

# The Level of Practicing Creative Thinking Skills in Teaching People with Special Needs among Islamic Education Teachers at the Secondary Stage from the Supervisors' Point of View

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## Abstract

This study investigated the reality of Islamic education teachers possessing and practicing creative thinking skills in teaching students with learning disabilities in the intermediate stage. The researcher seeks through this study to demonstrate the importance and role of creative thinking and its current and future impact on society, and to work with what modern educational trends seek to develop training programs that contribute to the development of thinking skills in general, and creative thinking in particular among students studying in all educational stages. The study used the descriptive, comparative, and correlational approach and developed a questionnaire as an instrument, which was administered to a sample of 40 Islamic Education supervisors in Abha, Saudi Arabia. The results of the study showed positive practices among teachers in using creative thinking skills to teach students with learning disabilities. The supervisors' responses to the second part of the questionnaire relating to the obstacles of using creative thinking show the presence of several challenges and difficulties. These challenges varied from those related to the school environment, the teachers, the materials and the students themselves.

**Keywords:** Islamic education, creative thinking, direct teaching, students with learning disabilities, Islamic teachers, supervisors.

## 1. Introduction

The interest of educational institutions in our current era has become based on curricula that contribute to the development of creative thinking skills due to their great importance and effective role in the development and progress of countries and societies through increasing interest in distinguished creators and keenness to develop their creative skills by using educational activities that encourage learners to think creatively, stimulate learning, and sharpen their enthusiasm and thinking from teachers with effective management that contributes to encouraging the development of the work of the mind and thinking, especially creative thinking (Hamzah et al., 2018). A person can improve his creative ability when facing the problems of his life through contemplation and purposeful meditation and developing creative abilities,

which is one of the most important functions of the fields of educational and psychological sciences (Kasim & Abdurajak, 2018).

Since creative thinking skills are the cornerstone of innovation and solving problems in unconventional ways, it has become necessary to develop them by adopting habits that stimulate the mind and open new horizons (Ismail et al., 2022). However, for the option of development to be available, it is necessary to have the minimum limits of them. Therefore, in today's article, we will review the definition of creative thinking skills, their components, types, and importance, to ultimately reach how to develop them with a review of some activities that will help in developing them. If you, dear reader, are interested in innovation, follow us to innovate together. You can derive a definition of creative thinking skills from your reality (Cahyo Adi Kistoro et al., 2021). They appear in multiple forms and situations represented in the ability to generate a large number of ideas in a short time, change the approach or direction of thinking easily in response to new problems or changing information, present unique and original ideas that differ from the usual solutions, detail and develop ideas in depth, and see the problem from different angles and reformulate it in ways that open the door to new solutions (Al-Mahasneh, 2018).

Several strategies can be used to promote creative thinking in people with special needs. These include visual aids, such as pictures, charts, and illustrations, that can help people with special needs understand and express their ideas more effectively (Muhayat, 2019). Brainstorming sessions can help people with special needs generate new ideas and solutions to problems. Role-playing activities can help people with special needs develop new perspectives and ways of thinking. Storytelling can help people with special needs develop their creativity by encouraging them to think outside the box and come up with new and innovative ideas (Aswad & Muin, 2022). Collaborative activities such as group projects and team-building exercises can help people with special needs develop their creativity by working with others and sharing ideas. Encouraging people with special needs to explore their creativity and express themselves can help them develop their skills and confidence (Wahyuni & Bhattacharya, 2021).

### 1.1. Problem statement

Creative thinking skills have become an urgent necessity and an important requirement in many fields of knowledge. Educational institutions are responsible for educating and qualifying members of society to be active in developing society and investing human energies in modern scientific methods to develop creative skills among learners, as they are essential pillars for the development of society. Despite what many scientific studies and conferences have indicated that recommend the need to focus on creative thinking education programs and have shown the importance of developing thinking skills of all kinds, the tangible reality indicates that the education system does not indicate change toward what supports teaching creative thinking among learners. In light of the above, the subject of developing creative thinking skills for learners has become an imposed matter on the educational system. Therefore, it is necessary to ensure that there is a clear vision to determine the extent to which Islamic education teachers possess and practice creative thinking skills by answering the main question, which is: What is the reality of Islamic education teachers possessing and practicing creative thinking skills in teaching students with learning disabilities in the intermediate stage?

### 1.2. Questions of the study

1- To what extent are indicators of creative thinking available among Islamic education teachers from the supervisors' point of view?

2- What are the obstacles to developing creative thinking skills for intermediate school students from the supervisors' point of view?

### 1.3. Significance of the study

The researcher seeks through this study to demonstrate the importance and role of creative thinking and its current and future impact on society, and to work with what modern educational trends seek to develop training programs that contribute to the development of thinking skills in general, and creative thinking in particular among students studying in all educational stages. The researcher also hopes to increase awareness among teachers and decision-makers of the importance of developing creative thinking skills and the necessity of providing a good and encouraging climate to increase learners' creativity, prepare and equip training programs that help develop creative thinking skills, and direct the attention of those responsible for preparing educational curricula to the necessity of including activities that help learners overcome the problems they may face by finding creative solutions.

### 1.4. Study limitations

Human limits: This study was applied to teachers and students of Islamic education in the intermediate stage.

Time limits: The study was applied during the academic year 2023/2024.

Spatial limits: Some schools in the Abha Educational District in Saudi Arabia.

## 2. Literature review

The innovation and creative thinking strategy is a strategy that contains a different set of skills, which makes the person have a broad imagination, which enables him to use brainstorming in a correct way (Harfiani, 2019). Creative thinking strategies help in creating new creative ideas so that this thinking contributes to solving problems in a sound way. Creative thinking is the process by which an individual becomes sensitive to problems, aware of information gaps, and able to formulate hypotheses to reach solutions (Syahrin et al., 2019). Creative thinking was also defined as thinking that involves generating and modifying ideas to reach results that are characterized by originality, fluency, flexibility, and sensitivity to problems. It is an attempt to search for unconventional ways to solve an old or new problem. This requires fluency, flexibility, originality, and the ability to develop solutions to problems and elaborate or expand them. Creative thinking skills are the characteristics of the student's special ability that belongs to creativity and enable the student to produce language (oral or written) with innovative and diverse concepts and ideas, namely fluency, originality, and flexibility (Ulger, 2018; Khasawneh, 2024). Fluency means the student's ability to produce the largest number of responses quickly and easily by flowing them within a specific time when dealing with a stimulus. Originality means the student's ability to come up with ideas that are characterised by novelty and uniqueness. Flexibility: It means the student's ability to adapt to situations or

problems that he faces according to the change in the stimulus or the requirements of the situation (Yildiz & Yildiz, 2021).

The importance of creative thinking is highlighted by finding innovative solutions through the way the individual thinks, which enables him to reach solutions that can be described as genius (Jawad et al., 2021). Providing several alternatives that the individual can come up with to address the problems he faces. Creative thinking contributes to increasing achievement by saving the time and effort that the individual spends in completing various tasks, which means increasing the amount of achievement and improving the quality of performance (Suherman & Vidákovich, 2022). Contributing to creating a renaissance and technical and cognitive development as a result of unconventional ideas for innovative and creative individuals, which contributed to changing the lifestyle of individuals (Dilekçi & Karatay, 2023).

Some obstacles face creativity and stand in the way of achieving it, including the lack of clear goals. If there are no clear goals or directions, the mind will not be able to start thinking creatively (Al-Zoubi et al., 2023). The mind needs clear, written, detailed goals, accompanied by a work plan, to be active and start taking the steps of creativity. Fear of failure causes the loss of opportunities for creativity, hinders creative thinking in solving problems, and becomes the main cause of failure (Widana et al., 2023). Here, we do not mean fear of a previous failure experience, as experiences often strengthen their owner and push him to do better, but rather putting the possibility of failure such as fear of making a mistake or wasting effort or wasting money, and time. Fear of rejection, which means fear of criticism, ridicule, or contempt, so he chooses the method that makes him acceptable and loved by others, so he gives up his ideas and moves towards harmony with others (Khasawneh, 2023).

To train in creative thinking, people go through several stages to reach correct solutions and sound opinions. These stages are represented in the preparation stage, during which all aspects of the problem are identified, and the necessary information is collected to contribute to solving that problem (Ismail et al., 2022). The incubation stage is the stage of freeing the mind from any thoughts that are not related to the problem, as it is considered the stage during which the person exerts the most mental effort and uses creative thinking skills to classify and divide ideas in terms of their importance and positivity to find a positive solution to the problem (Cahyo Adi Kistoro et al., 2021). The creativity stage is the stage in which the person can generate creative ideas to solve the problem. The verification stage: During this stage, the person begins to verify the validity of the solution he reached, and to ensure that this solution is the correct and sound solution (Al-Mahasneh, 2018).

There are many creative thinking tools that all aim to achieve the possession of thinking skills. These include curiosity about identifying the basis of the problem, curiosity about collecting information that is useful in solving it and asking questions through which you can collect more than one source of information (Muhayat, 2019). Identifying and evaluating models, as these models may help in creating a positive solution and creating links between the proposed solutions that can contribute to extracting a sound solution, listening to all the opinions presented about the problem, and analyzing the information you have heard (Wahyuni & Bhattacharya, 2021).

Previous studies

Fauzan and Fikri. (2022) examined how classroom creativity in Islamic religious education at Madrasah Ibtidaiyah (elementary schools) affected student achievement. This study used a quantitative methodology rooted in post-positivism. The 25 Islamic education instructors from Bandung's Madrasah Ibtidaiyah Elementary School made up the study's population. While just 18 educators made up the sample. Questionnaires are used to gather data. Data normalcy and correlation tests were part of the data analysis procedure. Validation of hypotheses by use of a 0.05 path analysis. Data points on the Q-Q diagram for the effective learning and teacher creativity tests were dispersed on a diagonal line, indicating that the data were normally distributed, according to the findings of the data normality test. The correlation coefficient for the favourable association between teacher creativity and successful learning is 0.522, according to the findings of the test of correlation. The study's findings suggest that teachers' imaginations have a role in their students' successful learning.

Darmawati et al. (2019) analyzed how the ABCD Muhammadiyah special schools in Palu teach Islamic religious education. This research makes use of a qualitative approach, gathering information by methods such as participant observation, in-depth interviews, and document analysis. Students at exceptional schools learn by doing, according to studies on Islamic education at ABCD Muhammadiyah, a special school for the mentally challenged. The instructor adopts a more approachable, humanistic stance throughout the lesson to pique the interest of the pupils and keep them engaged. Beginning in the morning and continuing far into the evening, instructors cover a wide range of subjects related to Islamic religious instruction. Also, students learn by seeing demonstrations, which are done in groups and repeated so that they may practise it readily.

Nurmaliyah et al. (2023) explored how Negeri 01 Jakarta may use the 2013 curriculum to teach Islamic religion education to students with special needs (ABK). Interviews, participant observation, and written records are the mainstays of the descriptive methodology used to compile the data for this qualitative study. Notes, comments, and documentation from the field served as the basis for data collection. Study findings indicate that SLB Negeri 01 Jakarta follows the 2013 Curriculum for Children with Special Needs (ABK) and uses the same PAI curriculum as traditional schools. The Islamic Religious Education curriculum covers the same topics as other schools, including the history of Islamic culture, morals, fiqh, the teachings of the Qur'an and hadith, faith, and moral and legal principles. Islamic religious education in specialised schools often makes use of the following teaching strategies: class discussions, hands-on activities, presentations, and quizzes. Videos, audio recordings, films, radio, television, digital versions of the Qur'an, and braille versions of the text are all part of the learning materials. There are three parts to an evaluation of learning: cognitive, emotional, and psychomotor.

Zuhaeriah et al. (2020) obtained data from interviews, observations, and documentation, all of which were part of the descriptive qualitative technique. We checked the data's authenticity after the data analysis process, which included data reduction, data display, and data verification. According to this research, junior high school instructors have sufficient competency. From the perspective of the teacher, as an individual actively participating in student learning in the classroom, the teacher's involvement in enhancing the quality of instruction is crucial. To improve the quality of learning, each of these responsibilities demands more tangible effort and

directly addresses the requirements of students. Guidance, counsel, monitoring, incentives, prizes, a variety of teaching techniques, a personal approach, and other efforts made by Islamic religious education instructors to improve the quality of education. The presence of a safe and orderly environment, infrastructure, qualified instructors, and strong collaboration among administrators, teachers, parents, staff, students, and the local community are all variables that support the success of a school. One of the limiting elements is the absence of educational media, including computers and LCDs, as well as parental involvement and assistance.

### **3. Methodology**

The current study applied the descriptive, comparative, correlational approach to determine the nature of the relationship between the variables, and to analyze them using appropriate statistical methods to arrive at descriptive results, interpret them, and provide recommendations related to them.

#### **3.1. Sampling**

The sample of this study included Islamic Education supervisors who work in the Ministry of Education in Abha, Saudi Arabia. The number of participants was 40 supervisors from both genders. The consent and approval of the participants were obtained before conducting the study. An online form (Google form) was sent to the participants to facilitate their participation and accelerate the process of gathering the data.

#### **3.2. Instrument of the study**

The study used the questionnaire as an instrument to collect data from the participants. The questionnaire consisted of 25 items divided into two dimensions, the first dimension was related to indicators of creative thinking available among Islamic education teachers from the supervisors' point of view (20 items), and the second dimension was related to the obstacles of using creative thinking skills among Islamic education teachers from the supervisors' point of view (20 items) and the second dimension was related to the obstacles (5 items).

The validity of the questionnaire was checked by sending it to a group of experts in Islamic Education curricula, special education, and university professors. They provided their feedback on the structure of the items and their relevance to the purpose of the study.

The questionnaire stability coefficients for the teachers' questionnaire ranged between (0.718 - 0.906), and for the students' questionnaire ranged between (0.715 - 0.736), which are stability coefficients indicating stability in the questionnaire.

#### **3.3. Data analysis**

SPSS version 25 was used to enter and analyze the data and the following methods were used: arithmetic mean and standard deviation, T-test for differences between independent groups, and the One-way analysis of variance.

### **4. Results**

#### 4.1. Results of the first question

The mean scores, standard deviation, and level were calculated for each of the total scores according to the dimension of teachers' creative thinking skills. Table 1 shows the results.

Table 1. Mean scores, standard deviations, level, and order of the paragraphs of the creative thinking dimension

NO.	Item	M.S	S. Dev	Level	rank
1	The teacher helps students connect new information with previous information in the lesson.	3.94	1.132	High	6
2	The teacher enhances students' self-confidence in their ability to solve the problems they face.	3.76	1.238	High	12
3	The teacher accepts the dominance of logical thinking in teaching	3.76	1.379	High	13
4	The teacher lacks creative questioning skills.	4.06	0.424	High	4
5	The teacher asks the students to apply their ideas and use innovative methods for new explorations.	3.24	1.437	Medium	18
6	There is a lack of teacher knowledge of how to apply creative skills in teaching.	3.88	1.023	High	8
7	There is a high degree of authoritarian climate control over teacher practices.	4.06	.740	High	5
8	The teacher encourages students to give new interpretations of different situations and to propose alternatives to address a problem or explain a particular situation.	3.14	1.195	High	20
9	There is a lack of awareness among teachers of the importance of practicing creative thinking.	3.18	1.190	Medium	19
10	Learning resources that help implement the creative teaching style are not available.	3.92	1.175	High	7
11	There is a lack of teacher confidence in practicing creative teaching methods.	3.78	1.234	High	10
12	The teacher's many job responsibilities prevent him from achieving creative skills in teaching.	4.12	1.043	High	3
13	The teacher focuses on teaching methods that help students pass the tests only.	3.58	1.311	High	14
14	There is a gap between the theoretical and practical aspects of creative teaching among teachers.	3.78	.910	High	11
15	The creative climate is not available for the teacher to practice creative methods in teaching.	3.52	1.488	High	15
16	The teacher creates a classroom environment that allows creative ideas to flow from the students.	3.40	1.355	Medium	16
17	The teacher provides feedback to the students when they need it.	3.40	1.262	Medium	17
18	The teacher conducts dialogues with students in an atmosphere that encourages freedom of expression.	3.88	1.043	High	9
19	The teacher transforms the lesson into creative acting situations that help students to be creative.	4.18	1.004	High	2
20	There is a weakness in educational training programs on the use of creative thinking skills in teaching.	4.64	.485	Very High	1
Total		3.76	.342	High	

The results of Table (6) show that Islamic education teachers rate their creative thinking indicators highly with an average of (3.76), and the average values of the paragraphs ranged between very high and average with averages ranging between (4.64 to 3.13). One paragraph came in the very high range, which is paragraph (20): "There is a weakness in educational training programs on the use of creative thinking skills in teaching," which indicates weak training in creative thinking skills. Paragraph 14 came in the high range of evaluation, including the paragraphs: The teacher transforms the lesson into creative acting situations that help students to be creative, and the paragraph: The teacher's many job burdens prevent him from reaching

creative skills in teaching, and the teacher lacks creative questioning skills, and there is a high degree of control of the authoritarian climate over the teacher’s practices. These results show the presence of positive indicators on the practice of creative thinking, and the presence of indicators with high negative scores indicates poor skill practice.

4.2. Results of the second question

The mean scores, standard deviation, and level were calculated for each of the total scores according to the dimension of obstacles to developing creative thinking skills for intermediate school students from the supervisors' point of view. Table 2 presents the results.

NO.	Item	M.S	S. Dev	Level	rank
1	Obstacles related to school	3.70	0.965	High	4
2	Obstacles related to the curriculum	4.06	0.635	High	2
3	Obstacles related to the teacher	3.90	0.962	High	3
4	Obstacles related to the students	4.11	0.381	High	1

The results of Table 8 show that teachers rate the obstacles to creative thinking: school, curricula, teachers and students, at a high degree, and their average values ranged between 3.7 and 4.11. The students’ obstacles came in first place, followed by the curricula’s obstacles, then the teachers’ obstacles, and in last place the school’s obstacles.

5. Discussion

For humanity to progress and endure, creativity is important. Teaching and learning, as well as the comprehension and design of learning by teachers, may benefit greatly from the creativity hypothesis. In other words, it's the ability to create something entirely novel, something that the maker has never seen before but is now part of their product or concept. Creativity is characterised by a person's ability to think of multiple right solutions to a problem, to break down a problem into manageable steps, to provide multiple answers to a question, to have a vivid imagination, self-assurance, critical thinking skills, and an abundance of energy (Syahrin et al., 2019).

The results of the study showed positive practices among teachers in using creative thinking skills to teach students with learning disabilities. The supervisors noticed that teachers tend to use creative thinking skills in their lessons’ preparations and execution. Teachers also were keen to learn new teaching methods that rely on creative thinking as a main strategy. This was clear from the results of the first question and the responses of the supervisors to the availability of creative thinking skills among Islamic education teachers.

The results also provided insights into the obstacles the teachers face when using creative thinking skills in teaching students with learning disabilities. The supervisors’ responses to the second part of the questionnaire relating to the obstacles of using creative thinking show the presence of several challenges and difficulties. These challenges varied from those related to the school environment, the teachers, the materials and the students themselves. Asking learners questions is a great approach to add diversity to their learning. Consequently, a good educator has to be well-versed in the ins and outs of asking a variety of question types, including process questions, factual questions, and more (Fauzan & Fikri, 2022). Classrooms, equipment, and



looks are further signs of learning variance. Attracting students to actively participate in their learning and performance on exams is one of the long-term goals of this application.

A teacher's job includes making sure all of their pupils are engaged and active participants in class. Teachers should establish ground rules that everyone follows so they don't have to constantly ask for permission to do things related to their work. They should also rearrange the classroom so that everyone can see how each student is doing and make sure that the tasks that students work on independently are interesting, useful, and not too difficult (Darmawati et al., 2019). Teachers should cut down on activities that take too much time make good use of available resources and avoid making mistakes with the clock.

## 6. Conclusion

This study explored the reality of Islamic education teachers possessing and practicing creative thinking skills in teaching students with learning disabilities in the intermediate stage. The results of the study showed positive practices among teachers in using creative thinking skills to teach students with learning disabilities. In Islamic religious education, there is a strong correlation between teachers' levels of creativity and their students' ability to learn effectively. This correlation holds across several dimensions, including students' engagement with the material, their level of success in the course, the orientation of teachers' tasks, and the clarity and variety of their lessons. Students will undoubtedly undergo adjustments and develop their creative capacities when studying is engaging and enjoyable. Creative educators also have the power to unleash their pupils' full potential while simultaneously enhancing the quality and efficacy of their classroom instruction. The supervisors' responses to the second part of the questionnaire relating to the obstacles of using creative thinking show the presence of several challenges and difficulties. These challenges varied from those related to the school environment, the teachers, the materials and the students themselves.

### Implications

According to the studies mentioned before, effective learning may be achieved via teachers' inventiveness. As a result, we must strive to enhance Islamic educators. Teachers may do their part to improve the learning process by participating in collaborative discussion activities with their colleagues, by developing innovative and motivating methods of teacher training, and by maximizing the impact of their teaching.

### Recommendations

The study recommends developing training programs that develop the level of creative thinking among learners at the secondary level. It is important to implement necessary training courses for male and female teachers to train them on methods of developing creative thinking among learners and prepare some tests that help measure creative thinking skills among learners. The study also recommends encouraging male and female teachers to pay attention to activities that can increase the opportunities for developing creative thinking skills among learners. School administrations must provide school supplies that help students and teachers develop creative thinking skills.

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