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From Instruction to Innovation: Teachers' Creativity through Critical Animated Grammar Media in a Project-Based Learning Context

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Abstract: In recent years, creativity has become a key aspect of teachers' professional development (TPD), particularly in the context of developing learning materials through the use of technology. This study aims to explore teachers' creativity in developing grammar learning media using technology within project-based learning activities as a reflection of their professional growth. A quantitative approach with a survey design was employed for this research. The research instrument consisted of a 20-item questionnaire covering flexibility, originality, curiosity, and perceived professional development. The questionnaire used a Likert-type response scale. The study involved 50 students from the Postgraduate English Education Program at Jakarta Open University. The findings revealed that the majority of the participants had positive responses regarding the role of creativity in developing animated, critical grammar learning media using digital platforms. Respondents emphasized that the project-based learning approach provided a platform for creativity, enabling them to create innovative grammar learning materials. Participants perceived the development of animated grammar learning materials as beneficial to their creativity and professional development as prospective teachers. However, the study did not directly measure teaching effectiveness or student learning outcomes. The study recommends that teachers integrate creativity into their professional development by utilizing technology to design diverse learning materials.

Keywords: Teachers' Professional Development (TPD), Creativity, Digital Platforms, Critical Animated Grammar Learning Media, Project-Based Learning.

INTRODUCTION

Project-Based Learning (PBL) provides teachers with a means to improve instructional methods by promoting creativity and innovation. Teachers should create engaging, real-world tasks and serve as facilitators, assisting students in reflecting on their learning and enhancing their projects. This prompts teachers to implement innovative strategies and engage in

reflective practices in their teaching methodologies (Zhenyu & Suttachitt, 2024). PBL fosters professional development among teachers by motivating them to investigate innovative methods and technologies for enhancing student engagement in learning (Fan et al., 2023). PBL significantly enhances student engagement. Collaboration on projects fosters student motivation for ownership of learning and encourages active communication among peers (Huang et al., 2024).

The efficacy of project-based learning (PBL) predominantly relies on the creativity cultivated in pupils. In the absence of creativity, the results of PBL activities would be devoid of uniqueness and pertinence to the real-world issues they seek to address. Creativity entails the generation of valuable, innovative, and suitable outputs that tackle particular problems (Zhou & Lee, 2024). Creativity cannot arise spontaneously; it necessitates particular conditions for its development. Álvarez-Huerta et al. (2025) delineates three fundamental components vital for fostering creativity: flexibility, originality, and curiosity. These characteristics enable students to tackle challenges from several perspectives, devise imaginative solutions, and maintain receptiveness to new concepts.

Flexibility is the primary attribute pupils must cultivate to enhance creativity. It grants individuals freedom to investigate other concepts and viewpoints, which is essential for the creative process (Lim et al., 2023). Flexibility mitigates cognitive constraints, allowing pupils to transcend traditional bounds and generate novel solutions (Kwon & Kim, 2025; Uras et al., 2025). By adopting flexible thinking, students can produce a wider variety of ideas and increase the probability of developing products that fulfil particular objectives and standards. Flexibility affords the cognitive freedom to explore many notions and methodologies, guaranteeing that creativity is not constrained by inflexible thought processes.

Originality is a crucial component of the creative process, frequently seen as a benchmark for creative achievement. An absence in originality may indicate an inability to generate truly unique work, as it implies the work is simply a reproduction or modification of pre-existing concepts (López Martínez et al., 2024). Originality guarantees that the work or product is unique and offers novel contributions to the discipline. It encourages students to go beyond traditional limits and to conceive innovative methods for problem-solving or concept expression. Originality involves not merely the creation of something distinct but the generation of something distinctive and significant, providing value in unusual situations.

Curiosity, the most important element, motivates the creative effort. Curiosity drives students to pursue new information, investigate unknown areas, and pose questions that generate innovative ideas (Xia et al., 2024). Curiosity initiates the creative process for students, prompting them to seek inspiration and knowledge essential for producing innovative creations. Curiosity is vital since it motivates students to perceive issues and challenges as opportunities for exploration, so enhancing their creativity and problem-solving skills. An essential component of creativity that teachers need to promote is the capacity to produce captivating and productive learning resources and media. Creating such materials is crucial for enhancing the accessibility and engagement of content for students (Hoaihongthong et al., 2024). Engaging learning materials or media can substantially enhance students' motivation and academic performance. Engaging materials also prevent students from experiencing boredom or disconnection, which could otherwise reduce their motivation and academic progress, as demonstrated by (Bankar et al., 2023).

The incorporation of technology into the creation of instructional materials and media has become essential in the current educational environment. Technology significantly enhances the learning environment for both teachers and students. As what Berkova et al. (2023) digital applications and platforms are among the most significant technology tools, enabling both synchronous and asynchronous learning activities. These platforms include an array of technologies that facilitate interactive, engaging, and accessible learning experiences,

aiding teachers in providing dynamic classes and enabling students to engage with content more successfully. Teachers are responsible for developing materials that are both engaging and effective, facilitating student engagement and comprehension of the material. Özdemir (2025) suggests that well-designed digital learning resources can support student motivation and academic achievement. When students find the information captivating, they are less likely to encounter boredom, which can negatively affect their motivation and learning outcomes as highlighted by Brandmiller et al. (2024). Consequently, teachers must continuously innovate in developing materials that engage students and facilitate significant learning experiences.

In the area of English language acquisition, the creation of effective materials and media is paramount. Teachers must create resources that facilitate the enhancement of students' language proficiency, especially in challenging domains such as grammar. Grammar is an essential component of language that encompasses the rules and structures governing sentence formation and effective communication. A comprehensive understanding of grammar is crucial for all language applications, since students need to comprehend and generate grammatically correct phrases to prevent miscommunication as pointed out by Jing et al. (2023). Due to its significance, teachers must discover new methods to instruct grammar proficiently. Enhancing grammar acquisition can be achieved through the utilization of dynamic and engaging media that captivates students' interest and promotes active learning. Moreover, the utilization of technology has become an essential instrument in the advancement of these materials. Technology facilitates the development of more dynamic and engaging educational settings, enabling teachers to produce multimedia materials that enhance conventional teaching approaches (Li, 2025; Trifunović et al., 2024). Digital platforms provide an abundance of resources that facilitate both synchronous and asynchronous learning, affording students greater flexibility in engaging with the information.

A variety of studies has been undertaken about teachers' creativity in the development of educational materials and media in Indonesia. Feriyansyah & Murtiningsih (2024) assert that instructor innovation is crucial, as it provides varied methods for students to attain information and abilities. While Setiawan & Luthfiyani (2023) declare that educational institutions necessitate inventive teachers capable of creating unique instructional materials and technologies to tackle diverse issues. Tetrasari et al. (2024) emphasize that teacher creativity has emerged as a prominent trend, especially with the incorporation of technology to promote innovation in education. These studies collectively indicate that promoting creativity in the creation of educational materials and media via project-based learning (PBL) is essential for students as well as teachers. Although previous studies have highlighted the importance of creativity in education, limited attention has been given to how prospective teachers perceive and apply creativity when developing technology-based grammar learning materials. Further investigation is also needed into their perceptions of how these creative activities contribute to professional development. As Project-Based Learning (PBL) increasingly establishes itself as a potent educational approach, it is essential to examine how teachers' creativity in developing materials and media can augment their instructional methods, facilitate student learning, and foster their professional development.

This absence in the literature indicates the necessity for more research that examines both the creativity in the creation of educational resources and its ramifications for teacher development and the wider influence on educational practices. This study investigates diverse manifestations of creativity that can be fostered through the creation of grammar learning resources or media. The emphasis is on the essential application of animated media and technology to improve grammar training. The research seeks to comprehend how educators incorporate creative elements into the creation of these products to enhance engaging and effective learning experiences. This study examines prospective teachers' perceptions of flexibility, originality, and curiosity when developing technology-based animated grammar

learning materials through project-based learning. It also explores their perceived contributions to professional development. This research seeks to elucidate how innovative tactics in material production can improve teaching methodologies and student involvement, especially in grammar instruction.

METHOD

This study utilized a quantitative methodology with a survey design, frequently employed to collect data on individuals' impressions of a particular occurrence. The study was carried out at a University in Banten, concentrating on first-semester students in the English Education Postgraduate Program. The participants comprise 50 students enrolled in the 'Curriculum and Materials Development' course, which includes project-based learning activities. As part of the project-based learning activities, participants were assigned to develop animated grammar teaching materials using digital platforms. The project was designed to encourage flexibility, originality, and curiosity throughout the material development process. The creative process is directed by three fundamental elements identified; adaptability, uniqueness, and curiosity. By fostering these elements, the project seeks to equip students with essential insights and competencies that will enhance their professional and career advancement as prospective teachers. A 20-item questionnaire was administered to assess participants' perceptions of creativity and professional development following the completion of their projects. The questionnaire covered four dimensions: flexibility, originality, curiosity, and perceived professional development. The questionnaire comprises four sections: the initial five statements pertain to flexibility in promoting creativity, the subsequent five statements examine originality, the next five statements assess curiosity, and the concluding five statements investigate the influence of these creative dimensions on the enhancement of participants' professional teaching competencies.

RESULTS AND DISCUSSION

This section contains data (in brief form), data analysis, and interpretation of the results. Results can be presented in tables or graphs to clarify the results verbally because sometimes the display of an illustration is more complete and informative than the display in narrative form.

This section must answer the problems or research hypotheses that have been formulated previously.

Flexibility in Developing Critical Animated Grammar Teaching Media with Technology

Flexibility is the primary characteristic of creativity encountered by educators when creating dynamic and analytical grammar instructional materials or media. It acts as a potent catalyst, facilitating the liberty to investigate concepts and creativity essential for generating superior products. The study's findings indicate that flexibility is essential for enabling participants to use their creative potential in both thought and creation. This is evident in the statistics displayed in Table 1 below

Table 1. Flexibility in Developing Critical Animated Grammar Learning Media Using Technology							
Statements		f (Valid Percentage%)					Flexibility Value %
		SA	A	N	D	SD	
1	I can find various ideas to make 'animated video' of grammar materials for building students' critical thinking.	5 (10%)	18 (36%)	14 (28%)	10 (20%)	2 (4%)	74%

2	I feel free to imagine 'animated video' of grammar materials for building students' critical thinking.	4 (8%)	23 (44%)	12 (24%)	12 (24%)	2 (4%)	76%
3	I feel flexible to select any tools for creating 'animated video' of grammar materials for building students' critical thinking.	8 (16%)	20 (40%)	16 (32%)	6 (12%)	0	88%
4	It is not easy for me to develop my creativity through making 'animated video' of grammar materials for building students' critical thinking.	2 (4%)	8 (16%)	15 (30%)	20 (40%)	5 (10%)	80%
5	I have various ideas for designing the contents of 'animated video' of grammar materials for building students' critical thinking	4 (8%)	15 (30%)	18 (36%)	11 (22%)	2 (4%)	74%

*SA = strongly agree, **A = agree, ***N = neutral, ****D = disagree, *****SD = strongly disagree

Table 1 presents participants' responses concerning flexibility in developing animated grammar learning materials. The findings should be interpreted based on the distribution of responses for each questionnaire item, following verification of the reported frequencies and percentages. Specifically, 74% of teachers reported benefiting from flexibility in producing a variety of ideas necessary to generate high-quality grammar learning materials or media. Moreover, 76% of teachers believed that flexibility afforded them the liberty to think about and see the intended outcome. A greater proportion, 88%, recognized that flexibility allowed them to select the suitable apps and technology tools necessary for the effective creation of animated and critical grammar learning resources

Originality in Developing Critical Animated Grammar Learning Media with Technology

Originality provides the second essential element in fostering creativity. It is frequently seen as the principal indicator of success in the creative process. Originality compels individuals to assume accountability for the genuineness of their work, differentiating it from others. In the absence of uniqueness, creativity diminishes, prompting individuals to replicate or closely imitate earlier works. In educational settings, plagiarism or unoriginal work decreases the significance of originality, as it indicates an inability to produce fresh ideas. Table 2 illustrates that the elevated uniqueness in the participants' projects signifies a favourable trend in promoting creativity, resulting in the development of high-quality, authentic learning materials.

Table 2. Originality in Developing Critical Animated Grammar Learning Media Using Technology

Statements	f (Valid Percentage%)					Originality Value %
	SA	A	N	D	SD	
6 The ideas of making 'animated video' of grammar materials for building students' critical thinking are taken from my own ideas.	3 (6%)	22 (44%)	12 (24%)	10 (20%)	3 (6%)	72%
7 I like making similar 'animated video' of grammar materials for building students' critical thinking owned by other people.	2 (4%)	5 (10%)	15 (30%)	25 (50%)	3 (6%)	86%
8 I myself find the ideas of 'animated video' of grammar materials for building students' critical thinking.	5 (10%)	20 (40%)	10 (20%)	10 (20%)	5 (10%)	70%

9	The acts of creating 'animated video' of grammar materials for building students' critical thinking are from my original ideas.	2 (8%)	22 (44%)	15 (30%)	10 (20%)	1 (2%)	82%
10	All of the ideas of creating 'animated video' of grammar materials for building students' critical thinking are based on the knowledge I have understood.	3 (6%)	16 (32%)	18 (36%)	12 (24%)	1 (2%)	74%

*SA = strongly agree, **A = agree, ***N = neutral, ****D = disagree, *****SD = strongly disagree

Table 2 above indicates that over 70% of the questioned teachers underscore the significance of originality in the products or works they produce. These teachers exhibit a profound sense of accountability for the creativity they cultivate, guaranteeing that the outputs they generate are genuine and innovative. 72% percent of teachers believe that the critically animated grammar learning materials or video they provide originate from their own concepts, demonstrating their unique creative input. Responses to the originality items provide information about participants' reported preferences for developing their own ideas rather than reproducing existing materials. However, these self-reported responses do not establish whether plagiarism occurred or was avoided during the project. This dedication to originality is essential, as it guarantees the production of distinctive and superior educational content. Moreover, 74% of teachers indicated that the products they develop, including animated grammar learning resources, stem from their own comprehension and expertise, hence enhancing their involvement in the creative process.

Curiosity in the Development of Critical Animated Grammar Learning Media with Technology

Curiosity is a fundamental element in cultivating creativity, acting as an inspiration for the creative process. Curiosity drives individuals to pursue solutions to issues and inspires them to develop goods or creations that tackle these challenges.

Table 3. Curiosity in Developing Critical Animated Grammar Learning Media Using Technology

Statements	F(Valid Percentage%)					Curiosity Value %
	SA	A	N	D	SD	
11 I am motivated to find various ways of designing 'animated video' of grammar materials for building students' critical thinking.	3 (6%)	22 (44%)	10 (20%)	13 (26%)	2 (4%)	70%
12 I have got the spirit to create 'animated video' of grammar materials for building students' critical thinking.	5 (10%)	20 (40%)	10 (20%)	10 (20%)	5 (10%)	70%
13 I am delighted to find the theories needed in making 'animated video' of grammar materials for building students' critical thinking.	4 (8%)	16 (32%)	15 (30%)	10 (20%)	5 (10%)	70%
14 I cannot make 'animated video' of grammar materials for building students' critical thinking with no understandings about the concepts.	2 (4%)	8 (16%)	20 (40%)	15 (30%)	5 (10%)	80%
15 I need to learn how to make 'animated video' of grammar materials for building students' critical thinking correctly.	6 (12%)	20 (40%)	12 (24%)	10 (20%)	2 (4%)	76%

*SA = strongly agree, **A = agree, ***N = neutral, ****D = disagree, *****SD = strongly disagree

According to Table 8, over 70% of teachers believe that curiosity is essential for cultivating creativity in themselves. Their curiosity motivates a vigorous endeavour to tackle issues concerning students' comprehension of grammar, inspiring them to create engaging grammar educational resources and media. 70% of teachers indicated they felt both enthusiastic and driven to develop new resources such as animated grammar instructional materials that seek to improve students' grammar understanding and foster critical thinking. The responses to Item 14 concern participants' perceived need to understand relevant concepts before developing animated grammar learning materials. This item does not directly measure their interest or motivation to undertake the project. Additionally, 76% of teachers underscored the necessity of perpetually fostering their curiosity, as it facilitates the creation of excellent instructional resources that can substantially enhance students' grammatical proficiency.

The Impact of Developing Critical Animated Grammar Learning Media Using Technology on Student Learning

Creativity frequently poses a considerable barrier for teachers in enhancing their profession and progressing in their jobs. Creativity provides numerous advantages, especially in improving the creation of educational resources and media that can elevate student enthusiasm and learning outcomes. The study's findings indicate that once participants acquired expertise in developing critically animated grammar learning materials, they perceived a substantial enhancement in their creativity. This surge in creativity not only improved their capacity to create compelling teaching materials but also offered significant assistance for their professional and career advancement.

Table 4. Impacts of Creativity through Developing Critical Animated Grammar Learning Media Using Technology

Yes	Statements	f (Valid Percentage%)					Impacts Value %
		SA	A	N	D	SD	
16	Creativity after having experiences in making a critical animated grammar learning media develops.	4 (8%)	16 (32%)	15 (30%)	10 (20%)	5 (10%)	70%
17	Creativity after having capability for making a critical animated grammar learning media gives me power to be a professional teacher.	3 (6%)	22 (44%)	12 (24%)	10 (20%)	3 (6%)	72%
18	Creativity after designing a critical animated grammar learning media makes me an original creator.	3 (6%)	22 (44%)	10 (20%)	13 (26%)	2 (4%)	70%
19	Creativity after experiencing in developing a critical animated grammar learning media makes me be a person with a long lasting learning teacher.	5 (10%)	18 (36%)	14 (28%)	10 (20%)	2 (4%)	74%
20	Creativity after creating a critical animated grammar learning media supports me to be a productive teacher.	2 (8%)	22 (44%)	15 (30%)	10 (20%)	1 (2%)	82%

*SA = strongly agree, **A = agree, ***N = neutral, ****D = disagree, *****SD = strongly disagree

Table 4 presents participants' perceptions of the professional benefits associated with developing animated grammar learning materials. Over 70% of the surveyed teachers indicated that they experienced favourable transformations in themselves after participating in the creation of creatively animated grammar instructional tools or media. 70% of teachers reported an increased sense of professionalism in their teaching jobs following the enhancement of their creativity. This discovery corresponds with the prevailing problem of teacher professionalism, which increasingly necessitates proficiency in utilizing technology and operating digital instruments, with the cultivation of creativity in pedagogical methods. Moreover, 74% of teachers indicated that their creativity invigorated their enthusiasm for lifetime learning, underscoring the significance of ongoing professional development. Furthermore, 82% of the teachers indicated an increase in productivity, as they successfully developed concrete products and works, including animated grammar learning aids, which facilitated their professional development.

DISCUSSION

Flexibility is a crucial component in fostering creativity, enabling teachers to go beyond traditional limitations and address difficulties from various viewpoints. In the absence of flexibility, teachers may see limitations in their capacity to conceive ideas or develop unique goods. This study's findings affirm that flexibility enhances imaginative development, allowing teachers to investigate many options in the creation of instructional resources (Gowda & Ruchi Gautam, 2024; Yu et al., 2023). This corresponds with the research of Niland (2023) and Saddington & McConnell (2025), who assert that creativity flourishes when individuals liberate themselves from inflexible cognitive frameworks and investigate innovative concepts. Flexibility also allows teachers to modify their approaches and materials to meet student requirements, resulting in more successful and dynamic learning experiences (Guo et al., 2024; Irsyad et al., 2024). Furthermore, the study underscores the crucial function of flexibility in the creative process, indicating that it acts as a catalyst that increases the teacher's capacity for innovation. The notion of freedom, intrinsically linked to flexibility, is especially significant in promoting creativity. Creely & Blannin (2023) contend that freedom is essential for fostering creativity, as it grants individuals the autonomy to experiment, accept risks, and cultivate novel ideas. The capacity to select the most appropriate tools and methodologies for their creative requirements is a significant benefit for teachers, particularly when incorporating technology into their instructional practices (Han & Gao, 2023). This autonomy enables teachers to create more captivating and efficacious learning resources that connect with students and promote critical thinking (Brandisauskiene et al., 2023; Farida et al., 2023). This study's findings indicate that flexibility enables teachers to continuously re-invent and enhance their pedagogical methods, cultivating an atmosphere of progress and advancement (Alshammari et al., 2023; Antonova et al., 2024). Thus, flexibility is both a fundamental component of creativity and an essential element in augmenting teachers' professional competencies.

Originality frequently presents the most significant obstacle in the creative process, since numerous persons find it difficult to achieve mastery in creation owing to plagiarism, whether deliberate or accidental. This study revealed that teachers diligently endeavour to offer innovative and original contributions, showcasing their dedication to the authenticity of their work. This corresponds with the perspectives of Putri et al. (2023) and Shabeeb Ali et al. (2023), who contend that creativity primarily involves the formulation of novel, innovative solutions to challenges. A significant degree of uniqueness is crucial for mitigating plagiarism and improving individuals' creative production (Elali & Rachid, 2023; Miranda-Rodríguez et al., 2024). The study's findings underscore the significant presence of uniqueness in the participants' efforts to cultivate creativity. Participants shown a strong dedication to generating

original content, enhancing their capacity to develop innovative grammar learning resources and media. This focus on originality corresponds with prior studies indicating that originality is a catalyst for creativity and professional development (Chaudhuri et al., 2025; Tao et al., 2025).

Curiosity is essential for fostering creativity in humans, as it stimulates the desire and motivation to investigate new ideas and concepts. This study's findings indicate that teachers' curiosity cultivates a robust comprehension, vital for their creative process. Individuals possessing powerful curiosity are more inclined to engage in critical thinking and explore various methodologies for problem-solving, including the creation of creative goods that can serve societal interests (Suradika et al., 2023). In the realm of education, curiosity motivates teachers to investigate innovative methodologies and resources that improve the learning experience. This study's findings underscore the pivotal role of curiosity among participants, illustrating how their intrinsic motivation led them to create critically engaging grammar learning resources through technology. By utilizing their curiosity, teachers effectively tackled diverse obstacles, resulting in the successful development of creative goods or instructional materials. This supports the assertion of Badaruddin et al. (2023), who highlighted that creativity flourishes when underpinned by curiosity, which furnishes the essential comprehension required for the generation of novel ideas or solutions. Maor et al. (2023) and Swanzy-Impraim et al. (2023) also emphasize the significance of curiosity in augmenting creative abilities, as it drives individuals to pursue unique methodologies and produce innovative solutions in education. The results align with the research of Morgado et al. (2024), who contend that curiosity is a fundamental catalyst for creativity in educational contexts. Also, as (Chaudhuri et al., 2024) and (Zampetakis, 2024) indicate, curiosity promotes innovation by motivating educators to explore unconventional methods in teaching and problem-solving.

By fostering curiosity, teachers are more adept at designing engaging and effective learning experiences that address students' needs. The influence of creativity on teachers extends beyond enhancing technical abilities; it also broadens their professional capacity to adjust to the changing educational environment. As education increasingly integrates new technology and pedagogies, creativity is an essential instrument for teachers to maintain adaptability and innovation in their methodologies. Teachers who foster creativity are more adept at discovering inventive solutions to challenges and incorporating new technology into their instruction (Anderson, 2025; Zeng et al., 2023). Creativity offers both the impetus and resources for continual learning and adaptation to evolving educational trends (Rehman et al., 2023; Tacuri et al., 2025). This adaptability is essential in an increasingly digitized and fast-evolving environment (Rehman et al., 2023). Furthermore, creativity enables teachers to cultivate a creative attitude, facilitating problem-solving and the creation of significant, real-world learning experiences for their students (Iftitah et al., 2023).

This study's findings indicate that creativity equips teachers with essential capabilities for professional advancement and for addressing the problems of contemporary education. By incorporating flexibility, inventiveness, and curiosity, three fundamental components of creativity, teachers can enhance their creative potential more effectively. This allows them to adjust to novel pedagogical approaches, create inventive resources, and perpetually advance in their careers (Bugaj et al., 2024). Ultimately, creativity enables teachers to enhance their professionalism and effectively tackle societal difficulties, particularly those pertaining to education, learning, and the advancement of science and technology.

CONCLUSION

The innovative creation of critically animated grammar learning resources and media provides substantial advantages for English teachers. It not only allows teachers to develop

diverse resources that facilitate students' comprehension of language, but it also boosts student enthusiasm and engagement. Moreover, fostering creativity in teachers enhances their evolution as professional, innovative, and productive individuals, equipping them to confront future difficulties. The nurturing of creativity is a challenging endeavor, necessitating the enhancement of essential attributes such as adaptability, originality, and curiosity. These components are crucial for cultivating the creative attitude required to generate significant and influential educational materials.

The influence of creativity beyond the classroom, significantly contributing to teachers' professional development and their capacity to adjust to changing educational requirements. The creativity fostered through this approach enhances instructors' competencies, equipping them to address obstacles and refine their teaching practices. This study highlights the significance of creativity in enhancing instructors' capacity to cultivate a creative, critical, and effective teaching methodology, hence improving student learning results.

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