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Implementation of the Exploratory Discovery Approach to Enhance Student Creativity in Islamic Religious Education

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Abstract

Islamic Religious Education (PAI) learning in senior high schools still tends to be teacher-centered, resulting in limited development of students' active participation, creativity, and independent learning. This condition highlights the need for a learning approach that encourages exploration, concept discovery, and active student engagement. The *Exploratory Discovery* approach is considered relevant as it emphasizes independent exploration, group discussion, concept discovery, and reflection, which align with constructivist principles and 21st-century competencies. This study aims to describe the implementation of the *Exploratory Discovery* approach in PAI learning for grade XI students at SMA Negeri 03 Semarang and to analyze the forms of student creativity as well as the supporting and inhibiting factors affecting its effectiveness. This research employed a descriptive qualitative method with purposive sampling involving three PAI teachers and five grade XI students. Data were collected through participatory observation, semi-structured interviews, and documentation, including lesson plans, syllabi, and students' work. Data analysis followed the Miles and Huberman model through data reduction, data display, and conclusion drawing, while data validity was ensured through source triangulation, technique triangulation, and member checking. The findings indicate that the implementation of the *Exploratory Discovery* approach enhances students' creativity in the form of mind maps, posters, miniatures, and critical argumentation skills. Supporting factors include a conducive learning environment and the teacher's role as a facilitator, while inhibiting factors include differences in student readiness, limited instructional time, and initial dependence on the teacher.

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INTRODUCTION

Creativity is one of the key competencies that students must possess in the 21st century era, which is marked by rapid technological development and the increasing complexity of social life. Students are not only required to have academic intelligence, but also the ability to think critically, innovatively, and flexibly in solving problems that arise in everyday life. Conventional education systems that still emphasize cognitive aspects alone are no longer adequate to prepare students to face global challenges. Therefore, modern learning demands approaches that are capable of developing creative, collaborative, communicative, and adaptive thinking skills. These competencies, often referred to in the

literature as the 4C (Critical Thinking, Communication, Collaboration, Creativity), serve as benchmarks for educational success in shaping individuals who are able to compete in the information era (Nurhamidah et al., 2025). In this context, the development of creativity is not merely the ability to generate new ideas, but also the ability to process, analyze, and effectively implement ideas in real-life situations. This underscores the need for innovation in learning methods so that students can actively participate, dare to experiment, and discover new solutions to various problems they encounter.

Within the framework of Islamic Religious Education (PAI), the development of creativity plays a strategic role aligned with the goal of shaping students' character and life competencies. PAI does not only emphasize the cognitive mastery of Islamic teachings, but also aims to shape attitudes, morals, and the ability to apply religious values in daily life contexts. Learning that fosters creativity can encourage students to actively explore the meaning of religious concepts, formulate solutions to moral dilemmas, and relate Islamic values to social phenomena (Ahmad & Mawarni, 2021). Various studies indicate that active learning emphasizing independent discovery and reflection can enhance students' creative and critical thinking skills (Rofiqoh, 2021). However, field realities show that most PAI learning still adopts a teacher-centered approach, particularly lectures, resulting in low student engagement and underdeveloped creativity. This condition creates an urgent need to implement learning models that facilitate idea exploration, concept discovery, and the development of creative thinking skills within the PAI context.

The phenomenon of limited active student involvement is also evident at SMA Negeri 03 Semarang, particularly in Grade XI. Initial observations indicate that some students are reluctant to express opinions, tend to follow the teacher's answer patterns without critical thinking, and lack the courage to explore concepts independently (Siswa & Parnawi, 2023). This situation reflects low levels of creativity and learning autonomy in PAI instruction. In response to this condition, a learning model is required that shifts the teacher's role from the central source of information to a facilitator, while providing space for students to actively construct their own knowledge. This context aligns with constructivist principles that emphasize experience-based learning, independent concept discovery, and critical reflection (Saharani & Sari, 2024). With an appropriate approach, students not only understand the material theoretically, but are also able to connect religious values with real-life situations, build character, and develop creative and collaborative thinking skills.

One learning approach that is relevant to these needs is Exploratory Discovery, which emphasizes independent exploration, concept discovery, collaborative discussion, and reflection as the core of the learning process. In this approach, students act as active subjects who construct their own knowledge, while the teacher functions as a facilitator who provides stimuli and a conducive learning environment. Several previous studies have shown that the discovery approach is effective in enhancing students' creativity and critical thinking skills. Ekaputra (2023) found that Discovery Learning Based Practicum significantly improved students' creativity and critical thinking skills. Similar findings were reported by Andika et al. (2025), who demonstrated that the implementation of Discovery Learning increased learning activities and student creativity through exploration and concept discovery processes. In the context of religious education, Fauziah and Suhendi (2023) revealed that the application of

Discovery Learning in Islamic Religious Education positively influenced the improvement of students' creative thinking skills and learning independence, as students were encouraged to discover religious concepts through independent exploration and analysis. Furthermore, Kulsum and Manshur (2025) emphasized that the implementation of Discovery Learning in PAI enhanced students' active participation and creativity. These findings indicate that an exploratory discovery-based approach has strong potential to develop students' creativity in learning.

Although various studies have demonstrated the effectiveness of the Discovery Learning approach in enhancing creativity, research in Islamic Religious Education (PAI) remains largely dominated by the implementation of contextual learning, project-based learning, and problem-based learning models. Satriah et al. (2025) showed that project-based learning in PAI was able to increase students' creativity through active involvement in planning, implementing, and presenting meaningful learning products. These findings suggest that project-based learning provides opportunities for students to develop analytical skills and express creative ideas. In addition, Maisarah and Nazariah (2025) reported that problem-based learning effectively improved PAI students' critical thinking skills by presenting contextual problems that encourage independent and collaborative exploration, analysis, and problem-solving. However, these studies have not specifically examined the Exploratory Discovery approach, which systematically emphasizes independent exploration and concept discovery in PAI learning, particularly at the senior high school level. Studies linking the Exploratory Discovery approach with forms of student creativity and the supporting and inhibiting factors within specific school contexts are also still limited. Therefore, there is a significant research gap that needs to be further explored, particularly in the context of PAI learning at SMA Negeri 03 Semarang.

Based on the background and identification of the research gap, this study focuses on several key questions: first, how is PAI learning implemented using the Exploratory Discovery approach in Grade XI at SMA Negeri 03 Semarang? Second, what forms of creativity emerge among students during the learning process? Third, what supporting and inhibiting factors influence the effectiveness of implementing this model? The objectives of this study are to describe the implementation of the Exploratory Discovery approach, analyze students' creativity, and identify factors influencing the learning process. Thus, this study is expected to provide both scientific and practical contributions to the development of more innovative, interactive, and student-centered PAI learning models (Ahnaf & Fahyuni, 2025).

This study is expected to make significant contributions both theoretically and practically to the development of creative and discovery-based Islamic Religious Education (PAI) learning. Theoretically, this research expands the body of literature related to the implementation of the Exploratory Discovery learning model in the context of PAI at the senior high school level, which remains relatively limited, especially in Indonesia. By describing the implementation steps, forms of student creativity, and supporting and inhibiting factors that arise during the learning process, this study offers a comprehensive understanding of how to effectively integrate the discovery approach into religious education. The findings of this research can serve as a foundation for developing new theoretical perspectives on the relationship between discovery methods, student creativity,

and character formation. Practically, this study provides implementative guidance for PAI teachers in designing learning strategies that emphasize active student engagement, critical thinking, and the exploration of creative ideas. Teachers are not only content deliverers, but facilitators capable of creating a conducive learning environment, motivating students to think innovatively, and connecting religious concepts with real-life experiences. Furthermore, this study can serve as a reference for schools in improving the quality of PAI learning through more interactive, adaptive approaches aligned with 21st-century demands. Therefore, the contribution of this research is not limited to enhancing students' creativity, but also strengthens the relevance of religious education in shaping character, critical thinking skills, and students' readiness to face social and academic challenges in the future. The results of this study are expected to encourage the implementation of more innovative, effective, and student-oriented PAI learning aimed at maximizing students' potential.

RESEARCH METHOD

This study employs a descriptive qualitative approach aimed at providing an in-depth description of the implementation process of the Exploratory Discovery approach in Islamic Religious Education (PAI) learning in Grade XI at SMA Negeri 03 Semarang (Adiningrat et al., 2025). This approach was chosen because it is capable of directly revealing students' learning experiences, including how they explore materials, engage in discussions, and demonstrate creativity in the concept discovery process. The research subjects were determined using purposive sampling, consisting of three PAI teachers and five Grade XI students who were actively involved in learning activities. All informants were assigned specific codes to maintain confidentiality and to comply with research ethics. Data collection was conducted through participatory observation, semi-structured interviews, and documentation in the form of activity records, students' work, and instructional documents such as lesson plans (RPP) and syllabi (Yuliani, 2018). Interviews were conducted to obtain an in-depth understanding of teachers' roles, students' experiences, and the learning dynamics that occurred. Observation was used to record students' behaviors and interactions during the exploration process, while documentation served to strengthen field findings so that the research results would be more valid and scientifically accountable.

Data analysis was carried out using the Miles and Huberman model, which includes three main stages: data reduction, data display, and conclusion drawing. In the data reduction stage, the researcher selected and focused on data relevant to the research questions, such as the implementation of the Exploratory Discovery approach, the forms of creativity that emerged, and the supporting and inhibiting factors in learning. The reduced data were then presented in the form of narrative descriptions and tables so that emerging patterns could be analyzed more clearly. The conclusion-drawing stage was conducted by interpreting the data based on constructivist theory and the concept of creativity in PAI learning. Data validity was strengthened through source triangulation, technique triangulation, and member checking with informants to ensure that the researcher's interpretations were consistent with field realities. In the interview process, the researcher used a list of simple questions designed to answer the research questions, particularly regarding how the Exploratory Discovery approach was implemented, how students' creativity developed, and what factors supported

or hindered the learning process. All informants, both teachers and students, provided perspectives based on their direct experiences during the learning activities. The following table presents the list of research informants along with their identity codes and key descriptions used during the interview process (Thalib, 2022).

Table 1. List of Research Informants

No	Code	Informant Category	Number	Description
1	G1	PAI Teacher	1	Teaches PAI in Grade XI
2	G2	PAI Teacher	1	Teaches morality (akhlaq) and fiqh materials
3	G3	PAI Teacher	1	Involved in lesson plan (RPP) preparation
4	S1	Male Grade XI Student	1	Active in group discussions
5	S2	Male Grade XI Student	1	Able to formulate independent conclusions
6	S3	Male Grade XI Student	1	Involved in exploring learning resources
7	S4	Female Grade XI Student	1	Actively asks questions and expresses opinions
8	S5	Female Grade XI Student	1	Able to create creative case examples

RESULTS AND DISCUSSION

Implementation of the Exploratory Discovery Approach in PAI Learning

The Exploratory Discovery approach is a learning model rooted in constructivist theory and discovery learning, in which students actively participate in discovering concepts, principles, and understanding through exploration and direct experience. This concept emphasizes that knowledge is not merely passively received from the teacher, but is constructed by students through interaction with materials, the environment, and peers. The core stages of this model include exploration, discussion, concept discovery, and reflection. Exploration provides students with opportunities to observe, question, and identify phenomena or problems relevant to the subject matter. The discussion stage allows students to communicate their initial findings, present arguments, and evaluate their peers' perspectives. Concept discovery involves integrating information and discussion results into an understanding that can be independently applied. Finally, reflection provides space for students to evaluate their learning, formulate personal conclusions, and relate concepts to real-life experiences. In the context of Islamic Religious Education (PAI), this model supports the development of critical, creative, and reflective attitudes while strengthening a deep understanding of religious values (Muhsam et al., 2022). This approach aligns with the objectives of PAI, which emphasize not only cognitive aspects but also affective and psychomotor domains, enabling students to think analytically, make ethical decisions, and implement religious values in daily life. The Exploratory Discovery model also facilitates collaboration among students and the development of social skills, including discussion skills, respect for others' opinions, and effective teamwork (Anisari, 2023).

In its implementation in Grade XI at SMA Negeri 03 Semarang, PAI teachers (G1–G3) acted as facilitators by preparing learning scenarios, guiding questions, and stimuli in the form of religious case studies and adolescent moral dilemmas. The teachers did not dominate the learning process but guided the flow of discussion and provided minimal assistance when students encountered difficulties. Observations indicated that teachers adjusted their methods according to students' abilities, ensuring that all participants were actively involved

in exploration and concept discovery activities. Teachers also recorded classroom dynamics, monitored student interactions, and prepared additional discussion materials when necessary. This aligns with the scaffolding principle, in which teachers provide temporary support while students learn to construct their own understanding (Irnajuliana et al., 2025). Documentation such as lesson plans (RPP), syllabi, and teacher activity notes served as verification tools for the implementation of the learning stages. Interviews with teachers revealed that flexibility in strategy was crucial because students' readiness varied; some students were initially passive and required more guidance, while others grasped concepts more quickly. In this case, teachers adjusted both individual and group approaches to ensure active participation from every student. This strategy supported the creation of a conducive, safe learning environment that fostered students' creativity in formulating independent conclusions.

The exploration stage was carried out by providing stimuli in the form of moral cases at school, questions related to Qur'anic verses, or relevant social phenomena. Students recorded questions, identified problems, and discussed them in small groups. Observations showed that most students actively noted findings, posed critical questions, and exchanged opinions. The discussion stage allowed students to present exploration results, validate information, and formulate shared understandings before proceeding to concept discovery. Teachers provided minimal direction, corrected misunderstandings when necessary, but still allowed students to undergo the process independently. Interview results with S1–S5 indicated that students felt more motivated, had greater curiosity, and were more confident in expressing opinions because teachers did not demand a single correct answer. "*Group discussions made me more confident to ask questions and express opinions because my friends responded, not the teacher directly answering*" (S1). S4 added, "*I became motivated to look for answers myself before presenting them to my friends, so I felt more confident*." This process strengthened critical and creative thinking skills and encouraged students to formulate conclusions based on their own analysis and reflection (Muftiyah et al., 2024; Muknin, 2025). This stage also fostered social skills such as listening, arguing respectfully, and appreciating others' opinions. Documentation in the form of students' notes, group discussion results, and photos of exploration activities provided evidence of active student involvement.

The concept discovery stage enabled students to construct their own understanding of PAI materials. Students extracted information from exploration and discussion results, formulated concepts of *akhlaq* (morality), worship (ibadah), or *muamalah* (social transactions) in their own words, and related them to real-life situations. The reflection stage was conducted through individual conclusion writing, self-evaluation, and class discussions to compare each student's understanding. Data analysis from observations and interviews showed that this process enhanced students' learning independence, critical thinking skills, and creativity. S2 stated, "*I was able to formulate the concept of worship in my own words and relate it to my personal experiences; this made it easier for me to understand the material*." S5 added, "*The final reflection helped me evaluate my own understanding, so I did not just follow my friends*." Students became more active, motivated, and unafraid of making mistakes because the teacher merely facilitated the discovery process. Documentation in the form of student activity photos, reflection notes, and instructional tools supported the validity of the research findings.

Figure 1. Implementation of Exploration by Grade XI Students

Figure 2. Implementation of Discussion by Grade XI Students

Forms of Improvement in Students' Creativity

Based on the implementation of learning through the Exploratory Discovery approach described in the previous sub-section, one of the significant outcomes that emerged was the enhancement of students' creativity. In the context of Islamic Religious Education (PAI), creativity can be defined as students' ability to process information, construct concepts of religious values, and express them through ideas, products, or solutions to problems relevant to daily life. The Exploratory Discovery approach, which emphasizes exploration, discussion, concept discovery, and reflection, provides space for students to think critically and creatively. When students are given the freedom to discover concepts independently, they are encouraged to try various approaches in understanding the material, constructing arguments, or resolving moral issues (Anisari, 2023). Creativity is also evident in students' ability to design examples of applying religious teachings, create visual media, or express PAI values through practical activities. In other words, this approach not only emphasizes conceptual understanding but also stimulates innovation and imagination. Observational data and interviews with informants (S1–S5 and teachers G1–G3) indicate that students who were initially passive became more active in expressing ideas and were

even able to propose alternative solutions to ethical problems presented in learning activities. S1 stated, "*I used to rarely dare to express ideas, but now I can present opinions and moral solutions confidently*." S3 added, "*Group discussions make me brave enough to try new ideas because my friends give feedback, not just judge them right or wrong*." Teacher G2 remarked, "*I see a significant change; students who were usually passive can now generate their own creative ideas*." This confirms that the Exploratory Discovery model is effective in enhancing creativity because it combines experiential learning with social interaction and reflection (Ningsih, 2025).

Figure 3. Students' Presentation Activities of Discussion Results

Figure 4. Students' Activeness and Creativity in Presentations

Classroom observations in Grade XI revealed various forms of student creativity. During the exploration stage, students not only posed questions but also created mind maps to connect Qur'anic verses with observed social phenomena. In group discussions, students innovatively presented their opinions through sketches, diagrams, or role-playing scenarios depicting moral situations. Teachers provided stimuli in the form of case studies and moral dilemmas, but students were given freedom in choosing how to present their solutions. Interviews with informants S2 and S4 revealed that they felt more motivated and confident

when able to express creative ideas without fear of making mistakes. S2 stated, "*I enjoy being able to choose how to present my ideas, sometimes using drawings or diagrams, which makes it easier for friends to understand.*" S4 added, "*Being free to express solutions makes me more confident and more creative.*" Additionally, teachers noted that several student groups produced simple instructional media, such as posters on noble character (*akhlaq*) themes or miniature models demonstrating worship practices, reflecting creative understanding of the material (Hariadi et al., 2022). Field observations also showed that students tended to develop problem-solving skills, innovation, and collaboration through these activities (Furqon, 2023).

Data analysis from interviews indicated a consistent pattern of increased creativity. Students S1, S3, and S5 acknowledged that they were able to generate new ideas when given freedom to explore materials independently. S5 stated, "*Now I can create my own ideas to solve moral problems, not just imitate friends.*" S3 added, "*Free exploration makes me think creatively and look for different solutions.*" Teachers G1–G3 confirmed that students' creativity was most visible in group presentations, case illustrations, and individual reflections. These data suggest that the Exploratory Discovery method successfully encourages students to think beyond conventional boundaries, relate PAI theory to real-life practice, and produce creative solutions to moral and social issues (Furqon, 2023; Hariadi et al., 2022). This aligns with constructivist principles, where students build knowledge through active experience, reflection, and interaction with their environment and peers. Observations and documentation indicate that students' creativity was manifested not only in visual products but also in verbal abilities, such as critical argumentation, formulation of religious value concepts, and presentation of creative ideas in class.

The impact of this increased creativity was reflected in students' learning outcomes and motivation. Creative students were able to connect PAI concepts with daily experiences, such as practicing moral values (*akhlaq*), worship (ibadah), or social interaction. They demonstrated deeper understanding of the material and clearer communication of reflective outcomes. Teachers observed increased class participation, more active discussions, and the emergence of innovative ideas that were previously rarely shown. According to informants, this creativity also influenced problem-solving abilities, social skills, and character development (Sternfeld et al., 2024). S1 added, "*Creative ideas that emerged in class helped me solve social problems at school, such as resolving conflicts among friends.*" S4 stated, "*I can work better with my friends because during discussions our ideas are appreciated.*" The enhancement of creativity is not a singular goal but also a means to strengthen conceptual understanding discovered through the stages of Exploratory Discovery described earlier. The integration of exploration, concept discovery, and reflection enables students not only to master the material but also to express their understanding creatively through various media and forms (Martaida et al., 2017).

Supporting and Inhibiting Factors

One of the main factors supporting the implementation of the Exploratory Discovery model in Grade XI PAI is a conducive learning environment. Classroom observations and interviews with teachers (G1–G3) indicate that classroom arrangement plays an important role. Group seating arrangements, appropriate spacing between students,

and adequate lighting make it easier for students to move, discuss, and interact freely (Jamil, 2025). Teachers stated that this physical arrangement allows students to express ideas without feeling overly monitored, enabling more natural and substantive peer-to-peer interaction. Students such as S4 and S5 confirmed that they felt more comfortable asking questions and expressing opinions in small groups compared to conventional row seating (Engeness, 2020; Guzman & Doronio, 2025). S4 stated, "*I feel more comfortable asking questions and discussing in small groups, unlike sitting in rows which feels rigid.*" S5 added, "*Discussions become more lively because friends can exchange opinions without being afraid of being wrong.*" In addition to physical aspects, the classroom's social atmosphere also supports learning. Teachers establish discussion norms that respect every student's opinion and encourage collective reflection. This conducive environment is essential because the Exploratory Discovery model emphasizes freedom of thought, idea exploration, and deep reflection. With appropriate environmental support, students are more willing to try, share opinions, and develop creativity without psychological barriers. Overall, the combination of physical arrangement and positive social atmosphere forms the foundation for active interaction, independent learning, and creative collaboration, which are central to the implementation of Exploratory Discovery in Grade XI PAI (Putri & Mahmudi, 2025).

Beyond the environment, teacher support as facilitators significantly determines the effectiveness of this model. Interviews with G1–G3 revealed that teachers emphasized their role not merely as content deliverers but as creators of conditions that enable students to independently discover concepts. Teachers used learning scenarios, guiding questions, and constructive feedback to stimulate students' critical and creative thinking (Abdulkarim et al., 2020; Cahyono, 2025). G1 stated, "*I try to be a facilitator, not a dominant instructor, so that students can discover concepts themselves.*" G3 added, "*When some students are still hesitant, I provide minimal guidance so they remain active without disrupting the concept discovery process.*" In practice, when certain students showed hesitation, teachers provided scaffolding in the form of discussion guidance or additional reference sources without taking over the conclusion-making process. This strategy helped slower learners remain actively involved while enhancing their independent thinking skills (Rohmi & Wahyuni, 2023). Observations also showed that students began asking critical questions and relating material to personal experiences. Such teacher support aligns with creative pedagogy literature, which highlights the importance of teachers as facilitators in discovery learning. Additionally, teachers managed group dynamics to ensure optimal interaction, allowing all students opportunities to contribute. The teacher's role as mediator and guide proved to increase students' motivation, self-confidence, and reflective abilities. With consistent teacher support, students were able not only to explore learning materials but also to develop creativity, social skills, and independence—the primary goals of the Exploratory Discovery model (Fadli, 2025).

Despite strong environmental and teacher support, several obstacles still emerged. First, differences in students' readiness affected their ability to explore concepts. Interviews with S1–S3 revealed that not all students possessed the same prior knowledge or literacy experiences, so some required more explicit guidance at the beginning (Marlina et al., 2023). S1 stated, "*At first I was confused because other friends already understood the concept, so I needed more guidance at the beginning.*" S2 added, "*Sometimes I am afraid of being wrong during discussions, so I need*

teacher guidance to stay active." Second, limited instructional time restricted opportunities for deep reflection; some ideas could not be fully expressed because class time ended (Religioni et al., 2024). Third, initial dependence on teachers was still evident in early meetings, although this gradually decreased over time. To address these challenges, teachers applied adaptive strategies, such as grouping students based on readiness levels, providing additional guidance, and structuring discussions so that every student had the opportunity to share ideas. Observations showed that initially passive students became more active when placed in collaborative groups with peers who adapted more quickly. This strategy encouraged social interaction, idea exchange, debate, and collective conclusions. The principle of differentiated instruction was applied to ensure that each student could learn according to their ability. G2 stated, "*Flexibility is very important; we guide without dominating so that students' creativity and independence remain intact*." G3 added, "*By adjusting groups, students who were initially passive become more confident in participating in discussions and sharing ideas*." Interviews with G2 and G3 emphasized that teacher flexibility in guiding without dominating preserves students' creativity and independence (Fadhilah & Husin, 2023). Thus, the integration of teacher support, a conducive environment, and adaptive strategies successfully minimizes obstacles while maintaining the quality of Exploratory Discovery learning.

Figure 5. Active Interaction Between Students and Teacher

CONCLUSION

Based on the findings of this study on the implementation of the Exploratory Discovery approach in Islamic Religious Education (PAI) learning in Grade XI at SMA Negeri 3 Semarang, it can be concluded that the application of this approach was carried out through several core stages that were systematic and student-centered. These stages included initial exploration, information seeking, material observation, group discussion, concept discovery, and reflection to deepen understanding. The teacher acted as a facilitator by providing stimuli such as guiding questions, case examples, and directions that enabled students to construct knowledge independently. The implementation of this model created a more active, creative, and experiential learning atmosphere. In addition, student interaction became more dynamic through discussions, group work, and collaborative problem-solving

activities. Thus, the first research question regarding how the Exploratory Discovery approach was implemented has been answered through findings indicating that the approach can be effectively and systematically applied, and that it enhances student engagement in the PAI learning process. Overall, the process demonstrated that this model brought positive changes to classroom dynamics and encouraged active participation from all students.

This study also concludes that the implementation of the Exploratory Discovery approach effectively enhanced students' creativity in PAI learning. This was evident from various forms of creativity that emerged during the learning process, such as the ability to create mind maps, produce thematic posters, develop miniatures or simple instructional media, formulate solutions to moral case studies, and present critical arguments during group discussions. Students' creativity developed because they were given space to explore ideas, observe phenomena, generate new concepts, and express their understanding in ways they personally chose. Supporting factors contributing to the success of this approach included a conducive classroom atmosphere, teachers' preparedness in designing learning scenarios, and students' high motivation to try new experiences. Meanwhile, identified obstacles included limited instructional time, differences in students' abilities, and the lack of certain learning media. Therefore, the second research question concerning the forms of student creativity, as well as the third research question regarding supporting and inhibiting factors, have been comprehensively addressed. Overall, this study demonstrates that the Exploratory Discovery approach is relevant and effective for enhancing creativity and improving the quality of PAI learning at the secondary school level.

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