

## TEACHERS' ATTITUDES ON THE IMPACT OF CREATIVE TEACHING FOR AN INNOVATIVE ENVIRONMENT ON THE ACHIEVEMENT OF LEARNING OUTCOMES

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**ABSTRACT:** Creative teaching guides students in active thinking. It is a necessary and important skill for teachers and at the same time for students. Creative teaching is very necessary for an innovative environment in achieving learning outcomes in primary school.

This research aims to study teachers' attitudes regarding creative teaching for an innovative environment in achieving learning outcomes. In this research, the current findings from various research and literature, the importance of creativity, the challenges for the implementation of creative teaching, the risks that appear in this process and the benefits were analyzed.

To obtain the results of this research, a semi-structured interview with 15 primary school teachers in the Republic of Kosovo was conducted. The results from this research were analyzed thus bringing out new topics for further research. Teachers see creative teaching as a very innovative process that directly affects the achievement of learning outcomes according to the curriculum that is implemented in the learning process. The teachers who were participants in this research recommend that in the development of the learning/teaching process as a whole, a more creative environment is needed in the classroom to achieve the most efficient learning results.

**KEYWORDS:** creative teaching, innovative, student, attitudes, results

### Introduction

The preliminary scientific research that we have reviewed shows that there is no special type of person that is associated with creativity; creativity varies from individual to individual. For some researchers this means a challenge, creativity, imagination, taking risks, original thought, but in fact any activity that stimulates our intelligence and the use of innovative ideas in bringing change in the classroom is creativity (Jubani, Hoti, & Gjokutaj, 2013, p. 15). Attitudes towards creative teaching have a certain strength and accessibility; if the attitude is strong, the accessibility becomes easier (Grohman & Szmidt, 2013, p. 15).

Creativity in teaching has a permanent potential which means that teachers are people who are constantly creating new things, while students benefit from their creativity and are more active and at the same time more creative in expressing their thoughts during learning activities (MASHT, 2016, p. 19). Creating innovative environments in the classroom is the implementation of important processes, the provision of services, the use of new methods. The expression of creativity and creative activities in the classroom in achieving learning outcomes is one of the most important steps in the organization of educational work at school (Bujari, 2022, pp. 81-112; Nathan, 2018, p. 283).

Based on studies conducted in many countries, creative teaching remains a strategy that influences school life, continues to influence the learning process and student achievement (Chen & Yuan, 2021, pp. 1-15). According to researchers Hagerman and Rundgren (2022), the word creativity has several meanings: the literature defines it as the ability to create something new and valuable (Hagerman & Rundgren, 2022, pp. 235-250). These researchers have shown that creativity is always positive (Gralewski, 2016, pp. 292 - 329). According to them, creativity is an important creative skill that moves society forward by offering different ways of expressing your thoughts and problems (Skiba, Tan, Sternberg, & Grigorenko, 2010, pp. 252–269), but these are all directed to the positive sides, forgetting the negative sides, which often leads us to breaking the school rules due to creativity overload (Hammarberg, Kirkman, & Lacey, 2016, pp. 498–501). Creativity is dedicated to the ability of students to reach beyond what has been learned. Creativity is the ability to learn and create something new,

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through vision, imagination, problem solving, creative activities, innovation, new situations (Gashi & Qarkaxhija, 2014, p. 54; European Union Kosovo, 2019, p. 21). According to Niwas (2018), teacher's attitude on the creative teaching is very important in order to enable students to be part of the competitive world (Niwas, 2018, pp. 66-72).

### **The importance of creativity for creating an innovative environment in achieving learning outcomes**

The importance of creativity refers to the ability to find many innovative solutions for the problems that surround us in the educational process. Creativity demonstrates a special importance in socialization. Students who are creative like new things, modern didactic tools (Fakhrudin, Ali, & Arif, 2022, pp. 495-505), propose new ideas, solve problems creatively, and these best demonstrate the importance of creativity for innovative environments in achieving results (Weng, Chiu, & Tsang, 2022, pp. 1-16). Different studies show that creativity in the 21st century has a special importance. Seeing this, creativity has been placed in educational curricula in many countries as well as in the lesson planning (Swanzy-Impraim, Morris, Lummis, & Jones, 2023, pp. 1-11). In the study of Ng and Hor (2005), teachers agree that if teachers are creative, they are likely to try innovative methods of teaching to encourage their students to liberate the creative spirit (Ng & Hor, 2005, pp. 207-220). Quality education depends on the teacher. Creative initiatives in primary schools in the learning process can promote cooperation, creative skills, attractive programs, inclusiveness, positive impact on students and creative teaching effectively affects the prevention of bullying among students (Dwiningrum, Wahab, & Haryanto, 2020, pp. 343-355). But sometimes these can be harmful to the educational process because teachers can lose faith in the current learning/teaching process. This happens when there is collaboration with artists from different fields in the expression of creativity in teaching (Fahy, 2023, pp. 1-9). Moreover, teachers in the study of AL-Nouh et al. (2014) reported that time constraints and the long curriculum were some of the factors that hindered the proper application of creative thinking in their classrooms (Al-Nouh, Abdul-Kareem, & Taqi, 2014).

According to Nemerzitski and Heinla (2020), creative teaching is related to the importance of the subject, to the immediate needs of students, and the main characteristics of creative teaching are the mastery of knowledge as an internal process, achievement of results, control of the learning process for students and innovation as a result of the learning process (Nemeržitski & Heinla, 2020, pp. 183-207). Creative teaching consists of three interrelated components: *teaching creativity*, *teaching for creativity* and *teaching with creativity* (Nemeržitski & Heinla, 2020, pp. 183-207). **Teaching creativity** - aims to increase knowledge about creativity and the fields of creativity studies; **Teaching for creativity** - aims to cultivate and achieve creative thinking and creative actions in students; and **Teaching with creativity** - aims to teach each subject creatively (Nemeržitski & Heinla, 2020, pp. 183-207; Hong, Part, & Rowell, 2017, pp. 303-331). In his study, Cayrdang (2017) distinguished "teaching creatively" from "teaching for creativity". Creative teaching is about using imaginative approaches to make learning as interesting and effective as possible, while teaching for creativity is aimed at developing students' creative thinking in the learning process (Cayirdag, 2017, pp. 1959-1975).

Only after we know the abilities of the class and learn how much they have achieved the learning outcomes then it can be incorporated further in the learning process. (Garaigordobil, Berruoco, & Celume, 2022, pp. 77-81). The increase in the active participation of students, rapid technological developments and not only creativity but the ability to develop new knowledge requires further professional development of the teachers themselves. The task of the school is to awaken the need for creativity and creative abilities of students to achieve life goals, to create a suitable environment for students with innovative tools for learning (Abdurazakov & Meliev, 2022, pp. 257-262; Jabborova & Saparbaeva, 2023, pp. 29-33).

In order to achieve curricular results and competencies, we should focus more on the creative approach on the part of the teacher, these guidelines for creative approaches to achieving competencies enable us to have more creativity during planning, not copies and imitations; we must have creative people, creative environment, creative process, creative work, etc. in order to have a creative product (Mehmeti, Bytyçi, Zylfiu, & Potera, 2019, p. 254; Pazin, Maat, & Mahmud, 2022, pp. 240-254).

According to the researcher Corazza (2016), creativity requires originality and effectiveness, two criteria that distinguish creative activities during our work. Originality contains innovation and

authenticity while effectiveness fulfills special requirements by determining the criteria of originality of creativity in general (Corazza, 2016, pp. 258–267).

### **Encouraging and motivating students for creativity in achieving results**

Thinking competence - Creative thinker, one of the main competences of the first curricular stage in Kosovo, finds application in all curricular areas. It helps teachers understand learning processes as well as encourages and motivates students in achieving the expected results for this competence (MASHT, 2016, p. 19).

Creativity and innovation are important (Karwowski, Gralewski, Patston, Copley, & Kaufman, 2020, pp. 1-20) as an engine to develop the educational process; their integration into the main curricular competencies makes teaching up-to-date with the latest trends (Edwards-Schachter, García-Granero, Sánchez-Barrioluengo, Quesada-Pineda, & Amara, 2015, pp. 27-39). As the most effective strategy in teaching, creativity is expressed through games, stories, role play, modeling, acting, critical thinking, reading, writing, media, visualization, etc. Students have various intellectual and cognitive capacities (Ma, Tseng, Cheng, & Chou, 2019, pp. 363-366), and numerous studies have shown the role of the teacher in motivating students in the expression of creativity during the learning process (Bobi & Ahiavi, 2023, pp. 1-30; Dadakhon & Sabohat, 2022, pp. 71-76).

The implementation of creative activities in educational practice depends mainly on the teacher. The teacher must encourage students to learn. The teacher must motivate them for the creative aspect, moving away from the traditional approach which is not suitable for the 21st century, the teacher must create unique and meaningful activities in the context of achievement of results by students (Pazin, Mistima, & Sofwan, 2022, pp. 240-254; Levanon, 2021, pp. 1-11).

Creating opportunities in the classroom for creativity is beneficial, and a teacher who promotes creativity in students including enthusiasm, passion, dedication (Potters, Schijndel, Jak, & Voogt, 2023, pp. 1-25), curiosity, readiness, innovation, personal values, enables and offers students spaces for development and achievement of results. (Cremin & Barnes, 2018, p. 15). Teachers are finding different ways to meet curricular goals, focusing on the achievement of curricular competencies, building students' basic skills, and encouraging them to achieve results through creativity (Jónsdóttir, 2017, pp. 127-139).

**The purpose of this research** is to obtain the attitudes of primary school teachers regarding creative teaching for creating an innovative classroom environment in achieving learning outcomes.

In order to get the most concrete answers about the purpose of the research, the following 2 research questions have been formulated:

1. How important is creativity in creating an innovative environment towards the achievement of learning outcomes according to teachers' attitudes?
2. What are the benefits of using creative teaching with primary school students?

Analyzing the research questions, the study explores the attitudes of elementary school teachers in Kosovo regarding creative teaching for creating an innovative classroom environment in achieving learning outcomes.

### **Methodology**

#### **Research design**

#### **Theoretical perspective**

The study on the attitudes of primary school teachers regarding creative teaching for the creation of an innovative classroom environment in achieving learning outcomes is a qualitative study (Creswell, 2009, pp. 95–108). This study presents the attitudes expressed by teachers who have experience in teaching and expressing creativity, using a semi-structured interview as a data collection method. The qualitative approach of this research gives us the opportunity to analyze more deeply the problem we have chosen for research (Kılıçoğlu, 2018, pp. 949-951). Our research model, which is based on the attitudes of primary school teachers regarding creative teaching for creating an innovative classroom environment in achieving learning outcomes, gives us more opportunities to approach this problem and to better recognize the possibility of creativity in the learning process.

### **Sample and sampling**

This study was conducted through a semi-structured interview (Belina, 2022), with 15 primary school teachers in Kosovo, aiming to determine the primary school teachers' attitudes towards creative

teaching for creating an innovative classroom environment in achieving learning outcomes. Recognizing the way of expressing creativity in the learning process, the attitudes of the teachers inspired us even further in the analysis and presentation of the research results.

The sample selected for this research is a purposive sample because the teachers who would participate in the research were selected in advance (Obilor, 2023, pp. 1-7). By purposive sampling we mean the selection of people who participate in the research based on how important they are in the collection of the data. (Lucas, 2022, pp. 1-10). In the case of our research, most of the teachers have a bachelor's degree, some of them have a master's degree, they have many years of experience in teaching, they have attended training programs for creativity, and they also know the creative side of the teacher and the curriculum with its competencies. The interviewed teachers in this study have 5-30 years of teaching experience. (Table 1)

*Table 1. Structure of Participants*

No	Gender	Qualification	Work experience (years)	Grades that teachers teach	Code
1.	F	BA degree	9	1	T-1
2.	F	MA degree	8	1	T-2
3.	F	BA degree	26	1	T-3
4.	F	MA degree	15	2	T-4
5.	F	BA degree	17	2	T-5
6.	F	BA degree	7	2	T-6
7.	F	BA degree	5	3	T-7
8.	M	MA degree	20	3	T-8
9.	M	BA degree	5	3	T-9
10.	F	BA degree	30	4	T-10
11.	F	BA degree	11	4	T-11
12.	F	MA degree	21	4	T-12
13.	M	BA degree	10	5	T-13
14.	F	BA degree	14	5	T-14
15.	M	MA degree	19	5	T-15
Total	15				

### **Instruments and data collection procedures**

**The instrument** for data collection in this research is a semi-structured interview (Ruslin, Mashuri, Rasak, Alhabsyi, & Syam, 2022, pp. 22-29). The interview conducted for this research helped us to get the attitudes of teachers regarding creative teaching for creating an innovative classroom environment in achieving learning outcomes. The interviews were 45–90 minutes in length and conducted in person. The semi-structured interview consists of 8 questions in total. The interviews were recorded and transcribed as well as coded during the analysis of the obtained data (Gary Husband, 2020, pp. 1-12). The participants in this research participated voluntarily. They were informed from the beginning about all the interview procedures and that at the end they will remain confidential and will be coded as T (Teacher 1-15).

### **Data analysis**

To carry out this research, the research permission from the relevant directorates of the schools was first obtained. To find new facts from this study, the data were analyzed from all perspectives. The analysis of the results followed the thematic order of the semi-structured interview (Magaldi & Berler, 2020, pp. 4825–4830) and the data were coded by the authors of the study. The researchers collected the data by writing them in Microsoft Word and creating a database for the participants in the interview. After collecting the data, the researchers read and re-read them, making sense of the transcribed data (Sharma, 2022, pp. 1-8). The coded data were then classified to extract themes emerging from the research questions. Qualitative data were presented in the paper by describing them, focusing on the similarity of the answers received as well as on themes and sub-themes extracted as a result of the research questions and the literature that we researched for this paper. The coded data and the information obtained in this research are confidential and will be kept as such for all research

participants (Locke, Feldman, & Golden-Biddle, 2022, pp. 262–284; Pierre & Jackson, 2014, pp. 715–719).

## **Results**

The study investigates teachers' attitudes towards creative teaching for creating an innovative classroom environment in achieving learning outcomes, drawing reliable findings from this qualitative study. The themes that emerged from the analysis of the research data from the semi-structured interview are: The importance of creativity in creating an innovative environment towards the achievement of learning outcomes and the benefits of using creative teaching with primary school students.

Many perspectives emerged from the research conducted, starting from realization, importance, challenges, risks, innovation in the process of creative teaching and how it will flow in the future. The data in this research were obtained through semi-structured interviews and the teachers' attitudes regarding creative teaching for creating an innovative environment in the classroom in achieving learning outcomes are provided with a narrative description. Analyzing the data, the quotes obtained from the research were adapted by the researchers by translating them into English, ranking them by the most important information, and the similarities of the answers received. In table no. 2, the themes emerging from the data analysis from this research are presented.

### **Teachers' attitudes regarding creative teaching for creating an innovative classroom environment in achieving learning outcomes**

In this research, a total of 15 primary school teachers in Kosovo were involved. The results obtained show that teachers believe that teaching creatively to create an innovative environment in the classroom brings benefits in achieving learning outcomes in primary school students. Teachers' attitudes show how creativity is crucial in education, demonstrating its diverse impact on learning results. Interviews with teachers reveal different views on how to cultivate creativity in teaching. While some educators feel confident about fostering creativity, others recognize challenges, like limited resources and training. Nonetheless, all agree that creativity positively influences students by boosting critical thinking, imagination, and social skills. Additionally, the results emphasize the essential role of creative teaching methods in building innovative classrooms. Teachers believe that fostering creativity not only enhances academic outcomes but also deepens student engagement in learning. They emphasize the need to incorporate creativity into curricula to meet modern educational needs effectively. Overall, the results highlight creativity as fundamental to educational success, promoting motivation, innovation, and overall student growth. It encourages educators to embrace and advocate for creativity as a vital tool in achieving meaningful educational outcomes.

## **Findings**

### **The realization and importance of creativity for an innovative environment – current findings**

The interviewed participants (teachers) describing their knowledge about cultivating creativity in the learning/teaching process:

- I have a lot of knowledge, but we lack the conditions and didactic materials for creativity (T-1, T-2).
- Teachers have held training programs that include teaching techniques on the creativity of the teaching process and that are carried out in all three phases of the lesson (T-4).
- To some extent we have knowledge, but still creativity is growing in our classes (T-3).
- I think there is satisfactory knowledge on creativity and it is shown in class (T-6).
- ... - there are teachers who are not creative at all (T-7).
- ... knowledge to some extent. More time and experience are still needed to have more creativity in the learning process (T-9).
- Teachers usually show creativity in certain subjects (T-10, T-8).
- The teacher is creative in teaching children, therefore there is sufficient knowledge for creativity (T-11).
- In the learning process, I still do not feel confident to be creative (T-13).

... - creativity has a major effect on our well-being, our profession, and our nature as teachers (T-14).

- I have knowledge of creativity and find many solutions (T-15, T-12).

The influence of creativity on the child's development and on the achievement of results has been expressed by teachers:

- Children have an interest in creativity and it helps them develop the capacity to achieve results (T-1).

- The influence of creativity on the child's development is very positive because it creates self-confidence in students, freedom in oral expression, good imaginative skills, development of critical thinking, cooperation and socialization among students which influence the process of education and schooling (T2).

- Creativity in the classroom can be developed even when students do something different from others (T-3).

- Creativity plays an important role in children to achieve the results as required, in the best and correct way (T-4).

- It has a big, positive impact on achieving results... (T-5, T-6).

... it affects a lot ...it helps students become creative and develop ideas and continuous learning (T-7).

- Importance, motivation, achieving results, self-confidence (T-8).

- Creativity helps in developing imagination and certainly in achieving results and competencies according to the curriculum (T-9).

... we achieve results by acting creatively within different fields (T-11, T-13).

- In the development of the learning process, it brings achievement of results as well as joy, even in the most ordinary activities (T12).

... it is about finding many solutions for different situations in the learning process (T-15).

The importance of creativity for creating an innovative environment in achieving learning outcomes.

- It is very important, it brings innovation, new findings, refreshing process... (T-1, T-3).

- Contemporary teaching requires the student to be at the center of learning with full creativity (T-4)

- The teacher must create an innovative environment to carry out the planned activities as well as develop creativity with the student at the center (T-6).

- It is the key to successful learning (T-7).

...it is not something necessary for innovation (T-8).

- Very often the right tools for creativity lack, but creative teachers are those who manage to teach creatively using simple things (T-9).

- It is of great importance and affects the improvement of the results (T-11).

... it is necessary to cultivate creativity because it influences students to increase their interest in learning, brings innovation and results (T-12).

- Creativity is bringing something new to the classroom and valuable to the learning process (T-13).

- It's about developing new ideas, taking something familiar and redesigning it for new purposes...(T-14).

- It is necessary, it is a condition to bring innovation, to survive and to have results (T-15).

The importance of thinking competence (Creative and critical thinker) for achieving learning outcomes for competence in primary school

- It is very important; thinking competence directly affects the creation of creative thinkers (T-1).

- It is extremely important, because the results of this competence help to develop creativity and critical thinking (T-2).

- Each competence has its own importance (T-3, T-4).

- It is very important as students become more creative (T-5).

- It is of great importance because it helps develop knowledge in achieving results for subjects and curricular areas (T-6).
- Students access knowledge to process and judge it critically, creatively and interactively through creative thinking (T8).
- It is important in creative expression through play, music, symbols and various forms of artistic expression (T-9).
- Students communicate more effectively, students are supported, they collaborate, work independently; opportunities for communication and expression are better through creativity (T-10).
- Students build texts, objects, imagination; there are higher results through creativity (T-13).
- Students are encouraged for active participation in the learning process and in achieving results (T-14).
- Through creativity, students develop imagination for problem solving in achieving results for competence (T-15).

#### **Encouragement and motivation**

The impact of creative teaching for creating an innovative classroom environment on learning outcomes.

- Creative teaching is the key to success for creating an innovative environment in achieving learning outcomes (T-2).
- Learning results are achieved much more easily when creative development techniques are used in teaching; the innovative environment enables to carry out the planned activities in a timely manner (T-1, T-4).
  - ... is one of the key factors in achieving the desired results (T-5).
- Creativity helps me fully fulfill my professional self as a teacher (T-6).
- The more creative I am, the more results, the more new things I bring to the classroom, the more pleasure I will have in the learning process (T-8).
  - ... we see creativity as a useful need in the learning process, without which there is not any achievement of results, any development of students, any change in the learning process, any innovation (T-9).
- Creativity, innovation, achievements complement each other in the learning process (T-11).
- In addition to the innovative environment, it brings cooperation, socialization, closeness... (T-7, T-13).
- Achieving results through creativity is something very normal and brings innovation to the classroom (T-14).

Encouraging and motivating students for creativity in achieving results

- Encouragement and motivation directly affect the achievement of results through creativity, in our curriculum there is enough space for creativity (T-1, T-2, T-3).
- It is an important or helpful factor in achieving the right results through creativity (T-4).
- There is not enough incentive for creativity among students (T-5).
  - ... very present and very important in achieving results (T-6, T-7).
- Through creativity, we encourage and motivate students to develop expressive, creative, innovative skills in achieving learning outcomes in the learning process (T-8).
- In the case of expressing creativity, even students who are not creative to achieve better results should be encouraged and motivated (T-9).
- Creativity is the main motivation in the classroom (T-10).
- Motivation and encouragement for creativity bring group and individual achievements (T-11).
- Through creativity, students accept their real results, the incentive in this direction must be present (T-12).
- By expressing creativity, students should be encouraged and motivated to achieve overall life and work development for their future (T-13).
  - ... create habits and creative skills (T-14).

... creativity in their achievements to succeed in life (T-15).

Table 2. Themes, sub-themes from content analysis		
Category	Themes	Description
<p>The realization and importance of creativity for the creation of an innovative environment.</p> <p>The influence that creativity has on the child's development and on the achievement of the teacher's results.</p> <p>The importance of creativity for creating an innovative environment in achieving learning outcomes.</p> <p>The importance of thinking competence "Creative and critical thinker" to achieve learning outcomes for competence in primary school.</p> <p>The impact of creative teaching for creating an innovative classroom environment in achieving learning outcomes.</p>	<p><b>Current findings</b> <b>Creative teaching</b></p>	<ul style="list-style-type: none"> <li>- <i>Teachers have knowledge about creativity;</i></li> <li>- <i>There is a lack of conditions and didactic materials for creativity;</i></li> <li>- <i>They have held training programs that include teaching techniques on the creativity of the teaching process;</i></li> <li>- <i>Teachers usually show creativity in certain subjects;</i></li> <li>- <i>The teacher is the creator of the children's learning;</i></li> <li>- <i>They don't feel safe to be creative;</i></li> <li>- <i>Children have an interest in creativity and it helps them develop the capacity to achieve results;</i></li> <li>- <i>The influence of creativity on the child's development is very broad;</i></li> <li>- <i>Creativity in the classroom can also be developed when students do something different from others;</i></li> <li>- <i>It has a great impact on the achievement of results...</i></li> <li>- <i>Creativity helps in developing imagination and certainly in achieving results and competencies according to the curriculum;</i></li> <li>- <i>The teacher must create an innovative environment to carry out the planned activities as well as develop creativity with the student at the center;</i></li> <li>- <i>It is the key to successful teaching-learning;</i></li> <li>- <i>Creativity is bringing something new to the classroom;</i></li> <li>- <i>It is about developing new ideas</i></li> <li>- <i>It is very important, thinking competence directly affects the creation of creative thinkers;</i></li> <li>- <i>It is important in creative expression through play, music, symbols and various forms of artistic expression.</i></li> </ul>
<p>Encouraging and motivating students for creativity in achieving results</p>	<p><b>Encouragement and motivation</b></p>	<ul style="list-style-type: none"> <li>- <i>Creative teaching is the key to success in creating innovation in achieving learning outcomes;</i></li> <li>- <i>Learning outcomes are much easier to be achieved when creative development techniques are used in the teaching process;</i></li> <li>- <i>The more creative I am, the more results, the more new things I bring to the classroom;</i></li> <li>- <i>He sees creativity as a useful need in the learning process;</i></li> <li>- <i>Creativity, innovation, achievements complement each other in the learning process;</i></li> </ul>



		<ul style="list-style-type: none"> <li>- Encouragement and motivation directly affect the achievement of results through creativity;</li> <li>- Not enough, there is no incentive for creativity among students;</li> <li>- Students who are not creative should be encouraged and motivated to achieve results;</li> <li>- Creativity is the main motivation in the classroom.</li> </ul>
<p>The biggest challenges and risks faced by teachers in using creative teaching with primary school students.</p> <p>Challenges, barriers during the learning process in using technology.</p>	<p><b>Barriers and risks in creative teaching</b></p>	<ul style="list-style-type: none"> <li>- No cooperation among children, make noise in the classroom, complaints from parents about possible exclusion of students from activities;</li> <li>- Lack of tools;</li> <li>- Large number of students;</li> <li>- Adequate training for expressing creativity in the classroom is not provided;</li> <li>- Students' focus, lack of motivation, environment;</li> <li>- Excessive display of creativity and transition to humor from many perspectives;</li> <li>- Creativity is not highly valued by school managers;</li> <li>- The teacher fails to encourage and motivate students to achieve results by expressing creativity;</li> <li>- Misunderstanding the expression of creativity;</li> <li>- The discussion can take a long time;</li> <li>- Students' skills in the classroom;</li> <li>- Lack of inclusiveness;</li> <li>- Permanent danger is the incomprehensible expression and only speaking and taking the floor;</li> <li>- Incorrect placement of expected results.</li> </ul>
<p>The benefits of creative teaching.</p>	<p><b>Benefits</b></p>	<ul style="list-style-type: none"> <li>- Interactivity, cooperation in the learning process</li> <li>- Non-traditional, inspiring</li> <li>- Encourage students' critical thinking;</li> <li>- Independent creative shows;</li> <li>- Inclusion;</li> <li>- Integration of theory with practice;</li> <li>- Achieving results based on new research and innovative classroom performances;</li> <li>- Promotes creative potential;</li> <li>- The possibility of integration in different fields and subjects;</li> <li>- Students build self-confidence.</li> </ul>

### Barriers and risks in creative teaching

#### The biggest challenges and risks you face as a teacher in using creative teaching with primary school students

- No cooperation among children, make noise in the classroom, complaints from parents about possible exclusion of students from activities (T-1).
- The lack of tools, the environment, the large number of students, adequate training for expressing creativity in the classroom is not provided... (T2).

- Often, we can't get to where we need to be (T-4).
- Students' focus, lack of motivation, environment (T-5).
- Excessive display of creativity and transition to humor from many perspectives (T-6).
- Creativity is not given much value by school managers, so no materials are provided for it (T-7).
- Designing student outcomes that measure student potential and success is one of the major challenges for not cultivating creativity (T-8).
- The teacher fails to encourage and motivate students to achieve results by expressing their creativity in the learning process (T-9, T-11).
- Misunderstanding of the expression of creativity by both students and teachers (T-10).
- The discussion can take a long time and not everyone is of the same opinion about creative ideas and expressed innovation (T-12).
- Students' abilities in the classroom, students' mood, conditions and needs of subjects and teaching units (T-13).
- Lack of inclusion of students often during creative ideas, not all students can implement them (T-14).
- A permanent danger is the incomprehensible expression, only speaking and taking the floor, the incorrect placement of the expected results (T-15).

#### **The benefits of creative teaching**

- Interactivity, cooperation in the learning process, non-traditional, inspiring (T-1).
  - Encourage students' critical thinking, independent creative performances, inclusiveness, integration of theory with practice (T-3).
  - Achieving results based on new research and innovative classroom performances (T-6).
  - Students are encouraged to explore, learn, challenge, achieve results through the expression of creativity (T-9).
  - Promotes creative potential, raises individuality in students, improves mental health of students, better achievement of results (T-10).
- Through creativity in the learning process, the possibility of integration into different fields and subjects is created (T-11).
- ... students create self-confidence, tolerance, determination, incentive to experiment, adventure, achievement, ...(T-12).
- Creative teaching promotes comprehensive and meaningful learning, engagement of all students, interaction with peers in the classroom, achievement of goals (T-14. T-15).

#### **Discussion**

The study shows that teachers have a direct influence on the encouragement and motivation of students for creativity. In this study, the attitudes of teachers on creative teaching for creating an innovative environment in the classroom in achieving learning results were obtained. Creative teaching affects the achievement of results, the rise of self-confidence, and the creation of innovation in the classroom (Suyudi, Suyatno, Rahmatullah, Rachmawati, & Hariyati, 2022, pp. 113-134).

The results of the research show that through creativity, a more innovative environment is created in the classroom, learning outcomes are achieved more easily when creative development techniques are used in the teaching process, and an innovative environment enables one to carry out the planned activities in a timely manner, thus creating a more friendly environment in the classroom. Similar results were also found in the study of Lian, Kristiawan and Fitiya (2018), which similarly emphasizes that through creativity we can create a friendly school for each student to express his abilities (Lian, Kristiawan, & Fitriya, 2018, pp. 1-7).

Encouragement and motivation directly affect the achievement of results through creativity. The influence of creative teaching for developing an innovative environment in the classroom and the achievement of learning outcomes is present in the research findings. Creative teaching is the key to success for creating an innovative environment and the students also achieve better learning outcomes (MASHT, 2016, p. 21; Patston, Copley, Marrone, & Kaufman, 2017, pp. 23-34).

Barriers and risks in creative teaching include non-cooperation of children, complaints from parents about possible exclusion of students from activities, the environment, the large number of students, the lack of adequate training for expressing creativity in the classroom, the design of learning outcomes with which we measure the potential and success of students (Sawyer, 2015).

The teacher must create an innovative environment to carry out the planned activities as well as develop creativity with the student at the center, it is important to bring something new to the classroom and valuable in the learning process, thus develop new ideas and knowledge in achieving results (MacDowell & Lock, 2022, pp. 1-34).

Various studies and practices have shown that through creative teaching, an innovative environment is created in the classroom for the achievement of learning outcomes, the students are encouraged and motivated to achieve the expected results in addition to the curriculum and curricular competencies which are a guide for the implementation of the learning / teaching process, and creative thinking is incorporated (Adawiyah, Irawan, Zubaidah, & Arsih, 2023, pp. 1-8).

### Conclusion

Creative teaching is the key to success for creating an innovative environment to achieve learning outcomes. Our research is focused on teachers' attitudes towards creative teaching for creating an innovative classroom environment in achieving learning outcomes. Different studies show that creativity is a process that strengthens the abilities of the mind in creating a completely new approach. Creativity brings originality, effectiveness, results, etc. (Runco, 2017, pp. 308-313). Various studies define creativity as a skill, interaction between different skills, creative potential, and creation of productivity among individuals, adding the aspect of socialization and the achievement of learning outcomes and life outcomes (Roth, Conradty, & Bogner, 2022, pp. 293–1312; Alves-Oliveira, Arriaga, Xavier, Hoffman, & Paiva, 2022, pp. 16-40).

The research findings show that teachers have sufficient knowledge about creativity. The implementation of creativity is possible, and teachers are familiar with the challenges, risks, advantages and benefits for its implementation in the learning process.

This research has managed to highlight the demands of on time regarding creativity and its impact on the achievement of outcomes in the learning process. The results of the study proved the connection that creativity has with innovation and the achievement of results in the learning process. As a result of this data obtained from the point of view of primary school teachers, curriculum designers, policy makers, and teachers should focus on giving the right space to creativity in the learning process in order to bring innovation and higher results to the learning process.

The teachers' perspectives about creative teaching for creating an innovative environment in the classroom in achieving learning outcomes were based on their experiences in the learning process, the training programs attended, student achievements, the curriculum in general, and its specific curricular areas, thus providing helpful perspectives for our research in general.

**Limitations of the study:** The study was based on teachers' viewpoints about creative teaching for developing an innovative classroom environment in achieving learning outcomes This theme was researched given the fact that creativity is part of the curriculum and part of the teaching/learning process in general. In future studies, more in-depth research is needed, including more teachers and participants related to creative teaching, carrying out a quantitative study, and comparing the results of different studies. If we used other research instruments, we could obtain other results. Future studies on this topic would contribute even more widely to the sciences of education and the learning/teaching process through creativity in particular.

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## APPENDIX

### Interview questions

1. How much knowledge do teachers have about the display of creativity in the learning process?
2. What impact does creativity have on child development and achieving results?
3. How do you see the importance of creativity for creating an innovative environment in achieving learning outcomes?
4. How important is thinking competence (“creative and critical thinker”) for achieving learning outcomes for competence in primary school?
5. How creative teaching affects the creation of an innovative classroom environment in achieving learning outcomes?
6. How present is the incentive and motivation for creativity among students in achieving results?
7. What techniques do you use to encourage creativity during lessons?
8. What are the biggest challenges and risks you face as a teacher in using creative teaching with primary school students?

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