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## **TEACHER CREATIVITY IN INCREASING STUDENTS' INTEREST FOR LEARNING ARABIC LANGUAGE LESSONS AT MADRASAH IBTIDAIYAH MUHAMMADIYAH TUMPUK TRENGGALEK**

### **Abstract**

The Arabic language is one of the foreign languages learned in certain educational institutions, especially those in Indonesia. There are not many students who like this foreign language. So, it means the Arabic language has very few learners. The other cause is that in learning, the teachers lack mastery of the classroom management and materials, so the students get bored and are not interested in the subject. One of the supporting factors of students' interest in the Arabic language subject is the teachers' creativity in the learning delivery. Therefore, the objective of this research is to find out the teachers' creativity in enhancing the learning interest of the students in Arabic language subject at MIM Tumpuk and the factors influencing the teachers' creativity. The research method used was qualitative with descriptive analytic type to obtain the data of words, pictures, and non-numeric. The research result was that the teachers' creativity in enhancing the learning interest of the students in Arabic language subject in MIM Tumpuk was by making lesson plans, using learning strategies suited to the student's needs, selecting learning models and methods, and benefiting learning media available. The classroom management was less focused, but it could not be denied that the teachers' creativity was blocked because the teachers became focused on classrooms' comfort and conduciveness. It was because some factors became the weakness or the teachers' obstacles in the creativity and there were also supporting factors that helped or contributed to the teachers' success in teaching.

**Keywords:** Creativity, Learning Interest, Arabic Language

### **INTRODUCTION**

Arabic is one of the foreign languages studied in educational institutions, especially in Indonesia. Not many students like this foreign language. Many people assume that learning Arabic can only be used in countries that only use Arabic, including Saudi Arabia, Egypt, Sudan, and several other countries. Learning Arabic is not just about language or being able to speak Arabic. Learning Arabic can also be done in our daily lives. Reading the Koran is one of the daily activities for Arabic speakers. Reading the Al-Quran without knowing the meaning of what is being read will make it difficult to digest or understand what the verses being read are about or what the story is. That's where we train our Arabic language, to understand the meaning of each word we read in the Koran (Fitriani & Prastowo, 2022). Because in fact, Arabic is the language of Muslims and the language of heaven, which in the afterlife will be asked by the Creator in the afterlife when asked by the Creator in Arabic. So, Arabic is also very important for us to learn now and in the future.

Students' assumptions in learning Arabic also make this language difficult to understand and pronounce (Fathoni, 2021). In student learning bored which ultimately results in students' interest in learning the language Arabic is declining. This is because in learning students only read, memorize, and memorize. Learning like this is embedded in students' minds when encountering Arabic is no longer fun. This monotonous learning is one of the factors due to teacher errors in teaching. Too many teachers who teach only want it to be easy but this has an impact on the students who receive the material. Teaching is not just about delivering material.

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However, how can students accept and understand the material presented? Teaching methods and styles are very necessary for every teaching so that later in teaching students can receive well and be active in learning (Fitriani & Prastowo, 2022).

A problem that exists at this time, especially for school teachers The basis is that the meaning of teaching is still limited. Teachers define teaching as the learning process is teaching in a unidirectional manner. Teaching with meaning from a teacher to his students only. This results in students becoming less interested in the material presented, feeling bored, and fed up, and tend not to be interested in receiving the material (Andayani, Iyan & Hadiyati, 2022). Teachers play a very important role in this kind of learning process. A teacher is someone who works as a parent at school, and who has a responsibility to students in providing theory and practice of the material or learning that should be obtained. The success of a teacher can also be seen in how well the teacher can present or convey a lesson that can be accepted by the students as a whole. This success was triggered by the learning process which was influenced by the teacher's creative thinking. Teachers are required to be able to think creatively to bring more efficient learning. Creative teachers are also wrong in one way to help students solve problems effectively and efficiently. Teacher creativity also helps in the complete transfer of knowledge to students. The project creativity brought by the teacher also provokes students to think critically and logically and raises creativity in the students themselves. Teaching creativity is defined as a quality where teachers must develop new and imaginative ideas in teaching (Handayani et al., 2023).

Creativity is a person's ability to create something new, resulting in something that has never existed or is something new. Creativity not only produces something new but can also develop what already exists. Development can be done by changing styles, methods, or other things. In this case, teachers are expected to understand how important it is to be able to think more creatively in order to create efficient learning for students. In this modern era, teachers are also required to be creative in technology. Teacher creativity can also be seen in the learning media used. The media used does not have to be conventional all the time. The learning media that is presented becomes a reference or interest for students in the learning that will be obtained and curiosity in students arises by itself (Andayani, Iyan & Hadiyati, 2022). One of the creative teachers in carrying out learning with the stimulus provided. The creativity possessed by each teacher is also different, so the level of creativity they possess is not the same. Teacher creativity is the ability to realize learning with more interesting learning methods or styles possessed by a teacher in the process of learning activities at school. Apart from that, teacher creativity is also known from the personality of a teacher who has innovations and very varied strategies in teaching so that there are variations or innovations in teaching that will make students more creative and active (Fathoni, 2021).

The process by which students can be active and creative is a benchmark teacher creativity that is brought out when learning is successful. Education like this sets students up for future success. This requires improvements from teachers in improving their teaching methods and methods. If this is just left alone, this is a problem that should no longer exist. Because, nowadays there is so much teacher creativity that can be implemented. Even though teachers still use conventional. This will make students' interest in learning disappear. So that students' sense of joy or love of learning does not exist. Another thing that happened to the school was going to the interest of parents who want to send their children to this school decreases. Therefore, we as teachers must be able to create our own methods, models, and ways of learning (Afiah, Nur & Hasrati, 2021). Learning to be creative is not difficult because there are lots of digital media so we can have fun learning using conventional and digital media. One form of teacher creativity that can increase students' interest in learning is by focusing more on needs and innovating methods, media, and assessment techniques to attract students' attention and interest. The form of teacher creativity in learning Arabic can be seen in teacher creativity in planning learning and teacher creativity in implementing learning (Fitriyani, 2020).

## **METHODS**

This research uses a qualitative approach method. The qualitative method is a research method that aims to gain an understanding of reality through an inductive thinking process (Afkar, 2023). Qualitative research is a research technique that uses narratives or words to

explain and describe the meaning of each phenomenon, symptom, and particular social situation (Nasution, 2023). Qualitative research is the use of various scientific research methods in certain natural contexts to understand the phenomena experienced by research subjects by describing them comprehensively in words and language. Qualitative research methods are designed to be general, flexible, developing, and emerge in the research process with the aim of finding interactive relationship patterns, describing complex realities, and gaining an understanding of meaning (Waruwu, 2023). Judging from the type of research, this type of research uses analytical descriptive research. Descriptive analytics is the collection of data in the form of words, images, and not numbers (Khilmiyah, 2016). Researchers use this type of research to obtain more in-depth information with certain limitations that utilize data collection to explain and formulate clear conclusions in this research.

## **FINDINGS AND DISCUSSION**

### **1. Teacher Creativity in Increasing Students' Interest in Learning**

Based on research data, the researchers analyzed the results of observations, interviews, and documentation regarding teacher creativity in increasing students' interest in learning Arabic language lessons at MIM Tumpuk with researcher connects the theory that the researcher quoted from Rochmatun Mahiroh (2020) regarding forms of teacher creativity as follows:

#### **a. Teacher Creativity in Planning the Learning Process**

Getting started in learning certainly starts with preparation for teaching, one of which is planning or learning planning. Learning Implementation Plans or RPPs are very important for educators in teaching to achieve learning goals effectively (Nurahma & Sesrita, 2023). Planning is a process to achieve a goal well and efficiently. The planning carried out by the teacher is to organize the process of how learning can run effectively and efficiently by making lesson plans as a way to achieve the learning objectives. Therefore, teachers are required to be as creative as possible in creating learning processes or plans so that time allocation, delivery of material, and classroom management are more effective and efficient so that learning objectives can be achieved well or maximally (Mahiroh, 2020). As has been and is being done by teachers at MIM Tumpuk, especially Arabic language teachers, in creating a learning planning process or what is usually called RPP. They already understand how important lesson plans are in learning, even though in reality or execution when teaching activities take place they do not really refer to lesson plans. However, the RPP is still made as it should be, which is only a requirement to be able to continue teaching activities. In its creation, it also looks at the characteristics of the students and other competencies. From field observations conducted by researchers, the teacher did make the lesson plans and brought them during teaching and learning activities, but the teacher did not focus too much on the lesson plans during teaching and learning but rather looked at the condition of the class and students at that time.

#### **b. Teacher Creativity in Learning Strategies**

Making lesson plans is nothing but a process of selecting learning strategies so that the learning delivered can be well received by the student's learners. Learning strategies are learning activities that teachers and students must carry out to achieve learning goals effectively and efficiently (Taufik, 2020). In order for learning to be more effective and efficient, teachers are required to be able to organize learning steps sequentially and in detail, or called learning strategies so that learning runs well and is not confused (Mahiroh, 2020). As is done by the Arabic language teachers at MIM Tumpuk in creating learning strategies at the lower level, namely classes I and II, students write mufrodat and this means that students are asked to come forward to face the teacher to read their writing or mufrodat that has been written in a notebook, apart from that Students who cannot read Arabic are asked to write down their Latin reading next to them, after which they read together and memorize them together. On the other hand, for classes III to class VI, students are invited to look for microdata in the Koran and are invited to study outside the classroom by observing the surrounding environment. Looking at the field observations that the researcher conducted on teachers teaching classes I and II, the students finished taking notes and then faced the teacher one by one to simultaneously learn to read Arabic letters, and the teacher helped in writing Latin letters to make it easier for students to read. Apart from that, the teacher teaching classes III-VI after giving an explanation regarding

the material, students are asked to look for words or mufrodat from the verses of the Koran determined by the teacher.

c. Teacher Creativity in Learning Methods and Models

One of the important things in the process of making a lesson plan is choosing the right learning method and model. Methods and models selected can encourage students to enjoy receiving the material at that time. With advances in science, especially in the field of language, there are many learning models and methods that teachers can use (Susiawati, 2022). There is not just one method and model used by a creative teacher, but all can be mixed from two learning methods and models so that learning can take place effectively and efficiently. Apply methods and models Learning will make students understand much more and not get bored or bored with learning, apart from that, applying methods and models makes it easier for teachers to explain the material presented (Mahiroh, 2020). As is done by the Arabic language teachers at MIM Tumpuk in choosing learning methods and models, for the elementary level, namely classes I and II, they prefer the Active Learning learning model combined with Joyful Learning and the SAVI Method which invites students to sing while memorizing the mufrodat. Apart from that, to review the material, teachers sometimes use the puzzle method to see or measure students' ability to receive the material at that time. For the upper level, namely class III to class VI, the method that teachers use is a mixed method which hones four skills and the learning model used is basically just lectures. From field observations carried out by researchers at that time, in grades I and II, before entering the next material, students reviewed the previous material by being invited to sing mufrodat by the teacher. Apart from that, students from class III to class VI continued the material directly with the teacher providing explanations and writing several notes on the board for students to write in their notebooks.

d. Teacher Creativity in Learning Media

Learning media is important in the learning process. Media is one thing that helps teachers in conditioning the class by taking focus and being able to concentrate more on the material or lesson that is being explained or delivered. A teacher must be able to increase his creativity, especially in his learning media, one of which is by combining or renewing existing media with media that has never been used or is new (Mahiroh, 2020). The media used is not only technological, if the teacher is comfortable with conventional means the teacher is required to be able to combine and back up the media so that students don't get bored. Arabic language learning media technology combines knowledge and skills and acts as an intermediary, transmitting teaching materials and materials to create a pleasant learning experience (Sholihah, Euis., Supardi, Adi., Hilmi, 2022). Other things too You can combine conventional media with existing technology. As is done by the Arabic language teachers at MIM Tumpuk, in choosing and using learning media, they do not really use learning media, whether technological or conventional, so they only rarely use additional learning media other than the blackboard. On average, whiteboards are used more, for other media such as projectors, this is because there is only 1, so we don't prioritize that. For other things, the teacher takes students around the school to explore and learn Arabic directly by pointing or writing down what is around the students. Judging from the field observations that the researchers conducted, there was no technological learning media used, the teacher only used existing media such as blackboards, media he made himself using printed paper, and just used the environment around the school.

e. Teacher Creativity in Classroom Management

One thing to pay attention to too. Student boredom can occur due to poor classroom management It's just the shape of the class or it's not comfortable because the class isn't conducive to being crowded or something else. Classroom management refers to the teacher's ability to direct and organize the class and create conducive teaching conditions so that the teaching and learning process is carried out optimally and learning objectives are achieved (Afandi, 2002). A teacher is required to be creative in managing the class in terms of seating arrangement, restoring enthusiasm for learning, and focusing or concentrating on learning, there is no noise or noisy class, and can create a conducive, comfortable, and safe classroom atmosphere (Mahiroh, 2020). As the teachers who teach Arabic at MIM Tumpuk do in managing the class, they don't really interfere in the arrangement of the class chairs and tables, because the arrangement of the desks and chairs has already been arranged by the class teacher. Overall, this teacher only maintains the comfort and safety of students during the learning process, ensuring that there is no noise in the classroom and that the classroom atmosphere is

truly conducive to learning. And others, teachers follow students so that learning can be done well received, effective, and efficient. Based on field observations conducted by researchers, teachers do not take part in classroom management, especially in arranging tables, chairs, or where students sit. In such cases, teachers only attend classes that have been arranged in such a way by their respective class teachers or homeroom teachers, because the class arrangement is already an agreement between the class of the teacher and the students themselves. So, teachers are more focused on conditioning the class during teaching and learning activities, by keeping the class conducive, not chaotic, safe, and comfortable.

## 2. Supporting Factors and Barriers to Teacher Creativity

Teachers are required to understand the importance of creativity in learning, especially in relation to their duties and responsibilities as educators, which have a major influence on the growth and development of the success of their students. Based on research data, researchers analyzing the results of observations, interviews, and documentation regarding the factors of teacher creativity in increasing students' interest in learning Arabic language lessons at MIM Tumpuk, namely:

### a. Supporting factors

Supporting factors are ones that play an important role in the success of teachers in carrying out their duties and responsibilities, especially in creatively conveying their learning. Supporting factors for Islamic Religious Education (PAI) Teacher Creativity in Using Learning Media are; a) supporting facilities, b) leadership support, and c) available facilities (Lubis, 2020). There are several supporting factors for teacher creativity, namely support from the school, all stakeholders, and the students themselves (Kurniawan, 2022). As obtained or felt by the teachers who teach Arabic at MIM, there are supporting factors in creativity, namely, other teachers support each other, fellow teachers, and even all stakeholders, exchange ideas, and help in all activities, especially in learning. , there is no pressure at work or an authoritarian environment, apart from that the biggest support is from the students themselves, where students are willing to cooperate and are enthusiastic in every teaching and learning activity so that teachers are very happy and enthusiastic to teach at the next meeting with various methods or even media that will be prepared.

### b. Obstacle factor

The existence of support also does not escape the obstacles that exist in carrying out their duties and obligations as educators to be creative in learning. Due to the existence of inhibiting factors, these do not allow teachers to be creative in delivering learning. There are several inhibiting factors in teacher creativity, namely, external factors, namely the work environment which is not conducive or comfortable, and the lack of existing infrastructure, apart from that, there are also internal obstacles such as the great fear of making mistakes, lack of self-confidence in doing, and lack of sensitivity to the surroundings (Kurniawan, 2022). As obtained or felt by Arabic language teachers at MIM, there are many inhibiting factors in creativity as a whole, lack of adequate infrastructure, and lack of understanding of other learning methods or models, apart from that the biggest contributing factors from students, where many of these students are not yet proficient in reading Arabic to the Koran or proficient in Arabic writing, so they have difficulty learning. So teachers have to work extra hard, which means teachers also have to teach them how to write and read and extraordinary patience in dealing with this. It is one of the subjects that is not liked due to the students' own obstacles, internally, the lack of ability to divide time with the many other administrations that are required of all teachers.

## CONCLUSION

Based on the results and discussion of this research regarding teacher creativity in increasing students' interest in learning Arabic language lessons at MIM Tumpuk, Trenggalek Regency, it can be concluded as follows:

1. Arabic language teachers at MIM Tumpuk, Trenggalek district are creative in learning, as seen from the existing indicators of teacher creativity. Learning planning but not focused on lesson plans in its implementation, then on learning strategies, then on the methods or models used which can attract students in learning, then the media used in learning really makes use of what is available to make use of the surrounding environment to make it

more realistic or every day. apart from that, also in conventional which can still be the center of attention of students, then finally in class management where the teacher can maintain class conditions so that they remain conducive and comfortable when learning takes place even though the arrangement of tables and chairs only follows that of the class teacher.

2. This is because there are also several factors that become a point of deficiency or obstacles for teachers in being creative, one of the main inhibiting factors is students who are still unable to read Arabic writing so this is a factor that is not liked by students, for other things in general namely infrastructure which can be said to be quite lacking. On the other hand, there are also supporting factors that are no less involved in making or supporting the teacher's success in teaching. The main supporting factor is a comfortable working environment where fellow teachers and even stakeholders help each other, this plays an important role in maintaining the enthusiasm to be creative and innovative in delivering learning. Coupled with students who are enthusiastic, active, and receptive to the learning we present, this is also one of the motivations for teachers to continue to be creative in every meeting.

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