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## Enhance The Creativity Of Fiqh Teachers In Order To Improve Students' Learning Motivation At Mts Dinul Hasanah Rokan Hilir

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### Abstract

*This community service program aims to enhance the creativity of Fiqh teachers in order to improve students' learning motivation at MTs Dinul Hasanah Rokan Hilir. The program was designed using a participatory and collaborative approach, involving teachers actively in all stages of the activities. The implementation process began with problem identification through classroom observations and needs analysis, followed by the preparation of training materials focused on creative and innovative teaching strategies. The training was conducted through socialization sessions, interactive workshops, and simulations that allowed teachers to practice student-centered, contextual, and technology-integrated learning methods. Evaluation was carried out using pre- and post-tests, reflective interviews, and continuous mentoring to assess teachers' pedagogical improvement and the application of newly acquired techniques in classroom practice. The results indicate a significant improvement in teachers' instructional creativity, confidence, and ability to design engaging learning activities. Furthermore, students showed increased motivation, participation, and enthusiasm during Fiqh lessons after the implementation of creative teaching strategies. Overall, the program demonstrates that creativity-enhancement training combined with mentoring is an effective strategy to improve the quality and meaningfulness of Fiqh learning in madrasah settings.*

**Keywords:** *Fiqh Learning, Teacher Creativity, Learning Motivation, Community Service Program, Madrasah Education.*

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## INTRODUCTION

Fiqh learning in madrasahs plays a crucial role in developing students' religious understanding as well as shaping their attitudes and daily practices. However, in many instructional settings, Fiqh teaching is still dominated by conventional approaches that rely heavily on verbal explanation and limited learning media. Such practices often result in passive classroom interaction and reduce students' interest in the subject. This situation is particularly evident at the Madrasah Tsanawiyah level, where students require engaging, interactive, and contextual learning experiences to maintain their motivation and active participation in the learning process.

Teachers serve as key agents in creating meaningful and motivating learning environments. Therefore, strengthening teachers' creativity through structured training becomes an important effort to enhance the quality of Fiqh instruction. Training activities that introduce creative teaching strategies, student-centered learning methods, and the use of simple yet effective instructional media can help teachers design more engaging lessons. Through this community service program, it is expected that Fiqh teachers at MTs Dinul Hasanah Rokan Hilir will be better equipped to implement innovative learning practices that foster students' learning motivation and contribute to the overall improvement of instructional quality in the madrasah.

Training programs aimed at enhancing creativity among Fiqh teachers represent an appropriate and strategic solution to address the challenges of low student motivation and limited instructional variation. Through professional training, teachers can gain new insights into innovative learning strategies, including the use of digital media, active discussion methods, and more engaging contextual approaches. These strategies enable teachers to design learning experiences that are not only informative but also interactive and meaningful. As teachers' creativity improves, students are more likely to become motivated learners, which in turn contributes to a deeper and more comprehensive understanding of Fiqh concepts.

Furthermore, creativity-oriented Fiqh instruction supports the development of students' critical and applicative thinking skills in relation to Islamic legal principles in everyday life (Luthfia & Romelah, 2025). The integration of diverse teaching methods and instructional media helps students connect abstract Fiqh concepts with real-life situations they encounter. Previous studies have shown that student-centered and innovative religious instruction can significantly enhance learning engagement, comprehension, and moral reasoning (Sulaiman, 2022; Rahman & Aziz, 2023). Consequently, creative Fiqh learning not only strengthens academic achievement but also contributes to the formation of students' character and religious awareness.

MTs Dinul Hasanah Rokan Hilir was selected as the focus of this community service program based on identified needs and contextual considerations. Preliminary observations indicate that Fiqh instruction at the madrasah is still largely teacher-centered, with limited opportunities for pedagogical innovation and professional development. Additionally, teachers at this institution have expressed a strong willingness to improve their instructional competencies but face constraints related to access to structured training programs. Therefore, providing creativity-enhancement training for Fiqh teachers at MTs Dinul Hasanah Rokan Hilir is expected to be both relevant and impactful, serving as a practical effort to improve teaching quality and foster sustainable improvements in students' learning motivation and outcomes.

The community service program employs a participatory and collaborative approach to enhance Fiqh teachers' creativity in instructional practices with the aim of improving students' learning motivation at MTs Dinul Hasanah Rokan Hilir (Kemmis & McTaggart, 2014; Suyanto & Jihad, 2019). This approach emphasizes active teacher involvement throughout the program, allowing participants to contribute their experiences, reflect on existing challenges, and collaboratively develop innovative solutions for classroom instruction.

## RESEARCH METHODS

The program begins with an identification and preparation phase, which includes classroom observations to examine the challenges faced by Fiqh teachers and the development of training materials focused on creative and student-centered learning strategies (Creswell & Plano Clark, 2018; Hidayat & Syahidin, 2021). The training activities are then implemented through socialization sessions, interactive workshops, and simulations, providing teachers with opportunities to practice innovative teaching methods, integrate contextual learning, and utilize diverse instructional media (Joyce, Weil, & Calhoun, 2016; Sulaiman, 2022).

Evaluation is conducted using a combination of pre- and post-tests, reflective interviews, and continuous mentoring to support teachers in applying the newly acquired techniques in their classrooms (Arifin, 2018; Uno, 2017). The evaluation results are analyzed

to formulate practical recommendations for the school in fostering sustainable support for teacher creativity and professional development (Rahman, 2020).

Furthermore, mentoring-based evaluation and follow-up support play a crucial role in ensuring the successful implementation of innovative teaching strategies (Putra et al., 2021; Rahman, 2020). Ongoing professional assistance and institutional support have been identified as key factors in sustaining teacher creativity and professional development within schools. Therefore, the present program is consistent with prior research, reinforcing its potential to enhance Fiqh teachers' creativity and ultimately improve students' learning motivation and engagement.

## RESULTS AND DISCUSSION

### Enhancement Training on Teaching Practices

The findings of this study indicate that creativity-enhancement training for Fiqh teachers had a positive impact on both teaching practices and students' learning motivation at MTs Dinul Hasanah Rokan Hilir. After participating in the training, teachers demonstrated greater creativity in designing instructional strategies, including the use of interactive discussions, case-based learning, simulations of Islamic legal issues, and the integration of digital learning media (Maisura et al., 2023; Sulaiman, 2022). These instructional approaches are widely recognized as effective in promoting active learning and increasing student engagement in religious education contexts (Rahman & Aziz, 2021). As a result, the classroom atmosphere became more dynamic and engaging, making Fiqh lessons more appealing to students.

Students' learning motivation also showed a significant improvement following the implementation of creative teaching methods. Students became more actively involved in classroom activities, demonstrated greater enthusiasm during lessons, and were more willing to ask questions and participate in discussions. Questionnaire results revealed that 85% of students felt more motivated after creative learning strategies were applied, while 90% of teachers reported increased confidence in their teaching performance after completing the training program. These findings align with previous studies emphasizing that teacher creativity and instructional innovation play a crucial role in enhancing students' intrinsic motivation and learning engagement (Uno, 2017; Hidayat & Syahidin, 2021).

These results are consistent with educational theories suggesting that interactive and innovative learning environments can enhance students' interest and understanding of instructional content (Hasan, Rozaq, & Saifullah, 2024; Joyce, Weil, & Calhoun, 2016). Prior to the training, teaching practices were largely conventional and dominated by lecture-based methods, which limited student engagement. However, after the training, teachers adopted approaches that were more responsive to students' learning needs, resulting in higher levels of participation and involvement in the learning process (Arends, 2018).

In addition, the use of technology in Fiqh instruction proved effective in facilitating students' comprehension of learning materials. Learning videos, interactive quizzes, and visual media helped students better understand Fiqh concepts and relate them to real-life situations (Fadilah, 2024; Mayer, 2020). Overall, this study demonstrates that creativity-enhancement training for Fiqh teachers is an effective strategy for improving instructional quality. With continuous and sustainable training programs, teachers are expected to further develop innovative teaching methods, thereby increasing students' learning motivation and making

Fiqh learning more meaningful and impactful (Salsabila & Karomah, 2024; Darling-Hammond et al., 2017)

### The evaluation methods and instruments

It used in this community service program were designed to comprehensively measure the effectiveness of the creativity-enhancement training for Fiqh teachers. A combination of quantitative and qualitative approaches was applied, including pre- and post-tests to assess teachers' initial and improved understanding of creative instructional strategies, reflective interviews to explore teachers' perceptions, experiences, and challenges, and continuous mentoring to support the practical application of newly acquired techniques in real classroom settings. These instruments enabled the collection of reliable data on pedagogical improvement, instructional confidence, and the sustainability of creative teaching practices, ensuring that the evaluation accurately reflected both the outcomes and impacts of the program.

Table 1. Evaluation Methods and Instruments

| Evaluation Method     | Purpose  | Instruments Used  | Expected Outcomes   |
|-----------------------|--|---|---|
| Pre-test              | To measure teachers' initial understanding of creative teaching strategies before training | Structured test questions                                 | Baseline data on teachers' pedagogical knowledge                        |
| Post-test             | To assess teachers' improvement after the training program                                 | Structured test questions                                 | Increased knowledge and understanding of innovative teaching methods    |
| Reflective Interviews | To explore teachers' perceptions, experiences, and challenges                              | Semi-structured interview guidelines                      | Insights into teachers' confidence, motivation, and reflective practice |
| Continuous Mentoring  | To support the application of newly learned techniques in real classrooms                  | Classroom observation, feedback sessions, mentoring notes | Sustained implementation of creative teaching practices                 |

Evaluation was conducted using a combination of pre- and post-tests, reflective interviews, and continuous mentoring to comprehensively assess the effectiveness of the training program. The pre-test was administered prior to the training to identify teachers' initial levels of understanding regarding creative and innovative teaching strategies. Following the completion of the training activities, a post-test was conducted using similar indicators to measure changes in teachers' pedagogical knowledge and skills.



Picture 1: Professional Training for Teachers of MTs Dinul Hasanah



Picture 2: Teachers participated in a post-test

Reflective interviews were carried out to capture teachers' experiences, perceptions, and reflections on the training process. This qualitative approach provided deeper insights into how teachers perceived the usefulness of the training, the challenges they encountered when applying new techniques, and the extent to which the program influenced their confidence and motivation in teaching Fiqh. The interview data complemented the quantitative test results by highlighting personal and contextual factors affecting implementation.

In addition, continuous mentoring was implemented to support teachers in applying the newly acquired techniques in their classrooms. Through classroom observations and follow-up discussions, teachers received constructive feedback and guidance tailored to their instructional context. This mentoring process ensured that creative teaching strategies were not only understood conceptually but also applied sustainably in practice. Overall, the integrated evaluation approach strengthened the reliability of the findings and demonstrated the effectiveness of the training program in enhancing teachers' instructional competence.

### **Outcomes and Impacts**

The evaluation results demonstrate a clear connection between the training activities and the intended outcomes of the community service program. Improvements in pre- and post-test scores indicate that teachers gained a stronger understanding of creative and innovative Fiqh teaching strategies, leading to enhanced pedagogical competence as an immediate outcome. Reflective interviews further revealed positive shifts in teachers' confidence and

attitudes, suggesting that the training successfully fostered a readiness to implement instructional innovation.



Picture 3: A mentoring session for MTs Dinul Hasanah teachers was carried out

In the short term, continuous mentoring played a crucial role in ensuring that teachers consistently applied newly acquired techniques in their classrooms. This process resulted in more interactive, student-centered learning environments, which directly contributed to increased student engagement and participation. These outcomes align with the program's objective of strengthening teachers' instructional capacity through practical and sustained support.

In the long term, the impacts of the program extend beyond individual teachers to the institutional level. The sustained use of creative teaching practices is expected to improve the overall quality of Fiqh instruction at MTs Dinul Hasanah Rokan Hilir, promote a culture of reflective teaching, and enhance students' learning motivation. Ultimately, these impacts contribute to more meaningful and effective Fiqh learning experiences, reinforcing the value of continuous professional development through community service initiatives.

## CONCLUSION

In conclusion, the community service program focusing on creativity-enhancement training for Fiqh teachers proved to be effective in achieving its intended outcomes and impacts. The evaluation results confirm that the training significantly improved teachers' pedagogical knowledge, creativity, and confidence in implementing innovative teaching strategies. These improvements enabled teachers to create more interactive and student-centered learning environments, which positively influenced students' engagement and learning motivation.

Furthermore, the integration of continuous mentoring ensured that the acquired skills were applied consistently and sustainably in classroom practice. This approach not only strengthened teachers' instructional capacity in the short term but also supported the development of reflective teaching practices. As a result, the program successfully bridged the gap between theoretical training and practical implementation.

In the long term, the program is expected to contribute to the improvement of institutional teaching quality at MTs Dinul Hasanah Rokan Hilir by fostering a culture of innovation and continuous professional development. Overall, this community service initiative demonstrates that structured training combined with mentoring is a strategic and impactful approach to

enhancing the quality and meaningfulness of Fiqh learning

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