

# Gender, Age, and Teaching Experience Factors in Creative Teaching Practices Among Islamic Education Lecturers

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## Abstract

This study aims to evaluate creative teaching practices among Islamic Education lecturers at Muhammadiyah University of Cirebon and analyze the differences and relationships between these practices and demographic variables such as gender, age, and teaching experience. This research employs a quantitative approach with a survey method, using a five-point Likert scale questionnaire distributed online to 75 lecturers selected through simple random sampling. The instrument used consists of 24 items with high reliability ( $\alpha = 0,941$ ). Data analysis was conducted using IBM SPSS Statistics Version 28.0, including normality tests, descriptive analysis, and inferential analysis. The normality test results indicate that the data is normally distributed. Descriptive analysis shows that the lecturers' creative teaching practices are at a high level (mean = 3.99, SD = 0.471), with the item "Connecting issues with everyday life" having the highest average score (mean = 4.42, SD = 0.701). An independent t-test revealed no significant differences in creative teaching practices based on gender ( $t = -0.120$ ,  $p = 0.905$ ). Pearson correlation analysis also showed no *significant* relationship between gender, age, and teaching experience with creative teaching practices. These findings indicate that these demographic variables do not influence the level of creative teaching practices among Islamic Education lecturers. The implication is that creative teaching practices among Islamic education lecturers are consistently high, regardless of gender, age, or teaching experience, indicating the limited influence of these demographic factors.

**Keywords:** Creative Teaching Practices, Islamic Education Lecturers, Descriptive Analysis, Inferential Analysis, Muhammadiyah University of Cirebon.

### **Abstrak**

*Penelitian ini bertujuan untuk mengevaluasi praktik mengajar kreatif di kalangan dosen Pendidikan Islam di Universitas Muhammadiyah Cirebon serta menganalisis perbedaan dan hubungan antara praktik tersebut dengan variabel demografis seperti jenis kelamin, usia, dan pengalaman mengajar. Penelitian ini menggunakan pendekatan kuantitatif dengan metode survei, di mana kuesioner berbasis skala Likert lima poin didistribusikan secara daring kepada 75 dosen yang dipilih melalui teknik acak sederhana. Instrumen yang digunakan terdiri dari 24 item dengan keandalan yang tinggi ( $\alpha = 0,941$ ). Analisis data dilakukan menggunakan IBM SPSS Statistics Versi 28.0, mencakup uji normalitas, analisis deskriptif, dan analisis inferensial. Hasil uji normalitas menunjukkan bahwa data berdistribusi normal. Analisis deskriptif menunjukkan bahwa praktik mengajar kreatif dosen berada pada level tinggi ( $\text{mean} = 3,99$ ,  $\text{SD} = 0,471$ ), dengan item "Menghubungkan masalah dengan kehidupan sehari-hari" memiliki nilai rata-rata tertinggi ( $\text{mean} = 4,42$ ,  $\text{SD} = 0,701$ ). Uji-t independen menunjukkan tidak ada perbedaan signifikan dalam praktik mengajar kreatif berdasarkan jenis kelamin ( $t = -0,120$ ,  $p = 0,905$ ). Analisis korelasi Pearson juga menunjukkan tidak adanya hubungan signifikan antara jenis kelamin, usia, dan pengalaman mengajar dengan praktik mengajar kreatif. Temuan ini mengindikasikan bahwa variabel demografis tersebut tidak mempengaruhi tingkat praktik mengajar kreatif di kalangan dosen Pendidikan Islam. Implikasinya praktik mengajar kreatif di kalangan dosen Pendidikan Islam secara konsisten tinggi, terlepas dari jenis kelamin, usia, atau pengalaman mengajar, yang menunjukkan pengaruh terbatas dari faktor demografis tersebut*

*Kata Kunci: Praktik Mengajar Kreatif, Dosen Pendidikan Islam, Analisis Deskriptif, Analisis Inferensial, Universitas Muhammadiyah Cirebon.*

## **Introduction**

Education is a fundamental pillar in building the quality of future generations. In the context of higher education, particularly Islamic education, lecturers play a crucial role in delivering material effectively and inspiringly.<sup>1</sup> One approach that is gaining increasing attention is the practice

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<sup>1</sup> & Aulia Ramadhani Lubis Devi Indah Sari, "The Existence of PAI Teachers in PAI Learning during the Covid-19 Pandemic," *Matondang Journal* 1, no. 2 (2022): 65–75, <https://doi.org/https://doi.org/10.33258/matondang.v1i2.699>. ; Muhamad Maamun Abdullah, "Practice of Use of Materials to Teach Islamic Education Teachers of Religious High School," *International Journal of Academic Research in Progressive Education and Development* 8, no. 4 (2019): 1088–93, <https://doi.org/http://dx.doi.org/10.6007/IJARPED/v8-i4/6908>.

of creative teaching, where lecturers not only present material but also motivate and encourage students to think critically and innovatively.<sup>2</sup>

However, creative teaching practices in academic settings are often influenced by various factors. Several studies suggest that characteristics such as gender can impact teaching style and effectiveness.<sup>3</sup> However, these findings are often inconsistent, highlighting gaps such as the limited exploration of cultural and social contexts,<sup>4</sup> unclear definitions of creativity, and the neglect of other relevant factors. To bridge these gaps, more comprehensive research is needed, incorporating cross-cultural approaches, standardized measurement methods, and multifactor analysis to gain a deeper understanding of how gender and other factors influence creativity in teaching.<sup>5</sup> Teaching experience has been shown to affect creativity in teaching, age influences creativity in teaching practices,<sup>6</sup> and religious

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<sup>2</sup> Mulkan Darajat Leli Hasanah Lubis, Budi Febriani, Rendi Fitra Yana, Azhar Azhar, "The Use of Learning Media and Its Effect on Improving the Quality of Student Learning Outcomes," *IJESSM* 3, no. 2 (2023): 7–14, <https://doi.org/https://doi.org/10.52121/ijessm.v3i2.148>; Ma Zhanqiang, "Strategies for Cultivating Creative Thinking Ability of Students Majoring in Educational Technology," *Frontiers in Educational Research* 6, no. 19 (2023): 62–66, <https://doi.org/10.25236/FER.2023.061911>.

<sup>3</sup> Francesca Danioni Daniela Barni, Claudia Russo, "Teachers' Values as Predictors of Classroom Management Styles: A Relative Weight Analysis," *Front. Psychol* 9 (2018), <https://doi.org/https://doi.org/10.3389/fpsyg.2018.01970>; Patricia Sonia Elardo-Zabala, "The Leadership Styles of the Local Universities and Colleges' Administrators," *International Journal of Educational Management & Development Studies* 2, no. 2 (2021): 20–37, <https://doi.org/https://doi.org/10.53378/346105>.

<sup>4</sup> Alaa Eldin A. Ayoub Ahmed M. Abdulla Alabbasi email the author, Taylor L. Thompson, Mark A. Runco, Layya A. Alansari, "Gender Differences in Creative Potential: A Meta-Analysis of Mean Differences and Variability," *Psychology of Aesthetics, Creativity, and the Arts*, 2022, 1–15, <https://doi.org/https://doi.org/10.1037/aca0000506>; Jacek Gralewski, "Teachers' Beliefs about Creative Students' Characteristics: A Qualitative Study," *Thinking Skills and Creativity* 31 (2019): 138–55, <https://doi.org/https://doi.org/10.1016/j.tsc.2018.11.008>.

<sup>5</sup> Nor Alniza Azman Hafizhah Zulkifli, Ab Halim Tamuri, "Understanding Creative Teaching in Twenty-First Century Learning among Islamic Education Teachers during the COVID-19 Pandemic," *Front. Psychol* 13 (2022), <https://doi.org/https://doi.org/10.3389/fpsyg.2022.920859>.

<sup>6</sup> Chun-Yen Chaoc Hsing-Yuan Liua, I-Teng Wanga, Nai-Hung Chena, "Effect of Creativity Training on Teaching for Creativity for Nursing Faculty in Taiwan: A Quasi-Experimental Study," *Nurse Education Today* 85 (2020), <https://doi.org/https://doi.org/10.1016/j.nedt.2019.104231>; Chinh Duc Nguyen, "The Islamic Education Program UIN Siber Syekh Nurjati Cirebon, Indonesia

contexts impact teaching creativity—all of which are relevant to the focus on Islamic education lecturers.<sup>7</sup> Therefore, it is crucial to conduct in-depth empirical studies to determine whether these factors truly influence the level of creativity in teaching, particularly among Islamic education lecturers.

This study examines the simultaneous interaction of gender, age, and teaching experience, providing a more holistic understanding of the factors influencing creative teaching practices among Islamic education lecturers. These aspects have not been thoroughly discussed in previous literature. The study highlights Islamic education lecturers as the primary subjects, a group often underrepresented in research on creative teaching practices. It contributes new insights by adding to the literature that specifically addresses the role of religious contexts in creative teaching.

While many studies have explored the influence of gender and teaching experience, this research introduces age as a critical factor in creative teaching practices. Much of the existing research on creativity in teaching focuses solely on general factors such as teaching methods or technological innovation, rarely emphasizing how individual characteristics like age, gender, and teaching experience influence the adoption and application of creativity.

This study provides fresh perspectives on how lecturers from different age groups adopt and implement creativity in their teaching. It offers insights that can inform the design of professional development

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Construction of Age-Appropriate Pedagogies for Young Learners of English in Primary Schools," *The Language Learning Journal* 49, no. 1 (2021): 13–26, <https://doi.org/https://doi.org/10.1080/09571736.2018.1451912>.

<sup>7</sup> Sameera Al-Shorman Hamad Al-Yahmadi, "The Role of Teachers in Developing Students' Science Creative Thinking Skills in Jordan and Sultanate of Oman," *Randwick International Of Education And Linguistics* 3, no. 4 (2022): 575–85, <https://doi.org/https://doi.org/10.47175/rielsj.v3i4.585>; <sup>7</sup> Muhibbin Syah Ike Kurniati, Helmawati Helmawati, "Problem Solving Method Management to Improve the Quality of PAI Learning," *International Journal of Nusantara Islam* 9, no. 1 (2021): 80–91, <https://doi.org/10.15575/ijni.v9i1.11921>; K A Hakam and E S Nurdin A Fakhrudin, A Suryadi, "The Development of Learning Content of Islamic Religious Education (IRE) Courses on Environmental Conservation in Higher Education," in *IOP Conference Series: Earth and Environmental Science*, IOP Conf. Ser. Earth Environ. Sci. 145 012125, 2018, <https://doi.org/10.1088/1755-1315/145/1/012125>.

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programs for Islamic education lecturers, taking into account differences in gender, age, and teaching experience. Such insights can help higher education institutions enhance teaching effectiveness through more personalized and contextual approaches.

## **Method**

This study employed a quantitative approach using a survey method. A five-point Likert scale questionnaire was distributed online to collect feedback from respondents. The sample was selected using a simple random sampling technique, involving 75 Islamic Education lecturers from Universitas Muhammadiyah Cirebon as respondents. The questionnaire consisted of 24 items with a five-point Likert scale reflecting levels of agreement: 1 = Never (NV), 2 = Seldom (SL), 3 = Sometimes (ST), 4 = Often (OF), and 5 = Almost Always (AA).

The reliability of the instrument was measured using Cronbach's alpha, yielding a value of  $\alpha = 0.941$ , indicating a high level of reliability. The collected data were analyzed using IBM SPSS Statistics Version 28.0 with descriptive and inferential analysis approaches.

The data analysis was conducted in three stages. The first stage involved a normality test using the Kolmogorov-Smirnov and Shapiro-Wilk statistical procedures. Next, descriptive analysis was performed by calculating frequencies, percentages, means, and standard deviations to identify the level of creative teaching practices among lecturers at Universitas Muhammadiyah Cirebon.

In the final stage, inferential statistics were applied, including t-tests, Pearson correlation, and regression analysis, to evaluate differences in creative teaching practices based on gender, age, and teaching experience.

## **Result And Discussion**

### **Normality Test**

The results of the normality test conducted using the Kolmogorov-Smirnov and Shapiro-Wilk statistical tests, as presented in Table 1, indicate that the variable of creative teaching practices follows a normal distribution.

The significance values for both tests, Kolmogorov-Smirnov and Shapiro-Wilk, are  $p > 0.05$ . Therefore, the data in this study can be further analyzed.

Table 1. Normality Test

	Kolmogorov-Smirnov <sup>a</sup>			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Creative Teaching Practice	.075	74	.200*	.981	74	.372

\* This is the lower limit of true significance.

a. Lilliefors Significance Correction

### Level of Creative Teaching Practices

This study evaluated the level of creative teaching practices among lecturers using 24 items coded from B1 to B24. Table 2 shows that three items scored very high, while the remaining twenty-one items scored high. According to the table, item B11, "Connecting problems to everyday life," recorded the highest mean score of 4.42 with a standard deviation of 0.701. On the other hand, item B15, "Explaining concepts from concrete to abstract," recorded the lowest mean score of 3.62 with a standard deviation of 0.887. Overall, based on the results in Table 2, the level of creative teaching practices among Islamic education lecturers at Muhammadiyah University of Cirebon is categorized as high (mean = 3.99, SD = 0.471). Furthermore, item B11 highlights that Islamic Education lecturers at Muhammadiyah University of Cirebon strive to instill positive values in students, aiming to produce morally upright graduates.

### Differences in the Application of Creative Teaching Practices Based on Gender

This study aimed to identify differences in creative teaching practices between male and female lecturers. Table 3 presents the results of the t-test used to assess differences in creative teaching practices based on gender. An independent t-test was conducted to compare creative teaching practices between male and female lecturers. The analysis in Table 3 reveals no significant differences in creative teaching practices [ $t = -0.120$ ,  $p = 0.905$ ],  $p >$

0.05, between male and female lecturers. These findings suggest that gender does not influence differences in creative teaching practices.

Relationship Between Gender, Age, and Teaching Experience on Creative Teaching Methods. Table 4 shows no correlation between gender ( $r = 0.014$ ,  $p > 0.05$ ), age ( $r = 0.116$ ,  $p > 0.05$ ), and teaching experience ( $r = 0.004$ ,  $p > 0.05$ ) with creative teaching practices among Islamic Education lecturers. Meanwhile, Table 2 illustrates the overall level of creative teaching practices.

Table 2. Level of Creative Teaching Practices

No	Statement	NV N (%)	SL N (%)	ST N (%)	OF N (%)	AA N (%)	Mean	SD
B1	Inspiring students to generate fresh ideas.	1 (1.4)	0 (0.0)	18 (24.3)	39 (52.7)	16 (21.6)	3.93	.764
B2	Offering multiple approaches to solve the same problem.	1 (1.4)	2 (2.7)	20 (27.0)	38 (51.4)	13 (17.6)	3.81	.805
B3	Using visual examples to demonstrate problem-solving in teaching.	1 (1.4)	6 (8.1)	24 (32.4)	30 (40.5)	13 (17.6)	3.65	.913
B4	Help students understand the material thoroughly until it becomes meaningful to them.	0 (0.0)	0 (0.0)	8 (10.8)	40 (54.1)	26 (35.1)	4.24	.637
B5	Presenting a new approach to a topic.	0 (0.0)	5 (6.8)	18 (24.3)	41 (55.4)	10 (13.5)	3.76	.773
B6	Integrating technology into teaching based on the relevance of the topic.	0 (0.0)	1 (1.4)	27 (36.5)	28 (37.8)	18 (24.3)	3.85	.806
B7	Explain the content step by step, starting with the easier parts.	0 (0.0)	2 (2.7)	15 (20.3)	33 (44.6)	24 (32.4)	4.07	.800
B8	Introducing unconventional ideas that differ from standard approaches.	0 (0.0)	2 (2.7)	22 (29.7)	41 (55.4)	9 (12.2)	3.77	.693
B9	Use your own teaching style.	0 (0.0)	0 (0.0)	11 (14.9)	40 (54.1)	23 (31.1)	4.16	.663
B10	Enhance teaching quality by integrating the latest techniques.	0 (0.0)	0 (0.0)	17 (23.0)	40 (54.1)	17 (23.0)	4.00	.682
B11	Connecting problems to real-life situations.	0 (0.0)	1 (1.4)	6 (8.1)	29 (39.2)	38 (51.4)	4.41	.701
B12	Providing suggestions to stimulate students' thinking.	0 (0.0)	1 (1.4)	8 (10.8)	38 (51.4)	27 (36.5)	4.23	.693
B13	Integrating new activities into teaching.	0 (0.0)	1 (1.4)	20 (27.0)	39 (52.7)	14 (18.9)	3.89	.713
B14	Adapting teaching methods according to students' interests.	0 (0.0)	0 (0.0)	17 (23.0)	41 (55.4)	16 (21.6)	3.99	.672
B15	Clarifying concepts by moving from concrete examples to abstract ideas.	1 (1.4)	5 (6.8)	27 (36.5)	29 (39.2)	12 (16.2)	3.62	.887
B16	Conducting discussion sessions in a supportive environment.	0 (0.0)	1 (1.4)	15 (20.3)	40 (54.1)	18 (24.3)	4.01	.712

B17 Integrating interactive and hands-on0 activities for students.	0	23	44	7	3.78	.603
	(0.0)	(0.0)	(31.1)	(59.5)	(9.5)	
B18 Avoid traditional teaching methods of1 'lectures and boards.'	3	21	42	7	3.69	.757
	(1.4)	(4.1)	(28.4)	(56.8)	(9.5)	
B19 Change the teaching approach if it0 proves to be ineffective.	0	14	44	16	4.03	.640
	(0.0)	(0.0)	(18.9)	(59.5)	(21.6)	
B20 Providing example solutions that align0 with the teaching topic.	0	6	48	20	4.19	.566
	(0.0)	(0.0)	(8.1)	(64.9)	(27.0)	
B21 Utilizing teaching aids that are relevant0 to the teaching topic.	1	7	47	19	4.14	.626
	(0.0)	(1.4)	(9.5)	(63.5)	(25.7)	
B22 Adjust teaching methods based on1 student feedback.	1	9	51	12	3.97	.682
	(1.4)	(1.4)	(12.2)	(68.9)	(16.2)	
B23 Motivate students to use the internet to1 research topics they are unfamiliar with.	0	7	33	33	4.31	.757
	(1.4)	(0.0)	(9.5)	(44.6)	(44.6)	
B24 Provide clear and straightforward0 definitions for the terms used in0 teaching.	1	8	30	35	4.34	.727
	(0.0)	(1.4)	(10.8)	(40.5)	(47.3)	
Total					3.99	.471

(Level: Low = 1.00 – 2.00, Medium Low = 2.01 – 3.00, Medium High = 3.01 – 4.00, High = 4.01 - 5.00)

Table 3. Comparison of t-test in creative teaching practices based on gender

	Gender	N	Mean	std	t	Sig.P
Creative teaching practices	Male	32	3.98	.513	-.120	.905
	Female	42	4.01	.443		

Table 4. Pearson correlation coefficient analysis

	Creative r	Teaching Practice Sig. P
Gender	.015	.905
Age	-.115	.327
Teaching experience	.006	.976

The relationship between gender, age, and teaching experience with creative teaching practices. This study aims to identify the relationship between gender, age, and teaching experience with creative teaching practices.

Table 5. Coefficient Analysis for Creative Teaching Practices

Variables	B	Std. Error	Beta	t	Sig.
(Constant)	4.114	.253		16.267	.000
Gender	-.006	.112	-.006	-.047	.962
Age	-.174	.114	-.271	-1.517	.134



Teaching experience	.138	.120	.207	1.161	.250
R <sup>2</sup> = 0.032; F(3, 70) = 0.772, Sig. F = 0.514					

The results in Table 5 show that gender, age, and teaching experience do not significantly predict creative teaching practices,  $R^2 = 0.032$ ,  $F(3, 70) = 0.772$ ,  $p > 0.05$ . Further analysis revealed that gender,  $Beta = -0.006$ ,  $t(70) = -0.047$ ,  $p > 0.05$ , does not significantly affect creative teaching practices. It also shows that age,  $Beta = -0.271$ ,  $t(70) = -1.517$ ,  $p > 0.05$ , does not significantly affect creative teaching practices. Additionally, it shows that teaching experience,  $Beta = 0.207$ ,  $t(70) = 1.161$ ,  $p > 0.05$ , does not significantly affect creative teaching practices. Thus, gender, age, and teaching experience do not influence creative teaching practices among Islamic Education lecturers at Muhammadiyah University of Cirebon.

Based on the results of this study, the descriptive analysis shows that the level of creative teaching practices among Islamic Education lecturers at Muhammadiyah University of Cirebon is high and quite high. It was found that the lecturers focus their attention on the creative aspects of delivering the material, which is reflected in the application of various teaching techniques, methods, and strategies. Although creative teaching has been implemented, its execution has not yet been fully optimized. This may be due to a lack of training and understanding of creativity, as well as skills that have not yet been fully mastered by the lecturers. Several studies explain that Islamic Education teachers who are able to adapt creativity styles and practices in their teaching means they can apply various innovative methods and techniques in the teaching and learning process to enhance student engagement and understanding. This adaptation includes using various creative approaches to deliver lessons, creating an engaging learning environment, and adjusting teaching styles to the needs and characteristics of students.<sup>8</sup>

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<sup>8</sup> Norfarahi Zulkifli, Isa Hamzah, Khadijah Abdul Razak, "Creative Teaching Practices among Islamic Education Lecturers in Polytechnic", dalam *e-Bangi*, Vol. 18, No.4 (2021), 32-41.; Muhamad Rikza Saputro, Sukiman Sukiman, "Innovative Strategies in Revitalizing Islamic Education: Case Studies in Pesantren as a Model of Community Islamic Education Program UIN Siber Syekh Nurjati Cirebon, Indonesia

Islamic Education teachers who are able to adapt creativity styles and practices in their teaching means they can apply a variety of innovative and creative approaches to teaching. This adaptation involves using creative techniques and strategies to make the learning process more engaging and effective, which in turn can help avoid boredom among students. By integrating innovative techniques, teachers can activate various activities that are not only enjoyable but also support a deeper understanding of the material.<sup>9</sup>

However, it is important for lecturers to continue striving to enhance creativity in teaching and not give up in their efforts to achieve success in the teaching and learning process. This is because creativity in teaching can make learning more engaging and effective, as well as contribute to a better understanding by students. Lecturers should continue to improve creativity in teaching and not give up in their efforts to achieve success in the teaching and learning process. The effectiveness of Islamic Religious Education also heavily depends on the teaching style of lecturers, which emphasizes the importance of the right skills to enhance student understanding so that they can apply the knowledge gained.<sup>10</sup>

The main finding of this study shows that item B11, which is 'Linking problems to everyday life,' recorded the highest average score of 4.42. The approach taken by lecturers to link academic problems to students' everyday life is an effective teaching method to enhance critical and analytical thinking skills. When lecturers are able to connect concepts or problems being studied with real-life situations that students face in their daily lives, students become

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Empowerment," dalam *International Journal of Social Service and Research*, Vol. 4, No. 02 (2024), 585-593. DOI:10.46799/ijssr.v4i02.722

<sup>9</sup> Moh. Ali Amiruddin Amiruddin, Nurdin Nurdin, "Islamic Education Teacher Communication Strategy in Increasing Students 'Learning Interest,'" dalam *International Journal of Contemporary Islamic Education* 3, no. 1 (2021): 41–61, <https://doi.org/10.24239/ijcied.Vol3.Iss1.31.>; Sara Gagliolo & Domenico Sguerso Matteo Botto, Bianca Federici, Ilaria Ferrando, "Innovations in Geomatics Teaching during the COVID-19 Emergency," *Applied Geomatics* 15 (2023): 551–64.

<sup>10</sup> Norfarahi Zulkifli, Isa Hamzah 2021; Suhid Asmawati, Mohd Yusri Mohd Naser, Abd. Muhsin Ahmad, Noreha Che Abah, "Challenges and Readiness of Islamic Education Teachers in Innovative Teaching and Learning," dalam *Jurnal Ilmiah Peuradeun*, Vol. 9, No. 2, (2021), 293-308. DOI: 10.26811/peuradeun.v9i2.588

more motivated and understand the relevance of the material being taught. This encourages them to think more deeply and critically in finding solutions, as well as improving their ability to apply theoretical knowledge to practical contexts. Additionally, this approach helps students realize that the knowledge they acquire is not only for fulfilling academic requirements but also has practical applications in their lives. This awareness makes the learning process more meaningful and positively impacts the development of problem-solving skills.<sup>11</sup>

The results from the table indicate that gender, age, and teaching experience have no correlation with creative teaching practices among Islamic Education lecturers, suggesting that these factors do not influence the level of creativity in teaching. This finding is inconsistent with research that shows that, in some educational contexts, men are more likely to use innovative and creative approaches in teaching. This could be due to various factors, such as differences in training, social perceptions of gender roles, or individual tendencies.<sup>12</sup> However, it is important to note that this is a generalization that does not always apply in all contexts. Research indicates that both men and women have the same potential to engage in creative teaching practices,<sup>13</sup> and factors such as the work environment, professional

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<sup>11</sup> Mauro Giacomazzi, Mónica Fontana, Celia Camilli Trujillo, "Contextualization of Critical Thinking in sub-Saharan Africa: A Systematic Integrative Review," dalam *Thinking Skills and Creativity*, Vol. 43 (2020), 1-13. DOI: <https://doi.org/10.1016/j.tsc.2021.100978>; <sup>11</sup> Kawita Sarwari, Ahmad Fawad Kakar, "Developing Students' Critical Thinking Skills through Contextual Teaching and Learning," dalam *Journal of Cognition, Emotion & Education*, Vol. 1, No. 1, (2023), 29-42. DOI: <https://doi.org/10.22034/cee.2023.172192>

<sup>12</sup> Silmi Amrullah Lidwina Felisima Tae, Zulmi Ramdani, Bagus Hary Prakoso, "Systematical Review and Exploration of the Aspect of Creativity in the Context of Education," dalam *International Conference on Educational Assessment and Policy* 1 (2018): 114–19, <https://doi.org/10.26499/iceap.v1i1.83>; Nina Pološki Vokić & Ana Aleksić, "Are Active Teaching Methods Suitable for All Generation Y Students? – Creativity as a Needed Ingredient and the Role of Learning Style," *Educ. Sci* 10, no. 4 (2020): 87, <https://doi.org/https://doi.org/10.3390/educsci10040087>.

<sup>13</sup> & Marilynne Stains A. Kelly Lane, Jacob D. McAlpin, Brittnee Earl, "Innovative Teaching Knowledge Stays with Users," *PNA* 117, no. 37 (2020): 22665–67, <https://doi.org/https://doi.org/10.1073/pnas.2012372117>; Yuyang Zhao Kim Song, Sujin Kim, "Manifesting Multidimensional Creativity in a Technology-Mediated Online TESOL Practicum Course," *Tesol Journal* 11, no. 2 (2020): 1–17, <https://doi.org/https://doi.org/10.1002/tesj.472>.

support, and the training received can play a more significant role than gender in determining how creative a teacher is in their teaching. Some studies may suggest that men are more often involved in creative teaching practices due to a greater drive to explore new approaches or because they may be more inclined to take risks in teaching.<sup>14</sup> On the other hand, there is also research that shows women can be just as creative, especially in environments that support collaboration and innovation.<sup>15</sup>

This study makes a theoretical contribution by expanding the understanding of creativity in teaching, particularly in the context of Islamic education, and shows that demographic characteristics are not a major factor. Practically, these findings help educational institutions in designing more effective, inclusive, and data-driven policies and training programs to enhance lecturers' creativity in teaching.

## Conclusion

The findings reveal that the practice of creative teaching among Islamic Education lecturers at Universitas Muhammadiyah Cirebon is at a high level and is not influenced by gender, age, or teaching experience. The data on lecturers' creative teaching practices follows a normal distribution, as demonstrated by the Kolmogorov-Smirnov and Shapiro-Wilk statistical tests,

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<sup>14</sup> Melor Md Yunus Harwati Hashim, Munawira Saharani, Norfarahi Zulkifli, Mazlin Mohamed Mokhtar, "Conception of Innovative Teaching Methodologies among Lecturers at Selected Polytechnics in Malaysia," *Creative Education* 10 (2019): 874–81, <https://doi.org/10.4236/ce.2019.105065>; John Ehlinger Lisa DaVia Rubenstein, Lisa M. Ridgley, Gregory L. Callan, Sareh Karami, "How Teachers Perceive Factors That Influence Creativity Development: Applying a Social Cognitive Theory Perspective," *Teaching and Teacher Education* 70 (2018): 100–110, <https://doi.org/https://doi.org/10.1016/j.tate.2017.11.012>.

<sup>15</sup> Katarina Sokić, Fayyaz Hussain Qureshi, Sarwar Khawaja, "Gender Differences in Creativity among Students in Private Higher Education," dalam *European Journal of Education Studies*, Vol. 8, No. 11, (2021), 87-102. DOI:10.46827/ejes.v8i11.3974; Rahat Jehan, Shahzada Gulap, Javed Mustafa, "Does Gender Difference Exist on the Teaching Creativity Level of Male and Female Secondary School English Teachers in District Bannu?", dalam *Sir Syed Journal of Education & Social Research (SJESR)*, Vol. 5, No.3, (2022), 123-136. DOI:10.36902/sjesr-vol5-iss3-2022(123-136) Javed Mustafa Rahat Jehan, Shahzada Gulap, "Does Gender Difference Exist on the Teaching Creativity Level of Male and Female Secondary School English Teachers in District Bannu?," *Sir Syed Journal of Education & Social Research (SJESR)* 5, no. 3 (2022): 123–36, [https://doi.org/10.36902/sjesr-vol5-iss3-2022\(123-136\)](https://doi.org/10.36902/sjesr-vol5-iss3-2022(123-136)).

with significance values of  $p > 0.05$ . This ensures the data is suitable for further analysis. Islamic Education lecturers at Universitas Muhammadiyah Cirebon exhibit a high level of creative teaching practices, with an overall average score of 3.99. The item "Connecting issues to daily life" achieved the highest score, highlighting lecturers' efforts to link course material to real-world contexts to enhance students' understanding and moral values.

No significant differences were found in creative teaching practices between male and female lecturers, with  $t = -0.120$  and  $p = 0.905$ , indicating that gender does not affect lecturers' ability to apply creative teaching methods. Correlation analysis shows no significant relationship between gender, age, or teaching experience and creative teaching practices. Regression analysis further confirms that these three factors do not significantly impact the implementation of creative teaching methods among lecturers.

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