain that the implementation of active, innovative, creative, effective, and enjoyable learning strategies can contribute to improving students' learning outcomes. Effective learning is a learning strategy implemented by teachers to achieve predetermined learning objectives, while effective learning itself refers to ways of learning that enable students to achieve the intended objectives in accordance with the basic competencies of the material being taught (Yuniarti Bambang Budi Utomo, 2019). These perspectives demonstrate that learning strategies have an important role in determining the quality of students' learning experiences. Therefore, innovative learning should not only focus on the delivery of instructional material but also create conditions that stimulate students' creativity and active participation.

In addition to innovative learning strategies, students' interest and motivation to learn are important factors in creating an effective learning environment. Sri Agustina emphasizes that the use of rewards in the teaching and learning process can significantly influence the continuity of the learning process. Similarly, Raiysa Puspita Sari explains that students' learning interest can be developed in several ways, including connecting learning materials with students' needs, adjusting learning materials to students' abilities and previous learning experiences, and applying varied and enjoyable models and strategies that prevent learning from becoming monotonous. Through such approaches, teachers can create a pleasant learning climate and reduce students' level of boredom (Septiani, 2021). These approaches indicate that the development of creativity requires learning environments that recognize students as active participants rather than passive recipients of information. When students are given opportunities to participate, explore, and respond to learning experiences in ways that correspond with their abilities and interests, they are more likely to develop confidence and creative potential. Thus, the role of teachers extends beyond delivering learning materials to designing learning experiences that stimulate students' interest, motivation, participation, and creativity.

The quality of teachers and educational institutions also represents an important determinant of educational excellence. Ilyas argues that as a long-term investment, improving the excellence of teachers and schools may not produce immediately visible results, but it is highly strategic because it contributes to determining the future of a nation. Education is therefore positioned as a key factor and a major determinant of national existence. In line with this perspective, Ali Fahroni emphasizes that educational personnel have an obligation to continuously develop their professional competencies in accordance with advances in science and technology and the development of the nation. Educators are required to possess four essential competencies, namely personality, pedagogical, social, and professional competencies. These competencies provide an important foundation for teachers in designing and implementing learning processes that respond to students' developmental needs. Teachers who possess adequate professional and pedagogical competencies are expected to be more capable of applying innovative learning strategies and creating learning environments that encourage creativity. Therefore, efforts to develop students' creativity cannot be separated from the professional quality and innovative capacity of teachers as the primary actors in the learning process.

The implementation of educational innovation also requires support from school or madrasah leadership. School or madrasah principals are expected to implement educational innovations through the development of transparent, open, fair, and democratic institutional management systems. Through transparent and open educational management, institutional policies should be formulated transparently and openly, without attempts to conceal decisions or practices from members of the school or madrasah community. Financial management, which is often a major concern for school communities and society, should also be managed transparently and openly so that members of the institution can understand the procedures and systems governing financial income and expenditure. In addition, educational policies should be based on principles of fairness, meaning that school or madrasah principals should not act partially or favor particular interests. Another form of educational innovation involves implementing democratic leadership, in which strategic decisions concerning the interests of the school or madrasah are made democratically by involving members of the educational community. School or madrasah principals should therefore avoid authoritarian practices in which policies are established without involving members of the institution (Sholeh & Yaqien, 2022). This perspective demonstrates that innovative education requires not only innovative teachers but also institutional leadership that creates an environment conducive to participation, creativity, and continuous improvement.

The relationship between innovative educational management and classroom learning is reflected in the broader learning process experienced by students. Learning conducted by teachers and students constitutes a process that can result in changes in students' individual behavior. Such changes represent important outcomes of learning and can take various forms, including the development of competencies, habits, attitudes, acceptance, and appreciation. These changes may involve students' personal conditions, knowledge, or actions. Consequently, the success of education should not be measured solely by students' ability to acquire academic knowledge but also by their ability to apply knowledge, develop attitudes, demonstrate skills, and respond creatively to their environment. In this regard, creativity becomes an important dimension of educational achievement because it enables students to generate ideas, explore alternatives, solve problems, and produce meaningful outcomes. Learning environments that provide opportunities for students to think independently and participate actively can therefore contribute to the development of creativity. Thus, the learning process should be designed not only to achieve predetermined academic competencies but also to encourage students to develop their creative potential.

Every educational institution in Indonesia faces its own challenges and problems related to educational quality. Strategies for improving educational quality can be implemented through several approaches, including focusing on improving the quality and quantity of education, developing human and non-human resources, strengthening teamwork, maintaining sustainable commitment, developing an organizational culture that is both free and controlled, and involving and empowering human resources. These strategies indicate that improving educational quality requires systematic efforts involving multiple components within the institution. Teachers and other educational personnel are central to these efforts because they directly influence the quality of learning experiences received by students. However, not all teachers and educational personnel are able to move beyond routine practices, and some remain trapped in established patterns without sufficient attention to educational innovation. Such conditions may limit opportunities for students to experience learning that encourages creativity, exploration, and independent thinking. Therefore, educational institutions need to encourage teachers and educational personnel to continuously evaluate and develop their instructional practices. Institutional support, professional development, collaborative work, and innovative leadership are consequently important elements in creating an educational environment capable of responding to contemporary educational challenges.

In addition to intelligence, creativity is an essential capacity for students in achieving learning excellence. Creativity enables students to generate new ideas, develop alternative solutions, express themselves, and respond flexibly to learning challenges. However, the reality indicates that students' creativity is currently developing relatively slowly, while their frequency and quality of learning may also remain insufficient. This condition is partly associated with educational systems and learning practices that remain dependent on conventional patterns and may not provide sufficient space for students to develop their creative potential. When learning is dominated by routine activities and limited opportunities for exploration, students may become less active in generating ideas and expressing their own perspectives. This condition highlights the need for educational strategies that deliberately integrate creativity into the learning process. Innovative strategies can provide opportunities for students to participate actively, explore ideas, collaborate, solve problems, and produce creative outcomes. Therefore, strengthening creativity should become an integral component of educational quality improvement rather than being treated as an additional element of learning.

Based on the conditions described above, achieving educational excellence requires a comprehensive strategy that connects innovative learning, teacher competence, institutional leadership, and the development of student creativity. The implementation of enjoyable, creative, innovative, democratic, and participatory learning can create opportunities for students to develop their potential, while appropriate motivation and varied learning strategies can strengthen students' interest and engagement. At the institutional level, professional teachers and democratic school or madrasah leadership are necessary to create an environment that supports continuous educational innovation. The development of creativity is particularly important because academic intelligence alone is insufficient to prepare students to respond to complex educational and social challenges. Nevertheless, the slow development of student creativity and the persistence of routine educational practices indicate that there remains a need to examine how innovative strategies are implemented in educational institutions. Therefore, "Innovative Educational Strategies for Cultivating Student Creativity and Achieving Excellence" is important to investigate in order to understand the innovative educational practices implemented within educational institutions, particularly madrasahs or other educational institutions, and their role in cultivating student creativity and supporting the achievement of educational excellence.

RESEARCH METHOD

This study employs a qualitative research approach to examine innovative strategies for fostering student creativity and supporting the achievement of educational excellence at RA Darus Salam. A qualitative approach was selected because it enables the researcher to obtain an in-depth understanding of educational practices, interactions, and experiences within their natural context. The main focus of the research is the implementation of innovative learning strategies and their role in encouraging students' creativity and motivation to achieve higher levels of learning performance. The participants in this study are students at RA Darus Salam who are involved in the learning activities observed by the researcher. The research also considers the role of teachers in implementing learning strategies and creating an environment that supports students' creativity. Through this approach, the study seeks to understand how innovative strategies are implemented in the learning process and how students respond to these strategies. The qualitative design allows the researcher to examine the phenomenon comprehensively based on the experiences and conditions found in the research setting. Therefore, RA Darus Salam serves as the research setting for examining the implementation of innovative educational strategies in fostering student creativity.

Data collection was conducted through interviews, direct observation, and a literature study. Interviews were used as the primary technique for obtaining information concerning the

implementation of innovative learning strategies, teachers' roles, students' responses, and the development of students' creativity. Direct observation was conducted by visiting the research site to observe learning activities, classroom interactions, teaching practices, and students' participation in the learning process. The researcher paid particular attention to the implementation of teaching strategies, the interaction between teachers and students, students' active participation, and the ways in which teachers encouraged students to express ideas and demonstrate creativity. In addition, a literature study was conducted as a supporting technique for obtaining relevant theoretical and conceptual information. The literature study involved examining various sources, including scientific books and academic journals related to innovative learning strategies, student creativity, motivation, and educational achievement. The combination of interviews, observation, and literature study enabled the researcher to obtain information from both field-based and theoretical sources. These techniques were used to strengthen the understanding of the phenomenon and provide a more comprehensive basis for interpreting the research findings.

The analysis focused on several components of the learning program, particularly the roles of teachers and students and the teaching techniques implemented during the learning process. The learning activities were examined in relation to teacher-centered and student-centered practices, as well as the use of teaching techniques such as lectures, discussions, and team teaching. Particular attention was given to the ways in which teachers functioned not only as instructors but also as facilitators and motivators within the learning process. In the implementation of innovative strategies, teachers were observed in terms of their ability to create opportunities for students to participate actively, communicate ideas, cooperate with peers, and develop creative responses to learning activities. Students were analyzed based on their participation, responses, engagement, and creative expressions during the learning process. The use of discussion and team-teaching techniques was also examined to understand how collaborative learning environments could encourage students to become more active participants. Through this analysis, the study seeks to identify the relationship between teaching strategies, teacher roles, student participation, and the development of creativity. The analysis therefore emphasizes the learning process as an interactive environment in which teachers facilitate and motivate students toward more active and creative learning.

The data obtained from interviews, observations, and the literature study were subsequently organized and interpreted according to the focus of the research. The researcher identified relevant information concerning innovative teaching strategies, teacher facilitation, student participation, motivation, and creativity development. The findings from different data sources were compared to obtain a more coherent interpretation of the educational practices implemented at RA Darus Salam. Particular attention was given to evidence showing how teaching strategies encouraged students to participate actively and express their creativity. The analysis also considered the role of teachers in creating a supportive learning environment through facilitation, motivation, discussion, and collaborative teaching practices. Based on this process, the study interprets innovative strategies as approaches that provide students with opportunities to participate, interact, explore ideas, and develop their creative potential. The results of the analysis are presented descriptively to illustrate the practices and experiences observed in the research setting.

RESULTS AND DISCUSSION

Innovative Strategies in Education

Innovative strategies in education encompass various approaches, methods, and learning environments designed to develop students' creativity and support meaningful learning experiences. One important role of innovative strategies is to cultivate curiosity by encouraging students to ask questions and independently seek answers to their own questions. Such curiosity encourages students

to acquire knowledge and develop solutions through creative approaches. In addition, innovative strategies can support project-based learning through challenging and authentic learning activities that enable students to create, explore, and collaborate with others (Syukron et al., 2019). Thus, innovative learning strategies provide students with opportunities not only to receive information but also to construct knowledge through active participation.

The implementation of an educational strategy involves three major stages, namely strategy formulation, strategy implementation, and strategy evaluation. Strategy formulation includes developing the vision, mission, objectives, and targets; identifying internal and external organizational factors; preparing medium- and long-term plans; and determining strategies to be implemented. Strategy implementation involves establishing policies, motivating organizational human resources, and allocating resources so that the formulated strategy can be implemented effectively. Strategy evaluation involves monitoring the results of strategy formulation and implementation and measuring the extent to which the intended objectives have been achieved. Therefore, systematic strategy management is necessary to ensure that educational innovation does not remain merely an idea but becomes an effective practice.

Innovative learning strategies allow teachers to move beyond dependence on materials contained in textbooks and to implement new approaches that are considered appropriate and relevant to the problems being studied by students. Through learning activities constructed around innovative strategies, students can discover their own ways of exploring and deepening the subjects they are learning. This approach places students in a more active position while teachers function as facilitators who guide the learning process. Accordingly, innovative learning encourages students to become involved in constructing knowledge rather than merely receiving information from teachers.

The use of technology is also one form of innovation implemented in the learning process. At RA Darus Salam, teachers utilize mobile phones as learning resources without completely prohibiting their use during teaching and learning activities. However, smartphone use is limited and supervised, with only several students selected by the teacher being allowed to use the devices. Teachers monitor the students by moving around the classroom rather than remaining only at the front of the class. Contemporary mobile phones have functions similar to computers or laptops and are increasingly accessible to various age groups, making them an important representation of current technological development (Taufik & Komar, 2022). Therefore, the use of mobile phones in learning can become an innovative resource when it is appropriately controlled.

Project-based activities provide opportunities for students to apply their knowledge to real-world situations and develop creativity in solving complex tasks. Collaboration and classroom discussion can also generate diverse ideas and perspectives, enabling students to think critically, contribute ideas, and examine problems from different points of view. Furthermore, providing students with freedom and autonomy to explore their interests and talents can serve as a catalyst for creativity. Autonomy enables students to identify learning approaches that are most appropriate for their individual characteristics and needs (M. Hidayat Ginanjar 1, Moch. Yasykur 2, 2020). Thus, innovation in education should provide students with meaningful opportunities to explore, collaborate, and develop their individual potential.

The curriculum implementation strategy also constitutes an important component of educational innovation. Regardless of how well a curriculum is designed as a plan, it cannot produce the expected results without effective implementation. Strategy therefore functions as the mechanism through which curricular plans are translated into learning practices, while evaluation is used to assess the achievement of curriculum and learning outcomes (Wulandari et al., 2023). This indicates that educational innovation requires continuity between planning, implementation, and evaluation.

Consequently, the effectiveness of innovative education depends not only on the quality of the strategy but also on the consistency of its implementation and evaluation.

Ramsden identifies at least three concepts concerning teaching theory and practice: teaching as the process of delivering something, teaching as the organization of students' activities, and teaching as enabling learning. The third concept combines the first theory, which is oriented toward teacher activity, and the second theory, which emphasizes student activity (Rahmania, 2022). This perspective demonstrates that innovative teaching should not be limited to the teacher's delivery of material. Instead, teachers should organize learning environments that enable students to actively participate and develop their own learning capacities.

Technology can further expand opportunities for creativity in the classroom. The use of creative software and digital tools allows students to communicate their ideas through different forms and media. Teachers can also introduce students to inspirational and innovative figures from various fields, enabling students to understand how creativity can transform ideas and produce meaningful achievements (Nisa & Rustyawati, 2022). Therefore, technology and inspirational models can function as complementary resources in developing students' creativity. When technology is used purposefully, it can transform conventional learning into a more engaging and creative process.

Improving student services by utilizing resources that students encounter, use, and enjoy in their daily lives can make learning more meaningful. When learning activities are connected to students' everyday experiences, preferences, and learning styles, the learning process becomes more enjoyable and students become more enthusiastic and active. The results can be observed in students' developing reasoning abilities, as they are able to connect what teachers explain, answer questions, provide additional information, and explain ideas in greater detail (Yuniarti Bambang Budi Utomo, 2019). In the current digital era, teachers are therefore expected to develop positive and high-quality innovations not only in facilities and curriculum but also comprehensively within the learning process. The integration of technology can transform conventional learning into modern learning while encouraging student participation and critical thinking.

Innovative education is important for encouraging students' creativity and supporting their achievement. When education emphasizes creativity, students become better prepared to face future challenges through innovative ideas and creative solutions. Providing students with opportunities to think freely, creating an inspiring learning environment, and using technology appropriately can transform education into an effective means of developing an innovative and creative generation (Rahmania, 2022). Thus, educational innovation should be understood as an ongoing process that adapts learning activities to students' changing characteristics and needs.

The principle of innovative learning is that teaching methods should not rely on a single approach but should continuously adapt to students' development. Such adaptation involves providing learning experiences that stimulate students to generate ideas, including through new media, creative materials, and learning procedures that students perceive as different or meaningful. Teachers therefore need appropriate ways of presenting learning materials so that learning becomes interesting and easy to understand. In this context, innovation is closely associated with teachers' ability to continually develop learning experiences that stimulate students' creativity.

Innovative learning can also be implemented through creative assignments. Such assignments may involve observation activities or videos developed according to contemporary trends. Assignments can be dialogic, open, and communicative, including creating creative learning videos, online bulletins, instructional videos, online quizzes, and physical exercise videos (Muna, 2020). These activities provide students with opportunities to demonstrate their understanding through creative products while maintaining alignment with the expected learning outcomes.

The learning process can also be supported through online applications, web-based learning, and blended learning. Such approaches are intended to prevent learning from becoming monotonous while creating active and responsive interactions between teachers and students. Blended learning enables students to access learning content and instructions online with greater flexibility concerning time, place, sequence, and learning opportunities (Fatimah & Kartikasari, 2018). The approach can also facilitate interaction through discussions and learning activities conducted through video-conferencing platforms. Therefore, digital learning can become an important component of innovative education when it is integrated with clear learning objectives.

At RA Darus Salam, teachers' innovation is closely related to classroom learning practices. Teachers utilize mobile phones as learning resources while maintaining restrictions and supervision. Only selected students are permitted to use mobile phones, and the selection is adjusted to the composition of each group. Teachers also monitor students by moving around the classroom while the devices are being used (Ilham, 2023). This practice demonstrates that technology does not necessarily replace direct teacher guidance. Instead, technology can function as a complementary learning resource when its use is appropriately managed (Yuniarti Bambang Budi Utomo, 2019).

Based on these findings, innovative learning at RA Darus Salam is characterized by the use of learning resources beyond textbooks, particularly through the controlled integration of technology. Only selected students are allowed to use mobile phones, while teachers provide continuous supervision. This approach demonstrates that innovation does not necessarily mean unrestricted use of technology but rather the strategic use of available resources to support learning objectives. Consequently, technology becomes meaningful when it is integrated with teacher guidance and student-centered learning activities.

The Role of Creativity in Developing High-Achieving Students

High-quality learning is expected to produce high-quality students, both in terms of academic achievement and social-personality development. Successful learning is influenced by the ability of principals, teachers, students, and parents to perform their respective roles optimally. Among these components, teachers play a central role in determining educational quality because the success of teacher-student interaction is strongly influenced by the methods used during learning. Therefore, improving learning quality requires teachers who are capable of designing learning activities that respond to students' needs and encourage creativity.

Learning activities can be designed to enable students to develop their potential through natural abilities and teachers' emotional and artistic support. This perspective is particularly relevant to arts education, which functions as a creative institution because artistic creation involves training, development, and exploration of students' creativity. Consequently, teachers need to select learning models that are appropriate for students because each student has different ways of thinking, learning styles, and aesthetic perceptions (Syukron et al., 2019). Professional teachers therefore need competencies that support the effective implementation of innovative learning.

Teacher professionalism is closely associated with the improvement of academic and professional competencies. Teaching involves complex mental, pedagogical, psychological, and didactic processes. One characteristic of a professional teacher is the ability to use various methods, media, and learning tools while continuously considering innovative actions. Teacher innovation includes planning instruction, implementing instruction, performing administrative duties, communicating, developing personal skills, and developing students' abilities (Kusuma, 2022). Thus, teacher competence becomes a fundamental condition for establishing learning environments that foster creativity and student achievement.

Learning is an essential part of human life and involves students as learners and teachers as educators. The expected outcome of learning is the acquisition of something new, meaningful, original, and interesting. Something new, original, and unique can be understood as a product of creativity. Therefore, creativity is not merely an additional element of learning but an important dimension through which students can develop new ideas and demonstrate their potential.

The conditions at RA Darus Salam indicate that low learning outcomes among early childhood students are associated with weaknesses in the quality of learning processes and the inappropriate use of learning strategies. These conditions demonstrate the importance of implementing active, innovative, creative, effective, and enjoyable learning strategies to improve student learning outcomes. Based on this problem, the use of innovative learning strategies becomes an important area for further examination in the context of RA Darus Salam (Rahmania, 2022). Therefore, improving learning quality requires strategies that correspond to the developmental characteristics and learning needs of early childhood students.

Quality can also be understood in relation to the satisfaction of educational stakeholders. Kaoru Ishikawa argues that excellence is related to customer satisfaction, meaning that every part of an organization has customers. Internal customer satisfaction contributes to organizational satisfaction. Garvin, as cited by M. N. Nasution, defines quality as a dynamic condition associated with products, people or human resources, processes and tasks, and environments that meet or exceed customer expectations (Iqbal, 2017). In educational institutions, this perspective emphasizes that learning quality involves the interaction of various components rather than merely the achievement of academic scores.

Teachers expect students to remain interested in intellectual and aesthetic activities throughout the learning process. Achieving this condition requires teachers to function as motivators who can improve learning quality (Robin Sirait, 2022). Motivation encourages students to make serious efforts toward learning and to pursue their aspirations and future expectations. Therefore, teacher motivation has an important influence on student achievement both at school and at home. Educational success can ultimately be observed through students' achievements, which are influenced by the motivation provided by teachers.

Creative learning is therefore necessary because creativity refers to the ability to imagine or create something new, develop new ideas by combining, modifying, or reapplying existing ideas, and demonstrate an attitude that accepts change and innovation. Creativity also involves flexibility in viewing ideas and a continuous process of working toward improvement. In this context, creativity can be defined as the ability to create or discover something new (Hendy et al., 2022). Consequently, learning strategies that encourage students to explore, experiment, and develop ideas can strengthen their creative capacities.

The creative process consists of four stages: preparation, incubation, illumination, and verification. During the preparation stage, students prepare to solve problems by learning, thinking, searching for answers, and asking others. During incubation, students temporarily distance themselves from the problem while allowing ideas to develop at a subconscious level. Illumination occurs when insight, inspiration, or a new idea emerges. Finally, verification represents the evaluation stage in which the new idea or creative product is tested against reality and its feasibility is assessed. Thus, creativity develops through a process rather than emerging instantaneously.

The characteristics of innovative teachers can be viewed through several orientations. The first is the imaginative orientation, which emphasizes innovative goals and growth and is characterized by being generalist, exploratory, open to change, and appreciative of diversity. At RA Darus Salam, the first teacher demonstrates openness to change and diversity by using learning media that attract students' visual attention. Such media help students understand learning materials more

easily. As students understand more about their surroundings, they can develop broader abilities and become more capable of interacting with others and learning new things.

The second orientation is the investor, which emphasizes speed and achievement and is characterized by performance orientation, intellectual ability, discipline, and appreciation of challenges. The second teacher at RA Darus Salam demonstrates quick thinking and responsiveness, particularly when the first teacher experiences difficulty controlling the classroom. The teacher can quickly restore students' attention through gestures rather than relying solely on verbal commands (Jamilah, 2023). The teacher also applies discipline by providing sanctions when students violate agreed rules (Reis et al., 2022). These practices demonstrate how teacher responsiveness and discipline can support classroom management.

The third orientation is the improver, which emphasizes quality and optimization and is characterized by systematic thinking, technical orientation, practicality, and attention to processes. Both teachers at RA Darus Salam emphasize the learning process and attempt to manage classroom activities optimally while paying attention to students' development. Education naturally begins within the family environment, continues through school, and extends into society. Teachers therefore become important role models because students observe and imitate what teachers do and say.

The fourth orientation is the incubator, which emphasizes interest and openness to ideas and is characterized by appreciation for brainstorming, strong communication, communicative behavior, and enthusiasm for learning. Teachers at RA Darus Salam are provided with opportunities to exchange ideas when they encounter difficulties during learning activities. Good communication among teachers also supports students' ability to socialize with peers. Teachers play an important role in identifying students' interests and talents and directing them toward activities that correspond to their potential. The school environment therefore becomes an important setting for optimizing creative powers (Pratama, 2019).

These conditions represent both challenges and opportunities for schools to develop students' creativity and credibility. The extent to which a school is recognized by the community is partly determined by its capacity to provide learning environments that support creative development. Consequently, developing creative students requires teachers who understand the characteristics and needs of creative students, can develop higher-order thinking, can cultivate problem-solving abilities, and can develop learning materials that challenge students to become more creative (Selvias et al., 2021).

Teachers should also develop individual and collaborative learning strategies while providing tolerance and freedom, even when students' behavior differs from teachers' expectations, as long as such differences result in more creative learning products (Imam Subki, 2022). Teacher competence is therefore strongly related to the development of students' creativity through learning environments that provide an appropriate climate and culture (Fajar, 2016). Direct student involvement is particularly important because students, rather than teachers, are the ones who actually perform learning activities. Learning based on direct involvement reflects John Dewey's concept of learning by doing, through which students can acquire more knowledge by participating actively either individually or in groups (Muna, 2020).

Challenges in learning should therefore be treated as opportunities for problem solving. To strengthen students' positive learning motivation, teachers should provide opportunities for students to discover concepts and principles within learning materials. Critical and vocal students should not immediately be excluded because they are considered disruptive. Instead, teachers can utilize their abilities by presenting problems related to the learning material and inviting them to solve those problems (Robin Sirait, 2022). Such an approach transforms students' differences into learning resources and opportunities for creativity.

Individual differences influence the way students learn and the outcomes they achieve. These differences require teachers to consider individual characteristics during the learning process. Each learner has unique characteristics, while environmental conditions and previous experiences also differ. At the same time, curriculum and educational materials are generally determined uniformly for students, creating challenges for teachers in addressing individual needs (A. Rusdiana, 2019). Therefore, innovative strategies need to provide sufficient flexibility to accommodate differences among students.

Creative students tend to be open to new experiences, flexible in their attitudes, free in expressing themselves, and appreciative of imagination. A supportive learning environment can be created through visual and auditory environments, including the use of information technology. Learning media can therefore facilitate students' learning by providing accessible and engaging experiences. An effective and high-quality educational management information system also requires information technology supported by human resources capable of operating it effectively (zamroni Afif, 2020). Thus, technological competence is increasingly relevant to educational innovation.

The internal and external environments of educational institutions continuously develop and remain dynamic, creating both opportunities and obstacles for institutional growth. Management decisions play an important role in responding to these changes. Educational management requires decision-making that integrates relevant elements into the overall institutional context. In carrying out these responsibilities, management must consider limited time, potential risks to institutional stability, and the need to communicate decisions effectively to operational personnel such as teachers and educational staff (A. Rusdiana, 2019). Therefore, educational innovation also requires managerial capacity and effective institutional communication.

Observation findings further indicate that creative students may demonstrate characteristics that teachers sometimes perceive as challenging. They may be courageous in opposing opinions, display strong egos, act independently, show intense interest in particular subjects but ignore them at other times, and seek recognition for their creative products. Such characteristics can sometimes conflict with teachers' expectations (Yusra & Wahyuni, 2021). Teachers may expect students to be polite, diligent, persistent, cooperative, confident, energetic, and capable of completing assignments according to predetermined targets. Because these expectations may differ from the characteristics of gifted or creative students, students' creative initiatives may sometimes fail to receive sufficient teacher support (Muna, 2020).

Teachers therefore need to understand the factors that influence learning and recognize individual differences among students. Internal factors include physiological conditions, sensory conditions, physical development, psychological conditions, intelligence, and individual interests. External factors include environmental conditions and instructional design (Wahid et al., 2018). One model for developing creativity is the use of questions that challenge students to engage in higher-level thinking and generate creative and innovative ideas and products.

The school environment has a broader influence on children than the family environment alone because students interact with teachers, peers, and various members of the school community. Such interactions provide opportunities for students to develop social and creative competencies. Consequently, a school that supports creativity needs to provide opportunities for interaction, exploration, communication, and meaningful participation.

The Impact of Motivation on Student Achievement

Motivation plays an important role in directing students' learning behavior and achievement. According to Muzakkir, motivation has three functions: first, encouraging people to act as a driving force that releases energy; second, determining the direction of action toward an intended goal; and

third, selecting appropriate actions that correspond to the achievement of that goal (Septiani, 2021). Therefore, motivation provides both energy and direction for students' learning activities.

Learning motivation is an important element that needs to be strengthened during the learning process. It can be understood as a force that encourages students to engage in learning activities in order to achieve optimal learning outcomes (Suharni & Purwanti, 2018). Students who possess strong motivation tend to demonstrate greater determination to achieve learning success. Research conducted by Ita Nurmuiza and Sani (2017) also indicates a positive influence of students' learning motivation on their learning outcomes. Accordingly, motivation is an important factor supporting student achievement.

Motivated students tend to demonstrate greater persistence and enthusiasm in learning. They are more willing to complete assignments, receive feedback, and correct their mistakes. Strong learning motivation also helps students overcome obstacles and challenges encountered during learning. In addition, high motivation can improve students' concentration and focus, enabling them to minimize distractions and absorb learning information more effectively. Therefore, motivation contributes to both the learning process and the achievement of learning outcomes.

Students who possess learning motivation demonstrate several characteristics, including serious interest and attention toward what they learn, future orientation, willingness to complete challenging tasks within their abilities, a strong desire for continuous development, consistent allocation of time for learning, and persistence in completing assigned tasks (Nur, 2016). Indicators of learning motivation include the desire to succeed, learning needs and encouragement, expectations and future aspirations, appreciation in learning, interesting learning activities, and a conducive learning environment that enables students to learn effectively (Taufik & Komar, 2022). These indicators demonstrate that motivation is reflected in both students' attitudes and learning behaviors.

Learning is conducted to achieve successful learning outcomes, which can be indicated by students' achievement of optimal scores. To obtain such outcomes, teachers are required to possess a high level of creativity in stimulating students' learning motivation (Fauzi et al., 2022). Thus, teacher creativity and student motivation are closely interconnected. Innovative teachers can create learning experiences that attract students' attention and encourage them to become more actively involved.

Children's motivation can be influenced by several variables, including interests outside school, learning activities that correspond to children's needs, variation in learning activities, successful learning experiences, pressures that encourage children to learn, a conducive classroom climate, monitoring of performance, and challenging learning activities (Pramularso et al., 2021). These factors demonstrate that motivation does not emerge from a single source. Instead, it develops through the interaction between students' internal characteristics and the learning environment. Teachers therefore need to consider principles related to maintaining students' interest in learning (Sunarto, 2018). The first principle is directing attention toward something new, whether a different experience or new information. New stimuli, including colors, shapes, and designs, can attract students' attention. Teachers can also use real-life examples or stories to make learning materials more meaningful and stimulate students' curiosity through appropriate learning strategies (Fatimah & Kartikasari, 2018).

The second principle is directing students' attention toward material that is sufficiently complex to encourage concentration and detailed thinking. The level of complexity should correspond to students' age and cognitive, affective, and psychomotor development. Complexity does not mean presenting material that is impossible for students to understand. Rather, complex material should be simplified through continuous improvisation and instructional innovation (Septiani, 2021). By breaking complex material into smaller components, teachers can help students understand the relationships among different parts of the material and maintain their attention.

The third principle is directing students toward areas that correspond to their interests. For teachers, this requires understanding students' habits, classroom behavior, and attitudes toward the subjects being taught. Knowledge of students' characteristics enables teachers to select learning activities that are relevant to their interests and needs. Consequently, teachers can create learning environments that sustain attention while simultaneously strengthening motivation.

Motivation can generally be divided into intrinsic and extrinsic motivation. Intrinsic motivation arises from within the individual and is not influenced by external factors (Taufik & Komar, 2022). For example, a student may complete mathematics homework because the student wants to understand mathematical concepts rather than because of fear of the teacher or a desire for praise. Extrinsic motivation, in contrast, arises because of external stimuli. For example, a student may complete homework simply because the teacher requires it and may fear negative consequences if the task is not completed (Munirah, 2018). The role of school leadership is also important in creating motivational learning environments. A principal needs not only administrative skills but also the ability to lead, organize, motivate, and encourage teachers, educational personnel, and students to engage more actively in learning. Effective leadership can support students in achieving better academic performance while contributing to overall school improvement. Therefore, school leadership and teacher motivation are interconnected components of educational quality.

A principal requires at least three types of skills to perform these responsibilities effectively. First, organizational skills involve the ability to formulate the school's vision and mission and translate them into educational programs implemented through a systematic organizational structure. Second, human skills involve the ability to cooperate, motivate, and lead. Third, technical skills involve the ability to use knowledge, methods, techniques, and equipment to complete particular tasks (Jusrin et al., 2022). These competencies support the creation of a school environment that encourages innovation and achievement.

At RA Darus Salam, several challenges remain in the implementation of innovative learning. Some teachers have not fully mastered current learning approaches, while several teachers continue to experience difficulties with teaching discipline because of personal responsibilities that cannot always be avoided. These conditions indicate that teacher development and leadership support remain necessary to strengthen the implementation of innovative strategies. Accordingly, improving teacher competence and institutional management is essential for sustaining innovative learning practices. Learning outcomes are expected to improve when students possess strong motivation and when teachers provide appropriate motivational support. The more appropriately motivation is provided, the greater the potential for successful learning. The level of student motivation can therefore be used as an important indicator of the quality of learning achievement. In this context, innovative strategies, creativity, teacher competence, and motivation are interconnected elements in supporting students toward higher achievement.

CONCLUSION

Innovative strategies in education encompass various approaches, methods, and learning environments that aim to develop students' creativity. Their role includes cultivating curiosity by encouraging students to ask questions and independently seek answers. Such strategies also support project-based activities that provide students with opportunities to create, collaborate, explore, and solve meaningful problems. Therefore, innovative learning can provide a foundation for developing students who are creative, active, and capable of responding to changing educational demands.

Creative students are students who are given opportunities to explore and understand learning materials through their own experiences. In this process, teachers function as facilitators who support students through various learning media, including PowerPoint presentations, verbal explanations,

and board work, while adjusting instruction to students' different abilities to absorb information. This demonstrates that creativity can be strengthened when teachers provide varied learning experiences and accommodate individual differences. Learning outcomes are expected to become optimal when students possess strong motivation and receive appropriate motivational support from teachers. Therefore, the level and quality of motivation can serve as an important indicator of student learning achievement. Ultimately, innovative strategies, creativity, and motivation need to be developed simultaneously to support students in achieving higher and more meaningful educational outcomes.

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