UDC: 376-026.15
Original scientific paper

ACQUISITION OF LEARNING CONTENTS IN CREATIVE LEARNING

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Abstract

The process of creative teaching is sustainable, and for its comprehensive and high-quality implementation, it is necessary to ensure diverse learning opportunities in schools. This results in the qualitative acquisition of learning content and the development of students' creative abilities. The focus of this research is the study of creativity as an innovation in modern teaching, aimed at developing students' creative skills. Creative teaching, as a new approach in the educational process, involves not only the teacher's explanation but also the student's active engagement in acquiring learning content. Creative learning, as a forward-looking and innovative approach, presents a challenge not only for teachers but also for students. In this context, creative teaching is studied as both a challenge and a goal of modern education, where teachers, students, school principals, and professional staff play a vital role. The aim of this study is to examine how creative learning affects the acquisition of learning content by primary school students. Data were collected from a sample of 940 students across 12 primary schools through questionnaires and performance-based assessments. Our specific objective is defined through the task: to study the acquisition of learning content in creative teaching, while the hypothesis of our research is: *„The place where learning content is acquired affects the creativity of the lesson."* During the implementation of the research, we used the descriptive-analytical method, the questionnaire technique, and as an instrument, a structured student survey. The results show that learning environments that encourage creativity, group work, and the use of diverse learning methods significantly improve content acquisition. Pedagogical implications emphasize the need for approaches that foster students' critical and creative thinking.

Keywords: creative learning, content acquisition, primary school, creative teaching.

1. Introduction

In the contemporary educational system, the focus has shifted from a traditional model, where the teacher is the central figure, toward student-centered learning and their creativity. The aim of this paper is to examine the relationship between creative learning and the acquisition of learning content.

The dynamic social development and above all the development in the modern world, which is characterized by globalization and the ever-increasing representation of contemporary technology, imposes on us in education in general the need to study and implement modern forms of teaching that will contribute to the most appropriate adaptation of students to the teaching and learning process, but will also create opportunities for a more productive acceptance of the challenges of modern education, in general. Therefore, creative teaching as a symbiosis of innovation aims at that challenge, i.e. to the challenges of modern education. We must highlight that this work gains even more importance when considering the current situation in educational institutions around the world that imposes many changes and a type of educational process with contemporary features, where creativity and innovations emerge as its most essential features.

There is almost no country where ways are not sought to overcome the existing situation and to create new conditions for teaching and learning that would lead to the achievement of professional competencies that would be competitive and valued in the labor market. This is also another aspect of this problem in the general plan, and this is to provide the opportunity for the demand and supply of professional competencies that are identical for all countries,

regardless of their level of development. Education gradually and in stages becomes an important factor in the integration and globalization of competencies. For this reason, today we talk about a global labor market that dictates and identifies professional competencies as a qualification (a measure for measuring quality) in all profiles.
Teaching is increasingly being identified as an environment, opportunity, and process for the development of individual human potential. In recent years, the general strategy of innovation management has begun to change and a new approach to change in general is being identified. The trend towards integration and creation of creative symbiosis of all changes in the educational system is becoming increasingly pronounced, which will create consistency in the development of teaching. One of these projects that has a systematic character is creative teaching, which uses all the experiences so far from the projects implemented in the Republic of North Macedonia and successfully incorporates all the changes within all levels of education. Creative teaching, together with other contemporary innovations, changes and humanizes the position of the student in learning. The issue studied in this paper is related to the acquisition of learning content by students for the development of their creative skills.

2. Literature review

2.1. Developing creative skills in students through the acquisition of learning content in creative learning

„Creativity as a skill requires practice and can be increased by learning."

(Paul Torrance)

Creative learning is defined as the process through which students develop new ideas, make meaning of the content, and apply it in original ways. Hargreaves (2001), Robinson (2011), and Craft (2005) emphasize the importance of creativity in school environments. Various studies have shown that students who engage in creative activities achieve better in mastering learning content.
The phenomena of modernization of educational activity and education at all levels represent a continuous and long process, both as a tendency and as a practice. This process is also present in the systems that we usually call developed or under development, which require paths that lead to an efficient, effective and inclusive education for all generations of students.
Innovations in education and education are a prerequisite for the development of creative teaching in primary school and changes do not occur spontaneously and unplanned, but on the contrary, they are changes that are well planned and for which time is needed for their research and control so that they become part of the educational system and educational work.
At the center of modern requirements is the training of students to achieve knowledge throughout their lives, to use that knowledge in their work and life and to acquire new knowledge, new findings that will make their lives easier.
As an imperative of contemporary education and training, the need for a different approach to teaching and other activities in school is imposed. Creativity is realized in the context of contemporary innovations that are neither new nor only ours, but represent a general process of introducing changes in contemporary education and training. The development of creative abilities in children and young people synthesizes numerous innovative approaches in the learning process.
Starting from the contemporary current situation and the scientific positioning of the problem being researched, first of all, for the development of students' capacity for teaching work and

for society in general, this paper has the justification and adequate implementation for the advancement of the educational process. The student, child, young person, and adult must always work, learn, and live in mobile, creative, and inventive situations. The coming time requires activity, transparency, orientation from life, issues, and problems of daily work, not only for today but also for tomorrow.
Contemporary life and work require a new person, such a person must have developed creative skills that will enable new successes in science, technology, technique, but also in culture and in the development of society in general. That the student of the future, first of all, must be creative, must be created, built and must represent a necessity of contemporary education and training. Such a student must develop as a researcher and discoverer, a person of the future.
Meanwhile, we are witnesses of a time when the primary need appears in young people to be provided with the necessary space for experimentation and discovery in every situation and in every case.
The basic requirements of traditional teaching were ,,learning from practice" or ,,learning through play".
Meanwhile, today, the basic requirements include "learning through creativity".
We consider that the process of building creative innovations is the result of student-teacher interaction. In this process of interaction, both subjects, including the teacher, have an equal role.
Creative teaching contributes to the full development of the student's personality. In conditions of rapid development of modern science and technology, the student must be prepared to acquire new knowledge and insights with less effort, but in a more complete and faster manner.
By constantly cultivating the creative spirit and using various methodological tools, the teacher must keep the creative spirit awake, both for himself and for his students.
Creative teaching is a symbiosis of innovations and an incentive that leads to teaching with modern characteristics.

- ***How is creative teaching realized?***

The realization of creative teaching is widely accepted by all teachers as a promising form in contemporary education, which places students in a responsible place in the teaching process, requires patience, and is an ambitious creative work. The creative teacher during the realization of teaching content is close to the students and their creative ideas. He is a person who accepts himself realistically, uses his full potential, and conveys his creative abilities to the students every day. (Stefanovic, Papotnik, Gumzej, 2002: 90). The teacher initially appears as a creative person in various teaching situations. From the position of creative knowledge, he uses teaching contents (material) as instruments with which students are educated for creative action. The teaching activity is raised to a higher level of the educational process, which is expressed by the expression “learning with creativity for creativity” (Jovanovska-Petrova, Petrov, Stevanović, 2004: 78).
Creative teaching is realized as a segment of innovations in the teaching process in today's times. In the context of all the innovations that are included in the contemporary school, an imperative requirement is that related to the development of students' creativity. The student in creative teaching: does not acquire ready-made knowledge, is encouraged to seek, to acquire experimental knowledge himself.
Creativity in teaching students allows them to build a full fulfillment of their personality. As for school education, it is significant that it enables a more accessible way of learning and acquiring knowledge. In the conditions of the increasingly rapid development of modern science and technology, the student must be ready to acquire new knowledge and insights with

the least effort, but more deeply and in the fastest possible way. Creative teaching contributes to a more complete development of the student's personality (Stevanović, 2003: 47).
We assume that educational technology is present not only in schools, but also in students' homes and other institutions, and in the future, it will be the main carrier in building creative skills in students. Motivation in creative teaching is one of the driving forces that has its present and future and, consequently, is a fundamental factor in the creative work of teaching. The strongest motivation for creative work is the tendency to actualize one's potential. Heart, mind, body, soul, ability, all of these are equal to creation (Stevanović, 2003: 41, 42).
Motives for creative work do not reach their power immediately but are the result of a long-term curricular and extracurricular activity that aims to increase not only interest in what is being taught, but also the perception of perspectives for improving the educational process, and it is understood that all this is best and most efficiently achieved through the mastery or acquisition of teaching content and similar activities of a creative nature planned within the framework of school curricula that also enable the development of creative skills in students.

3. Research methodology and data

The subject of our research is to study the role of the place where learning content is acquired and its impact on students' success during creative learning to develop their creative ability.
The purpose of this research is to gain knowledge about the place of creative teaching, and students' creativity. Our goal is specified through the task: To study the acquisition of learning content in creative teaching, while the hypothesis of our research is: *„The place of acquisition of learning content affects the creativity of the lesson"*. During the research, we used the descriptive-analytical method, the survey technique, and a questionnaire for students as an instrument.

What do we intend to address in this paper?

- We intend to address and analyze the impact of the place where learning content is acquired and how much students develop creative skills in creative learning.

This research included 12 schools from 4 municipalities: in Skopje, Gostivar, Kičevo and Tetovo. 48 classes with a total of 940 students were surveyed. The data obtained from the research were processed quantitatively.

The statistical significance of the differences in the attitudes of teachers and students and their attitudes and opinions on creativity in general are determined by the X^2 test.

In our research, we study a large number of variables. However, we will single out the following dependent variables from the research: students' creativity, students' abilities, students' ability to concentrate, affinity for creative learning, skills to promote creativity, etc. The independent variables are: age, gender, success, grade, and work experience. The research has a descriptive-analytical character in both the theoretical and research parts. However, the research is empirical because it was conducted with an individual approach to the information providers. Based on their statements, we gained knowledge about the nature of situations in students' creativity. The data obtained from the research are processed quantitatively. First of all, the data are collected, grouped, and entered into tables in numbers and percentages. The statistical significance of differences in students' attitudes, as well as their attitudes and opinions about creativity in general, is determined by the $\mathbf{X^2}$ test. Therefore, the research is quantitative and includes 940 students from 12 primary schools. A structured questionnaire was used, and data were collected from performance assessments. The data were analyzed using the SPSS program, employing descriptive statistics, t-tests, and ANOVA.

4. Analysis and interpretation of the results from the teacher research

Creative learning as a perspective and innovative approach presents a challenge not only for teachers, but also for students. Traditional learning, where the verbal approach and the memory of the teaching material prevails, is replaced by other activities both in the process of following the lesson and in the process of learning the material. For this reason, creative learning represents an approach for the implementation of which not only preparation is necessary, but also many years of experience of teachers. In this process, the leading role of the teacher should not be neglected.

The Place of Mastery of Learning Content, Gender, and Student Success

Creative teaching as a new approach in the educational process does not only imply explanation by the teacher, but also the simultaneous acquisition of learning content by the student.

Table1 Dominant place for mastery of learning content, gender, and student success.

Gender and student success		**Prevalence of curricula**									
		In class		**Independent at home**		**With assistance at home**		**Part in class, part at home**		**Total**	
		f	%	f	%	f	%	f	%	f	%
5	м	113	12,02	84	8,94	41	4,36	71	7,55	309	32,87
	F	122	12,98	99	10,53	29	3,08	65	6,92	315	33,51
4	м	26	2,77	32	3,40	26	2,77	23	2,45	107	11,38
	F	28	2,98	12	1,28	8	0,85	19	2,02	67	7,12
3	м	21	2,23	8	0,85	23	2,45	10	1,06	62	6,60
	F	16	1,70	12	1,28	12	1,28	16	1,70	56	5,96
2	м	3	0,32	4	0,42	8	0,85	2	0,21	17	1,80
	F	2	0,21	2	0,21	2	0,21	1	0,10	7	0,74
1	м	352	37,45	128	13,62	98	10,43	106	11,28	495	52,66
	F	168	17,87	125	13,30	51	5,43	101	10,74	445	47,34
Total		331	35,21	253	26,91	149	15,85	207	22,02	940	100

We tested the hypothesis ,,there is no significant difference in terms of student success for the place where the learning content is acquired" through the following categories: in class, at home independently, at home with help, part in class, and part at home.
A total of 311 students declared themselves in the class category, of which 113 (12.02%) were excellent male students and 122 (12.98%) were excellent female students. The same category was chosen by 54 students with very good results, of which 26, or 2.77 % are male students and 28 (2.98%) are female students. There are 37 students with good results, of which 21 (2.23%) are male students and 16 (1.70%) are female students.
The smallest number and percentage of students who have chosen this category are students with sufficient success, namely 5 students, of whom 3 (0.32%) are male and 2 (0.21%) are female. A total of 253 (26.91%) male students chose the home category independently, of whom 183 (10.53%) have excellent results, of whom 84 (8.94%) are male and 99 (10.53%) are female. Of the students with very good results, a total of 44 have decided for this category, of whom 32

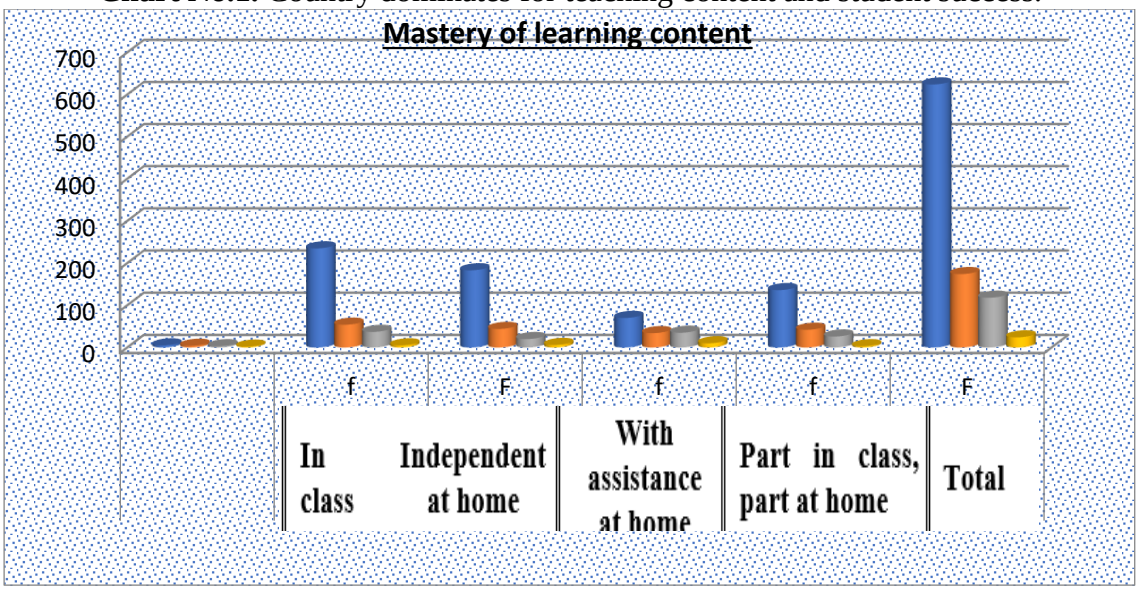
(3.40%) are male and 12 or 1.28% are female. For the home category, students with good results have also decided independently, 8 (0.85%) of the male gender and 12 or (1.28%) of the female gender, and with a smaller number and percentage of students with sufficient success, respectively 6 students of whom. 4 (0.42%) are male and 2 (0.21%) are female.
The category at home with help was chosen by a total of 149 or 15.85% of the students. Of these, 10 students with sufficient success, of whom 8 (0.85%) are male and 2 (0.21%) are female. There are 34 students with very good results, of whom 26 (2.77%) are male and 8 (0.85%) are female. In the largest number and percentage, students with excellent results decided for this category, namely 70 students, of whom 41 (4.36%) are male and 29 (3.08%) are female.
A total of 207 or 22.02% of the students have chosen the category part in the classroom part at home. There are 136 students with excellent results, of whom 71 (7.55%) are male and 65 (6.92%) are female. There are 42 or 23 (2.45%) males and 19 (2.02%) females with very good success. There are a total of 26 students with good results, of which 10 or 1.06% are males and 16 (1.70%) are females, and the smallest number are students with sufficient success, namely 3 students of which 2 (0.21%) are males and 1 (0.10%) are females.

Table 2. Country prevails for teaching content and student success.

Student success	**Mastery of learning content**								
	In class	**Independent at home**		**With assistance at home**		**Part in class, part at home**		**Total**	
	f	f	%	f	%	f	%	f	%
5	235	183	19,46	70	7,44	136	14,46	624	66,38
4	54	44	4,68	34	3,62	42	4,47	174	18,51
3	37	20	2,12	35	3,72	26	2,76	118	12,55
2	5	6	0,63	10	1,06	3	0,31	24	2,55
Total	331	253	26,91	149	15,85	207	22,02	940	100

X^2 =45,359 df=9 p<0.01 C= 0,21

Chart No.1. Country dominates for teaching content and student success.



X^2 =45,359 df=9 p<0.01 C= 0,21

Based on the value of the X2 test (45.359) we can conclude that the differences in students' opinions regarding this question are statistically significant. This means that students' opinions indicate that the place of mastering the teaching content affects the creativity of the lesson. The calculated contingent coefficient C=0.21 indicates a weak relationship between the variables.
The research showed that this approach is implemented with a relatively high percentage of (35.21%), but a slightly higher percentage of students master the school material at home, which is 41.76%, which shows us that the process of creative teaching is long-lasting and that learning at home is still present in our schools, both independently and with the help of homework.
Again, this data should guide us towards realizing and providing opportunities for learning in school in various forms, which results in the qualitative acquisition of learning content and the development of students' creative skills.
One of the main tasks of the teacher is to accept (realize) the idea that the development of creative skills in students represents the basis for creative teaching and creative approaches.
From what was said above, it follows that it is very necessary to continue with the demand and opening up ways to encourage students to master this skill as much as possible towards achieving the highest possible results in the process of their education.

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The data show that students who have been exposed to creative learning demonstrated better content acquisition, especially in subjects such as the native language and natural sciences. There are statistically significant differences between groups working in traditional ways and those engaged in creative approaches. For example, the average score of students in the creative group was 84.2, compared to 72.5 in the traditional group.

5. Discussion

The findings are consistent with the existing literature that emphasizes the importance of creativity in learning. Robinson (2011) highlights that the educational system should support the development of new ideas and problem-solving skills. Our study adds evidence that when teaching allows for exploration, collaboration, and critical thinking, students not only acquire content but also develop higher-order thinking skills.

6. Conclusion and suggestion

The process of implementing creative teaching is long-term, and in our schools, traditional home learning is still present, both independently and through homework assignments. However, these data should guide us toward creating opportunities for learning at school through various forms of learning, i.e., the mastery of learning content. One of the main tasks of the teacher is to accept (embrace) the idea that the development of creative skills in students forms the foundation for creative teaching and creative approaches.

Creative teaching represents a symbiosis of innovation and motivation that leads to teaching with modern characteristics.

Creative teaching, as a relatively new and modern teaching method that places students in a responsible role within the learning process, requires patience from both students and teachers and is an ambitious creative endeavor. It is understood that achieving successful results has its own relative perspective, which will increasingly take space in the group and individual work of both, teachers and students.

The research showed that this approach is implemented at a relatively high rate of 35.21%, but a slightly higher percentage of students 41.76% master the school material at home. This indicates that the process of creative teaching is sustainable, and that home learning remains present in our schools, both independently and through homework assignments.

This finding should once again guide us toward the implementation and provision of diverse learning opportunities within the school setting, which result in qualitative acquisition of learning content and the development of students' creative skills. One of the main responsibilities of the teacher is to embrace the idea that developing students' creative abilities forms the foundation for creative teaching and creative approaches.

Based on the above, it becomes clear that there is a strong need to continue promoting and opening new pathways to encourage students to master this skill in order to achieve higher outcomes in their educational journey.

The study reinforces the importance of creativity in teaching and suggests that teachers and schools should develop environments that foster creative learning. It is recommended that:

- Creative activities be included in every lesson plan;
- Active methods such as group work, educational games, and projects be used;
- Teachers receive training in creative teaching;
- Further research be conducted to examine the impact of creative learning across different subjects and educational levels.

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