

Enhancing the Creativity of Islamic Education Teaching through the TPACK Approach: A Conceptual Review

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Abstract

This conceptual paper highlights the importance of enhancing creativity in Islamic education through the integration of the TPACK (Technology, Pedagogy, and Content Knowledge) approach. Creative instruction can invigorate students and enrich the learning process within the context of Islamic education. Challenges such as resource scarcity, outdated curricula, and less interactive teaching methods have been identified in Islamic education. The changing digital landscape and technological advancements have impacted Islamic education, necessitating adaptations in teaching and learning. As such, the incorporation of the TPACK approach into Islamic education is essential to enriching the learning experience and providing a competitive edge in an increasingly complex educational environment. TPACK is a conceptual framework that combines technology, pedagogy, and content knowledge in teaching and learning. The integration of TPACK into Islamic education enables educators to leverage technology alongside pedagogical and content knowledge to create a more interactive, creative, and effective learning experience. The use of TPACK in Islamic education enhances the learning experience, facilitates access to quality resources, and increases student engagement. Creativity also plays a vital role in Islamic education by boosting student interest and motivation. The combination of TPACK with creative teaching allows for the innovative use of technology in Islamic education, resulting in a meaningful and engaging learning experience for students. This approach makes a significant theoretical contribution to improving the quality of religious teaching and learning.

Keywords: The Creativity of Islamic Education Teaching, TPACK in Islamic Education, Creative Teaching, 21st-century Pedagogy, Islamic Education

Introduction

Overview

Empowering teaching in Islamic education is crucial for enhancing the quality of both education and learning. Islamic education plays a vital role in shaping morals and fostering a holistic understanding of religion among students (Hasanah et al., 2022). As such, it is imperative that teaching in this field be of the highest quality to ensure students gain a profound comprehension of religion. Innovative and creative teaching approaches can attract students' interest and motivate them to learn (Franco-Vázquez & Gillanders, 2014). For

instance, incorporating technology into teaching can increase student engagement and provide access to top-notch educational resources (U.S. Department of Education, 2017). In Surah al-Alaq verses 1–5, Allah states: *“Read with (mentioning) the name of your Lord who created; He created man from a clot of blood.” “Read, and your Lord is the Most Merciful, who teaches man by means of the pen; He teaches man what he does not know.”* This illustrates the importance of knowledge in Islam and the significance of high-quality teaching in ensuring students acquire that knowledge.

One relevant approach to enriching the teaching of Islamic education is through the integration of TPACK (technology, pedagogy, and subject knowledge) (Mishra & Koehler, 2006). TPACK is a knowledge framework that combines three essential components: knowledge about technology, pedagogy, and subject knowledge within the context of teaching and learning. By integrating TPACK, educators can merge technological capabilities with pedagogical knowledge and subject knowledge to create a more interactive, creative, and effective learning experience (Mishra & Koehler, 2008). For example, utilizing relevant technology tools and applications can enhance the learning experience and boost student engagement. Allah SWT’s word in Surah al-Mujadilah verse 11 states: *“O you who believe when it is said to you: “Make room in your assemblies,” then make room; Allah will give you ample room (from His Mercy).” “And when it is said, “Rise up,” then rise up; Allah will exalt those who believe among you and those who have been given knowledge to high ranks.” “And Allah is well acquainted with what you do.”* This demonstrates that knowledge is valued in Islam, and incorporating technology into teaching can aid students in acquiring that knowledge. In conclusion, empowering teaching in Islamic education is crucial for enhancing the quality of education and learning. The integration of TPACK is a relevant approach to enriching the teaching of Islamic education.

Teaching creativity is crucial for motivating students and enriching the learning process within the context of Islamic education (Al-karasneh & Saleh, 2010). Creative teaching can capture students’ interest and inspire them to learn more diligently (Yan, 2019). This can be accomplished through the implementation of innovative and interactive teaching methods tailored to students’ needs. For instance, incorporating learning games or simulations into teaching can boost student engagement and facilitate a more effective understanding of religious concepts (Adipat et al., 2021). Allah SWT’s word in Surah al-Zumar verse 9 states: *“Are those who know equal to those who do not know?” “Only those who possess understanding will take heed.”* This illustrates the importance of knowledge in Islam and how creative teaching can aid students in acquiring that knowledge. In conclusion, teaching creativity is crucial for motivating students and enriching the learning process within the context of Islamic education.

Background of The Study

Islamic education plays a pivotal role in shaping morals and fostering a holistic understanding of religion among students. This means that Islamic education aims to instill moral values and comprehensive comprehension of religion in students (Hasanah, 2022). This education encompasses learning about religious teachings, worship practices, and religious history. Through this education, students can acquire knowledge about religion and apply it to their daily lives. This can help them become responsible and virtuous members of society. For instance, Islamic education can help cultivate good morals such as honesty, trustworthiness, and responsibility.

However, there are challenges to teaching Islamic education, including a lack of resources, an outdated curriculum, and less interactive teaching approaches (Onwubere, 2021). These challenges can hinder educators and students from teaching and learning Islamic education. Among these challenges is a lack of resources, such as quality textbooks and learning materials. An outdated curriculum is also problematic as it cannot adapt to current developments. Less interactive teaching approaches can also be problematic as they may fail to capture students' interest in learning. For example, one challenge in teaching Islamic education is the lack of engaging and interactive learning materials. In conclusion, Islamic education plays a pivotal role in shaping morals and fostering a holistic understanding of religion among students. However, there are several challenges faced in teaching Islamic education that need to be overcome.

The digital world's changes and technological advancements have impacted Islamic education, necessitating adjustments in teaching and learning (Tugiah et al., 2022). This means that technological developments and changes in the digital world have influenced the way Islamic education is taught and learned. With technological advancements, there are various tools and applications that can be utilized to enhance the quality of teaching and learning (Abdulrahman, 2020). However, this also necessitates adjustments in teaching and learning methods to fully leverage the available technology. Educators must adapt their teaching methods to integrate technology into learning. For instance, one example of the digital world's changes and technological advancements is the use of interactive learning applications in teaching Islamic education (Tugiah et al., 2022).

The availability of technology within the context of Islamic education presents new opportunities to improve the quality of teaching and help students comprehend religious concepts more effectively (Ajmain, 2019). This means that technology provides new opportunities to enhance the quality of Islamic education. Technology can be used to provide engaging and interactive learning materials, facilitate access to top-notch educational resources, and boost student engagement in learning (Haleem et al., 2022). This can help students comprehend religious concepts more deeply and effectively. For example, one opportunity provided by technology is the use of interactive learning applications to teach religious concepts in an engaging and effective manner.

The need to integrate the TPACK approach into teaching Islamic education becomes crucial for enriching the learning experience and providing a competitive advantage in an increasingly complex educational world (Lee et al., 2022). This means that integrating the TPACK (technology, pedagogy, and subject knowledge) approach into teaching Islamic education can yield significant benefits. This approach combines knowledge about technology, pedagogy, and subject knowledge to create a more interactive, creative, and effective learning experience (Mishra & Koehler, 2008). This can enrich students' learning experiences and provide a competitive advantage in an increasingly complex educational world. For instance, one example of the need to integrate the TPACK approach into teaching Islamic education is the use of technology to convey religious concepts in an engaging and interactive manner.

In conclusion, the digital world's changes and technological advancements have impacted Islamic education and necessitated adjustments in teaching and learning. The availability of technology within the context of Islamic education presents new opportunities to improve the quality of teaching and help students comprehend religious concepts more effectively. The need to integrate the TPACK approach into teaching Islamic education

becomes crucial for enriching the learning experience and providing a competitive advantage in an increasingly complex educational world.

Statement of the Problem

The lack of use of technology in teaching Islamic education hinders the empowerment of education and learning in this digital age (Mustaffa & Abd Rashid, 2019). This means that the absence of technology in teaching Islamic education impedes the development of education and learning in this digital era. The use of technology in teaching can provide various benefits, such as enriching the learning experience, facilitating access to top-notch educational resources, and boosting student engagement (Ajmain, 2019). However, the lack of technology used in teaching Islamic education prevents students from reaping these benefits (Onwubere, 2021). This can result in less engaging and less effective learning (Mustaffa & Abd Rashid, 2019). For instance, one example of the lack of use of technology in teaching Islamic education is the absence of interactive learning applications.

Less creative teaching approaches in Islamic education result in a lack of interest and motivation among students (Mustaffa & Abd Rashid, 2019). This means that less creative teaching approaches in Islamic education can cause students to lose interest and motivation to learn (Mohamed et. al., 2018). Creativity in teaching plays a crucial role in capturing students' interest and inspiring them to learn (Patston et al., 2021). Creative teaching approaches can create engaging and interactive learning, increase student engagement, and help students comprehend religious concepts more deeply (Adipat, 2021). However, less creative teaching approaches in Islamic education can result in dull and unengaging learning (Zulkifli et al., 2022). For example, one less creative teaching approach in Islamic education is teaching that relies heavily on theory and is less interactive.

Learning that is too theoretical and less interactive reduces the appeal of learning within the context of Islamic education. This means that learning that relies heavily on theory and is less interactive can diminish the appeal of learning within the context of Islamic education. Interactive and engaging learning can boost student engagement and help them comprehend religious concepts more deeply (Farrell & Brunton, 2020). However, learning that is too theoretical and less interactive can cause students to lose interest and motivation to learn (Mohamed et. al., 2018). This can reduce the effectiveness of learning and prevent students from acquiring profound knowledge about religion. For instance, one example of learning that is too theoretical and less interactive is teaching that only uses lectures and does not involve interactive learning activities. In conclusion, the lack of use of technology in teaching Islamic education hinders the empowerment of education and learning in this digital age. Less creative teaching approaches in Islamic education result in a lack of interest and motivation among students. Learning that is too theoretical and less interactive reduces the appeal of learning within the context of Islamic education.

The absence of effective teaching and cultivation practices for creativity in Islamic education hinders the development of students' potential (Kim et al., 2019). This means that the lack of effective teaching and cultivation practices for creativity in Islamic education can impede the development of students' potential. Creativity in teaching plays a crucial role in helping students acquire profound knowledge about religion and develop their potential (Ismayilova & Bolander Laksov, 2022). Effective teaching creativity cultivation practices can help educators create engaging and interactive learning experiences, boost student engagement, and help them comprehend religious concepts more deeply (Kim et al., 2019). However, the absence of these practices in Islamic education can result in less engaging and

less effective learning. For instance, one example of the absence of effective teaching and creativity cultivation practices in Islamic education is the lack of technology use and creative teaching methods.

A lack of understanding of the TPACK concept among Islamic education educators results in a lack of technology use in teaching (Mishra & Koehler, 2008). This means that a lack of understanding of the TPACK (Technology, Pedagogy, and Subject Knowledge) concept among Islamic education educators can result in a lack of technology use in teaching. The TPACK concept combines knowledge about technology, pedagogy, and subject knowledge to create a more interactive, creative, and effective learning experience. However, a lack of understanding of this concept among Islamic education educators can result in a lack of technology use in teaching. This can reduce the effectiveness of learning and prevent students from benefiting from the use of technology in learning. For example, one instance of a lack of understanding of the TPACK concept among Islamic education educators is the absence of interactive learning applications in teaching. In conclusion, the absence of effective teaching and cultivation practices for creativity in Islamic education hinders the development of students' potential. A lack of understanding of the TPACK concept among Islamic education educators results in a lack of technology use in teaching.

Conceptualization

Understanding TPACK (Technology, Pedagogy, and Subject Knowledge)

TPACK (Technology, Pedagogy, and Subject Knowledge) is a conceptual framework that integrates three important components in the context of teaching and learning (Mishra & Koehler, 2008). It encompasses knowledge about technology, pedagogy, and subject knowledge. Understanding technology involves the use of relevant technology tools and applications in learning (Mishra & Koehler, 2008). This means that educators must know how to use technology to enhance student's learning experiences. Understanding pedagogy involves knowledge about effective teaching methods and learning strategies in the context of Islamic education. This means that educators must know how to teach in a way that meets students' needs and provides a deep understanding of religious concepts. For example, an educator who understands TPACK might use interactive learning applications to teach students about religious concepts. This allows students to learn in a fun and interactive way, which can increase their interest and motivation. In conclusion, TPACK is an important conceptual framework in the context of Islamic education because it allows educators to integrate knowledge about technology, pedagogy, and subject knowledge to create a more interactive, creative, and effective learning experience. By understanding TPACK, educators can use technology wisely to enhance students' learning experiences while providing a deep understanding of religious concepts.

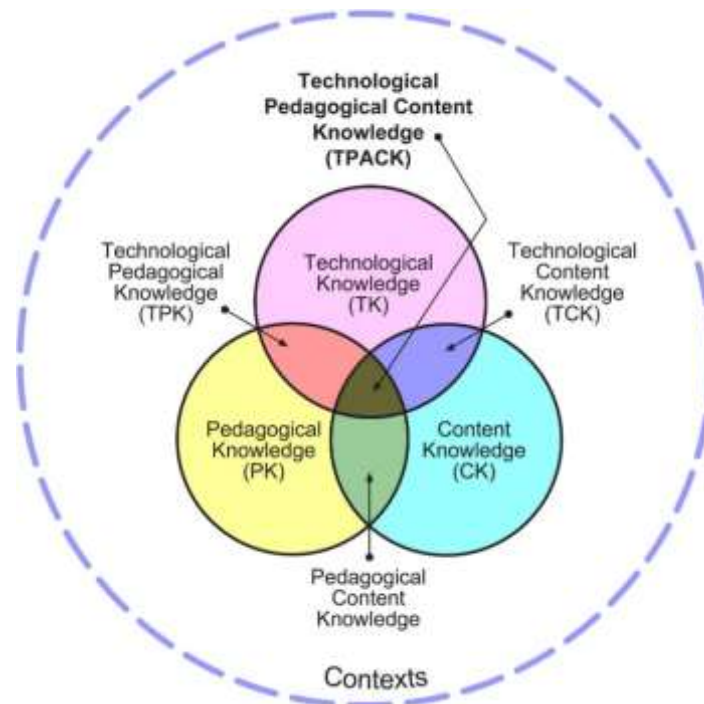


Figure 1. Technological Pedagogical Content Knowledge Framework

Relevance of TPACK in the Context of Islamic Education

TPACK has great relevance in the context of Islamic education because it allows for the integration of technology, pedagogy, and subject knowledge in religious teaching. This means that educators can use technology to enhance students' learning experiences while providing a deep understanding of religious concepts (Mishra & Koehler, 2008). The understanding of pedagogy and subject knowledge in TPACK enables educators to design teaching strategies that meet students' needs (Mishra & Koehler, 2008). This means that educators can teach effectively and provide a deep understanding of religious concepts. For example, an educator who understands TPACK might use interactive learning applications to teach students about religious concepts. This allows students to learn in a fun and interactive way, which can increase their interest and motivation. In conclusion, TPACK is a highly relevant conceptual framework in the context of Islamic education because it allows for the integration of technology, pedagogy, and subject knowledge in religious teaching. By using TPACK, educators can design teaching strategies that meet students' needs and provide a deep understanding of religious concepts.

The use of technology in teaching Islamic education can enrich students' learning experiences (Mishra & Koehler, 2008). This means that students can easily access quality Islamic education resources and increase their engagement in learning. Technology can help educators convey information in an interesting and interactive way, which can increase students' interest and motivation. In addition, technology can also facilitate access to quality Islamic education resources such as articles, videos, and e-books. For example, an educator might use an online learning platform to teach students about religious concepts. This allows students to easily access quality resources and increase their engagement in learning. In conclusion, the use of technology in teaching Islamic education can enrich students' learning experiences. By using technology wisely, educators can increase students' interest and motivation and facilitate access to quality Islamic education resources (Mishra & Koehler, 2008).

Understanding pedagogy and subject knowledge in TPACK enables Islamic education educators to design teaching strategies that meet students' needs (Ijaz Arabi et al., 2021). This means that educators can provide a deep understanding of religious concepts effectively. Understanding pedagogy involves knowledge about effective teaching methods and learning strategies in the context of Islamic education. This means that educators must know how to teach in a way that meets students' needs (Mishra & Koehler, 2008). Understanding subject knowledge involves a deep understanding of religious concepts and teaching Islamic education. This means that educators must have deep knowledge of religious concepts to be able to teach them effectively. For example, an educator who understands TPACK might design interesting learning activities to teach students about religious concepts. This can increase students' interest and motivation and provide a deep understanding of religious concepts (Mishra & Koehler, 2008). In conclusion, understanding pedagogy and subject knowledge in TPACK enables Islamic education educators to design teaching strategies that meet students' needs and provide a deep understanding of religious concepts effectively. By understanding TPACK, educators can use their knowledge of pedagogy and subject knowledge to enhance students' learning experiences.

The Role of Creativity in Teaching Islamic Education

In the realm of Islamic education, creativity is a crucial component (Tared, 2021). It empowers educators to devise captivating and efficacious learning experiences. This translates to the utilization of avant-garde methods to impart religious concepts to students. Creativity can augment students' curiosity and drive, foster critical thinking, and deepen their comprehension of religion (Fatmawati et al., 2019). By applying creativity in teaching Islamic education, educators can employ innovative techniques such as interactive games, religion-centric projects, and other imaginative activities to fully engage students in the learning process. For instance, an educator may concoct intriguing learning activities to instruct students on religious concepts. This can heighten students' curiosity and drive and provide an in-depth understanding of religious concepts. In summation, creativity is paramount in teaching Islamic education as it enables educators to devise captivating and efficacious learning experiences. With innovative and imaginative approaches, educators can augment students' curiosity and drive and provide an in-depth understanding of religious concepts.

In the realm of Islamic education, the utilization of creativity can augment students' curiosity and drive (Patston et al., 2021). This translates to the employment of avant-garde methods to impart religious concepts to students. Creativity can also foster critical thinking and deepen students' comprehension of religion (Prakoso et al., 2020). By applying creativity in teaching Islamic education, educators can employ innovative techniques such as interactive games, religion-centric projects, and other imaginative activities to fully engage students in the learning process. For instance, an educator may concoct intriguing learning activities to instruct students on religious concepts. This can heighten students' curiosity and drive and provide an in-depth understanding of religious concepts. In summation, the utilization of creativity in teaching Islamic education can augment students' curiosity and drive and enrich their comprehension of religion. By innovative and imaginative approaches, educators can augment students' curiosity and drive and provide an in-depth understanding of religious concepts.

The application of creativity in teaching Islamic education empowers educators to employ innovative approaches to fully engage students in the learning process (Kim, 2019). This means that educators can use interactive games, religion-centric projects, and other

imaginative activities to augment students' curiosity and drive. These avant-garde methods can foster critical thinking and deepen students' comprehension of religion. The application of creativity in teaching Islamic education can also help educators devise captivating and efficacious learning experiences for students (Okeke, 2023). For example, an educator may design interactive games to instruct students on religious concepts. This can heighten students' curiosity and drive and provide an in-depth understanding of religious concepts. In summation, the application of creativity in teaching Islamic education empowers educators to employ innovative approaches to fully engage students in the learning process. By using interactive games, religion-centric projects, and other imaginative activities, educators can augment students' curiosity and drive and provide an in-depth understanding of religious concepts.

The Relationship between TPACK and Teaching Creativity in Islamic Education

In the context of Islamic education, TPACK and teaching creativity are intimately intertwined, as the utilization of TPACK can bolster efficacious teaching creativity (Stenlund & Jonsson, 2017). This means that educators who comprehend TPACK can employ technology creatively in the teaching process to augment students' curiosity and drive (Goradia, 2018). Comprehending TPACK empowers educators to use technology creatively in the teaching process, such as by utilizing interactive applications, learning videos, and online learning platforms that stimulate students' creativity. The application of TPACK in teaching Islamic education also enables educators to integrate pedagogical knowledge and subject knowledge with pertinent technology to devise creative and meaningful learning experiences for students (Mishra & Koehler, 2008). For instance, an educator who comprehends TPACK may use interactive learning applications to instruct students on religious concepts. This can heighten students' curiosity and drive and provide an in-depth understanding of religious concepts. In summation, TPACK and teaching creativity are intimately intertwined in the context of Islamic education, as the utilization of TPACK can bolster efficacious teaching creativity. By employing TPACK judiciously, educators can augment students' curiosity and drive and provide an in-depth understanding of religious concepts.

Comprehending TPACK empowers Islamic education educators to employ technology creatively in the teaching process (Mishra & Koehler, 2008). This means that educators can utilize interactive applications, learning videos, and online learning platforms to augment students' curiosity and drive. Employing technology creatively in the teaching process can stimulate students' creativity and provide an in-depth understanding of religious concepts. The application of TPACK in teaching Islamic education also enables educators to integrate pedagogical knowledge and subject knowledge with pertinent technology to devise creative and meaningful learning experiences for students (Lee et al., 2020). For instance, an educator who comprehends TPACK may use interactive learning applications to instruct students on religious concepts. This can heighten students' curiosity and drive and provide an in-depth understanding of religious concepts. In summation, comprehending TPACK empowers Islamic education educators to employ technology creatively in the teaching process to augment students' curiosity and drive and provide an in-depth understanding of religious concepts. By employing TPACK judiciously, educators can augment students' curiosity and drive and provide an in-depth understanding of religious concepts.

The application of TPACK in teaching Islamic education empowers educators to integrate pedagogical knowledge and subject knowledge with pertinent technology to devise creative and meaningful learning experiences for students (Mishra & Koehler, 2008). This

means that educators can employ their knowledge of pedagogy and subject knowledge to concoct intriguing and efficacious learning activities for students. The application of TPACK in teaching Islamic education also enables educators to use technology creatively to augment students' curiosity and drive and provide an in-depth understanding of religious concepts (Lee et al., 2020). By employing TPACK judiciously, educators can augment students' curiosity and drive and provide an in-depth understanding of religious concepts. For instance, an educator who comprehends TPACK may design intriguing learning activities to instruct students on religious concepts. This can heighten students' curiosity and drive and provide an in-depth understanding of religious concepts. In summation, the application of TPACK in teaching Islamic education empowers educators to integrate pedagogical knowledge and subject knowledge with pertinent technology to devise creative and meaningful learning experiences for students. By employing TPACK judiciously, educators can augment students' curiosity and drive and provide an in-depth understanding of religious concepts.

The TPACK Concept in the Context of Islamic Education

The TPACK (Technology, Pedagogy, and Subject Knowledge) concept bears significant pertinence in the context of Islamic education as it permits the integration of technology with pedagogical knowledge and religious subject knowledge. This means that educators can employ technology to enhance students' learning experiences while providing an in-depth understanding of religious concepts (Haleem et al., 2022). Comprehending pedagogy and subject knowledge in TPACK empowers educators to devise teaching strategies that cater to students' needs (Şerban & Lemle, 2013). This means that educators can teach effectively and provide an in-depth understanding of religious concepts. For instance, an educator who comprehends TPACK may use interactive learning applications to instruct students on religious concepts. This can heighten students' curiosity and drive and provide an in-depth understanding of religious concepts. In summation, the TPACK concept bears significant pertinence in the context of Islamic education as it permits the integration of technology with pedagogical knowledge and religious subject knowledge. By employing TPACK judiciously, educators can augment students' curiosity and drive and provide an in-depth understanding of religious concepts.

Comprehending the TPACK concept empowers Islamic education educators to employ technology appropriately, adapt efficacious teaching strategies, and understand the context of religious subjects to achieve optimal learning (Mishra, 2019). This means that educators can employ technology to enhance students' learning experiences while providing an in-depth understanding of religious concepts. Comprehending pedagogy and subject knowledge in TPACK empowers educators to devise teaching strategies that cater to students' needs (Mishra, 2019). This means that educators can teach effectively and provide an in-depth understanding of religious concepts. For instance, an educator who comprehends TPACK may use interactive learning applications to instruct students on religious concepts. This can heighten students' curiosity and drive and provide an in-depth understanding of religious concepts. In summation, comprehending the TPACK concept empowers Islamic education educators to employ technology appropriately, adapt efficacious teaching strategies, and understand the context of religious subjects to achieve optimal learning. By employing TPACK judiciously, educators can augment students' curiosity and drive and provide an in-depth understanding of religious concepts.

The TPACK concept in Islamic education encompasses knowledge about the appropriate application of technology in religious teaching, mastery of efficacious teaching methods, and

a deep understanding of the religious concepts being taught (Mishra & Koehler, 2006). This means that educators must know how to employ technology to enhance students' learning experiences while providing an in-depth understanding of religious concepts. Comprehending pedagogy and subject knowledge in TPACK empowers educators to devise teaching strategies that cater to students' needs (Fahadi, & Khan, 2022). This means that educators can teach effectively and provide an in-depth understanding of religious concepts. For instance, an educator who comprehends TPACK may use interactive learning applications to instruct students on religious concepts (Elmaadaway & Abouelenein, 2022). This can heighten students' curiosity and drive and provide an in-depth understanding of religious concepts. In summation, the TPACK concept in Islamic education encompasses knowledge about the appropriate application of technology in religious teaching, mastery of efficacious teaching methods, and a deep understanding of the religious concepts being taught (Schmidt-Crawford, 2012). By employing TPACK judiciously, educators can augment students' curiosity and drive and provide an in-depth understanding of religious concepts.

The integration of the TPACK concept in teaching Islamic education can help ameliorate the quality of teaching and learning (Cui & Zhang, 2022). This means that educators can employ technology to enhance students' learning experiences while providing an in-depth understanding of religious concepts. The application of TPACK in teaching Islamic education can also enrich students' learning experiences and prepare them for the challenges of the digital world (Fahadi, & Khan, 2022). Comprehending pedagogy and subject knowledge in TPACK empowers educators to devise teaching strategies that cater to students' needs (Mishra & Koehler, 2008). This means that educators can teach effectively and provide an in-depth understanding of religious concepts. For instance, an educator who comprehends TPACK may use an online learning platform to instruct students on religious concepts. This can heighten students' curiosity and drive and provide an in-depth understanding of religious concepts. In summation, the integration of the TPACK concept in teaching Islamic education can help ameliorate the quality of teaching and learning, enrich students' learning experiences, and prepare them for the challenges of the digital world. By employing TPACK judiciously, educators can augment students' curiosity and drive and provide an in-depth understanding of religious concepts.

Implications and Benefits

Theoretical Implications: The Contribution of TPACK in Enhancing Teaching Creativity in Islamic Education

The utilization of TPACK in Islamic education provides a significant theoretical contribution by bolstering the creativity of religious teaching and learning (Jaenullah et al., 2022). The integration of TPACK permits Islamic education educators to amalgamate knowledge of technology, pedagogy, and subject knowledge to create more interactive, innovative, and creative learning experiences (Mishra & Koehler, 2008). This means that educators can employ pertinent technology, select efficacious teaching strategies, and have a deep understanding of the religious concepts being taught to ameliorate the quality of religious teaching and learning. The theoretical implication of using TPACK is the increased alignment between technology, teaching approaches, and educational goals in the context of Islamic education. Comprehending the theoretical implications of TPACK provides a foundation for Islamic education educators to implement more holistic and innovative teaching approaches to ameliorate the quality of religious teaching and learning (Çetin et al., 2011). For instance, an educator who comprehends TPACK may use interactive learning

applications to instruct students on religious concepts. This can heighten students' curiosity and drive and provide an in-depth understanding of religious concepts. In summation, the utilization of TPACK in Islamic education provides a significant theoretical contribution by bolstering the creativity of religious teaching and learning. By employing TPACK judiciously, educators can augment students' curiosity and drive and provide an in-depth understanding of religious concepts.

Practical Implications: Fostering Teaching Creativity through the TPACK Approach in the Context of Islamic Education

Fostering teaching creativity through the TPACK approach in Islamic education has significant practical implications for ameliorating the quality of religious teaching (Wang, 2020). The TPACK approach permits Islamic education educators to integrate technology creatively in teaching, such as using multimedia, interactive applications, and online learning platforms, which can enrich students' learning experiences (Lee et al., 2022). Fostering teaching creativity through the TPACK approach empowers educators to apply varied teaching strategies to increase student engagement in religious learning (Septiandari et al., 2020). The practical implication of using the TPACK approach to foster teaching creativity is the increased competitiveness of Islamic education educators in delivering innovative and pertinent learning to meet students' needs in the digital age (Septiandari et al., 2020). Comprehending the practical implications of fostering teaching creativity through the TPACK approach prepares Islamic education educators to face technological challenges in teaching and provides tangible benefits to students in religious learning (Lachner et al., 2021). For instance, an educator who comprehends TPACK may use an online learning platform to instruct students on religious concepts. This can heighten students' curiosity and drive and provide an in-depth understanding of religious concepts. In summation, fostering teaching creativity through the TPACK approach in Islamic education has significant practical implications for ameliorating the quality of religious teaching. By employing TPACK judiciously, educators can augment students' curiosity and drive and provide an in-depth understanding of religious concepts.

Conclusion

The TPACK approach fortifies the empowerment of Islamic education teaching through the harmonious integration of technology, pedagogy, and religious subject knowledge. By applying the TPACK approach, Islamic education educators can optimize the use of technology in religious teaching to enhance students' interaction, creativity, and understanding (Mishra & Koehler, 2008). Empowering Islamic education through the TPACK approach provides educators with the opportunity to create a more dynamic, engaging, and lasting learning environment for students' development. An example of applying the TPACK approach to teaching Islamic education is using multimedia applications to deliver religious lesson materials interactively and attractively. This can augment students' interest in religious learning and make it easier for them to comprehend the concepts being taught.

The application of the TPACK approach in teaching Islamic education provides educators with the opportunity to continuously develop and adapt their teaching methods to technological advancements and students' needs. This can ameliorate the quality of religious teaching and provide greater benefits for students' development. Empowering Islamic education teaching through the TPACK approach makes a significant contribution to achieving holistic and comprehensive religious education goals. By applying this approach, educators

can help students develop a deep understanding of religion and build good character. In summation, the TPACK approach is an efficacious way to fortify the empowerment of Islamic education. Through the harmonious integration of technology, pedagogy, and religious subject knowledge, educators can optimise the use of technology in religious teaching and provide greater benefits for students' development.

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