

ABSTRAK
Kreativitas Guru Bahasa Arab dalam Pembelajaran *Maharah Kalam* di Kelas X Madrasah Aliyah Jamilurrahman Tahun Ajaran 2025/2026

Rabiatul Aulia
NIM. 221.372.217

Penelitian ini dilatarbelakangi oleh pentingnya kreativitas guru dalam pembelajaran *Maharah Kalam* untuk menciptakan pembelajaran yang aktif dan komunikatif serta mendorong peserta didik menggunakan Bahasa Arab secara lisan. Namun, dalam pelaksanaannya masih ditemukan berbagai kendala, seperti keterbatasan penguasaan mufradat, kesulitan penggunaan qawaid, dan rendahnya keberanian peserta didik dalam berbicara Bahasa Arab. Penelitian ini bertujuan untuk mendeskripsikan kreativitas guru Bahasa Arab dalam pembelajaran *Maharah Kalam* serta mengetahui faktor pendukung dan penghambatnya.

Penelitian ini menggunakan pendekatan kualitatif dengan jenis studi kasus. Data diperoleh melalui observasi, wawancara, dan dokumentasi. Analisis data dilakukan melalui reduksi data, penyajian data, dan penarikan kesimpulan. Keabsahan data diperiksa menggunakan triangulasi sumber dan triangulasi teknik.

Hasil penelitian menunjukkan bahwa kreativitas guru terlihat dalam pengembangan bahan ajar dari berbagai sumber, penggunaan metode pembelajaran yang bervariasi seperti *hiwar*, drama, '*ardhul qisshah*', presentasi, dan proyek film pendek berbahasa Arab, pemanfaatan media pembelajaran yang beragam, serta pelaksanaan evaluasi secara bertahap dan berkelanjutan. Kreativitas guru juga tampak melalui berbagai inovasi pembelajaran yang disesuaikan dengan kebutuhan peserta didik. Faktor pendukung kreativitas guru meliputi kemampuan Bahasa Arab, kepercayaan diri, dan motivasi guru, sedangkan faktor penghambat meliputi perbedaan kemampuan peserta didik, keterbatasan penguasaan mufradat, pemahaman qawaid yang belum merata, rendahnya keberanian berbicara, serta keterbatasan fasilitas pembelajaran.

Penelitian ini menyimpulkan bahwa kreativitas guru Bahasa Arab tidak hanya berfungsi untuk memvariasikan pembelajaran, tetapi juga berperan dalam menciptakan lingkungan belajar yang mendukung, membantu peserta didik mengatasi kesulitan belajar, serta membangun keberanian dan kepercayaan diri mereka dalam menggunakan Bahasa Arab secara aktif.

Kata Kunci: Kreativitas Guru, Pembelajaran Bahasa Arab, *Maharah Kalam*.

ABSTRACT

The Creativity Of Arabic Language Teachers In *Maharah Kalam* Learning In Class X Of Madrasah Aliyah Jamilurrahman Academic Year 2025/2026

Rabiatul Aulia
NIM. 221.372.217

This study was motivated by the importance of teacher creativity in *Maharah Kalam* learning to create active and communicative learning activities and encourage students to use Arabic orally. However, several challenges were still found in the learning process, including limited vocabulary mastery, difficulties in applying Arabic grammar (*qawaid*), and students' lack of confidence in speaking Arabic. This study aimed to describe the creativity of Arabic language teachers in *Maharah Kalam* learning and identify the supporting and inhibiting factors affecting teacher creativity.

This study employed a qualitative approach using a case study design. Data were collected through observation, interviews, and documentation. Data analysis was conducted through data reduction, data display, and conclusion drawing. The validity of the data was ensured through source triangulation and technique triangulation.

The findings showed that teacher creativity was reflected in the development of learning materials from various sources, the use of diverse learning methods such as *hiwar*, drama, '*ardhul qisshah*, presentations, and Arabic short-film projects, the utilization of various learning media, and the implementation of gradual and continuous evaluation. Teacher creativity was also demonstrated through various learning innovations adjusted to students' needs. Supporting factors included the teacher's Arabic language competence, self-confidence, and motivation, while inhibiting factors included differences in students' abilities, limited vocabulary mastery, uneven understanding of Arabic grammar, low speaking confidence, and limited learning facilities.

This study concludes that the creativity of Arabic language teachers functions not only to vary learning activities but also to create a supportive learning environment, help students overcome learning difficulties, and build their confidence and courage to use Arabic actively.

Keywords: Teacher Creativity, Arabic Language Learning, *Maharah Kalam*.