

intrinsic motivation such as interest, ability, fun, involvement, extreme curiosity and motivation such as valuation, recognition, money or other forms of incentive and coercion (Collins & Amabile, 1999). Amabile (1996) claims that any individual identified as having an intrinsic motivation in approach to their task or work consistently found to be inclined to produce work that is considered highly creative. Teacher perception study on this creativity will use the Work Priority Inventory to measure teachers' motivation approach to their tasks and will then see the relationship of teachers' motivational approaches with their teaching behaviors.

The three components of this creativity also explain how the three components enter the creative process. The creative process has certain phases that do not necessarily occur in a fixed order (Lubart, 1999). The following phases are (a) identifying problems or assignments, (b) preparing (collecting appropriate information), (c) generating feedback (finding and producing potential feedback), (d) communication and feedback confirmation (to test the possible feedback) According to Lubart (1999), the final result of this creative process may be in the form of a product's success, failure to produce, or progress toward achieving a goal, according to Amabile (1987) the components will be especially influential during certain phases and not in other phases. For example, intrinsic motivation plays an important part in the problem identification phase and at the beginning of the problem solving process. The relevant creativity process plays an important role in the generation of feedback. Relevant domains are important in the communication phase and verification of reply information.

Barriers to the Creativity of Muslims

There are various barriers to the creativity of Muslims today. Among them are the obstacles from the political environment, the culture practiced and the education system. But we will only discuss the barriers from the educational system as school is said to be a social environment that can be controlled and changeable. In addition, the school is seen as an important early foundation site in sowing creativity other than home or family.

After the independence of the Islamic countries from the colonial grip they usually continue the education system that has been introduced by the colonialists. As time went by, some reforms were introduced into the education system in order to address some of the problems that occurred in society or to further improve the existing education system. For example, in the education system in Malaysia, it may be that the education system's goal was initially aimed at achieving a state-driven agenda but since the 1980s the education system has been transformed in order to be more targeted for the self-development of the students. But there is one thing that has not changed despite the fact that many efforts have been made to change it, the education system of most Muslim countries, including Malaysia, is still test-oriented. Even in the context of Malaysia, the examination orientation is seen as the day is increasingly gripping the education system. Although the education system has succeeded in raising the intelligence or IQ of the entire Muslim community, the same education system has managed to cripple the creativity of Muslims.