



motivation, driven by personal interest and enjoyment, has been shown to positively impact language learning outcomes. For instance, a study by Hiver et al. (2021) found that intrinsic motivation is associated with higher levels of engagement and academic achievement in foreign language learning. Conversely, extrinsic motivation, such as the desire for rewards or external validation, can also play a role but may not be as effective in sustaining long-term language learning success. Interest, as a component of intrinsic motivation, plays a crucial role in language learning. When students are interested in the subject matter, they are more likely to engage actively and persist in their learning efforts. This engagement leads to better development of both receptive and productive language skills. A study by Aprilia et al. (2020) highlighted that reading interest positively affects students' discourse analysis competence, emphasizing the importance of fostering interest to enhance language proficiency. Therefore, in the context of Arabic language learning, it is essential to cultivate students' interest to stimulate intrinsic motivation. Educators can achieve this by designing engaging and relevant learning experiences that connect with students' interests and cultural backgrounds. By doing so, students are more likely to develop proficiency in all four language skills, leading to optimal learning outcomes.

Based on the previous explanation, the researcher concluded that the role of interest is very significant in the learning process. Without interest, achieving all learning objectives will be difficult for both students and teachers. As a result, this will directly impact on learning outcomes. However, in reality, interest in Arabic language learning still shows a low trend. Uu Ruzhanul Ulum, Deputy Governor of West Java, highlighted that people's interest in Arabic language learning is still significantly lacking. The majority of people prefer to acquire language skills from countries that are considered advanced, such as Europe. He explained that people's interest in foreign language learning tends to be influenced by career opportunities. In fact, according to him, there are many job opportunities that require Arabic language skills, especially in the Middle East region. Moreover, one of the most influential factors in the success of language learning is learner motivation. Motivation is widely recognized in second language acquisition (SLA) research as a key determinant of learning success. Dörnyei (2019) notes that motivation not only initiates language learning but also sustains learners' efforts over time. Within this framework, *interest* emerges as a vital element of intrinsic motivation. Interest refers to a learner's personal engagement with a subject, which naturally encourages curiosity, sustained attention, and enthusiasm. When students are interested in a subject, they are more likely to invest time and effort, which significantly enhances language learning outcomes.

In the classroom context, the cultivation of interest is especially critical. Students who display a high degree of interest in learning a foreign language, such as Arabic, tend to demonstrate greater perseverance, more positive attitudes, and stronger performance. For instance, a study by Sun and Wang (2020) found that learners' interest in the cultural and religious aspects of Arabic significantly increased their motivation to learn the language and their achievement across all four language skills. Similarly, Sahragard and Mall-Amiri (2022) argue that instructional strategies that align with students' interests—such as incorporating culturally relevant texts, multimedia resources, and real-life communication tasks—can foster deeper engagement and facilitate better language acquisition. Given these findings, educators are encouraged to adopt pedagogical

approaches that not only focus on skill development but also actively engage students' interests. This includes the use of interactive tasks, culturally relevant materials, gamification, and project-based learning that reflect students' experiences and aspirations. When interest is successfully cultivated, it becomes a driving force that motivates students to overcome language learning challenges, leading to improved academic performance and higher retention of knowledge.

The role of a teacher has a big impact on stimulating students' interest in learning. To achieve educational goals, the presence of teachers as professional, creative and fun educators is indispensable. Teachers have a crucial role in both planning and implementing the curriculum. Therefore, as individuals who are at the forefront of education, teachers or educators are expected to demonstrate creativity through various learning innovations. This should be a motivation for Arabic language teachers to continue to develop creativity in the teaching process, with the hope of increasing interest in Arabic language since the secondary school level. From this study, it can be concluded that the form of creativity cannot be identified uniformly between one teacher and another. This is because each teacher has differences in their personality, experience, and teaching style. Nevertheless, as an Arabic teacher, it is expected to have a high level of creativity in exploring teaching methods, developing learning materials, and showing creative behavior patterns.

In IT Insan Kamil Junior High School Cikarang, Arabic is one of the subjects that must be followed by students. Based on the results of preliminary observations, it appears that students' interest in learning Arabic in class VII of IT Insan Kamil Junior High School is very low. Therefore, the researcher intends to conduct a study at the school with the hope of increasing students' interest through teacher creativity. This approach aims to develop previous theories that already exist. Based on the previous explanation, the researcher decided to conduct the study at Insan Kamil IT Junior High School, which is located in North Cikarang District, Bekasi Regency. This decision was made based on the importance of measuring the level of creativity of Arabic language teachers in influencing the increase in students' interest in learning.

RESEARCH METHODS

Research is a process of finding data that is carried out systematically. In this study, the method that will be used is qualitative research methods. Qualitative research is a type of research that does not go through statistical procedures or other forms of counting, but is chosen because of the stability of the researcher based on his research. Qualitative methods can also provide a more complex description of phenomena that are considered difficult if expressed using quantitative methods (Afifudin, 2008: 56-57). Qualitative research aims to understand social reality by seeing the world as it is, not as it should be. Therefore, a qualitative researcher is expected to have an open-minded nature, especially when dealing with individual and community behavior (Mamik, 2015: 2). Qualitative studies focus on analysis through deductive and inductive approaches, and explore the relationships between observed phenomena by applying logical principles. This does not mean that qualitative research completely excludes quantitative data. However, qualitative research does not emphasize hypothesis testing. Instead, qualitative

research emphasizes efforts to answer problem formulations through formal and argumentative thinking (Izzudin Musthafa, 2018: 49).

Researchers chose to use qualitative research methods because the phenomena that became the object of research, namely teacher creativity and student learning interest, were both real symptoms that were metaphysical in nature. Therefore, the use of qualitative research methods is considered more appropriate to approach this phenomenon. Hopefully, with this approach, the research results can provide a deeper understanding, not just a mathematical logic approach. In this research, the approach used is a phenomenological approach. This phenomenological approach is carried out in a natural situation, without engineering, so there are no restrictions in giving meaning to the phenomenon being studied. Generally, the purpose of qualitative research using a phenomenological approach is to gain a deep understanding of the events experienced by the research subject (Ita Fitriyani, 2020: 4).

Phenomenology is a qualitative research method used to explore and uncover the meaning of the lived experiences of a group of individuals. Phenomenology is often considered similar to narrative and ethnographic studies, but the difference lies in phenomenology's efforts to uncover the universal essence of phenomena experienced personally by individuals (Eko Murdiyanto, 2020: 12). In the qualitative approach, there are several terms used to refer to research subjects. One is "informant," which refers to an individual who provides information about a group, but is not expected to be representative of group. Another term is "participant," which is used when the research subject represents a group, and the relationship between the researcher and the research subject is considered to have the meaning of a subject. Research subjects can be individuals, objects, or organisms that are the source of information needed in research data collection. The researcher chose research subjects consisting of Arabic language instructors, teachers, and students. SMPIT Insan Kamil Cikarang, Deputy Head of Curriculum, seventh grade students, and guardians of seventh grade students. They are the group that will provide data regarding the creativity of teachers in teaching Arabic. On the other hand, SMPIT Insan Kamil teachers are a source of information regarding facilities and infrastructure that can affect the creativity of Arabic language teachers at SMPIT Insan Kamil Cikarang.

The most crucial step in research is data collection techniques, because the main purpose of research is to obtain data. Without an understanding of data collection techniques, researchers will not be able to produce data that meets predetermined standards. It can be concluded that data collection techniques are methods used by researchers to obtain information. In the context of qualitative data collection, various techniques can be used according to the needs of Arabic language research (Sugiyono, 2017: 224). It can be concluded that data collection techniques are methods used by researchers to obtain information. In the context of qualitative data collection, various techniques can be used according to the needs of Arabic language research. Based on Bogdan and Biklen, qualitative data analysis is an effort to organize data, group it into units that can be processed, identify patterns, find important findings, and determine information that can be conveyed to others (Eko Murdianto, 2020: 45).

RESULTS AND DISCUSSION



Teacher Creativity

Creativity, according to the Big Indonesian Dictionary (KBBI), is the ability to create. Johnson states that creative thinking is a habit that comes from the mind, which can then be improved through increased attention to intuition, stimulating imagination, exploring new possibilities, opening up interesting perspectives, and generating unexpected ideas. Asep stated that building a teacher's creativity requires a process that takes a long time. Teacher creativity is not something that comes naturally, but goes through various stages. Some of the stages to build teacher creativity include reflecting on teaching experiences in learning experiences with students, developing feelings of love and affection for students, having a deep responsibility for their duties as a teacher, and having the motivation to continue to improve their capacity in order to carry out their duties and responsibilities optimally (Relisa, 2013: 9). A teacher's creativity includes the ability to continuously develop subject matter, create interesting learning, and be able to make modifications in the delivery of material. It is important for a teacher to have creativity in the implementation of learning, because the educational process has a significant impact on the development of a creative life. Therefore, creativity must reflect the exploration of ideas and new activities encourage to expand the range of exploration within the framework of education (Pentury, 2017: 265-272).

Creativity can be defined as the result of three main components: expertise, creative thinking skills and motivation. Expertise includes knowledge in technical, procedural and intellectual forms. Simply put, creativity creates individuals who have a different outlook on things. Research results show that, compared to typical individuals, people with creativity seem to be better able to perform activities such as abstracting, imaging, synthesizing, recognizing patterns, and empathizing (Huda, 2020: 21-32). Creativity can be explained as originality, which means the ability of a product, process or actor to create something that has never been created by anyone else before. Creativity is not always tied to teachers who have high academic and intellectual abilities. This is because creativity requires not only skills and abilities, but also encouragement and motivation. From this desire and motivation, creativity emerges and can lead to innovation. Innovation, in this context, is a further step from creativity, as it results in improvements to existing products or processes. Based on some previous opinions, it can be concluded that teacher creativity refers to the ability of teachers to express and actualize their creative thinking skills in producing new and unique creations. This includes the ability to integrate existing components into a different form to increase appeal. In this context, teacher creativity focuses on the teacher's ability create and integrate existing learning media and transform learning procedures into innovative concepts. This is achieved through teachers' individual creative expression as well as external motivations that influence them. Creativity can be focused on two aspects of learning in the classroom, which include creativity products that support classroom management and the results of creativity and innovation manifested in the form of learning media.

Classroom management is the teacher's activity in managing classroom dynamics, organizing available resources, and planning classroom activities to run in an effective learning process. In the context of classroom management, teacher creativity is directed : a) Helping students to learn together and work together, and b) Creating an academic



environment that supports the learning process. The word "media" comes from Latin and is the plural form of "medium". Etymologically, media refers to Schramm, the intermediary or liaison that connects the message source with the message receiver is the learning media. Learning media is a technology that transports messages and can be utilized for learning activities. (Fathul Nailur, 2011: 63-64). According to Rossi and Breidle, cited by Wina Sanjaya, learning media includes all equipment and materials that can be used to achieve educational goals, such as radio, television, books, newspapers, magazines, and so on. When radio and television are used and programs are arranged for educational purposes, both are considered learning media (Wina Sanjaya, 2010: 163).

Learning media refers to devices or objects that support the learning process in the classroom. Its purpose is to assist students in understanding the abstract concepts being taught, increase students' motivation to learn, reduce the possibility of misunderstanding, and provide encouragement to teachers to develop knowledge. In the context of teacher creativity in using learning media, the objectives are: a) Reduce the level of abstraction in learning materials, and b) Help students link learning materials with real life situations. The use of media in Arabic language learning can increase the attractiveness and facilitate the learning process. A teacher needs to have skills in utilizing media optimally to achieve learning objectives. The use of media plays an important role in improving students' ability to remember information, improving concentration in class, and increasing students' interest in learning. To expand children's potential, the presence of creative teachers is essential. Some characteristics of a creative teacher include: 1. The ability to introduce students to things that support their learning process. 2. The ability to involve students in all learning activities. 3. Ability to motivate students. 4. Ability to develop learning strategies. 5. Ability to create fun and meaningful learning experiences. 6. Ability to improvise in the learning process. 7. Ability to create and develop interesting and practical learning media. 8. Ability to create and develop diverse teaching materials. 9. Ability to produce new innovations in learning (Andhika, 2020: 28-33).

In the learning process, teachers are expected to be active in demonstrating and illustrating the process of creativity. In addition, teachers always strive to find more efficient methods to support the development of learners, so that they can recognize that the teacher is truly creative and not just running a routine. The creativity possessed by a teacher now is expected to surpass previous achievements, and future developments are expected to be better than the previous ones. In the dynamics of learning, creativity in the teaching process is an integral element of a system that cannot be separated from learners and educators. The role of teacher creativity is not only limited to supporting teaching and learning activities through one human aspect, but also includes other aspects, such as cognitive, psychomotor, and affective. In general, the main function of teacher creativity is to help complete their tasks quickly and efficiently. Teacher creativity has a positive impact on increasing students' interest in the subject. Hopefully, the results of teacher creativity can create a more concrete learning situation. Nowadays, students are often asked to have high verbalism skills, especially in abstract matters. Verbalism can be challenging and monotonous for students if it is constantly prioritized in the school environment. The application of teacher creativity, such as the use of instruments that can bring students into real-world experiences through visualization, is expected to reduce students' boredom and increase their interest in the subject.

Teacher creativity has benefits in transferring information more comprehensively. The results of innovation in the form of instruments help education in providing complete data or information, which is reflected in the active involvement of students, including involving the senses of sight, hearing and smell. This creates an experience for students so that they feel as if they are in a real situation. The results of teacher creativity complement the abstract images previously understood by students and correct misunderstandings about information from the text. In the context of applying the products of teacher creativity in the laboratory, by carefully arranging the objects and situations of the study, the objects and situations seem to match the phenomena that students learn through the text. Teacher creativity plays a role in encouraging students to apply scientific thinking in observing community phenomena as learning objects. Teacher creativity plays a crucial role in building a scientific framework, which involves rational, systematic, and consistent steps. Teacher creativity provides a stimulus for students to identify problems, observe data, process information, and formulate hypotheses. This activity not only strengthens the memory of the information received, but also serves as the formation of cognitive elements that include the level of understanding. Teacher Creativity Encourages the Development of Student Creativity. Teacher creativity can be used as a source of inspiration for students, allowing them to develop creativity, imagination and logical thinking skills in understanding the subject matter. Students will show fluent, flexible, original and unique thinking skills.

Arabic Language Learning

Learning comes from the word "teaching," which refers to the deliberate efforts of a teacher in sharing knowledge with his students, by guiding their interactions through various other learning resources, with the aim of achieving the expected learning outcomes (Ulin Nuha, 2016: 152). According to Brown, it should be recognized that learning involves creating situations that stimulate students to learn in an active and creative way. That is, learning is the teacher's effort to create a supportive learning environment to facilitate the achievement of learning objectives on certain materials. It is a form of program, because it requires systematic planning and involves many parties in its implementation, both teachers and students (Heru Kurniawan, 2014: 1-2). Based on some of the above opinions, it can be concluded that learning is a process of conveying knowledge involving teachers and students, with certain objectives. Through this learning process, Arabic will be studied and studied in depth, aiming to increase students' knowledge in Arabic subjects. Everything has a purpose, especially in the context of education. Education can be an indicator of the welfare of a society and even a country. , aspects related to education must have clearly defined goals, including in the context of learning. In the Arabic language learning process, there are two kinds of goals that are pursued, the first is general goals that are long- term and the second is specific goals that are short-term oriented.

Sentence structure and word formation (qowa'id): The specific objectives of teaching qowa'id are: a) The student is able to distinguish verbs in clear infinitive form. b) The student can replace infinitive verbs with known verbs in sentences. c) The student can replace known verbs with infinitive verbs in sentences. Qira'ah (Reading): The specific objectives of the activity. qira'ah learning includes: a) Students' skill in performing the

reading of the material with the right makhraj and tone. b) Students' skill in judging whether a statement is appropriate or not according to the content of the given reading. Kitabah (Writing): The specific objectives of this writing learning activity include: a) Students' ability to complete sentences with the correct order of infinitive verbs. b) Students' skills in translating sentences into Arabic, especially those that include infinitive verbs. c) Students' skills in writing sentences by changing the order of infinitive verbs into clear verbs. d) Students' ability in answering questions containing infinitive verbs. e) Students' ability in composing paragraphs by arranging the phrases provided randomly.

Arabic language competence includes the ability to communicate in Arabic. As we know, Arabic language skills consist of four aspects, namely listening, speaking, reading and writing skills. *Maharat Al-Istima'* (Listening Skills): Listening skills are an individual's capacity to interpret and understand the understanding words or phrases spoken by others. This skill can be improved through sustained practice involving careful listening to the sound variations between one word element and another, in accordance with the accurate pronunciation of letters, either from a native speaker or from a recording. *Speaking Skills (Maharat Al-Kalam)* refers to a person's ability to produce articulated sounds or words, with the aim of expressing thoughts in the form of ideas, opinions, desires, or feelings to the . In general, speaking skills aim to enable learners to communicate orally effectively and correctly using the language they are learning. *Reading Skills (Maharat Al-Qiroah)* refers to a person's ability to recognize and understand the content of written text, either by reciting it or digesting it in the heart or mind. Reading is basically a communication process between the reader and the writer through written text, which involves a cognitive relationship between spoken and written language. *Maharat Al-Kitabah (Writing Skills)* refers to a person's ability to express or communicate ideas that in the mind, which ranges from basic activities such as writing words to more complicated activities such as composing a complete written work.

Reading Interest

In his book "Strategies to Increase Student Interest in Learning," Susilo states that interest is an individual's choice to extract information from the environment and then process it logically. According to Suparman, interest in learning includes a combination of a person's ability to capture, organize and process information during the learning process. This can be observed in the way a person receives, processes, stores, and remembers information (Akrim, 2021: 18). Recent empirical studies have substantiated the critical role of interest in fostering learning motivation and participation. A study by Uyun et al. (2022) demonstrated a significant positive relationship between student interest and participation in the learning process, with a correlation coefficient of 0.516 ($p < 0.01$). This finding underscores that students who are genuinely interested in a subject are more likely to engage actively, leading to improved learning outcomes. Additionally, the study highlighted that learning motivation also positively influences student participation, with a correlation coefficient of 0.520 ($p < 0.01$), indicating that motivated students are more inclined to participate actively in learning activities. The research suggests that while both interest and motivation are crucial, learning motivation has a slightly more substantial impact on student participation, as indicated by the higher regression coefficient ($B = 0.679$) compared to interest ($B = 0.178$). The interplay between

interest and motivation is further elucidated by the Self-Determination Theory (SDT), which posits that intrinsic motivation—driven by personal interest and enjoyment—is more effective in sustaining long-term engagement and learning success. Conversely, extrinsic motivation, such as the desire for rewards or external validation, can also play a role but may not be as effective in fostering deep learning and can sometimes undermine intrinsic motivation if not aligned with personal values.

Interest is a fundamental psychological factor that significantly influences the learning process. Rita Dunn emphasizes that various variables—physical, emotional, social, and environmental—affect how individuals learn, highlighting the complexity of learning preferences and the importance of accommodating diverse learning needs. Totok Susanto identifies several factors that can influence students' interest in learning, including individual characteristics, teaching methods, and the learning environment. Purwono defines motivation as a conscious drive that encourages individuals to direct their behavior toward a particular action or goal, suggesting that motivation serves as a catalyst that strengthens interest. Therefore, possessing motivation can encourage individuals to exert more effort to achieve desired goals. Recent studies have further elucidated the relationship between interest and motivation in the learning process. Ghazali et al. (2022) found that factors such as teachers' knowledge and attitudes, material and personal needs, and challenges faced by teachers regarding school-based assessment significantly influence students' motivation toward learning. This underscores the multifaceted nature of motivation and its dependence on both internal and external factors.

Additionally, research by Damayanti and Sadikin (2022) indicates that internal factors, including attention, readiness, and intelligence, can influence students' interest in learning English. These findings suggest that fostering students' intrinsic motivation and aligning learning activities with their interests can enhance engagement and learning outcomes. The family environment plays a major role as a very important early educational institution, considering that most of the child's time is spent in it. The role of parents, as part of the family, is crucial in providing guidance and love to children, as well as providing a good education. In this case, it is important for parents to provide support and encouragement to their children in order to develop their interest in learning and achieve optimal intelligence. Therefore, families play a significant role in strengthening students' interest in learning. Family conditions and home environment also have an impact on student interest. A harmonious, peaceful, comfortable and exciting family environment can provide positive support for students' interest in the learning process at home, conversely, the opposite conditions can also affect students' interest in learning. Teachers have a role as agents of change and also act as learning facilitators. In their role as facilitators, teachers create situations that attract and facilitate students in the learning process, have an understanding of the unique characteristics of each student and strive to meet specific educational needs, including optimizing the potential and interests of each learner.

Facilities and infrastructure in the school environment have a major influence on student interest in learning. The availability of adequate facilities can increase student interest in the learning process, while the lack of facilities can reduce student interest in learning. Students' interest in learning can be influenced by peers, both at school and in

the . If peers show high interest in learning and motivation, this can directly or indirectly influence other students' interest in learning. Various types of media such as television, radio, visual video, and print media such as books, magazines and newspapers also have the potential to influence students' interest in learning. Hamzah stated that visual learning interest involves the ability of the eye and visual acuity to understand and remember lessons. Students with visual learning interests tend to understand material better if it is presented with concrete evidence first. The characteristics of visual learning interests include the ability of students to more easily remember information that is seen than heard, difficulty in direct dialogue, and limitations in following instructions delivered orally.

Bobby de Porter and Micke Hernacki state that auditory learners tend to enjoy auditory learning, such as listening to stories or repeating information verbally. , they are more interested if the teacher uses audio media as a learning tool. Students with auditory learning interests can be recognized by characteristics such as the habit of talking to themselves, the ability to convey messages verbally better than writing, and difficulty in absorbing information presented in written form directly. Suparman explained that kinesthetic learning interest, or also called motion learning interest, can generally be identified from the tendency of students to use members of their body They use their bodies in the learning process to understand certain concepts. Students who have kinesthetic learning interests can be recognized by their characteristics, such as often using body cues, preferring to learn through hands-on practice rather than theoretical, and feel comfortable and better in learning if it involves physical activities.

According to Hidayat, interest basically consists of three components, namely cognition (recognition), emotion (feeling), and conation (will). These three components can be grouped into several indicators. The indicator of interest that comes from one's own desire is personal desire. Someone who is interested in an activity will engage in it voluntarily and without pressure. The same applies in the context of learning. If students feel happy, the Arabic learning process will become more enjoyable and feel easier to follow. Attention reflects the level of concentration or focus of one's mind on observation, understanding, and other aspects by ignoring other things. Feelings of interest have the potential to be the impetus for action. If a student feels a strong interest, it is likely to influence his or her interest in the subject or even in the teacher involved in learning. Participation in activities outside the school environment can reflect the presence of interest in a student. To determine a student's interest, we can pay attention to the extent to which the student is active and diligent in learning activities at home. Routine in completing assignments given by the teacher can be a sign or clue related to student interest.

A person who is interested in learning tends to obey the rules that have been set because he/she realizes the consequences. Hence, adherence to rules can be considered as an indicator of one's interest. In breaking down the data description, there is a close relationship with the presentation of key aspects that became the focus of the research during data collection. This explanation is certainly related to the discussion in Chapter 1, where the research objectives include: identifying the form of teacher creativity in Arabic language learning in class VII of SMPIT Insan Kamil, evaluating the interest in learning Arabic language of students in class VII of SMPIT Insan Kamil. VII SMPIT Insan Kamil

Cikarang, as well as analyzing the supporting and inhibiting factors of teacher creativity in increasing students' interest in learning class VII SMPIT Insan Kamil. Teacher creativity includes initiative, which can be seen in teaching activities in the classroom and in handling other tasks as an educator. The , in an interview with the researcher, explained that one of the indicators of teacher creativity is work initiative, where teachers do not just wait for orders but have done so without waiting for instructions.

From this statement, the researcher concludes that creative teachers tend to have a high level of initiative. They not only complete their tasks well, but also show high dedication in delivering lessons in the classroom. In the context of this study, the forms of teacher creativity will be grouped into two categories, according to the concepts explained in chapter two. Teacher creativity in classroom management involves the teacher's ability manage classroom dynamics so as to create a lively and interactive environment. According to the Head of SMPIT Insan Kamil Cikarang, teachers are expected to create a fun and cheerful learning atmosphere in order to increase students' interest in learning, as stated in an interview with the researcher when asked about how teachers can increase interest in learning Arabic. "The method involves interesting teaching and learning activities and using songs so that the atmosphere of learning Arabic becomes interesting and cheerful."

From this statement it can be concluded that it is important to create a fun and cheerful learning environment in the classroom to stimulate students' interest in learning. A creative teacher has the ability to develop learning materials so that they are easily understood by students, so as to increase the enthusiasm for learning Arabic, both inside and outside the classroom. The seventh grade Arabic teacher at SMPIT Insan Kamil Cikarang shows creativity in her classroom management, and her approach is in accordance with the standards contained in the lesson plan. Ustadz Iksir explained, "The initial routine is the same as usual, the teacher enters the class, gives greetings, takes attendance, and other steps. After that, the teacher opens the textbook, reviews the previous learning material, and discusses the text in the book while interpreting it." Classroom management applied by the seventh grade teacher for Arabic language subjects at SMPIT Insan Kamil Cikarang has been fairly good and well organized. However, there is potential for development, especially in the way the teacher starts the lesson to further increase student enthusiasm from the start. The seventh grade Arabic teacher at SMPIT Insan Kamil Cikarang revealed that in the process of teaching and learning activities, she has used various types of media, including movies and songs. Nonetheless, most of the time she uses printed books more often, as they are considered complete and equipped with illustrations that support learning. In teaching Arabic to seventh grade students at SMPIT Insan Kamil Cikarang, the Arabic teacher, Ustadz Iksir, often uses various learning media. He more often utilizes printed books as the main learning resource because the book already covers complete material. However, occasionally the teacher also utilizes other media such as songs, movies, and image-based materials to support the learning process.

Student learning interest refers to a student's interest in acquiring knowledge or skills in a subject without any external demands. In this context, the focus is on Arabic language subjects. Based on information obtained from the Head of SMPIT Insan Kamil Cikarang regarding students' interest in learning Arabic, there are variations in interest

among students. Some students show interest because of the connection with religious demands, while others are less interested. Factors that influence student interest include elementary school background, where less interested students usually come from public elementary school backgrounds. In addition, family background also plays a role, where students who do not have a deep understanding of religion tend to gravitate towards general subjects, making Arabic just an ordinary subject and not a priority. Ustadz Irfan Fahrizal evaluates that interest in learning Arabic at SMPIT Insan Kamil Cikarang generally reaches around 50%. Several factors influence this level of interest, including religious demands, family background, and previous educational experiences at lower levels. Ustadz Iksir, the seventh grade Arabic teacher, also expressed his view that most students are more interested in learning English than Arabic. He stated that extracurricular activities only provide English lessons, with no Arabic lessons. Initially there were Arabic extracurricular activities, but they were abolished after some time. The data shows a slight difference with the results of questionnaires and interviews with seventh grade students that have been conducted by researchers.

From the questionnaire filled out by 98 student class VII SMPIT Insan Kamil Cikarang through Google Form, it can be concluded that as many as 73.5% or 75 students stated that they liked Arabic lessons. The majority of them stated that Arabic teachers have an exciting and fun way of teaching, making Arabic lessons easier to understand. Some students also like Arabic lessons because it is considered easy and the language is unique. The results of interviews with several student representatives also reflect similar conclusions, that students in grade VII SMPIT Insan Kamil Cikarang have an interest in Arabic lessons, with the main reason being the fun and exciting teaching style of the Arabic teacher.

In contrast, only 26.5% or 23 out of 98 students stated that they were less interested or even disliked Arabic language subjects. The main reason is the perception that Arabic is considered a difficult subject. The difficulties faced by seventh grade students of SMPIT Insan Kamil Cikarang include aspects of writing (Maharah Kitabah), pronunciation (Maharah Kalam), and difficulty in memorizing mufrodah or vocabulary. Some of them argue that English lessons are more interesting and easier to understand. In addition, some of the seventh grade students at SMPIT Insan Kamil Cikarang are not SDIT alumni, but graduates from public elementary schools, so they have not received Arabic lessons at school at the previous level. This is also a consideration for teachers to introduce Arabic as a fun lesson before going in-depth, especially for students who have no previous experience learning Arabic. The elements that can increase teacher creativity and students' interest in learning Arabic are divided into supporting factors and inhibiting factors. From the results of the research that has been carried out, several supporting and inhibiting factors are identified in the teacher's efforts to increase students' interest in learning Arabic, namely: Inhibiting Factors. Some of the factors inhibiting teacher creativity in increasing students' interest in learning Arabic include: 1) School policies that do not prioritize students' bilingual abilities, but only as special content. "SMPIT Insan Kamil Cikarang does not prioritize students' bilingual ability, but only focuses on special content."

Language laboratory facilities are not yet available. When researchers conducted an interview with the Principal, questions were asked about the availability of a language

laboratory at SMPIT Insan Kamil Cikarang. The Principal said, "Currently, SMPIT Insan Kamil Cikarang does not have a language laboratory. Possibly in the future, God willing, it will be pursued." Language laboratories are facilities provided by schools to be used in foreign language learning. The existence of a language laboratory makes it easier for teachers to guide students to do direct practice in the application of the language being studied. In the language laboratory, the teacher can play a recording of a conversation in a particular language through a server monitor, and students can listen to the conversation using headphones available on each table. After that, students can be asked to repeat the conversations they have heard, either independently or in groups. Given the importance of language laboratories, it would be better if SMPIT Insan Kamil Cikarang also prepares such facilities for the benefit of the students. limited intensity of Arabic class hours can also affect students' interest in the subject. With a limited number of lesson hours, teachers face obstacles in implementing learning media that require more time. Ustadz Iksir, a seventh grade Arabic teacher at SMPIT Insan Kamil Cikarang, stated in an interview that the limitation of class hours is an obstacle, because at SMP IT Insan Kamil only two class hours are given each week.

The statement given by the Arabic teacher is also in line with the opinion of the Head of Arabic Education. SMPIT Insan Kamil Cikarang. According to him, in one week, Arabic lessons are only given for 2 hours, while the optimal Arabic learning time should be at least 12 hours a week. The Arabic lesson schedule at SMPIT Insan Kamil Cikarang only covers two hours per week, which is far from the optimal learning time, which should be at least twelve hours per week to achieve optimal results. A challenge as a teacher is the ability to adapt to the frequent curriculum changes in Indonesia. The Deputy Head of Curriculum stated that the changes take place very quickly, so teachers must continue to adjust even while still completing the implementation of the previous curriculum. A teacher's creativity must match the changes adopted by the Ministry of Education in the curriculum. These curriculum changes can be an obstacle for teachers in developing their creativity. Curriculum changes have a direct impact on learning objectives and, therefore, on the methods and strategies to be used in the teaching and learning process.

The first supporting factor is facilities and infrastructure, which includes everything that is the main support for the smooth running of a process. In general, the facilities and infrastructure at SMPIT Insan Kamil reach a feasibility level of around 80%, which is adequate to support teacher creativity. This information was obtained through the statement of the Head of SMPIT Insan Kamil Cikarang in an interview, "Generally it can be considered that around 80- 90% have been able to support teacher creativity. One indicator is that each class is equipped with its own projector and complete stationery for teaching and learning activities in class." As an Integrated Islamic High School located in Cikarang, Bekasi Regency, Insan Kamil is committed to facing the changing times by providing facilities and infrastructure that support the smooth running of Teaching and Learning Activities. Each classroom at SMPIT Insan Kamil is equipped with an infocus device and projector that can be used by teachers as an additional tool in the learning process. A school with an Islamic foundation. Arabic is always closely related to Islam, given that in daily religious practice, Muslims engage in worship, study the Quran, and pray using Arabic. This factor is considered an important support for teachers' creativity in increasing students' interest in learning Arabic, as expressed by the Head of SMPIT

Table 1. Support Teacher Creativity

Category	Percentage	Description
Facilities Supporting Creativity	80% - 90%	Adequate infrastructure that contributes positively to teacher creativity.
Remaining Gaps / Limitations	10% - 20%	Areas that still need improvement or upgrades to fully support creativity.

"The supporting factor is that SMPIT Insan Kamil is an Islamic-based school, so in daily life students need Arabic, especially in the context of reciting the Quran and worshipping. Therefore, teachers can more easily teach Arabic." The data is reinforced by students' responses during the interview, when the researcher asked whether Arabic is considered an important subject or not. Some students responded, as expressed by Keyza Marsa, "It's important because we pray in Arabic every day, so it's good if we understand the meaning." Kurnia Ndaru also stated, "It is important, because every day we pray and pray using Arabic." Similarly, Hudaprakasiwijaya said, "Important, because every day we pray and pray using Arabic." The seventh grade students of SMPIT Insan Kamil Cikarang have realized the importance of learning Arabic. This awareness can help increase students' interest in learning Arabic, in contrast to students who may realize or even know the urgency of learning Arabic.

Teachers at SMPIT Insan Kamil Cikarang develop their human resources by attending various trainings, such as training organized by MGMP (Musyawarah Guru Mata Pelajaran) and the education office. In addition, they also participate in monitoring activities supervised by the supervisor, Mr. H. Juanda. This monitoring process is considered the most influential because all teachers try to carry out their main duties and functions. SMPIT Insan Kamil ensures that all teachers, including Arabic teachers, attend these trainings as part of the initiative to improve teachers' competencies. Thus, it is expected that teachers can gain valuable experience and new knowledge from each training attended. According to Pentury, described in an academic article in the field of education entitled "Developing Teacher Creativity in the Creative Learning Process of English Subjects," teacher creativity refers to the teacher's ability to continuously develop subject matter, create interesting learning, and be able to modify learning methods. Pentury emphasizes that creativity is not only limited to teachers who have high academic and intellectual abilities, but also requires desire and motivation.

Based on the findings of the research that has been conducted, it can be concluded that the creativity of Arabic teachers in increasing students' interest in learning Arabic has shown a good level. However, there are shortcomings in the creativity of utilizing learning media, because many students stated that Arabic teachers rarely use slide-based presentations (PPT) or quizzes during the KBM process. Interest in learning Arabic for seventh grade students at SMPIT Insan Kamil Cikarang, according to Sutjipto, can be

explained as an individual's awareness of objects, individuals, or issues that have relevance to him. Sutjipto also emphasized that interest is a psychological factor that encourages a person to be actively involved in the activity. Hidayat added that interest actually consists of three main elements, namely cognition (knowing), emotion (feeling), and conation (will). The three elements have several indicators, including desire, feeling happy, attention, feeling interested, studying hard, doing tasks, and obedience. Based on research conducted at SMPIT Insan Kamil, the interest in learning Arabic language of seventh grade students at Insan Kamil is considered quite high. When referring to the interest indicators that have been explained, it can be concluded that as many as 73% of seventh grade students at SMPIT Insan Kamil Cikarang stated that they liked Arabic lessons.

Table 2. Factors Support Teacher Creativity

Category	Factor	Description
Supporting Factors	Supportive Facilities & Infrastructure	Availability of adequate learning tools, classrooms, media, and learning spaces.
	Presence of Islamic-Based School	An Islamic learning environment enhances cultural and emotional connection to Arabic.
	Teacher Participation in Training	Continuous professional development helps teachers design engaging Arabic lessons.
Inhibiting Factors	Lack of Emphasis on Bilingual Ability	Focus on religious content without encouraging practical Arabic communication skills.
	Limited Availability of Language Laboratories	Few opportunities for students to practice listening and speaking in a lab setting.
	Limited Arabic Lesson Hours	Insufficient time allocation for mastering and practicing Arabic.
	Frequent Curriculum Changes	Disrupts planning and continuity, reducing room for creative and effective teaching.

CONCLUSION

The creativity of Arabic teachers at Insan Kamil Junior High School is considered positive. This is supported by data obtained from students through questionnaires and interviews. More than 40 students expressed their preference for Arabic lessons because the teacher is considered fun and exciting when teaching. Thus, it can be concluded that the creativity of Arabic teachers in class VII of IT Insan Kamil Junior High School mainly focuses on classroom management, which is implemented with a relaxed and interesting approach to facilitate students' understanding of the material Lesson. The interest in learning Arabic among seventh grade students of Insan Kamil Junior High School is quite high. This information was revealed through the questionnaire results, where 73.5% or 75 out of 98 students expressed their preference for Arabic lessons. In addition, in interviews with several student representatives, the results are also in line with these data, showing

the students' interest in Arabic language subjects. However, there are also some students as many as 26.5% or 23 out of 98 students who express a lack of interest and even disapproval of Arabic, with the reason that Arabic is considered difficult. The factors that influence teachers' creativity in increasing interest in learning can be divided into two categories, namely supporting factors and inhibiting factors: a. Supporting Factors: a) School environment that provides adequate facilities and infrastructure. b) The existence of an Islamic-based school approach. c) Teachers who actively participate in training for competency development. b. Inhibiting Factors: a) School policies that do not prioritize the development of students' bilingual skills, focusing only on special content. b) The absence of language laboratory facilities to support learning. c) The limited number of Arabic class hours. d) Frequent curriculum changes that can affect learning planning.

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