

Exploring Teachers' Creative Approaches in Teaching Arabic Reading Skills in State Islamic Senior High School 1 Pati

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Abstract

Students' enthusiasm for learning Arabic requires special attention, as many perceive the language as difficult and less relevant to daily life. A lack of engaging teaching skills further reduces motivation, while modern students are also strongly influenced by advanced technology. If teachers fail to innovate and continue relying on outdated methods, learning objectives become harder to achieve and students easily lose interest. This study aims to explore teachers' creativity in teaching Arabic reading skills, as well as the supporting and inhibiting factors in its implementation. Using a qualitative field study approach, data was collected through observation, interviews, and documents. Findings reveal that creative teachers employ diverse strategies, media, approaches, competencies, techniques, and tactics that make learning more enjoyable and accessible for students. Supporting factors include leadership support and adequate facilities, while limited resources act as barriers. Overall, applying teacher creativity in Arabic reading instruction proves effective because it brings the learning experience closer to students' real needs making lessons feel more engaging, easier to follow, and more in tune with the way today's learners interact with technology.

Keywords: Creativity, Arabic Language Teacher, Reading Skills

ملخص

يتطلب حماس الطلاب لتعلم اللغة العربية اهتمامًا خاصًا، حيث يرى الكثيرون أن اللغة صعبة وأقل صلة بالحياة اليومية. ويؤدي الافتقار إلى مهارات التدريس الجذابة إلى تقليل الدافع بشكل أكبر، في حين يتأثر الطلاب المعاصرون أيضًا بشدة بالتكنولوجيا المتقدمة. إذا فشل المعلمون في الابتكار واستمروا في الاعتماد على الأساليب القديمة، يصبح تحقيق أهداف التعلم أكثر صعوبة ويفقد الطلاب الاهتمام بسهولة. تهدف هذه الدراسة إلى استكشاف إبداع المعلمين في تدريس مهارات القراءة العربية، وكذلك العوامل الداعمة والمثبطة لتطبيقه. وباستخدام أساليب الدراسة الميدانية النوعية، تم جمع البيانات من خلال الملاحظة والمقابلة والوثيقة. تكشف النتائج أن المعلمين المبدعين يستخدمون استراتيجيات ووسائل وأساليب وكفاءات وتقنيات وتكتيكات متنوعة تجعل التعلم أكثر متعة ويمكن للطلاب الوصول إليه. وتشمل العوامل الداعمة دعم القيادة والمرافق الكافية، في حين تعمل الموارد المحدودة كحواجز. بشكل عام، أثبت تطبيق إبداع المعلم في تعليم القراءة باللغة العربية فعاليتها لأنه يجعل تجربة التعلم أقرب إلى الطلاب الاحتياجات الحقيقية مما يجعل الدروس تبدو أكثر جاذبية وأسهل في المتابعة وأكثر انسجامًا مع الطريقة التي يتفاعل بها متعلمو اليوم مع التكنولوجيا. الكلمات الرئيسية: إبداع، مدرس اللغة العربية، مهارات القراءة.

Abstrak

Antusiasme siswa dalam mempelajari bahasa Arab memerlukan perhatian khusus, sebab banyak di antara mereka merasa bahasa Arab sulit dipelajari dan kurang relevan dengan kehidupan sehari-hari. Keterampilan mengajar guru yang kurang menarik juga dapat menurunkan motivasi belajar. Selain itu, perkembangan teknologi yang semakin canggih membuat siswa mudah bosan apabila guru tidak berinovasi dan masih menggunakan metode lama. Penelitian ini bertujuan untuk mengetahui kreativitas guru dalam pembelajaran keterampilan membaca bahasa Arab serta faktor pendukung dan penghambat penerapannya. Penelitian ini merupakan studi lapangan dengan pendekatan fenomenologi kualitatif, data diperoleh melalui observasi, wawancara, dan dokumen. Hasil penelitian menunjukkan bahwa guru yang kreatif mampu menggunakan beragam strategi, media, pendekatan, kompetensi, teknik, dan taktik sehingga siswa merasa lebih senang dan mudah belajar bahasa Arab. Faktor pendukung kreativitas adalah dukungan pimpinan sekolah serta ketersediaan sarana dan prasarana, sedangkan hambatannya adalah keterbatasan fasilitas. Secara keseluruhan, penerapan kreativitas guru dalam pengajaran membaca bahasa Arab terbukti efektif karena membawa

pengalaman belajar lebih dekat dengan kebutuhan nyata siswa sehingga pelajaran terasa lebih menarik, lebih mudah diikuti, dan lebih selaras dengan cara pelajar masa kini berinteraksi dengan teknologi.

Kata kunci: Kreativitas, Guru Bahasa Arab, Keterampilan Membaca

A. Introduction

Language education constitutes a fundamental component of the learning process, as language serves as an effective medium for expressing ideas, thoughts, and emotions. In the era of globalization and rapid technological development, language education becomes increasingly important in preparing the younger generation to communicate effectively and participate in the global society. Despite the growing attention to language teaching, there remains limited research focusing on how teacher creativity influences students' engagement, comprehension, and overall language proficiency in Arabic reading instruction. Addressing this gap, the present study investigates the multifaceted role of teacher creativity, examining strategies, media, teaching approaches, competencies, and techniques employed in the classroom. By exploring these aspects, the research aims to provide practical insights that can enhance classroom practices and contribute to the advancement of Arabic language education.

Educational institutions generally provide multiple language classes, with English and Arabic being the most common choices. Arabic, in particular, holds a dual role, both as a medium of religious understanding for Muslims and as an entry point to global economic, social, and political discourse (Azisi & Nurfaiza, 2024; Muslim & Harisca, 2021). However, the learning of Arabic is often perceived as difficult and irrelevant to daily life, which reduces students' motivation (Siska Qurrota A'yun, Rizki Kurniati & Tulus Musthofa, 2025). Furthermore, the success of Arabic language education is closely tied to teachers' pedagogical approaches and creative capacities, which significantly shape students' motivation and academic achievement (Setiyawan et al., 2021). Thus, strengthening Arabic language instruction has emerged as an urgent imperative in modern educational contexts.

Despite its importance, Arabic education faces persistent challenges that hinder optimal learning outcomes. Students frequently perceive Arabic as a difficult subject, which can lead to fear, laziness, and decreased enthusiasm in class (Takdir, 2020). Moreover, ineffective teaching methods and underqualified teachers further exacerbate this condition, as monotonous learning processes fail

to attract students' interest. Conversely, based on preliminary observations, some students demonstrate high enthusiasm for Arabic when teachers adopt creative approaches, employ diverse strategies, and foster an engaging classroom atmosphere. These findings underscore the critical influence of teachers in fostering student motivation, as an inspiring Arabic teacher can significantly enhance learners' enthusiasm and persistence. Prior research further demonstrates that teacher creativity, reflected in innovative strategies, media use, and teaching methodologies, is strongly associated with students' engagement and academic success (Baroroh & Rahmawati, 2020). Hence, the key challenge in Arabic learning involves not only students' efforts but also teachers' ability to innovate, adapt, and inspire learners effectively.

Empirical evidence highlights a significant link between teacher creativity and the overall effectiveness of Arabic language instruction. For example, Octavia (Octavia, 2020) found that innovative learning models substantially improve learning quality by cultivating students' higher-order thinking skills and fostering collaborative engagement. Other findings highlight that well-designed strategies covering objectives, materials, methods, and assessments are essential in guiding students toward achieving learning outcomes (Budiana, 2022; Ali et al., 2023). In addition, studies suggest that students' potential, which includes self concept, motivation, and creative thinking, can be maximized when teachers employ innovative approaches that combine competence, techniques, and tactics in teaching (Sulaiman & Sa'idah, 2022). While existing research underscores the vital role of creativity in Arabic language instruction, much of it has taken a broad perspective and offers limited insight into how teacher creativity directly influences students' reading skill development one of the persistent challenges in Arabic education (AlJassmi et al., 2022). Accordingly, this study aims to fill this gap by exploring the contribution of teacher creativity to the enhancement of Arabic reading competence.

This research offers a distinctive contribution by combining the study of teacher creativity with a phenomenological lens in Arabic language learning, particularly in reading comprehension. While earlier studies have mostly focused on pedagogical techniques and the use of learning media, this study emphasizes the lived experiences of both teachers and students, making the exploration more holistic and meaningful. The novelty lies in examining how creativity is not only applied in classroom practices but also how it shapes students' perceptions, motivation, and engagement in learning Arabic. By situating creativity as a bridge between teaching strategies and students' learning experiences, this research highlights its dual significance in theory and practice. Therefore, the purpose of this study is to investigate the creativity of teachers in teaching Arabic reading

skills, to identify the supporting and inhibiting factors in its implementation, and to evaluate its potential in fostering more effective and enjoyable learning experiences.

This study aims to provide comprehensive insight into the role of teacher creativity in Arabic reading instruction and its impact on students' learning experiences. By exploring diverse teaching strategies, instructional media, pedagogical approaches, competencies, techniques, and tactics, this study seeks to identify the aspects of teacher creativity that most effectively enhance students' engagement and comprehension. Furthermore, this study explores the contextual factors that either support or inhibit the implementation of creative practices in the classroom. Through this approach, the research not only contributes to the existing literature on language education but also offers practical guidance for educators aiming to foster more dynamic, innovative, and meaningful Arabic learning environments. Ultimately, the findings are expected to inform policy, curriculum development, and teaching practices, ensuring that Arabic language education can meet the demands of contemporary learners while maintaining educational quality and relevance.

B. Method

This study employed a qualitative phenomenological research design to explore the lived experiences of teachers and students in the Arabic language learning environment. Qualitative research allows researchers to understand social phenomena through the systematic collection, analysis, and interpretation of data (Fauzi et al., 2022). A phenomenological approach was selected because it enables the researcher to capture how individuals perceive and interpret their learning experiences while maintaining neutrality and focusing on meaning making processes (Yadav, 2021; Trakul Chitwattanakorn, Nantana Chavasirikultol, Nopphong Kerdngern, 2024). The research was conducted at MAN (State Islamic Senior High School) 1 Pati, Central Java, Indonesia, over a period of one to two months. The school was chosen because of its active implementation of creative Arabic teaching practices and its supportive institutional climate, making it an appropriate site for examining instructional creativity and its contributing factors.

Participants were selected through purposive sampling based on their direct involvement in Arabic learning activities. The sample consisted of three Arabic teachers, three students from different grade levels, a vice principal responsible for curriculum affairs, and the school principal. Each participant was assigned a coded identity to support the analysis process.

Teacher LN (T1), who also serves as the vice-principal for curriculum, teaches Grade XII and is known for simple, creative, and enjoyable instruction that

keeps students highly engaged. Teacher UN (T2), teaching Grade XI, is recognized for her supportive interpersonal approach that helps students feel guided and confident in learning Arabic. Teacher M (T3), the Grade X teacher, frequently incorporates educational games and digital media to maintain students' enthusiasm.

Student NH (S1), a Grade XII student, consistently displays strong enthusiasm for Arabic. Student AK (S2), Grade X, views MAN 1 Pati's learning methods as new and more engaging than those in her previous school. Student F (S3), Grade XI, is highly motivated and feels well-supported through classroom learning activities.

The principal and vice-principal contributed institutional perspectives, as they routinely conduct supervision, monitor instructional quality, ensure the availability of teaching resources, and facilitate teacher discussions for continuous professional development.

Data were collected using field research techniques, involving direct engagement with the research setting to capture authentic social interactions (Herman & Anhusadar, 2022; Syahza, 2021). Three primary methods were applied: interviews, classroom observations, and document reviews. Interviews were conducted two to three times with each teacher and student to obtain detailed insights and verify emerging interpretations. Classroom observations were carried out at least twice per teacher, allowing the researcher to record teaching practices, learning interactions, and classroom atmosphere. Document review included lesson plans, teaching modules, and school schedules, which served as supporting data to strengthen credibility. All procedures were undertaken ethically to ensure the accuracy and authenticity of the collected information.

The analysis followed the Miles and Huberman interactive model, consisting of data collection, data reduction, data display, and conclusion drawing. All interview transcripts, observational notes, and documents were compiled and organized systematically. Data were reduced through coding and categorization to identify themes related to teacher creativity and its supporting or inhibiting factors. Findings were then displayed narratively to allow clearer interpretation. Conclusions were drawn iteratively by comparing data across sources and revisiting earlier interpretations to ensure analytical consistency. To strengthen trustworthiness, the criteria of credibility, transferability, dependability, and confirmability were applied. This analytical process enabled a comprehensive understanding of the meaning behind participants' experiences, producing findings that are both reliable and contextually grounded (Hasbi, 2025).

C. Results and Discussion

Teacher creativity plays a crucial role in enhancing Arabic language learning in schools. Based on observations and interviews, all Arabic language teachers actively implement innovative strategies to foster interactive and engaging classroom environments. Lessons that rely solely on lectures and Questions and answers (Q&A) without adapting to students' needs were observed to reduce engagement and motivation, especially in reading activities. Several students reported difficulty concentrating and decreased enthusiasm when lessons were monotonous, highlighting the importance of dynamic teaching approaches. Conversely, teachers who integrated multimedia tools, project-based learning, and interactive storytelling observed higher levels of student participation, critical thinking, and motivation. The school leadership, including principals and vice-principals, provides direct supervision, guidance, and feedback through classroom visits and regular consultations. This leadership ensures that teachers are not only competent in content delivery but also continuously innovate to improve classroom practices. Support from leadership encourages teachers to explore creative lesson planning, use diverse teaching media, and develop activities that enhance both student engagement and learning outcomes (Vilma, Valentinas, Vaida, 2022; Rijal, 2020; Baiyang et al., 2025).

Teachers employ a wide range of strategies to facilitate creative and effective Arabic language learning. Observations and interviews revealed that teachers often use project based learning, storytelling, role-playing, and collaborative learning to engage students actively. For example, in one class, the teacher assigned students to create short Arabic dialogues based on everyday situations, allowing them to practice speaking and apply grammatical structures in context. Another teacher incorporated storytelling and poetry reading, which encouraged students to analyze text, interpret meanings, and respond creatively. Icebreakers and interactive games were also applied at the beginning of lessons to maintain students' attention and motivation, particularly in classes focused on reading skills.

These strategies are carefully planned to align with the core competencies and learning objectives set by the school. Teachers prepare detailed lesson plans that include learning steps, instructional materials, and assessment methods, ensuring that each activity supports students' cognitive and creative development. Regular teacher meetings and consultations allow for collaborative planning, discussion of challenges, and sharing of successful methods, fostering a culture of continuous professional growth and innovation (Yuwono & Mirnawati, 2021; Ghimire & Mokhtari, 2025). By applying these strategies, teachers are able to promote critical thinking, problem solving skills, and active participation, resulting in more meaningful learning experiences for students.

Furthermore, teachers adapt their methods according to student characteristics and class dynamics. For instance, when students struggle with reading comprehension, teachers may provide scaffolded tasks, visual aids, or peer assisted activities to gradually build confidence and skill (Saepudin & Mustaqim, 2024). Such adaptive strategies not only enhance understanding but also stimulate students' creativity, enabling them to express ideas and generate solutions in ways that are both individual and collaborative. This emphasis on strategy and method demonstrates that creativity in teaching is not limited to resourcefulness but also involves careful planning, responsiveness, and reflection on teaching practices (Anggun Nurlita, 2023; Ponomariovienié et al., 2025).

The use of learning media and technology plays a significant role in enhancing the creativity and effectiveness of Arabic language instruction. Observations indicate that teachers utilize a combination of print, electronic, and digital media to support interactive and engaging learning (Shahbari-Kassem, A., Asli-Badarneh, A., Roby-Bayaa, 2024). Print media includes Arabic textbooks such as KMA 183 from the Ministry of Religion, supplementary reading books, ceremonial texts, and poetry collections. Electronic media, such as television and projector devices, are frequently employed to deliver material in a more visually engaging format. Digital media includes online platforms such as Alef Education, YouTube, Quizizz, interactive games, and educational applications, which allow teachers to design dynamic learning experiences that cater to different student learning styles (Rijal, 2020; Baiyang et al., 2025).

Teachers select instructional media strategically by considering lesson objectives, student characteristics, and resource availability. For example, Teacher M (T3), who teaches Grade X, frequently uses a projector to display reading passages so that students can follow the text visually while practicing pronunciation. Meanwhile, Teacher UN (T2) integrates platforms such as YouTube and Quizizz to reinforce comprehension, stimulate participation, and encourage critical thinking. This combination of media creates multisensory learning experiences that help students process and retain information more effectively. Interviews with students confirmed that technology supported lessons especially those delivered by T2 and T3 increase their engagement, motivation, and willingness to participate.

At the same time, teachers emphasize that media should not be used excessively or mechanically. Teacher LN (T1), for instance, stated that the effectiveness of technology depends on its alignment with pedagogical goals and its ability to facilitate meaningful learning. In one reading comprehension lesson, T1 supplemented a short video with guided discussion questions and peer-

collaboration tasks, enabling students to apply their understanding in practical contexts and deepen comprehension through interaction. This approach ensures that technology enhances rather than distracts from learning. Furthermore, teachers adapt digital tools creatively to suit the classroom context, such as using Google Lens to translate unfamiliar Arabic words, online dictionaries to support vocabulary acquisition, and interactive platforms to provide immediate feedback. By integrating media and technology thoughtfully, teachers not only enrich lesson content but also develop students' digital literacy and independent learning skills, which are essential in the 21st century learning environment (Vilma, Valentinas, Vaida, 2022; Ghimire & Mokhtari, 2025).

Classroom observations indicated that many students initially perceived Arabic as a challenging and less appealing subject. To address this, LN (T1) explained during the interview that he consistently employs several strategies to strengthen student motivation. LN (T1) emphasized that he provides continuous encouragement through positive reinforcement and supportive feedback to help sustain students' interest during learning activities. LN (T1) also shared that he typically begins lessons with simple greetings and short conversational exchanges in Arabic. Students are gradually encouraged to respond and take part in the interaction. According to him, this approach familiarizes learners with Arabic in a natural, low-pressure context and helps build their confidence to use the language actively in the classroom.

Interactive approaches, such as problem-solving tasks, collaborative activities, and peer discussions, are frequently implemented to engage students actively. One teacher reported using real-life scenarios to make reading and comprehension exercises more relatable, such as asking students to interpret signs, advertisements, or short texts they encounter in daily life. By connecting learning materials to the students' environment, teachers make the lessons more relevant and meaningful, which enhances both motivation and retention of knowledge (Anggun Nurlita, 2023).

Teachers also emphasize constructive interaction, ensuring that every student receives attention and guidance. Classroom management strategies, such as differentiated instruction and personalized support, allow teachers to address individual student needs. For example, students struggling with reading comprehension are given scaffolded tasks, repeated practice, and one on one guidance. Meanwhile, students demonstrating higher proficiency are encouraged to assist peers, fostering collaborative learning and peer mentoring. This approach not only enhances academic outcomes but also develops students' social and communication skills, creativity, and critical thinking.

The motivational dimension of teaching is further strengthened through the teacher's ability to create a positive classroom atmosphere. Humor, storytelling, praise, and recognition of student achievements are integrated into lessons to sustain enthusiasm and participation. As a result, students feel valued and more willing to take risks in expressing themselves in Arabic. Interviews with students indicated that such interactions made them more confident, encouraged self-expression, and stimulated curiosity to explore additional learning resources, such as online platforms, educational videos, and dictionaries (Ponomariovienè et al., 2025; Danik Nuryani & Ita Handayani, 2020).

The combination of interactive approaches, motivational strategies, and supportive teacher student interactions establishes a classroom environment conducive to creativity, active learning, and student engagement. Teachers not only deliver content but also facilitate the holistic development of students' language skills, critical thinking, and problem solving abilities, demonstrating that the success of Arabic language learning depends heavily on the quality of teacher student interaction and the pedagogical approaches applied.

Teacher competence is a fundamental factor in ensuring that creative learning strategies are effective and meaningful. Observations and interviews indicate that Arabic language teachers possess a range of competencies, including subject-matter expertise, communication skills, collaborative abilities, and innovative thinking. Teachers' competence enables them to adapt lessons to student needs, select appropriate strategies, and implement activities that enhance both academic and creative development (Danik Nuryani & Ita Handayani, 2020; Xue et al., 2023). For instance, teachers who are highly competent in Arabic reading and grammar can design exercises that challenge students while remaining achievable, thereby fostering confidence and active participation.

In addition to subject matter competence, pedagogical skills are critical in translating knowledge into effective classroom practice. Teachers demonstrate mastery in planning, implementing, and evaluating lessons, ensuring that learning objectives are met while also promoting creativity. One key example observed is the use of step by step scaffolding in reading exercises, where teachers gradually increase complexity and provide guided support. This approach helps students internalize skills and knowledge while developing problem solving abilities and creative thinking. Teachers also apply techniques such as grouping students for collaborative projects, conducting interactive reading sessions, and incorporating peer feedback to maximize learning outcomes.

Teaching tactics observed in this study particularly those applied by LN (T1), UN (T2), and M (T3) reflect a balanced combination of discipline and meaningful

engagement. These teachers consistently used polite, friendly, humorous, and motivating communication styles to sustain students' attention and encourage active participation. For example, during reading activities, LN (T1) and UN (T2) were observed circulating around the classroom, offering immediate feedback, and gently assisting students who encountered difficulties. This individualized support helped ensure that each learner's potential was recognized and nurtured. Meanwhile, M (T3) frequently integrated innovative strategies such as educational games, role playing, guided discussions, and real life problem solving tasks, making Arabic learning more enjoyable and effective for students (Sajadi, 2022).

The combination of high competence and well planned tactics allows teachers to manage classrooms efficiently while fostering a supportive and stimulating learning environment. Teachers are able to identify students' strengths and weaknesses, adapt instruction accordingly, and create opportunities for students to express ideas, explore solutions, and develop creativity. Competent teachers thus serve not only as knowledge providers but also as facilitators of holistic student development, where critical thinking, collaboration, and independent learning are nurtured alongside language skills. In this way, teacher competence and carefully chosen techniques and tactics are inseparable elements that contribute to the overall effectiveness of creative Arabic language instruction.

The implementation of teacher creativity in Arabic language instruction is influenced by various supporting and inhibiting factors. Based on observations and interviews, supportive factors include a collaborative school culture, leadership supervision, availability of teaching resources, and teachers' intrinsic motivation. School leadership plays a pivotal role in encouraging creativity, with principals and vice-principals conducting classroom visits, providing feedback, and facilitating professional development programs. This supervision ensures that teachers remain innovative in designing and delivering lessons, thereby enhancing the quality of learning (E.E. Junaedi Sastradiharja & Syamsul Bahri Tanrere, 2022).

Collaboration among teachers also supports creativity. Regular meetings and discussions allow teachers to share experiences, exchange ideas, and collectively develop teaching strategies. This teamwork fosters a learning community in which best practices are disseminated and applied consistently across classes. Additionally, adequate resources, such as textbooks, projectors, digital televisions, and internet access, enable teachers to implement varied teaching media and methods. Teachers' intrinsic motivation, driven by professional pride and personal enthusiasm, further enhances their willingness to innovate and experiment with creative approaches (Vilma, Valentinas, Vaida, 2022; Rijal, 2020).

Conversely, several inhibiting factors were identified. Limited access to technological resources, inconsistent internet connectivity, and occasional difficulties with digital applications can hinder the effective use of media and interactive learning tools. Students' varying proficiency levels also challenge teachers, requiring additional scaffolding and individualized attention to ensure all students can benefit from creative teaching methods. Furthermore, time constraints and heavy curricular demands may restrict the extent to which teachers can implement complex projects or innovative activities during lessons (Telaumbanua et al., 2021).

Teaching Arabic, especially when it comes to improving students' reading skills, is not just about following a textbook. It involves creativity that shows up in different ways through the strategies teachers use, the media they choose, their overall approach, their level of competence, and the specific techniques or tactics they apply in class. Observations and interviews revealed that teachers carefully balance structure with engagement: they encourage students while keeping the classroom organized, adapt materials to meet students' needs, and find inventive ways to make reading lessons interesting. To make these patterns clearer, the following table presents the main findings from classroom observations and interviews, showing how each of these aspects comes to life in practice.

Tabel 1. Teacher Creativity in Teaching Arabic Language

Aspect	Findings from Observations/Interviews	Examples / Implementation
Strategy	Project based learning, storytelling, reading exercises	Weekly story reading projects; guided problem solving exercises
Media	Projectors, digital TVs, PowerPoint, PDF, YouTube, Quizizz, Wordwall	Videos and interactive quizzes; online platforms for exercises
Approach	Motivation, active participation, contextual learning	Open ended questions; classroom discussions; connecting lessons to daily life
Competence	Subject mastery, collaboration, innovation	Extra guidance for struggling students; peer discussions
Techniques/Tactics	Icebreakers, role play, games, discussions	Word games before lessons; interactive role playing; group

projects

Understanding these supporting and inhibiting factors is crucial for developing effective strategies to enhance teacher creativity. By addressing limitations and leveraging supportive conditions, schools can optimize the implementation of creative learning approaches. For instance, professional development workshops, access to updated digital media, and peer mentoring programs can mitigate obstacles and strengthen teachers' capacity to deliver engaging and meaningful Arabic language instruction. Consequently, the quality and effectiveness of Arabic language learning are closely tied to the systematic consideration of these contextual factors, emphasizing the interdependence of resources, teacher competence, and institutional support in fostering a creative educational environment (Wang et al., 2023).

The findings of this study demonstrate that teacher creativity in Arabic language instruction is a multidimensional construct, encompassing strategies, media usage, pedagogical approaches, competencies, and teaching tactics. The integration of these dimensions creates a dynamic learning environment that fosters student engagement, critical thinking, and problem solving skills. Observations and interviews revealed that teachers who combine varied strategies, employ interactive media, adapt teaching approaches, and demonstrate high competence are more successful in promoting student creativity and motivation. This aligns with existing literature emphasizing that teacher creativity enhances student learning outcomes, increases motivation, and supports holistic development Vilma, Valentinas and Vaida (2022) Anggun Nurlita (2023) Sajadi (2022) Ghimire and Mokhtari (2025) and Ponomariovieniè (2025).

Comparisons with previous studies indicate that while the role of teacher creativity is widely recognized, contextual factors such as school leadership, resource availability, and student characteristics significantly influence the effectiveness of creative teaching. For example, supervision and support from school principals were found to be critical in motivating teachers to innovate, echoing findings from Junaedi Sastradiharja and Tanrere (2022) regarding leadership's role in enhancing professional capacity. Similarly, resource availability, including digital tools and educational media, supports the implementation of innovative methods, as also highlighted by Baiyang (2025) and Rijal (2020). These results suggest that teacher creativity cannot be viewed in isolation but must be understood within the broader educational context.

Despite the positive outcomes, this study also identified several limitations. The research sample was relatively small, consisting of four Arabic language teachers, one principal, one vice principal of curriculum, and three students, which

may limit the generalizability of the findings. Additionally, the study was conducted in a single school setting, and the observation period was limited, which may not capture the long-term effects of creative teaching practices. Challenges related to technological access and student proficiency variations also highlighted areas that require further attention.

Based on these findings, several recommendations can be proposed. Schools should continue to support teacher creativity through professional development programs, access to diverse learning media, and collaborative platforms for idea exchange. Teachers should be encouraged to experiment with innovative strategies and tailor approaches to students' needs and contextual factors. Future research could expand the sample size, include multiple school settings, and explore longitudinal impacts of teacher creativity on student learning outcomes. Furthermore, investigating the interplay between teacher creativity, student engagement, and institutional support could provide deeper insights into optimizing Arabic language education.

In conclusion, this study emphasizes that teacher creativity is a vital component in effective Arabic language instruction, enhancing not only student motivation and engagement but also fostering holistic development in language proficiency, critical thinking, and problem-solving. By addressing both supportive and inhibiting factors, schools and teachers can create an enriched learning environment where creativity thrives, ultimately improving the quality and effectiveness of Arabic language education.

D. Conclusion

Amidst the challenges of learning Arabic, teachers demonstrate remarkable creativity in developing reading skills through effective strategies, diverse media, innovative approaches, professional competence, and thoughtfully applied techniques. This creativity fosters a supportive and engaging learning environment, enabling students to participate actively, understand the material more effectively, and achieve the intended learning outcomes. Supporting factors such as a stimulating school environment, availability of learning resources, collaboration among teachers, and continuous supervision from school leaders further enhance teachers' ability to implement creative learning methods. Conversely, limitations in technological resources, inconsistent internet connectivity, and time constraints can hinder the full potential of these practices.

By applying creative teaching in Arabic reading instruction, teachers not only improve students' mastery and comprehension but also increase their motivation and interest in learning. Therefore, cultivating and sustaining teacher creativity is essential for achieving high-quality learning outcomes. Schools are encouraged to

provide adequate support, resources, and professional development opportunities to help teachers maintain and expand their creative practices. Future research can explore additional strategies to overcome existing constraints and further enhance the effectiveness of Arabic language instruction.

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