The Creativity Of Qur'an-Hadith Teachers In Overcoming Limited Facilities and Infrastructure at MTs Islamiyah Urung Pane, Asahan Regency

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***ABSTRAK**: Penelitian ini bertujuan untuk menganalisis kreativitas guru Al-Qur'an Hadis dalam mengatasi keterbatasan sarana dan prasarana pembelajaran di MTs Islamiyah Urung Pane Kabupaten Asahan. Fokus penelitian meliputi bentuk kreativitas guru, kondisi sarana dan prasarana, serta strategi yang digunakan dalam menyiasati keterbatasan fasilitas pembelajaran. Penelitian ini menggunakan pendekatan kualitatif dengan jenis studi kasus. Subjek penelitian terdiri dari guru Al-Qur'an Hadis sebagai informan utama, serta kepala sekolah dan siswa sebagai informan pendukung. Teknik pengumpulan data dilakukan melalui observasi, wawancara mendalam, dan dokumentasi. Analisis data menggunakan model interaktif Miles dan Huberman yang meliputi reduksi data, penyajian data, dan penarikan kesimpulan. Hasil penelitian menunjukkan bahwa kreativitas guru diwujudkan melalui variasi metode pembelajaran, pemanfaatan media sederhana, penyesuaian dengan karakteristik siswa, serta pengaitan materi dengan kehidupan sehari-hari. Kondisi sarana dan prasarana tergolong cukup, namun belum optimal, terutama pada keterbatasan media pembelajaran berbasis teknologi dan sumber belajar. Dalam mengatasi keterbatasan tersebut, guru menerapkan berbagai strategi seperti modifikasi media pembelajaran, penggunaan metode partisipatif, serta optimalisasi Al-Qur'an sebagai sumber belajar utama. Temuan ini menunjukkan bahwa kreativitas guru berperan penting dalam menjaga efektivitas pembelajaran meskipun dalam kondisi keterbatasan fasilitas.*

***Kata Kunci**: Kreativitas Guru, Al-Qur'an Hadis, Sarana Prasarana*

***ABSTRACT:** This study aims to analyze the creativity of Al-Qur'an and Hadith teachers in overcoming the limitations of learning facilities and infrastructure at MTs Islamiyah Urung Pane, Asahan Regency. The research focuses on the forms of teacher creativity, the condition of the facilities and infrastructure, and the strategies used to overcome these limitations. This study used a qualitative approach with a case study. The research subjects consisted of Al-Qur'an and Hadith teachers as primary informants, and the principal and students as supporting informants. Data collection techniques were conducted through observation, in-depth interviews, and documentation. Data analysis used the Miles and Huberman interactive model, which includes data reduction, data presentation, and conclusion drawing. The results show that teacher creativity is manifested through variations in learning methods, the use of simple media, adaptations to student characteristics, and the association of material with everyday life. The condition of facilities and infrastructure is considered adequate, but not optimal,*

especially due to the limited availability of technology-based learning media and learning resources. To overcome these limitations, teachers implement various strategies such as modifying learning media, using participatory methods, and optimizing the Quran as the primary learning resource. These findings indicate that teacher creativity plays a crucial role in maintaining effective learning, even under limited facilities.

***Keywords**: Teacher Creativity, Al-Qur'an and Hadith, Facilities and Infrastructure*

I. INTRODUCTION

Education is a process consciously designed to develop a learner's potential holistically, encompassing cognitive, affective, and psychomotor aspects. Through education, individuals are shaped not only into knowledgeable persons but also into individuals who possess attitudes and skills aligned with societal values. In the context of Islamic education, this process focuses not merely on the mastery of knowledge but also on character building and the internalization of religious values as a foundation for behavior (Assa et al., 2022: 2). Consequently, the learning process in Islamic education requires appropriate strategies to ensure that these values are effectively understood and internalized by learners.

One of the subjects playing a strategic role in Islamic education is Al-Qur'an Hadis (Quran and Hadith). This subject serves as a foundation for instilling an understanding of the sources of Islamic teachings while simultaneously shaping students' character and moral conduct. Instruction in this subject requires not only the ability to read and memorize verses or hadiths but also emphasizes comprehending their meanings and applying their values in daily life (Putri & Kultsum, 2024: 6982-6983). Consequently, the teaching process demands an appropriate approach and teacher creativity to ensure the material goes beyond a merely textual level, effectively touching students' consciousness and shaping their character more deeply.

Educational facilities and infrastructure play a significant role in achieving effective learning. Adequate textbooks, diverse instructional media, and a conducive learning environment assist teachers in delivering material systematically and engagingly. These facilities serve as technical support that facilitates interaction between teachers and students, thereby optimizing the learning process (Samala et al., 2024: 27943). Without adequate facility support, the learning process risks encountering various obstacles that can diminish its overall effectiveness.

However, the reality on the ground reveals that not all educational institutions possess ideal facilities and infrastructure. A scarcity of handbooks, a lack of instructional media, and basic classroom facilities remain challenges across various educational units. Educational statistics released by the Ministry of Religious Affairs of the Republic of Indonesia via EMIS (Education Management Information System) indicate that there are

still madrasah (Islamic schools) facing limitations regarding learning facilities-specifically concerning classroom adequacy and the availability of instructional media (Aulia, 2023: 47). The Indonesian Education Statistics report published by Statistics Indonesia (BPS) further highlights that disparities in educational facilities across regions remain an issue affecting the equitable distribution of educational quality (Arbiyanta, 2025: 100). This demonstrates that limited facilities and infrastructure are not merely a local phenomenon but part of the structural challenges within the national education system.

Amidst these conditions, teachers play a central role as key actors in the learning process. Teachers function not only as conveyors of subject matter but also as facilitators, motivators, and classroom managers who determine the quality of learning. When facilities and infrastructure are limited, the teacher's role becomes increasingly crucial, as they are required to bridge these gaps to ensure learning objectives are still met. Consequently, teacher creativity emerges as a key competency determining the success of learning in environments with limited facilities and infrastructure (Ummah et al., 2025: 102).

Creativity in teaching is not synonymous with the use of advanced technology. It encompasses the ability to think flexibly, devise alternative solutions, and optimally utilize available resources. Creative teachers can transform limitations into opportunities by modifying methods, developing interactive strategies, and fostering a participatory learning environment. Thus, a teacher's creativity is evident in their ability to design strategies, select methods, and adaptively utilize instructional media in response to existing conditions.

Limited facilities and infrastructure are a challenge faced by MTs Islamiyah Urung Pane in Asahan Regency. The Al-Qur'an Hadis teacher at the school contends with a scarcity of instructional media and other supporting facilities. Nevertheless, the learning process continues, demonstrating creative efforts to navigate these constraints. This suggests a link between limited facilities and the emergence of teacher creativity in the classroom, making it a subject worthy of deeper investigation.

Previous studies indicate that teacher creativity plays a crucial role in overcoming resource limitations. Research by Dalimunthe & Sapri (2023) found that a shortage of textbooks could be addressed through group discussion strategies and the development of alternative materials. A study by Krismawati et al. (2025) demonstrated that teachers could utilize simple materials to create meaningful learning experiences. Meanwhile, Nurfashan (2023) emphasized that teacher creativity involves the adaptive ability to turn limitations into opportunities for instructional innovation. However, these studies have not specifically examined teacher creativity in Al-Qur'an Hadis instruction at the Madrasah Tsanawiyah level within the context of limited facilities and infrastructure.

Based on this background, this study focuses on the creativity of the Al-Qur'an Hadis teacher in overcoming facility and infrastructure limitations at MTs Islamiyah

Urung Pane, Asahan Regency. Specifically, this study aims to describe the forms of creativity exhibited by Qur'an-Hadith teachers, analyze the state of learning facilities and infrastructure, and examine the creative strategies employed by teachers to overcome limitations regarding these facilities and infrastructure during the learning process.

II. RESEARCH METHODS

This study employs a qualitative approach using a case study design. A qualitative approach is utilized to gain an in-depth understanding of the phenomena experienced by the research subjects such as behaviors, perceptions, motivations, and actions within their natural context (Moleong, 2017: 6). This approach was selected because the study focuses on an in-depth exploration of the creativity demonstrated by Al-Qur'an Hadis teachers in overcoming limitations regarding learning facilities and infrastructure.

According to Arikunto (2006: 120), a case study is an approach involving an intensive, detailed, and in-depth examination of specific phenomena. The case study design was chosen because the research focuses on a specific location, thereby requiring a comprehensive analysis within a real-world setting (Farabi, 2024: 101). Case studies enable researchers to acquire a comprehensive understanding of the phenomena under investigation, particularly regarding teachers' creative practices amidst limited learning facilities.

The research was conducted at MTs Islamiyah Urung Pane, located in Setia Janji District, Asahan Regency, North Sumatra. The location was selected based on the alignment between field conditions and the research focus specifically, the existence of limited facilities and infrastructure that spurred teacher creativity during instruction. The study was carried out over a period of approximately three months. The research subjects consisted of the Al-Qur'an Hadis teacher, who served as the primary informant. Additionally, the school principal and several students were involved as supporting informants to gather more comprehensive data regarding the learning process and the condition of facilities and infrastructure.

Data collection techniques in this study included observation, interviews, and documentation. Observation was conducted to directly examine the learning process and the forms of teacher creativity in utilizing available facilities (Nawawi, 2016: 74). In-depth interviews were conducted with teachers, students, and the school principal to gather information regarding instructional strategies, challenges encountered, and efforts made to overcome limitations in facilities and infrastructure (Sugiono, 2017: 186). Meanwhile, documentation was used to supplement the data through various records, such as instructional materials, activity photographs, and madrasah archives (Sukardi, 2011: 81).

Data analysis employed the Miles & Huberman (1994: 14) interactive model, comprising three stages: data reduction, data display, and conclusion drawing. The analysis process was carried out continuously from the data collection phase through to

the final stage of the research, ensuring that the data obtained were thoroughly verified and relevant to the research focus.

Once the data has been collected and analyzed, the next step is to ensure data validity (Moleong, 2021: 6). To guarantee data validity, this study employs several techniques: prolonged engagement, persistent observation, negative case analysis, and triangulation. Prolonged engagement is conducted to obtain more in-depth and accurate data (Susanto, 2023: 61). Persistent observation aims to ensure the consistency of the data obtained (Husnullail et al., 2024: 72). Negative case analysis is performed by examining contradictory data to strengthen the validity of the findings (Susanto, 2023: 53). Meanwhile, triangulation is carried out by comparing data from various sources, thereby ensuring the trustworthiness of the data (Sugiyono, 2017: 330).

III. THEORITICAL REVIEW

A. Teacher Creativity

Creativity is an individual's ability to generate new ideas, concepts, or methods that can be used to develop thinking or solve problems. Creativity does not always entail creating something entirely new; it can also involve the development, combination, or modification of existing ideas to produce something more innovative and useful (Ramadhani, 2022: 47). In line with this, Munandar (2002: 12) explains that creativity is the result of the interaction between an individual and their environment, reflected in the ability to generate new combinations from existing experiences, information, and knowledge. Based on this definition, it is evident that creativity relates not only to thinking skills but also encompasses the ability to process and develop one's potential to produce something of value.

In the context of education, creativity is an essential competency for teachers. A teacher's creativity relates to the ability to design, develop, and manage the learning process so that it is effective, engaging, and capable of increasing student participation. Teachers act not merely as conveyors of material but also as facilitators capable of creating meaningful learning experiences (Mutiah & Srikandi, 2021: 3). Furthermore, a teacher's creativity is reflected in the ability to develop strategies, select methods, and utilize learning media tailored to students' needs and the learning environment's conditions. Creative teachers are able to create an active, varied, and participatory learning atmosphere, thereby boosting student learning motivation (Tanjung & Namora, 2022: 205).

In situations where facilities and infrastructure are limited, a teacher's creativity becomes an adaptive competency. Teachers are expected not to rely on comprehensive facilities but rather to optimize available resources and find alternative solutions to ensure the learning process remains effective. Thus, a teacher's creativity is not merely theoretical but also practical and contextual, aligning with real-world conditions in the field (Zakiyyah & Kuswanto, 2021: 1713-1717).

A teacher's creativity in instruction can be observed through several indicators, namely the ability to: (1) develop varied teaching methods, (2) utilize and modify

instructional media, and (3) design teaching strategies that adapt to available facilities and infrastructure. These three indicators demonstrate that teacher creativity relates not only to ideas but also to their tangible implementation within the learning process.

One concrete manifestation of teacher creativity is evident in the use of instructional media. Media serve to facilitate the delivery of material, making it clearer, more engaging, and easier to comprehend. In situations where facilities are limited, the use of simple media such as images, the blackboard, or primary learning sources like the Qur'an can serve as an effective alternative. This indicates that teacher creativity is not defined by the sophistication of the media, but rather by the ability to utilize them optimally (Talajan, 2012: 15-16).

Furthermore, teacher creativity is reflected in the ability to combine various teaching methods and create a variety of learning activities, such as discussions, question-and-answer sessions, group work, and assignments (Sari & Jarkawi, 2022: 64). Such variety fosters a dynamic, non-monotonous learning atmosphere, thereby encouraging active student engagement (Sudarman, 2016: 25-27). Thus, teacher creativity plays a crucial role in creating effective and engaging instruction that supports the optimal development of students' potential (Andhika & Wahyuni, 2020: 33).

From an Islamic perspective, teacher creativity is closely linked to the ability to deliver instruction wisely, appropriately, and in alignment with the students' conditions. Teachers are not merely tasked with conveying material; they are also expected to select effective strategies, methods, and media to ensure that learning objectives are optimally achieved. This is in accordance with the word of Allah SWT in Surah An-Nahl, verse 125:

ٱدْعُ إِلَىٰ سَبِيلِ رَبِّكَ بِٱلْحِكْمَةِ وَٱلْمَوْعِظَةِ ٱلْحَسَنَةِ ۖ وَجَٰدِلْهُم بِٱلَّتِى هِىَ أَحْسَنُ ۚ إِنَّ رَبَّكَ هُوَ أَعْلَمُ بِمَن ضَلَّ عَن سَبِيلِهِۦ ۖ وَهُوَ أَعْلَمُ بِٱلْمُهْتَدِينَ

> The translation reads: "Invite (people) to the way of your Lord with wisdom and good instruction, and argue with them in a better way. Indeed, your Lord is the One who knows best who has strayed from His path, and He is also the One who knows best who is rightly guided" (Ministry of Religious Affairs of the Republic of Indonesia, 2025).

Tafsir Al-Munir explains that Allah SWT commanded the Messenger of Allah (SAW) to invite people to the path of Allah using methods that are wise, appropriate, moving, and easily accepted by people (Az-Zuhaili, 2020: 511). This meaning underscores that the process of delivering instruction requires appropriate strategies and approaches so that the material can be well understood by learners. In an educational context, teachers are required to exercise creativity in determining teaching methods and approaches that suit the conditions of the learners and the learning environment. This is

relevant to research focused on the creativity of Qur'an-Hadith teachers in overcoming limitations regarding learning facilities and infrastructure.

In line with this, Tafsir Al-Mishbah explains that the method of delivery must be adapted to the conditions, level of understanding, and character of the individuals being addressed; thus, a "one-size-fits-all" approach cannot be applied (Shihab, 2002: 386). This interpretation indicates that every learner possesses distinct characteristics and abilities, necessitating that teachers adapt their instructional strategies accordingly. Amidst limitations in facilities and infrastructure, a teacher's ability to adapt methods, utilize simple media, and create engaging lessons constitutes a crucial aspect of instructional creativity.

Meanwhile, the Ministry of Religious Affairs of the Republic of Indonesia explains that the verse contains a directive to convey teachings in a manner that is good, wise, and appropriate to the prevailing circumstances and conditions. This underscores that the success of instruction is determined not only by mastery of the subject matter but also by the teacher's ability to manage the learning process effectively. In this study, such ability is reflected in the creativity of the Qur'an and Hadith teacher in fostering effective learning despite limitations in facilities and infrastructure (Ministry of Religious Affairs RI, 2016: 764).

Furthermore, the Messenger of Allah (PBUH) emphasized the importance of facilitating the learning process-specifically regarding the principle of making things easy rather than difficult-as stated in the Hadith narrated by Imam Muslim in his Sahih collection (in the chapter concerning the Prophet's instruction to "make things easy and do not make them difficult"):

حَدَّثَنَا آدَمُ حَدَّثَنَا شُعْبَةُ عَنْ أَبِي التَّيَّاحِ قَالَ سَمِعْتُ أَنَسَ بْنَ مَالِكٍ رَضِيَ اللَّهُ عَنْهُ قَالَ قَالَ النَّبِيُّ صَلَّى اللَّهُ عَلَيْهِ وَسَلَّمَ يَسِّرُوا وَلَا تُعَسِّرُوا وَسَكِّنُوا وَلَا تُنَفِّرُوا

> It means: "Adam narrated to us; Shu'bah narrated to us from Abu At-Tayyah, who said: I heard Anas bin Malik (may Allah be pleased with him) say that the Prophet said, 'Make things easy and do not make them difficult; bring tranquility and do not drive people away'" (Muslim, No. 5660).

In Fathul Bari, Ibn Hajar Al-Asqalani explains that the Prophet's statement "make things easy and do not make them difficult" is a directive to facilitate the transmission of teachings and to avoid approaches that impose undue burdens. Furthermore, he explains that fostering tranquility and ease allows individuals to feel more comfortable and unburdened when receiving instruction. Conversely, an overly difficult or burdensome approach can cause people to withdraw and lose their enthusiasm for learning (Al-Asqalani, 2021: 417).

This Hadith demonstrates that, in the learning process, a teacher should be capable of creating an atmosphere that is comfortable, easily understood, and free from pressure for the students. This requires teacher creativity in selecting methods, strategies, and

instructional media that align with the students' circumstances. Such creativity becomes even more crucial when facilities and infrastructure are limited, as teachers must deliver instruction that remains effective, engaging, and enjoyable despite these constraints. Thus, this Hadith is relevant to research concerning the creativity of Qur'an and Hadith teachers in overcoming limitations regarding learning facilities and infrastructure. Consequently, teacher creativity emerges as a vital factor in ensuring successful learning, particularly in environments with limited resources.

B. Learning Al-Qur'an Hadith

Instruction in the Qur'an and Hadith is an integral component of Islamic Religious Education, playing a strategic role in shaping students' religious understanding and character. This subject focuses not only on the mastery of knowledge but also on cultivating attitudes and behaviors aligned with Islamic teachings. Consequently, Qur'an and Hadith instruction serves as a vital foundation for instilling Islamic values derived from the Qur'an and Hadith as a guide for life.

Within the context of Islamic education, the teacher plays a crucial role as an educator responsible for guiding, directing, and comprehensively developing students' potential. Teachers function not merely as conveyors of subject matter but also as mentors who nurture students' character and spirituality, enabling them to practice Islamic teachings in their daily lives (Ramayulis, 2015: 102). This aligns with Law Number 14 of 2005 concerning Teachers and Lecturers, which affirms that teachers are professionals tasked with educating, teaching, guiding, directing, training, assessing, and evaluating students (Ministry of Religious Affairs of the Republic of Indonesia, 2009: 83).

Instruction in the Qur'an and Hadith aims to provide students with an understanding of Islamic teachings derived from these two primary sources. Through this instruction, students are expected to be able to read the Qur'an proficiently and correctly, comprehend its underlying meanings, and apply its values in their daily lives (Saputri et al., 2026: 602). Furthermore, this instruction seeks to foster a love for the Qur'an and Hadith among students, establishing them as guiding principles for life.

The nature of Qur'an and Hadith instruction is comprehensive, as it emphasizes not only cognitive aspects but also encompasses affective and psychomotor dimensions. Students are required not merely to grasp the material theoretically but also to demonstrate the ability to read, memorize, and implement the values found in the Qur'an and Hadith in their everyday lives (Hatta, 2019: 12). This indicates that teaching the Qur'an and Hadith necessitates active student engagement and appropriate instructional strategies to ensure learning objectives are optimally achieved (Rasikh, 2019: 15-16). Such creativity is crucial particularly when facilities and infrastructure are limited to ensure the learning process remains effective and engaging (Sayekti, 2022: 139-140).

In practice, the teaching of the Qur'an and Hadith faces various challenges that can impact instructional effectiveness. These challenges stem not only from disparities in

students' abilities to read and comprehend the Qur'an but also from limited available educational facilities and infrastructure. Such conditions make it difficult for teachers to diversify their teaching methods and media, potentially resulting in a conventional and suboptimal learning process. In this context, the teacher's role is crucial, particularly regarding the ability to manage instruction adaptively.

Teachers are expected to tailor their instructional strategies to existing conditions and make optimal use of available learning resources. Employing a variety of methods such as lectures, discussions, question-and-answer sessions, and group work alongside simple media like whiteboards, images, and the Qur'an itself, offers viable alternatives for sustaining the learning process. Furthermore, Qur'an and Hadith instruction plays a vital role in shaping students' religious character by emphasizing the understanding, internalization, and practical application of Islamic values in daily life. Consequently, instruction should not merely focus on content delivery; it requires an approach that fosters an active, engaging, and meaningful learning environment for students.

Thus, instruction in the Qur'an and Hadith is an educational process that focuses not only on the transfer of knowledge but also on character building and the practice of Islamic values. Amidst limitations in facilities and infrastructure, a teacher's ability to manage instruction creatively and adaptively becomes a crucial factor in creating learning experiences that are effective, engaging, and meaningful, thereby ensuring that learning objectives are optimally achieved.

C. Educational Facilities and Infrastructure

Facilities and infrastructure are crucial components in supporting the success of the educational process. The availability of adequate facilities enables educational institutions to achieve learning objectives effectively and efficiently. Educational sarana (direct instructional facilities) refers to the various facilities used directly in learning activities, whereas prasarana (supporting infrastructure) refers to facilities that are not used directly but play a role in supporting the conduct of the educational process (Asnawir, 2004: 385). Thus, facilities and infrastructure encompass all amenities that support the implementation of learning, whether directly or indirectly.

Educational facilities (sarana) include various equipment used in teaching and learning activities, such as classrooms, desks, chairs, teaching aids, and instructional media (Suharno, 2008: 30). Meanwhile, educational infrastructure (prasarana) comprises supporting facilities such as school grounds, buildings, libraries, teachers' rooms, the principal's office, and places of worship (Soetjipto, 2001: 217). The presence of adequate facilities and infrastructure plays a role in creating a conducive learning environment and supports the optimal achievement of learning objectives.

In the learning process, facilities and infrastructure serve to facilitate teachers in delivering material and help students grasp the subject matter in a more concrete way. The proper utilization of these facilities and infrastructure can assist teachers in delivering material more clearly, enhancing student attention, and creating a more effective and

meaningful learning experience (Sopian, 2019: 51). Therefore, facilities and infrastructure serve not merely as supplementary elements but as vital factors in improving the quality of learning.

In the context of teaching the Qur'an and Hadith, facilities and infrastructure play a crucial role in helping teachers convey Islamic teachings more clearly and engagingly. The use of resources such as copies of the Qur'an, visual aids, and other instructional media can facilitate students' understanding of the material. However, not all educational institutions possess adequate facilities and infrastructure; consequently, limited resources remain a challenge in the learning process. These limitations restrict the variety of teaching methods and media employed by teachers, causing instruction to lean towards conventional, teacher-centered approaches. Such conditions risk diminishing the quality of instructional interaction and hindering the full achievement of learning objectives.

Under such conditions, the teacher's role becomes crucial in overcoming existing limitations. Teachers are expected to optimally utilize available facilities and infrastructure while developing alternative learning media that are simple yet effective. The use of media such as blackboards, images, and the Qur'an as a primary learning resource can serve as a solution to facility constraints. Consequently, a teacher's ability to manage instruction adaptively is key to maintaining the effectiveness of the learning process (Barnawi & Arifin, 2012: 86).

The standardization of educational facilities and infrastructure is governed by various policies, such as Government Regulation Number 32 of 2013 and the Regulation of the Minister of National Education Number 24 of 2007, which establish minimum standards for educational facilities. These standards encompass the various components required to support learning activities, ranging from classrooms to other supporting facilities (Devi, 2021: 125). In practice, however, not all educational institutions are able to fully meet these standards, resulting in persistent facility limitations across various educational units.

Thus, facilities and infrastructure play a vital role in supporting the learning process. However, when facilities are limited, a teacher's ability to optimally manage and utilize available resources becomes the key factor in maintaining learning effectiveness. This demonstrates that limited facilities and infrastructure serve not only as obstacles but also as opportunities for teachers to exercise creativity in creating learning experiences that remain effective, engaging, and meaningful for students.

IV. RESEARCH RESULT

A. The Creativity of Al-Qur'an and Hadith Teachers at MTs Islamiyah Urung Pane

Based on research conducted on the Al-Qur'an and Hadith learning process in Grade IX at MTs Islamiyah Urung Pane utilizing observations and interviewsit was found that the teacher's creativity manifests in various interconnected forms. These range from

lesson planning, the use of teaching methods, and the utilization of instructional media to the ability to adapt instruction to students' conditions and limitations in facilities and infrastructure.

One of the most prominent forms of creativity is the teacher's ability to vary teaching methods. Observations revealed that during the initial stages of instruction, the teacher relied on a teacher-centered lecture method, resulting in students remaining largely passive and merely listening to explanations. However, in subsequent sessions, the teacher began combining lectures with question-and-answer sessions, group discussions, and activities involving direct reading from the Qur'an. This shift led to increased student engagement in the learning process.

These findings are reinforced by interview results with the teacher, who stated:

> The methods I usually employ include lectures, question-and-answer sessions, and discussions, as well as inquiry-based approaches where students observe and then draw conclusions. We adapt the methods to the material being taught. To avoid monotony, we don't rely solely on lectures; instead, we intersperse them with discussions and question-and-answer sessions (IF1-KI, April 20, 2026).

Furthermore, students' learning experiences reflect a similar sentiment. One student remarked:

> Discussions and question-and-answer sessions are more engaging; it's not just about listening (IF6-MRA, May 2, 2026).

These statements indicate that varying teaching methods is a strategy consciously employed by the teacher to foster a more active and dynamic learning environment. This suggests that teacher creativity lies not merely in the use of diverse methods, but in the ability to combine them according to specific learning needs. These findings reinforce the concept of creativity as the ability to develop and modify teaching strategies to make them more effective and engaging, as proposed by Ramadhani (2022: 47).

Beyond the variety of teaching methods, another form of creativity is evident in the teachers' ability to utilize simple instructional media. Observations revealed that teachers employ resources such as images, the whiteboard, and the Qur'an as primary learning materials. The use of visual aids (images) proved effective in enhancing student attention and focus during lessons, even when technological tools like digital projectors were unavailable. This aligns with a teacher's statement during an interview:

> "The media we typically use are the Qur'an directly, followed by images and the whiteboard; we use a projector occasionally when possible. However, we more frequently rely on simple media" (IF1-KI, April 20, 2026).

These findings demonstrate that teacher creativity does not hinge on the sophistication of the media, but rather on the ability to select and utilize resources suited to existing conditions. In this context, the use of simple media serves as a tangible indicator of creativity, as teachers manage to deliver engaging lessons despite limited facilities. This aligns with the views of Talajan (2012: 15-16), who emphasizes that the

selection of instructional media should be tailored to the conditions and needs of the learners, rather than being determined solely by the availability of comprehensive facilities.

Another form of creativity is evident in the teacher's ability to tailor instruction to the students' characteristics. Interview findings reveal that the teacher recognizes variations in students' engagement levels and abilities within the classroom, necessitating strategies that ensure equitable involvement for all. As the teacher explained:

> "To make adjustments, we first assess the students' conditions in the class, as they are not all the same. Some are active, while others are less so. Therefore, we devise methods that engage everyone such as group discussions so that less active students can also participate" (IF1-KI, April 20, 2026).

This approach demonstrates the adaptive nature of the teacher's creativity specifically, the ability to align instructional strategies with real-world classroom conditions. The impact is seen in increased student participation, particularly during discussions, where previously passive students begin to engage confidently. This reinforces the view held by Mutiah & Srikandi (2021: 3) that a creative teacher does more than simply deliver content; they act as a facilitator capable of creating meaningful learning experiences for students.

Furthermore, the teacher's creativity is reflected in the ability to connect learning material to the students' daily lives. Interview results indicate that students find the material easier to grasp when it is linked to real-life experiences. One student stated:

> I like it, because the lessons connect to everyday life. So, it’s not just theory; there are things we can actually apply especially when discussing character and ethics (IF3-CL, April 25, 2026).

This indicates that the teacher does not merely deliver material textually but also strives to tailor it to be more relevant to the students' lives. This approach is significant because it enhances understanding while fostering a deeper sense of meaning in the learning process. These findings broaden the understanding that a teacher's creativity lies not only in the methods and media used but also in the way material is presented to make it more contextual and applicable.

Furthermore, the teacher's creativity is evident as early as the lesson planning stage. The teacher does not simply teach spontaneously; rather, they consider the appropriate methods based on the material and the students' circumstances before entering the classroom. As the teacher explained:

> We still refer to the lesson plan, then we adapt it to a suitable method. If the material focuses on comprehension, we might use discussion; if it’s about tajwid [Quranic recitation rules], we go straight to practice (IF1-KI, April 20, 2026).

This statement indicates that creativity begins at the planning stage, rather than solely during the implementation of instruction. Teachers are able to design flexible, non-

rigid lessons, making it easier to adapt to classroom conditions. This aligns with the view that teacher creativity encompasses the entire instructional process, from planning to implementation (Sudarman, 2016: 25–27).

From an institutional perspective, the school principal also provided an assessment that reinforces these findings, stating:

> Creativity is evident in their teaching methods, the way they seek out learning resources, and how they prepare instructional materials... the teachers here are creative, even given the limited facilities (IF2-IIH, April 12, 2026).

This statement demonstrates that teacher creativity is recognized not only at the level of classroom practice but also institutionally. Creativity is viewed as a comprehensive capability, spanning the planning, implementation, and development of instruction.

An overall analysis of the research findings indicates that the creativity of the Qur'an-Hadith teacher at MTs Islamiyah Urung Pane is practical and contextual in nature. This creativity emerges as a response to real-world conditions, specifically the limitations regarding facilities and infrastructure. In such situations, the teacher does not rely on extensive facilities but instead optimizes available resources to ensure that instruction proceeds effectively.

These findings align with the views of Zakiyyah & Kuswanto (2021: 1713–1717), who state that teacher creativity is key to overcoming limitations in learning facilities. Furthermore, the results reinforce the idea that creativity does not always entail creating something entirely new; rather, it can involve the development, combination, and adaptation of existing strategies to better suit the learning environment.

Based on the preceding discussion, it can be concluded that the creativity of the Qur'an-Hadith teacher at MTs Islamiyah Urung Pane manifests in various interconnected forms: the use of diverse teaching methods, the utilization of simple media, adaptation to student characteristics, the linking of subject matter to real-life situations, and flexible lesson planning. These five aspects demonstrate the teacher's ability to manage instruction adaptively and innovatively by optimally utilizing available resources. Despite the limitations in facilities and infrastructure, the teacher successfully creates a learning process that is effective, interactive, and meaningful for the students.

B. Condition of Facilities and Infrastructure at MTs Islamiyah Urung Pane

Based on observations and interviews conducted by the researcher, the state of facilities and infrastructure at MTs Islamiyah Urung Pane indicates that basic learning facilities are available but not yet fully adequate to support optimal learning, particularly regarding the use of technology based media.

Initial observations indicate that the classrooms used for instruction remain basic in nature. The primary facilities consist solely of a whiteboard and student desks, lacking technological equipment such as projectors in every classroom. This was evident during

an observation on March 2, 2026, when the researcher noted that instruction proceeded without the aid of digital media.

This situation is corroborated by a statement from the Qur'an-Hadith teacher, who explained:

> "Regarding instructional aids like projectors, the large number of classes necessitates a rotational system of use" (IF1-KI, April 20, 2026).

This quote reveals that while technological facilities do exist, their availability is severely limited, requiring classes to take turns using them.

It is evident, therefore, that the limitation lies not in the absolute absence of facilities, but in an insufficient level of availability to meet all instructional needs. This situation indicates that the utilization of technology based instructional media has not yet been maximized.

From a theoretical perspective, this situation aligns with the view of Sopian (2019: 51), who states that learning resources serve to enhance student interest and engagement. When such facilities are limited, the potential for improving the quality of learning is compromised. In other words, a lack of resources directly impacts the variety of teaching strategies teachers can employ. Furthermore, observations indicate that the library as a learning resource has not been utilized optimally. During the observation on March 4, 2026, the library appeared deserted, the book collection was limited, and the spatial layout lacked appeal for students. This is consistent with the students' own experiences, as reflected in their statements:

> We're still short on them, so sometimes we have to share books too (IF5-DFN, 30 April 2026).

The statement reveals that limitations exist not only regarding technological facilities but also concerning learning resources such as books. These limitations result in students having insufficient access to adequate learning materials.

From a theoretical perspective, this situation indicates that the function of educational infrastructure as described by Soetjipto (2001: 217) is not yet operating optimally. The library, which ought to serve as a hub for literacy, has failed to fulfill its role as a primary support for student learning activities.

Furthermore, observations made during a lesson on March 13, 2026, revealed that the only instructional medium used was the whiteboard which was itself in poor condition. The teacher relied predominantly on the lecture method, resulting in limited interaction. The teacher acknowledged this situation, stating:

> It certainly has an impact, especially regarding the variety of learning methods (IF1-KI, April 20, 2026).

The statement underscores that limited facilities and infrastructure directly impact the variety of teaching methods employed. Teachers find their ability to develop innovative instructional strategies constrained by the limited availability of educational media.

Interestingly, interviews with the school principal revealed a slightly different perspective. While the principal generally described the facilities and infrastructure as "adequate," they acknowledged specific shortcomings:

> "They are adequate, *alhamdulillah*, but the only thing we lack is a laboratory" (IF2-IIH, 12 April 2026).

This divergence in views illustrates that assessments of facilities and infrastructure are relative, depending on the perspective of the stakeholder involved. Management views the facilities as sufficient, whereas teachers and students directly experience the limitations in their daily instructional activities.

From an analytical standpoint, this constitutes a significant finding, as it highlights a perceptual gap between institutional administrators and the direct users of educational facilities. This disparity could influence future policies regarding the development of facilities and infrastructure.

Furthermore, the final observation on May 2, 2026, indicated that these limitations remained consistent, with no significant changes. The facilities remained unchanged, lacking any additional technology-based instructional media. Nevertheless, the learning process proceeded quite well, even showing increased interaction between teachers and students. This demonstrates that limited facilities do not entirely hinder the learning process, although they do impose certain constraints.

Overall, the research findings indicate that the facilities and infrastructure at MTs Islamiyah Urung Pane are adequate but not yet fully optimal for supporting the learning process. These limitations are evident in the scarcity of technology-based instructional media (such as projectors), the underutilization of the library, a shortage of learning resources like books, and the reliance on very basic instructional media. This situation reinforces the theory that facilities and infrastructure play a crucial role in supporting learning effectiveness. However, even amidst such limitations, the learning process can still proceed effectively if supported by the teacher's ability to manage instruction adaptively.

From the researcher's perspective, this situation not only reflects a lack of facilities but also acts as a catalyst for teacher creativity within the learning process. In other words, limited facilities and infrastructure actually prompt teachers to develop more innovative and contextual teaching strategies. Therefore, it can be concluded that although the facilities and infrastructure at MTs Islamiyah Urung Pane do not yet fully support optimal learning, the learning process can still proceed effectively through various adjustments made by the teachers.

C. The Creativity of Al-Qur'an and Hadith Teachers in Overcoming Limited Facilities and Infrastructure at MTs Islamiyah Urung Pane, Asahan Regency

Based on observations and interviews, the creativity of the Al-Qur'an Hadith teacher at MTs Islamiyah Urung Pane, Asahan Regency, serves as a key factor in overcoming limitations regarding learning facilities and infrastructure. This finding aligns with the theoretical review in Chapter II, which states that teacher creativity is the ability to generate, develop, and modify learning strategies, methods, and media to maintain effectiveness despite resource constraints (Tanjung & Namora, 2022: 205).

Observations conducted on April 3, 2026, revealed that the teacher utilized visual aids (images) affixed to the whiteboard as an alternative to using a digital projector, which was unavailable. This approach successfully enhanced student attention and engagement during the lesson; students appeared more focused and began responding to the material being presented. This demonstrates a form of creativity in modifying instructional media, consistent with the theory that creativity does not always entail creating something entirely new but can also involve developing existing media (Munandar, 2002: 12). This finding is further supported by the results of the interview with the teacher:

> This means using the simplest possible media though opting for simplicity certainly doesn't imply a lack of creative spirit such as, for instance, using imagery (IF1-KI, April 20, 2026).

This statement demonstrates the teacher's commitment to innovation despite limited facilities. This aligns with the theory that teacher creativity reflects the ability to develop ideas and utilize the environment as a learning resource (Ramadhani, 2022: 47).

Furthermore, the teacher emphasized that they do not rely on technology such as projectors, but instead utilize available alternative media:

> We don't rely on projectors, so we use other alternatives such as whiteboards or visual aids (IF1-KI, April 20, 2026).

This statement demonstrates an ability to adapt to learning conditions. This aligns with the theory stating that when resources are limited, teachers are expected to optimize available resources rather than relying on comprehensive facilities (Zakiyyah & Kuswanto, 2021: 1713-1717).

Furthermore, during an observation on April 10, 2026, the teacher employed a group discussion method as a teaching strategy. Students were divided into small groups and encouraged to discuss and exchange views, making the learning process more active and participatory.

This is consistent with the theory that teacher creativity is reflected in the ability to combine various teaching methods to create a more active and enjoyable learning atmosphere (Sudarman, 2016: 25-27). This finding is further supported by the teacher's interview response:

> "To keep students active, we intersperse lessons with discussions and question-and-answer sessions; so, even though facilities are limited, involving students directly boosts their enthusiasm" (IF1-KI, April 20, 2026).

This statement indicates that the teacher implements participatory learning strategies, aligning with the theory that active student engagement can enhance motivation and learning comprehension (Sari & Jarkawi, 2022: 64).

During the observation on April 17, 2026, the teacher utilized the Qur'an as the primary learning resource. Students were asked to read verses relevant to the material, after which the teacher provided explanations and guidance.

This aligns with the theory discussed in Chapter II, which states that in Qur'an-Hadith instruction, the primary learning resources are the Qur'an and Hadith themselves (Saputri et al., 2026: 602). Utilizing the Qur'an as a learning medium also reflects the teacher's creativity in optimizing available learning resources. This is reinforced by the teacher's statement:

> "We make the most of simple media such as the whiteboard, images, and the Qur'an as the primary source" (IF1-KI, April 20, 2026).

Furthermore, the teacher demonstrated innovation in the use of simple media:

> "We usually display an image and ask students to observe it; we ask what insights they can derive from the image and what solutions they might propose" (IF1-KI, April 20, 2026).

This indicates that the teacher uses media not merely as an aid, but also as a means to develop students' critical thinking skills. These findings align with the theory that teacher creativity encompasses the ability to transform ideas into tangible instructional practices (Sudarman, 2016: 25-27). During the final observation on May 2, 2026, the teacher was observed combining various teaching methods, such as lectures, question-and-answer sessions, and direct interaction. The lesson became more interactive, despite the use of simple media.

This demonstrates a combination of creativity; as established in theory, creativity can manifest as the ability to integrate various teaching methods and strategies to effectively achieve learning objectives (Sudarman, 2016: 25-27). Interview results with the school principal indicate that teacher creativity is also supported by the school administration:

> To foster teacher creativity, we organize training sessions, procure instructional media, and expand the library's collection of Qur'ans (IF2-IIH, 12 April 2026).

This aligns with the theory that the environment and institutional support influence the development of individual creativity (Munandar, 2002: 12). Furthermore, the principal stated:

> I feel the teachers' creativity is already at its peak, even though our school facilities are somewhat lacking (IF2-IIH, 12 April 2026).

This statement highlights that teacher creativity serves as a primary solution for overcoming resource limitations, reinforcing the theoretical view that teacher creativity plays a crucial role in navigating various instructional challenges (Zakiyyah & Kuswanto,

2021: 1713-1717). From the students' perspective, interview results show that teacher creativity has a positive impact on learning:

> It keeps going. The teacher usually writes on the board or sends materials to the group chat (IF3-CL, 25 April 2026).

This indicates that learning proceeds effectively despite a lack of comprehensive facilities, consistent with the theory that teacher creativity can sustain the learning process under resource-constrained conditions.

In addition, the students stated:

> "Yes, I become more active during group work or quizzes" (IF3-CL, 25 April 2026).

This indicates that active learning methods can enhance student participation, as explained in participatory learning theory. Regarding comprehension, students also stated:

> "Yes, it makes it easier to understand; having images helps me visualize things better" (IF3-CL, 25 April 2026).
>
> "Yes, especially when reading directly from the Qur'an it makes the meaning clearer" (IF5-DFN, 30 April 2026).

This demonstrates that the use of simple media and primary learning resources can improve student comprehension, aligning with the theory that instructional media serves to facilitate the understanding of material (Talajan, 2012: 15-16).

Nevertheless, students also expressed a wish:

> It would be great to have a projector in the classroom and use videos to make lessons more engaging (IF3-CL, April 25, 2026).

This indicates that while teacher creativity can overcome existing limitations, the need to improve learning facilities remains a crucial consideration.

Based on these findings, it can be concluded that the creativity of Al-Qur'an Hadis teachers in overcoming limitations regarding facilities and infrastructure manifests in various interconnected forms. These include the modification and substitution of learning media, the implementation of active and participatory teaching methods, the optimization of the Qur'an as a primary learning resource, the combination of diverse teaching strategies, and the ability to adapt to students' conditions and characteristics. Overall, these findings align with theoretical studies (Zakiyyah & Kuswanto, 2021: 1713-1717) asserting that teacher creativity is the ability to develop, combine, and adjust various instructional components to create an effective, engaging, and meaningful learning process-particularly when faced with limited facilities and infrastructure.

V. CONCLUSION

Based on the research findings and discussion regarding the creativity of Qur'an-Hadith teachers in overcoming limited facilities and infrastructure at MTs Islamiyah Urung Pane, Asahan Regency, it can be concluded that teacher creativity plays a crucial role in maintaining the continuity and effectiveness of the learning process.

First, the creativity of Qur'an-Hadith teachers is evident in various aspects of instruction, including the use of diverse teaching methods, the utilization of simple media, adaptation to student characteristics, the linking of material to daily life, and flexible lesson planning. This creativity demonstrates the teachers' ability to manage instruction adaptively and innovatively, despite facility limitations.

Second, while the facilities and infrastructure at MTs Islamiyah Urung Pane are considered adequate, they are not yet fully sufficient to optimally support learning. The primary limitations lie in the scarcity of technology-based learning media, a limited range of learning resources (such as books), and the underutilization of supporting facilities like the library. These conditions restrict the variety of media and teaching strategies that can be employed during the learning process.

Third, teacher creativity in addressing these limitations is manifested through various efforts: modifying or replacing learning media with simple alternatives, implementing active and participatory teaching methods, optimizing the use of the Qur'an as the primary learning resource, and combining various teaching strategies suited to the existing conditions. This creativity has proven effective in sustaining the learning process and enhancing student engagement and comprehension.

Thus, limited facilities and infrastructure do not act as an absolute barrier to the learning process. On the contrary, these conditions actually foster teacher creativity, encouraging more adaptive and innovative approaches to instruction. Consequently, teacher creativity emerges as a key factor in creating effective, engaging, and meaningful learning experiences, particularly for the Qur'an-Hadith subject. The research findings also highlight the importance of school support in developing learning facilities and enhancing teacher competence to ensure the learning process operates optimally.

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