

Teacher's Creativity in Providing Reinforcement to Enhance Students' Learning Independence

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ABSTRACT

This study aims to explore teachers' creativity in the learning process through providing reinforcement to students and the impact resulting from the use of reinforcement. This is carried out because low motivation and initiative in student learning were found, thus requiring teacher creativity to address it. This study uses a qualitative approach with a descriptive phenomenological method. Data were collected through observation, in-depth interviews, and documentation, then analyzed using the Miles and Huberman model through stages of data reduction, data presentation, and drawing conclusions. The results of the study indicate that teachers have applied reinforcement creatively through storytelling methods, verbal and symbolic reinforcement, as well as assigning responsibilities oriented towards Islamic moral values. Teachers do not merely deliver material, but also serve as role models in attitude and behavior, so that the reinforcement given is not purely instructional, but also touches the emotional and spiritual aspects of students. This strategy is effective in fostering independent learning, marked by an increase in students' courage to ask questions, answer, and take the initiative to learn independently. These findings reinforce that teachers' creativity in providing reinforcement plays an important role in shaping students' character and intrinsic motivation in Akidah Akhlak learning.

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1. INTRODUCTION

Islamic education is an important subject for Muslim students to study in school. This is because through Islamic education, good character can be formed in accordance with Islamic teachings in every student. However, in reality, students often experience boredom in religious education subjects; they appear bored and uninterested in learning due to a lack of motivation and relying solely on the teacher to understand the material. In fact, the spirit of learning is very important for every individual because knowledge is a fundamental aspect that every person needs to possess. Therefore, educational institutions must strive to foster the growth and development of teachers' creativity, especially in order to improve the quality of the learning process, ultimately leading to the optimization of educational outcomes. (Ghifar et al., 2019). Reinforcement is one method that can be used to address learning problems in the classroom. One example of reinforcement is rewards, which are a fun, repressive educational tool given to children who have achieved certain academic achievements, shown progress, and behaved well, so they can serve as role models for their peers (Syawaludin & Marmoah, 2018).

The role of teachers as facilitators and mentors is very important (Meo et al., n.d.) One of the challenges faced by the world of education today is enhancing teachers' creativity (Florentina Simangunsong et al., 2023) Teachers need to attend training programs to improve their skills so that they become more creative (Sefriyanti & Ibrahim, 2022) In Islam, the importance of education and the effort to cultivate character as well as independence in learning is emphasized in the Qur'an, Surah Al-Mujadalah, verse 11 and HR. Muslim no. 2699.

From the problems found in the process of seeking knowledge in the classroom, such as lack of learning motivation and students' low enthusiasm in responding to lessons, this can be overcome by exploring classroom learning. Teachers and students will be directly involved in the learning process by using reinforcement in learning. A supporting factor for the use of reinforcement is the ease of accessing ideas in the era of digitalization, where there is already a lot of information and data that is easily accessible (R. Sabrina, 2021)

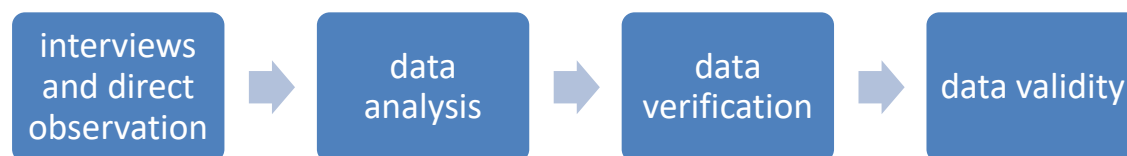
Several previous studies have discussed the use of reinforcement in Islamic education. For example, research conducted by Patimah et al. The results of the study indicate that the application of positive reinforcement can improve students' learning motivation (Patimah et al., 2023). Research conducted by Zabrina shows that reinforcement is very important in learning because students can improve their learning discipline (Zabrina, 2023) Supported by research by Ranto et al. which states that positive reinforcement has the potential to be effective in promoting learning motivation (Jagad et al., 2025) but has not yet explained how teacher creativity plays a role in the direct application of reinforcement in the classroom.

This indicates a research gap, where there have not been many studies that specifically explore the creativity of Akidah Akhlak teachers in providing reinforcement to develop students' learning independence, particularly in Islamic educational institutions. Therefore, this study aims to delve deeper into the forms of creativity demonstrated by Akidah Akhlak teachers in delivering reinforcement in the classroom, which reinforcement models are most effective, and how students respond to these strategies. Thus, this research is expected to contribute to the field of Islamic education, especially in developing more innovative learning strategies oriented towards students' learning independence.

2. METHOD

This study uses a qualitative method with a descriptive qualitative approach aimed at describing and analyzing the creativity of Akidah Akhlak teachers in providing reinforcement to foster student learning independence at MTs Zia Salsabila. This approach was chosen because it can provide a more detailed, in-depth, and comprehensive picture of the phenomena occurring in the field. This research was conducted at MTs Zia Salsabila, Percut Sei Tuan District, North Sumatra Province, for one month. MTs Zia Salsabila was chosen as the research site because it is one of the schools that also applies reinforcement as a foundation in supporting the learning process. The data sources used are primary sources from Akidah Akhlak teachers and students.

The participants selected as informants in this study were selected by fulfilling several criteria, including the reinforcement maker, namely the teacher in the class, and the reinforcement recipient, namely the student. This was done so that the researcher obtained information from all aspects and points of view.



Picture 1 research flow

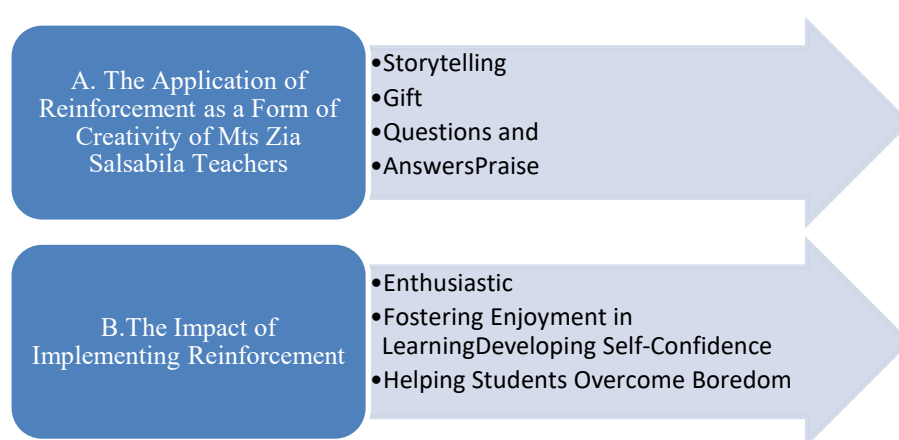
The data collection techniques used include direct observation to see the application of reinforcement by teachers and student responses, in-depth interviews with teachers, students, and the school principal to understand the reinforcement strategies used, as well as documentation to collect supporting data such as lesson plans (RPP), syllabi, student evaluation records, and teaching materials used in reinforcement. The data obtained were analyzed using the Miles and Huberman model through

three stages, namely data reduction by classifying relevant information, data presentation in the form of descriptive narratives or tables, and drawing conclusions and verification to ensure the accuracy and consistency of the results. To ensure the validity of the data, this study uses source triangulation by comparing data from various parties, technique triangulation by combining several data collection methods, as well as member checking to confirm the interview results with the respondents to ensure that the data interpretation aligns with the actual intentions of the informants.

This research continues to uphold important aspects of research ethics by ensuring privacy, respecting and honoring the sources, conducting research honestly, objectively, accurately, and with high integrity, while also considering the impact of the research on the subjects and society.

3. RESULTS AND DISCUSSION

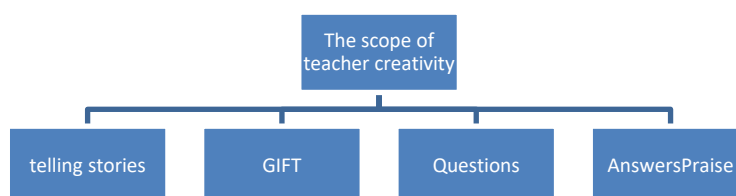
Based on the results of the analysis of creativity data carried out by teachers in providing reinforcement with the use of reinforcement at MTs Zia Salsabila, particularly in the subject of Akidah Akhlak, among others



Picture 2 Research results

The provision of reinforcement for fostering students' learning independence at MTs Zia Salsabila is carried out through several models, namely reward- and motivation-based, student self-reflection and evaluation-based, and active student involvement in learning-based. MTs Zia Salsabila has a reading literacy program that supports learning, thereby shaping students' social character and learning independence. The programs at MTs Zia Salsabila include: Duha and Dhuhr prayers in congregation every day, reading Yasin, Tahtim, Tahlil, and giving infaq every Friday, greeting each other every morning, as well as implementing the 3S culture, which stands for greeting, smiling, and speaking every time students meet teachers or fellow students. Additionally, MTs Zia Salsabila has a unique culture where teachers are addressed as 'Umi and Buya,' intended to help students feel closer to their teachers.

A. The Application of Reinforcement as a Form of Creativity of Mts Zia Salsabila Teachers



Picture 3 Teacher creativity in providing reinforcement to students

Creativity is not only interpreted as the ability to generate new ideas or unique learning methods, but also reflects a teacher's skill in adapting to the characteristics of students, the learning environment, and the limitations of available learning resources. A creative teacher will always seek effective ways to deliver lesson

material so that it is easy to understand, engaging, and internalized by students. According to several studies that have been reviewed, the main issue in achieving learning success lies in preparing, demonstrating, and managing outcomes in both the process and the final results for self-evaluation during teaching (Wijaya et al., 2021).

Based on the results of the creativity data analysis, it can be seen that teachers adjust the reinforcement methods according to the characteristics of the students, classroom situations, and the values they intend to instill. Several scopes of teacher creativity carried out are as follows:

a. Telling a story

Based on the data analysis, the informant's use of reinforcement was clearly evident through several methods employed during the learning process. The informant asked one of the students to lead a prayer before starting the lesson. Then the informant opened the learning textbook and narrated the story of Prophet Muhammad SAW about honesty with full expression and feeling. All the students appeared focused, and some even approached the teacher to hear the story more clearly. The informant did not use any teaching aids, yet the researcher observed that the classroom atmosphere was lively due to the expressive manner of delivery.

This is as stated in the following statement:

I prefer using the storytelling method because stories are easy for students to remember and can spark their curiosity. I can also relate the stories to their daily lives, making the moral values easier to understand. Through storytelling, I observe that children become active in asking questions and discussing. Therefore, this method also helps them learn independently, not just passively listening. (Inf. G)

Based on interviews with students, the storytelling method used by the teacher leaves a deep impression and helps them understand moral values more easily, according to the following statement:

I easily understand when my father starts telling stories about the prophets. The stories are exciting and make me think about their meaning. Sometimes I also want to emulate the behaviors told in the stories, like being honest with friends and not lying. From that, I learn to be independent and responsible for my own actions. When I learn like that, I don't feel sleepy at all. My father's stories seem to stick in my mind, so during exams, I can remember them easily. I also get used to studying by myself at home to understand better. (Inf. S)

In the field of education, listening, storytelling, reading, and writing skills are essential skills that must be mastered (Eka Pratiwi et al., 2022). Students will feel bored if the teacher delivers the material only through lectures and gives too many assignments (Mulyani, 2022). Learning through real-life models or examples, such as the stories of prophets, can shape independent behavior through the process of observation and imitation. Students learn to imitate positive behaviors they observe and then internalize them into independent habits. One approach that has been proven to help improve children's language skills is the storytelling method. (Amelia Putri et al., 2024). Storytelling activities are also useful in attracting students' interest and attention. (Sanjaya, 2016)

This shows that storytelling is not only a tool for delivering material, but also a means of shaping independent character and students' enthusiasm for learning. The choice of appropriate methods or media can support and develop students' creativity (Jumri et al., 2020)

b. Gift

Based on the data analysis results, the informant revisited the previous story and asked the students to mention the moral values from the tale. The giving of rewards was not done randomly; rather, it was given selectively to students who were able to answer questions correctly, showed enthusiasm in the learning process, or displayed attitudes reflecting noble moral values. In classroom practice, the teacher prepared several pens and gave them to active students as a form of appreciation for their effort and courage. When students successfully answered questions about the moral values of

the story that had been conveyed, the informant promptly gave a pen as a reward and said, 'Good answer.' According to the informant, giving pens is intended so that students feel valued, become more enthusiastic in participating in lessons, and develop confidence in expressing their opinions. This is in line with the following statement:

"I sometimes give small gifts like stationery or books, etc., because by doing so, the children feel appreciated and become more enthusiastic about learning. I don't always give big presents, just simple things like stationery or a small snack, but they are very happy. From that, I see the children start to make efforts on their own without me having to tell them. Giving gifts not only motivates them, but also trains them to be responsible and learn independently to achieve good results". (Inf. G)

Based on the results of interviews with students, receiving rewards from teachers not only boosts the motivation to learn but also makes students feel valued, which in turn encourages them to study independently.

"I was once given a pen by that teacher because I could answer questions during class. I felt really happy, sis, because I never expected to get a gift like that. Since then, I became eager to raise my hand again whenever that teacher asked a question. That gift from the teacher motivated me to keep studying. Even though the gift was small, I felt appreciated".(Inf. S)

This shows that choosing a pen as a gift is not without consideration. Besides being practical and economical, a pen has high functional value for students, so the gift not only serves as a symbol of appreciation but also something directly useful in their learning activities. Creativity is defined as a teacher's ability to generate ideas to provide solutions to the problems faced (Suhendra et al., 2021). Kreativitas menjadi salah satu bagian kompetensi yang perlu dimiliki Guru (Hidayat et al., 2021) dalam hal ini guru dapat menjadi senjata yang dapat digunakan untuk mendorong kemajuan belajar peserta didik (Mallisa & Rani, 2022). A teacher needs to think about how to attract attention and encourage students' motivation to learn (Istiqomah et al., 2023). Helda stated that a creative teacher is a teacher who is able to develop pedagogical abilities, cultivate life skills, enhance values, and build and develop professional attitudes (Pentury, 2017).

c. Questions and Answers

Based on the results of data analysis, conducted by the informant through a question-and-answer method. The informant began the lesson by reviewing previous material and immediately engaging the students through thought-provoking questions as well as reflections from the students on the material that had been studied, particularly stories containing moral values. The informant not only asked about facts but also encouraged students to think critically and relate the material to their personal experiences or understanding.

The informant chose the question-and-answer method because he realized that this strategy could encourage students to speak in public, boost their self-confidence, and foster an active habit of expressing their opinions. This exploration enhances students' interactions with their environment and their own experiences, serving as a medium to construct knowledge (Ismail, 2021). Interestingly, the informant not only accepted the students' answers but also provided reinforcement in the form of positive responses, such as applause from the entire class, nodding, and smiling as a form of appreciation. This is as stated in the following statement:

"I give positive responses to students' answers by applauding along with all the classmates present in the class, and I also give nods and smiles. I like to use praise because not all children are motivated by rewards, but almost all children feel happy when praised. Praise makes them feel valued and boosts their self-confidence. I have observed that after being praised, it can have a significant impact on their enthusiasm to keep learning and developing their abilities" (Inf. G).

Based on the results of interviews with students, the question-and-answer method applied by the teacher encourages courage, self-confidence, and independent thinking habits in them.

"I like the question and answer section because it allows me to think for myself. When the teacher asked me about the explanation earlier, I was shy at first, but when my friends

applauded, I became braver in answering. It turned out to be fun to speak in front of the class. From there, I learned to be confident and dare to speak up on my own without waiting to be asked. Even if I was wrong, the teacher still encouraged me and applauded me, so I wasn't afraid of making mistakes. I got used to finding my own answers before being asked by the teacher". (Inf. S)

In line with Arifatun Ni'mah's opinion, namely the efforts made by teachers are to stimulate students' creativity during learning, learn while playing, appreciate the ideas conveyed by students, develop creativity in learning and provide good responses to questions and answers from students. (Ni'mah & Sukartono, 2022) Applause has been proven to stimulate learning motivation and strengthen students' emotional engagement in the learning process. Teachers' question-and-answer sessions accompanied by applause are not just ordinary teaching techniques, but rather a powerful pedagogical strategy that can shape students' character, making them active, confident, and independent learners.

d. Praise

Based on the data analysis, informants consistently gave praise during every learning activity. They said things like "that's good," "okay," and "you're great." This praise wasn't just directed at students who bravely tried to answer, even if the answer was incorrect or incomplete. In fact, informants consistently paid attention to every student interaction in class and responded with praise when students showed courage to speak up or express their opinions. Positive reinforcement in education includes praise, extra credit, awards, recognition in front of the class, or small gifts. (Jagad et al., 2025) The reason behind this action is because the informant understands that building a student's learning mentality is not enough just by judging whether something is right or wrong, but must begin with appreciating the process and effort put in by the student. When students are praised by their teachers, it is likely that they will have a high level of learning motivation. (Fitriani et al., n.d.)

This is as stated below:

"Praise is a form of appreciation and reinforcement to increase student enthusiasm, which is why I often say "good," "okay," "that's a really great answer," and smile. I use praise not only for students who answer correctly, but also for students who dare to try and demonstrate a positive attitude"(Inf. G)

Based on interviews with students, teacher praise has a positive impact on motivation and fosters independent learning. This is evidenced by the following statement:

"When the teacher said "good" and "okay," I immediately felt happy and more confident. So I wanted to answer again and actively participate in class. Sometimes I'm not sure about my answers, but at that time the teacher still said "great, you dare to try." I felt really appreciated. From there, I learned to be independent, not afraid of making mistakes, and daring to try new things on my own". (Inf. S)

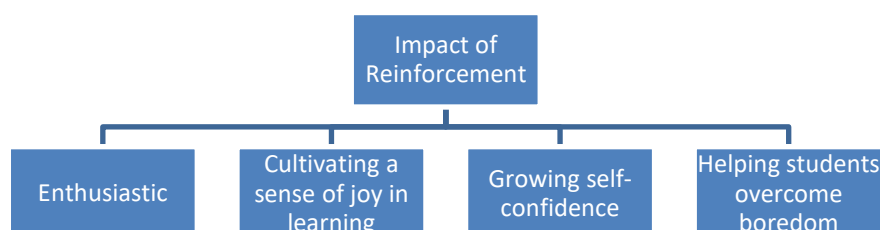
Deci & Ryan's (1985) theory explains that praise that supports students' autonomy and sense of competence can increase intrinsic motivation, which leads to independent learning. Teachers should have many innovations, both in their work and in the process of presenting useful material to advance the educational process in the form of creative work (Ratnasari et al., 2021) Students who receive support from school to develop creativity have greater creative self-efficacy (Amrullah et al., 2018). Learning success is determined by the teacher's tips in each class (Patimah et al., 2023)

Thus, these four forms of teacher creativity in providing reinforcement demonstrate that the approach used is not only instructional but also addresses students' emotional and moral aspects. Therefore, this strategy has proven effective in fostering student learning independence, increasing motivation, and creating a positive and enjoyable learning environment.

Based on data analysis, the impact of reinforcement is not only aimed at strengthening students' understanding of the subject matter, but also at shaping character and religious values that are expected to guide their behavior in daily life. One significant impact of providing reinforcement

is the emergence of student learning independence, namely the ability of students to actively, consciously, and responsibly explore, understand, and apply subject matter independently.

B. The Impact of Implementing Reinforcement



Picture 4 Reinforcement Effect

1. Enthusiastic

Based on the results of data analysis, during the learning process, it was seen that students showed high enthusiasm in participating in the Aqidah Akhlak learning, especially when the teacher used reinforcement strategies in the form of praise and giving good grades. This student enthusiasm was clearly visible when the teacher asked questions to all students in the class after presenting the material using the storytelling method. When the informant asked questions related to the moral values of the story that had been told, several students immediately raised their hands quickly and enthusiastically. Students seemed to be competing to answer the teacher's questions without hesitation or fear. One indicator of students having learning motivation is the drive and need to learn.(Nur 'aliyah et al., 2017)

This is consistent with statements from interviews with teachers, which indicate that the application of reinforcement in learning can foster student enthusiasm in participating in learning activities. The teacher explained that when students are given praise or small rewards, they become more enthusiastic and active in learning activities, as follows:

“I’ve noticed that when we give the children praise or small gifts, they immediately become enthusiastic and even compete to answer questions. They seem happy and more confident in expressing their opinions”. (Inf. G)

“If Dad gives me a reward and says "good job," I get really excited. It feels like my efforts are being appreciated. So I want to keep studying so I can get more praise. Now I often try to answer questions, even though I sometimes get them wrong, and I also study on my own at home to improve my understanding”. (Inf. S)

This shows that reinforcement can motivate students to actively participate in the learning process. The decline in student enthusiasm could be due to the lack of direct student involvement due to limited creativity(Eka Parmawati & Afandi, 2024) This enthusiasm is also fueled by a warm and supportive classroom atmosphere, where students are not afraid of making mistakes because the teacher responds to every answer with a positive attitude. Teachers create a psychologically safe environment for students, which encourages them to continue trying and show initiative in the learning process. Because one of the causes of students' lack of enthusiasm and low interest in learning languages is largely due to the lack of variety in learning strategies introduced by teachers to students(Bendriyanti et al., 2021)

2. Cultivating a sense of joy in learning

Based on the results of data analysis, the informant delivered the material on Aqidah Akhlak using a storytelling method. The informant told the story of the Prophet Muhammad SAW related to the value of honesty. The classroom atmosphere became very calm and focused, students listened attentively. Some students even responded spontaneously with expressions of admiration and asked things they did not understand. By increasing students' interest in learning, this can support the success of learning objectives. Based on the Big Indonesian Dictionary (KBBI), interest is defined as a high tendency of the heart towards something; passion; desire (Sri Opti & Rachmawati, 2022) This atmosphere shows that students are happy to participate in the lesson. This is as stated in the following statement:

“If the learning environment is relaxed and each child is given a reward, even a small one, they become happier. So, even if the lesson is a bit difficult, they're still willing to try because they feel noticed. Children also start studying independently to prepare for the next lesson without being told.” (Inf. G)

“I enjoy studying more when teachers often encourage me and tell funny stories while teaching. It doesn't feel like I'm being forced to study. If that were the case, I'd study alone at home so I could answer questions in class. Now I often practice alone at home so I can answer questions. I enjoy studying because when you tell me stories about the prophets, I learn about honesty in our daily lives”. (Inf. S)

Learning Creativity provides an understanding of the importance of creative thinking in learning. Independent Learning emphasizes the role of students in developing independent learning skills (Meo et al., 2023)

3. Growing Self-Confidence

Based on the data analysis, it was shown that the informant provided reinforcement not only to students who answered correctly, but also to those who dared to try even if their answer was incorrect. The informant continued to provide applause, praise, and remarks such as "Good for daring to try." This created a safe and supportive classroom atmosphere. At one point, a student who had previously appeared hesitant finally tried to answer the teacher's question. This is reflected in the following statement:

“There were some children who were initially quiet and afraid of making mistakes, but after being praised frequently, they became more confident. Now they even dare to come to the front without being asked, and they start studying on their own before class to be better prepared”. (Inf. G)

“Even though I wasn't really sure about my answer, I tried to answer the question anyway. At least I had the courage to answer, and my teacher still applauded me. I felt confident and self-assured, and I was brave enough to answer”. (Inf. S)

4. Helping students overcome boredom

Based on the data analysis, it was shown that the teaching of Akidah Akhlak (Aqidah Akhlak) proceeded dynamically. The informant not only explained the material verbally but also used stories and question-and-answer interactions. Students appeared active, showed no signs of boredom, and even appeared to be looking forward to the next lesson. The informant also offered praise and positive comments to students who demonstrated attention and discipline. This is reflected in the following statement:

“If the children seem bored, I usually clap my hands or play a small game. After that, they're enthusiastic again. So the class atmosphere stays lively and not monotonous”. (Inf. G)

“Studying with you doesn't make me sleepy, especially when he tells stories about the Prophet. I become curious about the story, and if I don't know something, I immediately ask him while he's telling it. Especially if you give him a game or a small prize during class, it

doesn't get boring. I actually look forward to being asked a question so I can win a prize. Now, when I'm bored at home, I read a book so I don't forget the lesson". (Inf. S)

This shows that reinforcement and fun methods can alleviate boredom in learning. Students' low ability to identify problems, formulate them, and gather information to solve them is a result of low student activity in learning. This can be caused by boredom in the learning process (Ramadani et al., 2021)

Based on observations conducted by researchers at MTs Zia Salsabila in the Aqidah Akhlak (Faith and Morals) subject, it was apparent that teachers actively provided reinforcement to students during the learning process. Teachers provided reinforcement in the form of verbal praise such as "good," "great," and "smart" when students successfully answered questions. Furthermore, teachers also demonstrated nonverbal reinforcement through smiles, nods, and thumbs-up gestures when students were active or responded positively.

On several occasions, teachers awarded extra points to active students and facilitated group activities that encouraged students to complete assignments independently. Researchers observed that providing this reinforcement made students appear more confident, enthusiastic, and courageous in expressing their opinions in front of the class. The classroom atmosphere also appeared conducive, with positive interactions between teachers and students. Teachers strived to create a fun and supportive learning environment, thus encouraging students to participate actively.

Based on the analysis, the reinforcement provided by the Akidah Akhlak teacher at MTs Zia Salsabila had a very significant impact on students' enthusiasm and independence in learning. During the learning process, the classroom atmosphere was no longer passive or monotonous. Students appeared enthusiastic about participating in activities, especially when the teacher posed questions and included stories about the Prophet. Children who were initially quiet began to raise their hands, demonstrating courage to answer even when they were not entirely sure of their answers. The teacher offered praise, applause, and smiles, which were met with joyful expressions from the students. They felt appreciated and encouraged to try again. Many students admitted that they were motivated to learn because the teacher frequently provided positive reinforcement and used fun methods. In each story the teacher told, students not only learned material but also understood moral values that they could apply in their daily lives.

This shows that the provision of reinforcement by the Akidah Akhlak teacher not only increases students' learning motivation, but also forms an independent and responsible attitude in their learning process. Furthermore, MTs Zia Salsabila also strives to create a conducive environment by teachers and students both in formal education and social environment interactions. For example: in terms of complying with regulations both in tidying up clothes before entering the school gate or before starting learning, and also in terms of throwing out trash, arriving on time and participating in school religious activities and other forms of regulations, this is done in order to create disciplined and independent students.

Their courage grew, and feelings of laziness and boredom slowly disappeared, replaced by renewed enthusiasm. They even expressed that the Aqidah Akhlak lesson became a much-anticipated subject because the atmosphere was pleasant and the teacher created a space for all students to feel valued. This reality demonstrates that teacher reinforcement is not just a mere reward, but rather an energy that revitalizes students' enthusiasm for learning and fosters independence in a tangible way in the classroom.

Reinforcement in the form of exemplary behavior demonstrated by teachers serves as a powerful stimulus for students to strive to live these values independently. When students see that their teachers are consistent in being honest, polite, and patient, they are encouraged to emulate them, not because they are told to, but because they feel inspired. This form of reinforcement has a long-term impact, shaping students' spiritual and moral independence. The application of teacher creativity through creative and varied teaching strategies such as discussions, groups, lectures, and question-and-answer sessions elicits responses from students and fosters their interest in learning. (Rezki Andhika & Neli Wahyuni, 2020)

4. CONCLUSION

Based on the research findings, it can be concluded that teachers' implementation of reinforcement has a significant influence on fostering students' independent learning. Teachers who are creative in providing various forms of reinforcement, such as storytelling, rewards, praise, and question-and-answer methods, are able to create a more lively and meaningful learning environment and foster students' intrinsic motivation. Teacher creativity in varying forms of reinforcement is a key factor in encouraging students to learn independently. Through a fun approach tailored to student characteristics, teachers not only reinforce positive behavior but also foster students' sense of responsibility, initiative, and self-confidence in managing their own learning process. Thus, it can be emphasized that teacher creativity in implementing reinforcement is not

merely an effort to increase short-term learning motivation but also an effective strategy for fostering students' independent learning on an ongoing basis. The implications of this research emphasize the importance of developing teachers' professional competence in designing and implementing various forms of adaptive and contextual reinforcement to optimally achieve educational goals.

Based on the research results, it can be concluded that the implementation of reinforcement has a positive impact on students, but this research is limited to discussing positive reinforcement carried out in educational institutions. Further research recommendations are regarding the implementation of negative reinforcement such as reprimands to students who make mistakes. Whether it has a positive or negative impact on student learning outcomes and can determine the comparison of the use of positive reinforcement types with negative reinforcement in the learning process. This will give rise to the potential for research development in the field of education.

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