

Research Article

Creative Catholic Religious Education Learning: Integrating Creativity Education and Growth Mindset to Support SDG 4 in Senior High Schools

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Abstract: This study explores the integration of Creativity Education and Growth Mindset in Catholic Religious Education (CRE) at Senior High Schools and examines its alignment with the Sustainable Development Goal (SDG) 4, focusing on quality and inclusive education. Using a Systematic Literature Review based on the PRISMA 2020 protocol, the study analyzed 1,263 articles from scientific databases, narrowing down to 106 relevant studies. The findings highlight that Creativity Education fosters critical thinking, cognitive flexibility, problem-solving, and the integration of moral and spiritual values. Growth Mindset enhances students' intrinsic motivation, perseverance, and resilience, creating an adaptive, innovative, and inclusive learning environment. The synthesis led to the development of an integrative learning model, which includes the Creative Reflective Learning Cycle, Faith-Based Project Learning, Creative Growth Dialogue, and Digital Creativity Integration. This model aims to holistically develop students' cognitive, creative, moral, and spiritual capacities. The study demonstrates that the combination of Creativity Education and Growth Mindset enriches CRE pedagogical practices and supports the development of 21st-century skills, such as critical thinking, collaboration, digital literacy, and moral literacy. It concludes that project-based learning, digital technology integration, and curriculum adjustments are vital steps in improving learning quality and inclusiveness. The study recommends further empirical research to test the effectiveness of the proposed model.

Keywords: 21st Century Skills; Catholic Religious Education; Creativity Education; Growth Mindset; SDG 4.

1. Introduction

The transformation of global education in the 21st century requires a fundamental paradigm shift, with an emphasis on developing 21st-century skills to cope with the complexity of an ever-changing world. Voogt and Roblin (2012) argue that modern education must develop core competencies such as creativity, collaboration, and problem solving, which are essential in facing global challenges. In this regard, Jaramillo and Chiappe Laverde (2024) emphasize the importance of digital literacy, cognitive flexibility, reflective abilities, and effective communication as critical competencies for success in the knowledge era. This approach encourages education to evolve from a traditional model based on information accumulation to a learning ecosystem that hones higher-order thinking skills and lifelong adaptive capacities.

In the context of the global agenda, Sustainable Development Goal (SDG) 4 emphasizes the importance of quality, inclusive, relevant, and lifelong learning-oriented education. UNESCO (2021) also emphasizes the need for relevant curriculum integration and the use of innovative pedagogy that encourages active student participation. Explorative, participatory, collaborative, and transformative learning approaches are crucial for developing the holistic potential of learners, including in cognitive, social, emotional, moral, spiritual, and creative aspects.

Creativity Education, as emphasized by Beghetto (2019), shows that creativity can be developed through an environment that supports the exploration of ideas and critical reflection. Lucas and Spencer (2020) state that creativity-based learning can improve students' ability to adapt to uncertainty and change. Hendrawan (2022) adds that in the context of

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Catholic Religious Education, creativity also includes the ability to understand spiritual experiences and interpret faith values contextually.

Growth Mindset, as described by Dweck (2016), has been proven to increase motivation, learning strategies, resilience, and academic persistence. Dweck and Yeager (2019) emphasize that growth mindset-based interventions can have a significant impact on cognitive and noncognitive outcomes, especially for students at risk of low achievement. Burnette et al. (2023) confirm that the effectiveness of a growth mindset is highly dependent on intervention design, educational context, and appropriate implementation strategies.

The integration of Creativity Education and Growth Mindset is related to the Catholic Church's mandate, which focuses on the formation of integral, creative, reflective, and resilient individuals (Gravissimum Educationis, 1965; Rhodes & Bianchi, 2021). Scott et al. (2020) show that combining these two approaches can strengthen students' metacognitive capacities and ethical dispositions. However, there are variations in findings regarding its effectiveness, so this study aims to synthesize the latest empirical findings and identify areas of pedagogical synergy in Catholic religious education at the high school level.

The gap in the literature, particularly the lack of systematic studies examining the integration of these two approaches in the context of Catholicism, prompted this study to explore pedagogical synergies, evaluate practical relevance, and develop a conceptual framework that can be applied in 21st-century learning. This study is expected to make a significant contribution to contemporary Catholic education literature and to more effective, holistic learner-centered pedagogical practices.

This study contributes to identifying and synthesizing the latest findings related to the integration of Creativity Education and Growth Mindset in Catholic religious education, as well as evaluating its application to support SDG 4. This study also develops a creative, reflective, and transformative pedagogical model and recommends a technology-based approach for implementation at the high school level.

2. Literature Review

21st century education requires learning that focuses not only on mastering knowledge, but also on developing deep and broad skills that prepare students to face the complex and dynamic challenges of the modern world. In this regard, two important approaches that have proven their relevance and effectiveness are Creativity Education and Growth Mindset, both of which have the potential to create a more inclusive, adaptive, and reflective learning ecosystem.

Creativity Education

Creativity-based education focuses on developing creative thinking skills that enable students to explore new ideas, solve problems in innovative ways, and develop the capacity for critical and flexible thinking. According to Beghetto (2019), creativity is not only important for solving practical problems, but also functions in shaping the moral character of students. Creativity helps students connect existing knowledge in new ways and involves emotional and spiritual elements that enrich their self-development. Beghetto also emphasizes the importance of space for experimentation and reflection in creativity development, which must be applied in various disciplines, including Catholic Religious Education.

For example, in Catholic religious education, creativity plays a role in helping students to understand their spiritual experiences more deeply, as well as to interpret the values of faith in a context that is relevant to the challenges of their current lives. Hendrawan (2022) shows that creativity in the context of Catholic religious education is not only about religious knowledge, but also about how these values are translated into students' daily lives in innovative and contextual ways.

On the other hand, Lucas and Spencer (2020) emphasize that creativity-based education has a significant impact on the development of 21st-century skills, such as problem solving, adaptation to change, and collaboration. In their research, Lucas and Spencer show that students involved in creativity-based learning are better able to adapt to uncertainty and change, and have greater confidence in facing new challenges. This concept is highly relevant to the application of Creativity Education in the Catholic Religious Education curriculum, which must be able to respond to social and moral challenges in this rapidly changing world.

Growth Mindset

Growth Mindset, a concept developed by Carol Dweck (2016), focuses on the belief that individual abilities can be developed through effort and perseverance. This is very different from a fixed mindset, which believes that abilities are fixed and cannot be changed.

Dweck and Yeager (2019) show that the application of Growth Mindset in education has a significant impact on the motivation, perseverance, and academic and non-academic outcomes of students. Students who apply Growth Mindset tend to be more resilient and persistent in overcoming difficulties, and have the ability to learn from the failures and challenges they face.

In the context of religious education, the Growth Mindset is highly relevant, because in Catholic teaching, faith and spirituality are also seen as processes that develop over time, involving continuous repentance and renewal. Catholic Religious Education that adopts the Growth Mindset encourages students to view their faith as an ongoing journey, rather than something static. This is in line with the basic concepts in Catholicism, which teach that every individual has the opportunity to grow, improve themselves, and achieve spiritual perfection.

Burnette et al. (2023) further explain that the success of Growth Mindset interventions is highly dependent on the educational context that supports them. If the implementation is properly designed and tailored to the needs of students, the results achieved will be very significant, both in terms of learning motivation and in improving academic achievement. In the context of the Catholic religion, this intervention focuses not only on cognitive aspects, but also on moral and spiritual aspects, where students are encouraged to have perseverance in their faith journey.

Integrating Creativity Education and Growth Mindset in Learning

The integration of Creativity Education and Growth Mindset offers great potential in creating more reflective, adaptive, and inclusive learning in high schools, especially in the context of Catholic Religious Education. These two approaches complement each other and serve as a strong pedagogical framework for strengthening character development, creativity, and resilience in students.

Scott et al. (2020) state that Creativity Education and Growth Mindset can improve students' metacognitive capacity, namely their ability to think about how they think, as well as strengthen their ethical and reflective dispositions. In the context of Catholicism, this means that students not only learn religious knowledge theoretically, but also develop the skills to reflect on and apply these values in their real lives, including in their relationships with others and with God. The integration of the two creates space for students to experiment with creative ideas while maintaining their spiritual and moral awareness.

However, as found by Sio et al. (2024), the effectiveness of Growth Mindset and Creativity Education is highly dependent on appropriate pedagogical design and contextualization. Sio et al. emphasize that creativity training that is not accompanied by a pedagogical approach that supports exploration and reflective feedback will not have a maximum impact on learning outcomes. Therefore, learning designs that combine Growth Mindset and Creativity Education need to be carried out with consideration of students' contextual needs, as well as the integration of constructive feedback.

In addition, He et al. (2024) found that combining Growth Mindset with creativity in learning can improve students' creative performance in the long term, especially if supported by a learning environment that provides freedom of thought and room for experimentation. In the context of Catholicism, this means that learning should allow students to explore their understanding of faith creatively, while building their spiritual resilience to face life's challenges.

Although there is a wealth of research on Creativity Education and Growth Mindset, the existing literature gap is mainly related to the integration of these two approaches in Catholic religious education at the high school level and its relationship with SDG 4. Therefore, this study aims to fill this gap by synthesizing the latest empirical findings, evaluating the most effective pedagogical strategies, and developing a relevant conceptual framework for creative, reflective, and transformative teaching in religious education.

Overall, this study is expected to make a significant contribution to Catholic education literature by identifying and evaluating the implementation of Creativity Education and Growth Mindset in Catholic religious education and its impact on student character development and the achievement of SDG 4.

3. Method

This study adopts a Systematic Literature Review (SLR) based on the PRISMA 2020 guidelines, which are internationally recognized for ensuring transparency, accuracy, and replication of the review process (Page et al., 2021). This approach was chosen to map the conceptual and empirical developments related to the integration of creativity education and

growth mindset in Catholic Religious Education (CRE), a strategic topic for achieving SDG 4. In the fields of education, value-based pedagogy, and developmental psychology, SLR has been proven effective in synthesizing evidence across research designs, contexts, and paradigms (Booth et al., 2016; Petticrew & Roberts, 2006).

The literature search was conducted systematically in the reputable databases Scopus, ERIC, DOAJ, SpringerLink, and Google Scholar using a combination of keywords with Boolean operators and keyword harvesting strategies. The search focused on creativity, creative pedagogy, growth mindset interventions, religious education, and SDG 4, with a publication limit of 2018–2025 to ensure the recency of scientific evidence. The initial search yielded 1,263 articles, and then duplicates ($n = 421$) were removed. The screening stage based on titles and abstracts left 184 articles for full-text evaluation, and 106 articles met the inclusion criteria.

Inclusion criteria included: (a) publication in indexed journals (Scopus/DOAJ/Sinta/ERIC), (b) availability in full-text, (c) clear scientific methodology (empirical, meta-analysis, or review), and (d) relevance to creativity, mindset, religious/values education, or 21st-century competencies. Articles in the form of opinions, non-pedagogical theological essays, non-academic publications, or reports without methodology were excluded from the synthesis.

Quality assessment was conducted according to the Petticrew and Roberts (2006) framework, covering clarity of research design, data validity, transparency of reporting, and consistency of findings. Quantitative studies were evaluated based on the strength of the design and accuracy of statistical analysis, while qualitative studies were assessed based on trustworthiness, triangulation, and analytical depth.

Data analysis was conducted through narrative synthesis following Popay et al. (2006), including thematic grouping, identification of patterns and anomalies, and theoretical integration to construct a conceptual model of how creativity education and growth mindset contribute to religious pedagogical transformation and improved learning quality for SDG 4. All procedures were systematically documented to ensure research integrity and replication.

4. Results and Discussion

Creativity Education in Catholic Religious Education

A synthesis of recent literature shows that creativity is now understood as a competency that can be systematically developed through a learning environment that supports idea exploration, experimentation, critical reflection, and complex problem solving. Kapur and Roll (2023) emphasize that the productive failure approach, problem-based learning, and design thinking significantly improve cognitive flexibility, original idea generation, and higher-level problem-solving skills. These findings reinforce the argument that education is no longer merely about transferring knowledge, but rather about shaping higher-order thinking skills and the adaptive capacity of learners (Macnamara & Burgoyne, 2023).

In the realm of religious education, creativity is not only cognitive, but also moral and spiritual. Harrington (2020) emphasizes that integrating creativity into religious education opens up space for learners to connect faith values with real-life experiences and contemporary moral challenges. Lucas and Spencer (2020) add that creative dispositions, including curiosity, imagination, and persistence, are the foundation for holistic education that supports the formation of reflective character.

In the context of Catholic religious education, creativity allows students to interpret spiritual experiences contextually and express their faith through various creative projects, digital reflections, and practical activities (Hendrawan, 2022). Recent research confirms that a growth mindset also strengthens students' creative abilities; for example, Burnette et al. (2023) show that growth mindset interventions increase perseverance, motivation, and the ability to cope with failure in challenging learning contexts. Cutillas et al. (2025) found that self-efficacy and effort regulation significantly mediate academic performance improvement, emphasizing the relevance of growth mindset as a pedagogical foundation for creative learning. Morales-Navarro et al. (2024) assert that growth mindset practices in technology-based classrooms increase student engagement in creative activities and problem solving, while Sala and Nagy (2025) show that a school climate that supports creativity and a growth mindset strengthens student motivation, self-efficacy, and creative performance.

The pedagogical implications for Catholic Religious Education can be realized through various strategies that integrate the cognitive, affective, and spiritual dimensions of learners. First, the use of faith reflection videos based on spiritual experiences provides a medium for

learners to critically internalize their religious experiences. These videos enable the visualization of faith practices, symbolic meanings, and deep personal reflection, making learning transformative (Harrington, 2020; Hendrawan, 2022).

Second, creative service-learning becomes a means for students to implement Catholic values in a real social context. Projects such as social campaigns, ecological actions, or peace promotion activities encourage the application of faith in concrete actions, while fostering empathy, social responsibility, and creativity in solving community problems (Lucas & Spencer, 2020; Sala & Nagy, 2025). This strategy is in line with the concept of faith-in-action, which emphasizes faith experiences that are directly connected to community life.

Third, the analysis of contemporary moral cases based on the social teachings of the Church enables students to develop critical and reflective thinking skills in responding to current ethical issues. This method encourages collaborative discussion, moral reasoning, and the application of Catholic principles in real situations, so that understanding of faith values is not separated from the social and cultural context of students (Rhodes & Bianchi, 2021).

Fourth, digital storytelling can be used to build interactive narratives of the Holy Scriptures, moral reflections, and spiritual experiences. The use of digital media not only attracts students' interest, but also expands the possibilities for creative exploration, narrative communication, and personal reflection, in line with learning principles that emphasize the integration of reason, imagination, and faith (Scott, Beghetto, & Karwowski, 2020; Sio & Or, 2024).

Fifth, problem-solving based on Catholic moral principles provides a learning experience that requires students to apply faith values in resolving complex social and ethical issues. This approach strengthens critical thinking skills, moral decision-making, and the development of resilient and responsible character (Congregation for Catholic Education, 2014; Kapur & Roll, 2023).

Furthermore, the integration of Creativity Education with a growth mindset strengthens pedagogical effectiveness in Catholic religious education. Recent research shows that students who are guided through creative strategies while cultivating a growth mindset demonstrate increased problem-solving capacity, cognitive flexibility, and resilience to failure, while facilitating moral engagement and spiritual reflection (Burnette et al., 2023; Cutillas et al., 2025; Macnamara & Burgoyne, 2023; Morales-Navarro, Fields, & Kafai, 2024). This approach enables Catholic religious education to become a strategic learning platform for the development of reflective, resilient, and contextual faith, in line with the demands of 21st-century education and Catholic pedagogical principles that emphasize the integration of reason, faith, and action (Congregation for Catholic Education, 2014; Lucas & Spencer, 2020).

Growth Mindset in Catholic Religious Education

The concept of growth mindset introduced by Dweck (2016) emphasizes that belief in the ability to develop through effort, strategy, and perseverance has a significant influence on academic achievement, motivation, and resilience. Dweck and Yeager (2019) emphasize that growth mindset interventions have a greater impact on low-achieving students, especially when supported by a conducive learning ecosystem. Burnette et al. (2023) found that the success of interventions is highly dependent on pedagogical design, contextualization of materials, and teacher support, so the application of growth mindset in education must be tailored to the needs and characteristics of students.

Recent studies further reinforce the role of growth mindset in supporting students' higher-order thinking skills, creativity, and adaptability. Cutillas et al. (2025) show that self-confidence and effort regulation mediate academic performance improvement, confirming the relevance of growth mindset as a pedagogical foundation. Morales-Navarro, Fields, and Kafai (2024) highlight that student engagement in creative activities and technology debugging enhances innovative abilities, demonstrating the close relationship between a growth mindset and creativity-based learning practices (Creativity Education). Sala and Nagy (2025) emphasize that a school climate that supports creativity and growth mindset strengthens students' motivation, self-efficacy, and creative performance, resulting in a more adaptive and reflective learning experience. Additionally, He et al. (2024) assert that integrating growth mindset with creative education shapes students who are able to think innovatively, take initiative, and develop reflective capacity continuously.

In the context of Catholic Religious Education, the growth mindset has significant pedagogical and theological implications. First, it fosters awareness that faith growth is a continuous process, not a static condition, encouraging students to develop spiritual depth through consistent reflection and religious practice. Second, a growth mindset develops moral resilience in facing ethical dilemmas and spiritual challenges, in line with Catholic teachings

on repentance and awareness of individual moral responsibility (Congregation for Catholic Education, 2014). Third, this approach encourages repentance, reflection, and self-transformation, enabling students to reevaluate their personal and social values in daily life. Fourth, the growth mindset strengthens the appreciation of God's grace and affirms that each individual is called to grow according to God's will, so that faith and cognitive abilities support each other in Catholic character education.

Furthermore, the integration of the growth mindset and Creativity Education provides a strategic pedagogical framework for the Catholic religion. Strategies that can be implemented include the use of faith reflection videos based on students' spiritual experiences, creative service-learning such as social campaigns, ecological actions, or peace projects, analysis of contemporary moral cases based on the social teachings of the Church, digital storytelling for Scripture narratives and moral reflection, and problem-solving based on Catholic moral principles to respond to social and ethical issues. This approach emphasizes the integration of reason, faith, and action as a unity in Catholic education, so that Catholic religious education becomes reflective, resilient, innovative, and contextual (He et al., 2024; Burnette et al., 2023; Cutillas et al., 2025; Morales-Navarro et al., 2024; Sala & Nagy, 2025).

Thus, growth mindset is not merely a cognitive strategy, but also a religious pedagogy that enriches Catholic religious education, making it more adaptive, reflective, and transformative. This integration ensures that students not only develop intellectually and creatively, but also mature spiritually, morally, and socially, in line with the goals of contemporary Catholic education.

Synergy between Creativity Education and Growth Mindset

Recent research shows a synergistic relationship between Creativity Education and Growth Mindset, which significantly strengthens innovative learning in the context of Catholic Religious Education. Karwowski, Lebuda, and Beghetto (2023) found that creative mindset plays a role in predicting long-term creative achievement, while growth mindset strengthens students' courage to take creative risks and explore new solutions. These findings are in line with the study by Rhodes and Bianchi (2021), which confirms that a creative learning environment supports the simultaneous development of a growth mindset, so that the two pedagogical frameworks reinforce each other.

The synergy mechanism between Creativity Education and Growth Mindset can be explained through several pedagogical dimensions:

Table 1. Synergy mechanism between Creativity Education and Growth Mindset.

Creativity Education	Growth Mindset
Focus on exploring ideas	Focus on process and effort
Value divergent ideas	Value perseverance
View failure as a creative process	View mistakes as learning opportunities
Build cognitive flexibility	Build learning resilience

The integration of these two approaches has important implications for religious education. First, creativity opens up a broader space for dialogue about faith, allowing students to interpret Catholic teachings in a contextual and relevant way in light of contemporary moral challenges. Second, a growth mindset fosters perseverance, reflection, and spiritual depth, enabling students to respond to ethical dilemmas with greater insight. Third, this synergy supports the formation of integral moral and spiritual competence, in line with the mandate of Catholic education as outlined in *Gravissimum Educationis* (1965) and the Congregation for Catholic Education document (2014), which emphasizes the integrated development of reason, faith, and action.

Thus, the application of Creativity Education combined with Growth Mindset not only increases the cognitive and innovative capacities of students, but also strengthens the spiritual and moral dimensions of the Catholic religion, making learning more reflective, adaptive, and transformative.

Relevance to SDG 4 (Quality Education)

Achieving Sustainable Development Goal 4 (SDG 4), which emphasizes quality, inclusive, and sustainable education, requires pedagogical innovation that can develop both the academic competence and character of students (UNESCO, 2017). The integration of Creativity Education and Growth Mindset in Catholic religious education offers a strategic pedagogical framework for achieving these targets, as these two approaches complement each other in shaping reflective, innovative, and resilient students.

a. Quality Education

Creativity Education emphasizes exploratory, dialogical, and humanistic learning experiences, while encouraging student involvement in solving complex problems (Scott, Beghetto, & Karwowski, 2020; Karwowski, Lebuda, & Beghetto, 2023). Growth Mindset, on the other hand, fosters the awareness that abilities can be developed through effort, strategy, and reflection (Dweck, 2016; Burnette et al., 2023). The combination of the two results in a learning process that focuses not only on content mastery, but also on the development of higher-order thinking, creativity, and self-efficacy (He et al., 2024; Cutillas et al., 2025). In the context of Catholicism, this strategy allows students to reflect on the teachings of faith critically and contextually, forming both spiritual and cognitive competencies.

b. Development of 21st Century Competencies

The integration of Creativity Education and Growth Mindset effectively supports 21st century skills, including critical thinking, collaboration, communication, digital literacy, and moral literacy (Voogt & Roblin, 2012; Rhodes & Bianchi, 2021). Students are encouraged to utilize narrative approaches, digital storytelling, and collaborative service-learning projects to solve ethical and social problems (Morales Navarro et al., 2024; Sala & Nagy, 2025). This creates synergy between the development of creativity and perseverance in learning, so that cognitive, affective, and spiritual competencies develop simultaneously.

c. Inclusive Education

Growth Mindset has been proven to increase the participation of students who previously lacked confidence, strengthen their courage to try new things, and build a positive perception of their abilities (Dweck & Yeager, 2019; Burnette et al., 2023). When combined with Creativity Education, students are given the space to explore ideas without fear of failure, creating an inclusive and supportive learning climate (Karwowski et al., 2023; He et al., 2024). This approach allows each student to develop their understanding of faith and moral competence equally, while increasing emotional and spiritual engagement.

d. Formation of Christian Character

In addition to cognitive aspects, the integration of these two approaches supports the formation of a holistic Christian character. Creativity Education facilitates the development of moral imagination, the ability to interpret ethical dilemmas, and moral innovation in everyday life (Scott et al., 2020). Growth Mindset fosters spiritual resilience, self-awareness, perseverance, and social responsibility, in line with Catholic educational principles that emphasize the integration of faith, reason, and action (Congregation for Catholic Education, 2014; Gravissimum Educationis, 1965). Thus, students not only master religious knowledge, but are also able to internalize moral values, faith reflection, and social commitment.

Integrative Model of Catholic Religious Education Based on Creativity Education and Growth Mindset

The integration of Creativity Education and Growth Mindset in Catholic Religious Education offers an innovative approach that combines the development of students' cognitive, creative, moral, and spiritual capacities. Based on a synthesis of literature, empirical findings, and Catholic pedagogical principles, this integrative model is designed to support innovation in Catholic religious education in high schools, while strengthening the achievement of 21st-century competencies and the global goals of SDG 4 (Quality Education). This model emphasizes reflective, holistic learning oriented toward growth in faith and spiritual resilience.

Creative–Reflective Learning Cycle

A learning cycle that emphasizes the integration of exploration, reflection, and creative expression as a pedagogical foundation for developing creativity, critical thinking, and spiritual resilience in students. This model emphasizes repetitive learning that integrates exploration, reflection, and creative expression. This cycle includes:

- a. Exploration of Faith Themes: Students engage in open dialogue on topics of faith, moral values, and contemporary issues, developing critical and creative thinking skills (Scott et al., 2020).
- b. Reflective Discussion: Using Ignatian Reflection strategies, students critically evaluate their spiritual and moral experiences, fostering self-awareness and spiritual resilience (Congregation for Catholic Education, 2014).

- c. Creative Projects: Implementation of digital storytelling, reflective videos, creative posters, or service-learning projects to express faith and moral understanding in innovative ways (Morales Navarro et al., 2024).
- d. Growth-Oriented Feedback: Teachers provide formative feedback that emphasizes process, effort, and learning from failure, in accordance with the principles of growth mindset (Dweck & Yeager, 2019).
- e. Growth Reflection: Students reflect on their academic, creative, and spiritual competency development, affirming the integration of creativity, faith, and resilience.

Faith-Based Project Learning

Project-based learning and service learning that combine faith and creativity to shape students' social, moral, and spiritual competencies. This approach emphasizes social engagement and service projects. Students carry out service projects to respond to social and ecological issues, such as the Laudato Si' campaign (Sala & Nagy, 2025). The integration of faith reflection and creativity fosters empathy, social responsibility, and collaborative skills.

This approach enables the application of Catholic moral principles in real-world contexts, reinforcing value-based learning.

Creative Growth Dialogue

Creative and reflective interaction mechanisms through classroom dialogue, which aim to foster a growth mindset, critical thinking skills, and spiritual depth. This approach facilitates creative and reflective interaction: Classroom discussions combine creative questions, critical thinking, and spiritual reflection (Rhodes & Bianchi, 2021). Scripture-based imagination and creative Lectio Divina strategies enhance interpretive and integrative capacities of faith. Teachers act as facilitators who motivate the exploration of ideas and the development of a growth mindset, strengthening both academic and spiritual competencies (Burnette et al., 2023).

Digital Creativity Integration

Digital technology as a means to expand creative and reflective learning spaces, while also improving digital literacy, innovation, and student engagement in PAK learning. The use of digital technology expands creative and reflective learning spaces: Creating digital faith journals, reflective vlogs, and audio narratives of spiritual experiences increases student engagement and digital literacy (He et al., 2024). The use of creative applications to narrate faith stories, describe moral processes, or solve ethical cases interactively. Video storytelling based on real issues faced by teenagers strengthens the relevance of learning and the application of values, as well as fostering moral imagination (Scott et al., 2020).

Relevance of the Integrative Model to SDG 4

The integrative model, which combines Creativity Education and Growth Mindset, directly supports the achievement of SDG 4 through quality, inclusive education that is relevant to the needs of the 21st century. This model supports the achievement of SDG 4 – Quality Education through:

- a. Quality Education: Providing dialogic, exploratory, and humanistic learning experiences, fostering higher-order thinking skills (UNESCO, 2017).
- b. 21st Century Competencies: Developing creativity, critical thinking, collaboration, digital literacy, and moral literacy (Karwowski et al., 2023; Cutillas et al., 2025).
- c. Inclusion: Increasing the participation and motivation of students who lack confidence, enabling them to have the courage to try new things and develop a growth mindset (Dweck, 2016; Dweck & Yeager, 2019).
- d. Christian Character: Strengthening spiritual resilience, moral responsibility, and contextual understanding of faith, while fostering awareness that each individual is called to develop according to God's will (Congregation for Catholic Education, 2014).

Conceptual Diagram of the Integrative Model

The following diagram presents a visual representation of the relationship between Creativity Education, Growth Mindset, PAK learning, and the achievement of SDG 4. This diagram emphasizes the cycle of reflective and creative learning as the core of the integrative model.

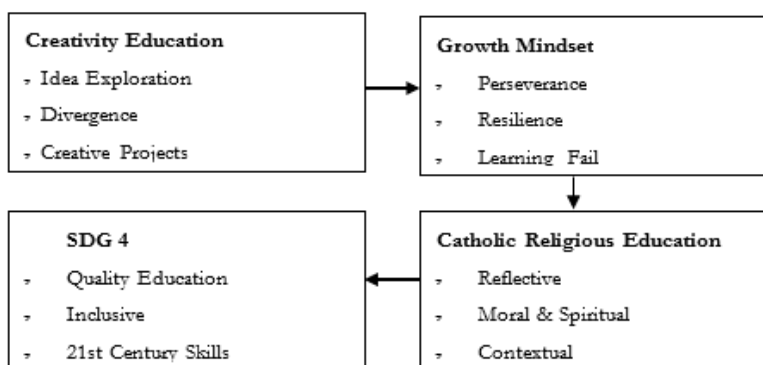


Figure 1. Conceptual diagram of the integrative model.

Model emphasizes sustainable creative–reflective learning cycles, enabling learners to develop cognitive, creative, moral, and spiritual capacities simultaneously, while supporting global goals related to quality, inclusive, and sustainable education.

5. Comparison

This study focuses on the integration of Creativity Education and Growth Mindset in Catholic Religious Education, an area that has not been discussed in depth in the existing literature, especially in relation to the achievement of SDG 4 (Quality Education). Therefore, this section discusses how this study differs from and provides additional insights compared to previous studies.

Recent research in the field of creative education, as suggested by Kapur and Roll (2023), shows that approaches based on problem-based learning, productive failure, and design thinking have a positive influence on cognitive flexibility and critical thinking skills. However, most of these studies focus more on the development of cognitive abilities and problem solving in the context of general education, without touching on the moral and spiritual dimensions that are central to the Catholic religion. This research introduces a more holistic concept by integrating creativity into religious education, where students not only develop critical thinking skills but also a deeper spiritual dimension through faith-based learning and creative reflection (Hendrawan, 2022).

Similarly, although Growth Mindset has been applied in various educational contexts to increase motivation and perseverance (Dweck, 2016), few studies have examined its application in the context of religious education. This study distinguishes itself by linking Growth Mindset with Catholic teachings, where growth in faith is defined as a continuous process related to repentance and moral reflection, rather than merely academic achievement (Congregation for Catholic Education, 2014). This approach makes an important contribution to the literature by showing that Growth Mindset can strengthen students' spiritual and moral resilience in facing ethical dilemmas and life challenges.

Overall, this study enriches the educational literature by combining two approaches that have previously been studied separately and adapting them to the context of religious education. By providing new theoretical and practical contributions to Catholic religious education, this study introduces a pedagogical model that supports the development of 21st-century competencies and facilitates the achievement of SDG 4 through a more inclusive, reflective, and adaptive approach.

6. Conclusion

This study explores the integration of Creativity Education and Growth Mindset in the context of Catholic Religious Education, contributing significantly to educational literature by combining two approaches that have previously been studied separately. The results show that these two approaches not only enhance students' cognitive abilities and creativity, but also strengthen their moral and spiritual dimensions. Creativity in Catholic religious education allows students to interpret their spiritual experiences contextually, while Growth Mindset builds resilience in facing academic and ethical challenges, thereby creating more reflective and transformative learning.

This study also identifies synergistic mechanisms between Creativity Education and Growth Mindset, which simultaneously encourage the development of critical thinking skills,

perseverance, and the ability to overcome failure. This approach enables students to develop 21st-century competencies, such as problem solving, collaboration, and digital literacy, while supporting the achievement of SDG 4, which emphasizes quality and inclusive education.

The implication of these findings is the importance of integrating both approaches into the Catholic religious education curriculum, which can be applied through various strategies such as service-learning, digital storytelling, and problem-solving based on Catholic moral principles. Thus, this study makes an important contribution to contemporary Catholic education, helping to shape individuals who are not only intellectually intelligent but also spiritually and morally mature.

However, this study also has limitations, including limitations in generalizing findings that are contextual to one educational institution. Therefore, further research is needed to explore the implementation of this model in various Catholic educational contexts and to evaluate its long-term impact.

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Conflicts of Interest:

The author declares no conflict of interest.

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