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The Effect of English Teacher Creativity on Student Participation in Differentiated Learning

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Abstract

This research investigates the impact of teacher creativity on student participation in differentiated learning at SMPN 39 Samarinda, involving 43 students. Using a quantitative approach, the research employed regression analysis to examine the relationship between teacher creativity and student participation. The findings revealed a significant positive correlation, with teacher creativity explaining 31.9% of the variation in student participation. The ANOVA test confirmed the statistical validity of the regression model, with a significance value of 0.000, indicating that teacher creativity plays a crucial role in enhancing student engagement. These results suggest that when teachers apply creative teaching methods and adapt their instruction to the diverse needs of students, it leads to greater student involvement. This research highlights the importance of fostering creativity in teaching practices to improve student participation, and emphasizes the need for educational institutions to support teachers in developing their creative skills.

Keywords: English Teacher; Creativity; Student Participation; Differentiated Learning

INTRODUCTION

Differentiated learning emphasizes the need to adapt teaching content, processes, learning products, and classroom environments based on the individual characteristics of learners (Wahyuningsari et al., 2022; Barlian et al., 2023). This student-centered model acknowledges that learners bring different experiences, readiness levels, and interests to the classroom, and therefore require varied paths to learning. Differentiated learning strategies enable teachers to identify and address the unique needs of each student, fostering a more inclusive and fair learning environment. This approach is especially important in diverse and ever-changing classrooms, where uniform teaching methods fall short. By employing careful planning and innovative techniques, differentiated learning boosts student involvement and optimizes educational achievements.

However, the effectiveness of differentiated learning does not rely solely on the strategy itself, but significantly on the creativity of the teacher. A creative teacher possesses the ability to transform standard lesson plans into engaging, meaningful, and flexible learning experiences. In English language teaching, teacher creativity often manifests through interactive activities such as storytelling, role-plays, multimedia integration, and real-life communication tasks, each of which can be modified to suit different learners in the classroom. These creative approaches help reduce anxiety, boost motivation, and increase participation, especially among students who may otherwise feel left behind in a conventional instructional model.

Student participation is a crucial element in the language learning process. Engaging actively in the learning process boosts not only language development but also fosters students' confidence, teamwork, and classroom inclusion. By crafting innovative and varied learning activities, English teachers can help students feel acknowledged and respected, which in turn encourages higher participation and motivation to take part in class discussions.

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Student-centered learning facilitation can be effectively implemented through differentiated learning (Gilson, 2021; Yang, 2022). Differentiated learning is defined as a pedagogical process that involves identifying students' learning characteristics and responding accordingly through instructional variations based on those differences. The core principle of this approach lies in acknowledging and addressing the diverse learning needs, interests, and readiness levels within a classroom.

Differentiated learning is characterized by grouping and adapting learning activities based on individual student needs (Thapliyal, 2022; Wahyuningsari et al., 2022; Barlian et al., 2023). Instead of using a uniform teaching method, this instructional model prioritizes adapting to the varying levels of readiness, individual interests, and unique learning styles found among students in each classroom. Therefore, a teacher must possess not only content mastery but also the pedagogical capacity to analyze both individual and group student needs as a foundation for designing and modifying instructional strategies.

By embracing the principles of differentiated learning, educators can foster more inclusive, equitable, and student-centered learning environments. When teaching is carefully adapted to meet students' needs, they are more likely to feel recognized, valued, and guided throughout their learning experience. Such personalization not only boosts academic success but also fosters increased motivation, active involvement, and enthusiasm in the classroom (Upa et al., 2024). Thus, differentiated learning becomes an effective teaching strategy for embracing student diversity and providing every learner with valuable chances to achieve success.

Teachers are expected to innovate in their instructional strategies, especially when implementing differentiated approaches. This expectation aligns with the new educational paradigm being introduced by the Indonesian government through the Merdeka Curriculum (Freedom to Learn Curriculum), which emphasizes flexibility and responsiveness in teaching and assessment design (Sun, 2023). The implementation of the Merdeka Curriculum involves mapping learning competencies, promoting autonomous learning, and designing assessments based on student profiles. It empowers educators to use their professional judgment in creating lessons and assessments that align with their students' unique needs and traits—one effective way to do this is through differentiated learning (Griful-Freixenet, 2020; Sharp, 2020; Naibaho, 2023). However, implementing the Merdeka Curriculum is difficult, especially in public institutions like SMPN 39 Samarinda. Many teachers are still adjusting to the change from a standard, exam-focused system to one that requires personalized instruction and creativity. Differentiated learning is complicated by limited resources, high class sizes, and student preparation. Thus, teacher creativity is essential to achieving the curriculum's goals of student autonomy, engagement, and holistic development in the classroom.

According to Dewi et al., (2024) the right instructional approach is crucial to meeting educational goals. The instructional model also shapes the classroom environment to promote a complete and ideal teaching and learning process. Within the framework of differentiated learning, a teacher's creativity is essential for developing activities that match students' skill levels, preferred learning styles, and various intelligences. It enables educators to transform conventional lessons into more inclusive and individualized learning experiences, ensuring that every student, regardless of their abilities or background, has the chance to participate meaningfully and achieve success. Meanwhile, Ningsi & Armansyah (2018) also stated that A teacher must be innovative in selecting the appropriate teaching style. Therefore, examining the effect of teacher creativity on student participation is crucial to understanding how differentiated learning environments can be optimized.

Therefore, this research focuses on the critical role of English teachers in implementing differentiated learning by closely examining their creative approaches in designing and delivering instruction. In language classrooms, where students often exhibit varying levels of proficiency, learning styles, and motivational factors, the creativity of the teacher becomes a key element in successfully differentiating instruction. Teacher creativity is reflected not only in the selection of diverse teaching materials and the use of innovative methodologies but also in their ability to adapt content, process, and learning products in a way that resonates with individual student needs.

The main objective of this research is to examine the ways in which the creativity of English teachers influences and supports increased student participation within classrooms that implement differentiated learning approaches. By focusing on how innovative teaching strategies cater to diverse learner needs, this research seeks to highlight the importance of teacher creativity in fostering an engaging and inclusive

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educational environment. Active student participation is essential for meaningful language acquisition, and it is often driven by how engaged and personally connected students feel to the learning activities. This research aims to uncover the extent to which teacher-driven creative strategies, such as gamification, storytelling, project-based learning, or multimedia integration, can foster higher levels of student involvement, collaboration, and enthusiasm for learning.

METHOD

This research utilized a quantitative approach to investigate how the creativity of English teachers impacts student participation within differentiated learning settings. By collecting and analyzing numerical data, the study aims to provide measurable evidence of the relationship between teacher creativity and student engagement in diverse classroom environments. Quantitative research is a method that focuses on testing hypotheses through deductive reasoning. It starts by developing a hypothesis based on theory, then collects and analyzes data from real-world observations to confirm or refute the initial assumptions and draw conclusions (Tanzeh., 2011). A correlational method was employed to assess the strength and nature of the connection between the independent variable, which is teacher creativity, and the dependent variable, student participation. The rationale for using a quantitative method lies in its ability to generate objective data that can be statistically analyzed, allowing for generalizable conclusions based on empirical evidence.

The research was conducted at SMPN 39 Samarinda during the 2024/2025 academic year. The research focused on students who received English instruction using differentiated learning methods. Since the population was relatively small and manageable, the researcher employed a total sampling technique, involving all 43 students in the class as research participants. This method provided an in-depth insight into the interactions within the classroom and ensured that the viewpoints of all students were taken into account. The setting provided an ideal context to observe the practical implementation of differentiated learning in a school environment.

The data in this research were collected through three primary techniques, namely observation, questionnaires, and documentation (Moleong, 2013). Observation was conducted to gain in-depth insights into how English teachers implemented creative strategies within differentiated learning settings in real classroom environments. Through this method, the researcher was able to directly witness teaching behaviors, instructional techniques, and student engagement during the learning process. In addition, questionnaires were distributed to students to capture their perceptions regarding the teacher's creativity and their level of participation throughout the lessons. These questionnaires were adapted from validated instruments used in previous research and were carefully modified to align with the characteristics of junior high school English classes, ensuring both relevance and clarity for the participants. Meanwhile, documentation techniques were employed to collect and analyze teaching materials, lesson plans, and learning media, which served as supporting evidence of the creative instructional practices applied. This triangulation of methods allowed the researcher to obtain comprehensive data and ensure the credibility of the findings.

The study collects and analyzes numerical data to demonstrate the relationship between teacher innovation and student involvement in various classrooms. This study measures teacher creativity by the ability to design various learning activities, use new teaching approaches, be flexible in instructional delivery, and incorporate student-centered learning strategies. Participation is measured by attentiveness during lessons, active participation in classroom discussions, consistent assignment completion, and desire to work with peers. These metrics were adapted from appropriate theoretical frameworks to SMPN 39 Samarinda to ensure validity and relevance.

The data collected through questionnaires were examined using inferential statistics. The analysis started with testing the instrument's quality, including a validity test to confirm that each question accurately measured the intended construct, and a reliability test using Cronbach's Alpha to evaluate internal consistency. Once the instrument was validated, the research continued with classical assumption tests, such as the normality test (Kolmogorov-Smirnov) to check the data distribution, the linearity test (ANOVA for Linearity) to ensure a linear relationship between variables, and the heteroscedasticity test to assess the uniformity of variance. To evaluate the connection between teacher creativity and student participation, a simple linear regression analysis was carried out. This statistical method was used because the study examined the direct

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effect of instructor innovation on student involvement. Simple linear regression is suitable for determining the degree and nature of the relationship between two continuous variables without predictors. This method clearly shows how instructor innovation affects student participation in the observed classroom. Furthermore, a correlation coefficient test was applied to determine the strength of the association between the variables. Descriptive statistics were also utilized to summarize students' responses, using measures such as central tendency and frequency distributions.

RESULT AND DISCUSSION

Validity and Reliability Test

The data quality from the research instruments was guaranteed by conducting thorough validity and reliability tests using SPSS version 26. An instrument is considered valid when it accurately measures the concept it is intended to assess (Abdurahman, 2017). In this research, validity testing was carried out to assess the accuracy of the questionnaire items developed to measure the variables of teacher creativity and student participation in differentiated learning. Prior to the distribution of the questionnaire, the instrument was tested to confirm that each item accurately measured the intended variables, teacher creativity (independent variable, X) and student participation (dependent variable, Y) within the context of differentiated learning.

Table 1. Data on Teacher Creativity Validation Test and Student Participation

Variable	Indicator	R Count	R Table	Information
Teacher Creativity (X)	X1	0,576	0,301	Valid
	X2	0,495	0,301	Valid
	X3	0,737	0,301	Valid
	X4	0,410	0,301	Valid
	X5	0,695	0,301	Valid
	X6	0,486	0,301	Valid
	X7	0,576	0,301	Valid
	X8	0,345	0,301	Valid
	X9	0,495	0,301	Valid
	X10	0,737	0,301	Valid
Student Participation (Y)	X1	0,585	0,301	Valid
	X2	0,465	0,301	Valid
	X3	0,590	0,301	Valid
	X4	0,465	0,301	Valid
	X5	0,727	0,301	Valid
	X6	0,748	0,301	Valid
	X7	0,491	0,301	Valid
	X8	0,748	0,301	Valid
	X9	0,491	0,301	Valid
	X10	0,544	0,301	Valid

As presented in Table 1, this research focuses on two main variables: the independent variable, teacher creativity, and the dependent variable, student participation. Both variables were assessed using 10 carefully constructed statement items designed to effectively capture key elements of each concept. Following the validity test conducted with the Pearson Product-Moment Correlation method using SPSS version 26, it was revealed that the r-count values for all items in both variables were higher than the r-table value of 0.301. This threshold was established based on a 5% significance level and a sample size of 43 respondents, confirming that the items are statistically valid measures of their respective variables.

After completing the validity test, a reliability analysis was performed using Cronbach's Alpha to assess the internal consistency of the questionnaire. A variable is considered reliable if its Cronbach's Alpha score is greater than 0.60, meaning the items consistently reflect the same underlying concept. The reliability results showed that both teacher creativity (X) and student participation (Y) had Cronbach's Alpha values exceeding 0.60, confirming that the instrument was dependable and appropriate for continued data collection in this research.

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Table 2. Reliability Test Results

Variable	*Cronbach's Alpl*	*Role of Thumb*	Information
Teacher Creativity (X)	0,754	0,6	Reliable
Student Participation (Y)	0,795	0,6	Reliable

The test results show that the Cronbach's Alpha values for both teacher creativity and student participation surpassed the widely accepted benchmark of 0.60, thereby verifying the reliability of the instruments employed in this research. A Cronbach's Alpha value exceeding 0.60 reflects strong internal consistency, indicating that the items within each variable are highly correlated and effectively measure the same underlying concept. This level of reliability ensures that the questionnaire items function cohesively as a set, reducing measurement error and increasing the precision of the data collected. In the context of this research, these high reliability scores suggest that the responses gathered from participants are stable, dependable, and provide an accurate representation of the constructs being studied, which in turn supports the validity of the subsequent analyses and conclusions drawn.

Classic Assumption Test

Classical assumption testing was conducted to ensure that the dataset used in this quantitative research fulfilled the fundamental statistical conditions necessary for performing parametric analyses, particularly simple linear regression. This study employed two main assumption tests: the normality test and the linearity test, both executed using SPSS version 26. To assess normality, the One-Sample Kolmogorov-Smirnov test was applied to both the independent variable, teacher creativity, and the dependent variable, student participation. The criterion for normality was based on the significance level (Asymp. Sig. 2-tailed), where values greater than 0.05 indicate a normal distribution of data. The outcomes of the Kolmogorov-Smirnov test confirmed that both variables adhered to the normality assumption, as their significance values were above the 0.05 threshold, thereby validating the appropriateness of using parametric statistical methods in subsequent analyses.

Table 3. Normality Test Results: One-Sample Kolmogorov-Smirnov Test

		Unstandardized Residual
N		43
Normal Parameters[a,b]	Mean	.0000000
	Std. Deviation	174.931.095
Most Extreme Differences	Absolute	.116
	Positive	.067
	Negative	-.116
Test Statistic		.116
Asymp. Sig. (2-tailed)		.172c

Based on the results of the normality test using the One-Sample Kolmogorov-Smirnov test, the Asymp. Sig. (2-tailed) value was 0.172, which exceeds the significance threshold of 0.05. This finding indicates that the residual data in this research are normally distributed. The assumption of normally distributed residuals is essential in regression analysis because it underpins the accuracy and validity of statistical inferences, including hypothesis testing and the calculation of confidence intervals. Simply put, since the significance value is greater than 0.05, there is insufficient evidence to reject the null hypothesis, which posits that the data follow a normal distribution. Therefore, this assumption is satisfactorily met, supporting the robustness of the subsequent regression analysis.

The subsequent stage in the classical assumption testing process is the linearity test, designed to evaluate whether a significant linear relationship exists between the independent variable, teacher creativity, and the dependent variable, student participation. Conducting this test, along with others, ensures that the dataset meets the necessary assumptions for accurate and valid regression analysis. This step is crucial for preserving the validity and reliability of the overall research results, allowing for meaningful interpretation of the relationship between the variables.

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Table 4. Linearity Test Results: ANOVA Table

			Sum of Squares	Df	Mean Square	F	Sig.
Student Participation * Teacher Creativity	Between Groups	(Combined)	76.155	6	12.692	4.063	.003
		Linearity	60.081	1	60.081	19.234	.000
		Deviation from Linearity	16.074	5	3.215	1.029	.415
	Within Groups		112.450	36	3.124		
	Total		188.605	42			

The results of the linearity test shown in Table 4 reveal that the significance value for linearity is 0.000, which falls below the 0.05 cutoff, demonstrating a meaningful linear connection between teacher creativity and student participation. Meanwhile, the significance value for the deviation from linearity stands at 0.415, exceeding the 0.05 level, indicating that the relationship between the variables does not significantly stray from linearity. These findings verify that the linearity assumption holds true, permitting the application of simple linear regression to explore how teacher creativity influences student participation in differentiated learning settings.

Inferential Statistical Analysis

This research employed fundamental statistical methods combined with simple linear regression analysis to investigate the effect of one variable on another. Specifically, it examined how Teacher Creativity, as the independent variable, influences Student Participation, the dependent variable. The data processing and analysis were carried out using the Statistical Package for the Social Sciences (SPSS) version 26, ensuring accuracy and reliability. The following ANOVA table summarizes the results of the regression model, highlighting its overall significance and the strength of the relationship between the variables under study:

Table 5. ANOVA[a]

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	60.081	1	60.081	19.166	.000[b]
	Residual	128.524	41	3.135		
	Total	188.605	42			
a Dependent Variable: Student Participation						
b Predictors: (Constant), Teacher Creativity						

The table above shows an F-value of 19.166, accompanied by a significance level (p-value) of 0.000, which is significantly less than the 0.05 cutoff. This confirms that the regression model is statistically valid, demonstrating that teacher creativity significantly impacts student participation. The very low p-value indicates that the connection between teacher creativity and student participation is unlikely to be due to chance. Essentially, fluctuations in teacher creativity are a key predictor of how engaged students are during the learning process. This finding underscores the vital role of encouraging teacher creativity in educational settings, as it directly affects students' active involvement, fostering a more dynamic and participative classroom environment.

The notably high F-value signifies that the regression model successfully explains a considerable portion of the variance observed in the dependent variable, which is student participation in this case. This elevated F-value reflects the model's strong ability to describe the relationship between teacher creativity (the independent variable) and student participation (the dependent variable). Consequently, this result provides robust evidence supporting the idea that teacher creativity is a significant and influential factor in determining the extent to which students engage actively in the learning process. It highlights the importance of fostering creative

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teaching methods to enhance student involvement and improve overall educational outcomes. Therefore, the regression model is considered to have strong explanatory power, offering statistical evidence that supports the hypothesis that teacher creativity positively impacts student participation.

Following the ANOVA analysis, the Model Summary offers additional insight into the strength and predictive capability of the regression model. It allows for a deeper understanding of the proportion of variation in student participation that can be attributed to the creative strategies employed by teachers. By evaluating the Model Summary, it becomes clear that teacher creativity plays a significant and quantifiable role in shaping how students engage in the learning process. Following the ANOVA analysis, the table below presents the Model Summary, which further elaborates on the strength and predictive ability of the regression model.

Table 6. Model Summary[b]

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.564a	.319	.302	1.771
a Predictors: (Constant), Teacher Creativity				
b Dependent Variable: Student Participation				

The correlation coefficient (R) of 0.564 suggests a moderate positive association between teacher creativity and student participation. Meanwhile, the R Square value of 0.319 indicates that approximately 31.9% of the changes in student participation are accounted for by variations in teacher creativity. This implies that teacher creativity significantly impacts the level of student engagement in class activities, although the majority of the variation, 68.1%, is likely influenced by other factors outside the scope of this model.

The Adjusted R Square value, which modifies the R Square by considering the number of predictors in the model, stands at 0.302. This adjusted figure provides a more accurate reflection of the model's explanatory power, especially when generalizing findings to a larger population beyond the initial sample. Additionally, the Standard Error of the Estimate is 1.771, representing the average deviation of the actual data points from the values predicted by the regression line. A smaller standard error indicates greater precision in the model's predictions. In this case, the value is well within an acceptable range typically seen in educational research, suggesting that the model reliably estimates the relationship between teacher creativity and student participation.

The findings of this research reveal that teacher creativity has a significant impact on student participation within differentiated learning settings at SMPN 39 Samarinda. The ANOVA results demonstrate a significance level of 0.000, which is well below the conventional cutoff of 0.05, confirming the statistical validity of the regression model. This outcome highlights that creative approaches employed by teachers play a vital role in enhancing student engagement throughout the learning process. By incorporating innovative teaching strategies and tailoring instruction to meet diverse student needs, educators foster an environment where learners are more motivated, attentive, and actively involved. Such an approach is essential for cultivating an interactive and stimulating classroom atmosphere, encouraging students to fully participate and connect with the subject matter.

The Model Summary supports this finding, with a correlation coefficient (R) of 0.564 and an R Square of 0.319. This indicates that 31.9% of the variation in student participation is explained by teacher creativity. This result is in line with the findings of Ningrum & Stunoto (2023), who concluded that 28.8% of student participation was influenced by the creativity of teachers. Both research results confirm that creativity is a crucial factor in enhancing student involvement in learning. Teachers' capacity to develop innovative ideas, deliver captivating content, and customize their teaching methods to accommodate various learning preferences significantly contributes to boosting student motivation. These findings underline the importance of fostering an environment in which teachers can continuously refine their creative approaches to ensure students remain engaged and actively participate in the learning process.

Furthermore, these findings are reinforced by the research conducted by Bilantua et al., (2024), which demonstrated that differentiated learning positively impacts student learning outcomes at SMP Negeri 1 Tomilito. Their study reported a correlation coefficient (R) of 0.310 and an R Square value of 0.096, suggesting that 9.6% of the variation in learning outcomes could be attributed to the use of differentiated

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learningal strategies. Although the percentage is lower than in the current research, it still affirms that when teachers creatively adjust their instruction to suit student differences, it can significantly impact academic performance. This highlights how creative instructional strategies, especially those that cater to the varied needs of students, can foster both participation and learning outcomes, even in subjects with complex content.

Additionally, the findings align with the views of Fauzi et al., (2023), who highlighted that differentiated learning seeks to offer students a chance to learn in a natural and effective way by utilizing teachers' creativity in organizing the required teaching strategies. This highlights the strong link between creativity and differentiation, both of which center on meeting students' needs through thoughtful instructional design. When educators creatively tailor their teaching methods, students tend to engage more actively and benefit from richer, more meaningful learning experiences. Emphasizing personalized learning transforms students from passive recipients into active contributors, promoting deeper comprehension and better retention of the subject matter.

The research highlights the need for continued professional development for teachers, particularly in enhancing their creative capacities. Teacher creativity does not occur in isolation. It requires the support of a learning environment that fosters innovation and experimentation. Professional development programs that encourage teachers to adopt innovative teaching methods and tools can significantly enhance the quality of teaching and, by extension, improve student participation. Additionally, schools can create a culture that values and encourages creativity by providing teachers with the resources and opportunities to experiment with different teaching strategies.

Moreover, the results underline the importance of collaboration among educators. Teachers who collaborate with colleagues can exchange ideas, share resources, and discuss new teaching strategies that work. Collaborative teaching models, such as team teaching or peer observations, can provide teachers with the opportunity to observe each other's creative practices and incorporate those techniques into their own teaching. This type of collaboration can foster a culture of continuous improvement, where teachers feel supported and motivated to try new methods and refine their practices. Furthermore, collaboration allows for the sharing of diverse perspectives, which can enhance the learning experience for both teachers and students. Schools and educational institutions should therefore encourage teacher collaboration as a means to enhance creativity and improve overall teaching quality, ultimately leading to a more dynamic and effective educational environment.

The findings also reinforce the notion that creativity in teaching goes beyond merely increasing student participation; it significantly contributes to enhancing their overall learning outcomes. When students are involved through innovative and differentiated teaching methods, they are more likely to remember information, understand challenging ideas, and enhance their critical thinking abilities. These skills are fundamental for fostering deep understanding and the ability to apply knowledge in real-world contexts. In a rapidly changing world, where technological advancements and evolving industries demand a new set of competencies, these critical thinking and problem-solving abilities are becoming indispensable.

The findings of this research, along with the supporting literature, emphasize the importance of teacher creativity in differentiated learning and its positive impact on student participation. For example, Sari et al. Sari et al. (2021) show how a creative teaching model engages second language learners, demonstrating how creativity improves education. Moreover, Sutjonong et al. Teachers' self-efficacy in creative teaching corresponds with their perceived creativity, which benefits pupils, according to Sutjonong et al. (2022). Additionally, innovative teaching methods boost student motivation and passion, closing gaps for varied learners, according to Artini & Padmadewi (2021). Teachers realize the value of creativity in varied learning, yet autonomy and advanced abilities make it difficult to completely integrate creative practices into their teaching. Zulkifli et al. (2022) argue that innovative teaching engages students and enriches their learning. Thus, originality in teaching methods is essential for creating a rich, modern educational environment. The increasing complexity of teaching English as a Foreign Language (EFL) demands that educators continuously adjust their approaches to meet the varied needs of their learners. Although teachers recognized the importance of creativity in differentiated learning, many struggled to fully integrate creative practices into their teaching due to challenges in autonomy and the advanced skills required.

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This is consistent with the findings of the present research, which demonstrate a positive correlation between teacher creativity and student participation. The results indicate that when teachers employ creative and innovative teaching strategies, students tend to be more actively involved in the learning process, enhancing their overall engagement and motivation. Therefore, educational institutions must prioritize teacher creativity through targeted training and a supportive environment to help educators effectively implement differentiated learning, ultimately enhancing the overall quality of education and preparing students with essential skills for the future.

Moreover, fostering creativity in the classroom helps students develop the adaptability needed to thrive in diverse and dynamic environments. By incorporating creative strategies into their instructional methods, teachers are not only enhancing students' academic performance but also nurturing vital life skills. These include adaptability, innovative thinking, and the ability to solve complex problems—competencies that are increasingly crucial in today's fast-paced and constantly changing professional landscape. Through creative teaching, educators help learners become more resilient, resourceful, and prepared to meet future challenges. In today's economy, which increasingly values innovation and the ability to navigate uncertainty, the skills developed through creative and differentiated learning are essential. Therefore, creative teaching strategies are not just tools to improve participation but are also crucial in equipping students with the skills necessary for success in the future, ensuring that they are well-prepared to meet the demands of an ever-evolving global society.

In conclusion, the results of this research, unequivocally highlight the vital role of teacher creativity in fostering student participation and engagement. The positive correlation between teacher creativity and student involvement emphasizes that when teachers employ innovative and creative strategies, they can have a profound impact on how students engage with the learning process. This finding underscores the importance of recognizing creativity as an essential component in effective teaching, as it not only enhances participation but also cultivates a deeper connection to the content being taught. The ability of teachers to adapt their teaching methods to meet the diverse needs of students is critical in ensuring that learners are motivated, engaged, and able to thrive academically. By recognizing and responding to individual differences, educators can create more inclusive and supportive learning environments where all students have the opportunity to flourish. For educational institutions to realize these benefits, it is crucial that they prioritize the development of teacher creativity. This can be achieved by providing continuous professional development programs that encourage educators to explore new instructional methods and refine their teaching techniques.

Furthermore, cultivating a positive and supportive teaching atmosphere, where educators are encouraged to explore innovative methods and engage in professional collaboration, can significantly enhance classroom dynamics. When teachers feel confident to take creative risks and share ideas with peers, it fosters a culture of continuous improvement and professional growth. This, in turn, contributes to more engaging, responsive, and impactful learning experiences for students. By investing in the growth of teacher creativity, schools can foster a culture of innovation that not only improves student participation but also enhances learning outcomes. In the long run, this method enhances the overall standard of education by equipping students with essential skills and adaptive mindsets. By fostering creativity and active participation, learners are better prepared to face the challenges of an increasingly dynamic and unpredictable global landscape, enabling them to thrive both academically and professionally.

CONCLUSION

To sum up, the findings of this research emphasize that the creativity of English teachers significantly influences student involvement in differentiated learning. The statistical evaluations, including ANOVA and regression analysis, revealed that teacher creativity is a key factor in enhancing student engagement throughout the learning process. With a correlation coefficient (R) of 0.564 and an R Square of 0.319, the data suggest that 31.9% of the changes in student participation are explained by variations in teacher creativity. These results highlight the vital role of incorporating innovative teaching approaches, customizing instructional methods, and addressing students' diverse learning preferences to boost their active participation in class.

Furthermore, the research emphasizes the critical role of creativity in teaching, particularly through differentiated learning. By using creative teaching strategies, teachers can better address the varied learning

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styles and abilities of students, creating an inclusive and engaging environment. The ability of teachers to develop innovative methods and present content in an engaging way encourages students to actively participate and interact with the learning material. As these findings suggest, fostering a learning environment that values creativity is essential for enhancing student participation and improving overall learning outcomes. Therefore, it is vital for educational institutions to support teachers in developing their creative teaching skills, as this will not only enhance student engagement but also promote a more dynamic and effective learning experience.

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