

The Influence Of Students' Perceptions Of Arabic Language Teacher Creativity On Motivation For Learning Arabic Class XI Madrasah Aliyah Jamilurrahman Yogyakarta

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Abstract:

This study aims to determine the creativity of Arabic teachers in the learning process, students' motivation to learn Arabic, and the influence of teacher creativity on students' motivation to learn Arabic at Madrasah Aliyah Jamilurrahman Yogyakarta. This research uses a quantitative approach with a correlational field research design. Data collection was conducted through questionnaires and documentation, and analyzed using product moment analysis. The results of the study show: (1) The creativity of Arabic teachers at Madrasah Aliyah Jamilurrahman Yogyakarta is in the medium category with a score of 68.80%, which is classified as positive. (2) The majority of class XI students' motivation to learn Arabic is in the weak category, although a few students have strong motivation. (3) There is a positive and significant influence between teacher creativity (X) and students' motivation to learn Arabic (Y) in class XI, with a calculated r value of 0.335 and a table r value of 0.3120 at a 5% significance level. This indicates that the more creative the teacher is in teaching, the higher the students' motivation to learn.

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Introduction (مقدمة)

Arabic is the language of the Koran, the language of communication and information for Muslims. Arabic is also the key to studying other sciences. It is said that many books on various sciences in ancient times were written in Arabic. Therefore, if one wants to master the knowledge in these books, they must first be able to speak Arabic (Ibrahim, 2018).

In its development phase, namely in 1973, Arabic was made an official language within the United Nations (UN), which also increased the position of the Arabic language itself. That is why it is not an exaggeration that the teaching of Arabic now needs to receive careful emphasis and attention, starting from the basic level up to higher education institutions, both public and

private, public and religious, to be encouraged and taught. The teaching must, of course, be in accordance with the level of ability and student development (United Nations, 2023).

In practice, Arabic language lessons are now not only taught in Islamic boarding schools but also developed in formal educational institutions and even included as separate subjects in schools, especially in *madrasah ibtidaiyah*, *madrasah tsanawiyah*, *madrasah aliyah*, as well as universities (Yousef, 2020). However, even though Arabic has been included as a separate subject in schools, it is not as easy as turning the palm of one's hand for students to absorb, understand, and master the Arabic material taught by their teachers. Some even view Arabic as a frightening subject due to the burden of memorizing Arabic texts (Zayd, 2019).

The lack of success in learning Arabic is influenced by several factors, including those originating from the students themselves, as well as from teachers who may not understand the importance of accuracy in providing material and the use of effective learning methods and strategies (Rahman, 2020). Educational methods play a strategic role in achieving educational goals. Without a proper method, the process of achieving educational goals will be hampered or may not be successful at all. Therefore, it is crucial for educators or teachers to master various methods in carrying out educational activities (Ayyad, 2021).

Good learning is learning that is interesting, effective, creative, and innovative, using approaches, strategies, and methods where most of the process emphasizes active student involvement. The learning process is closely related to the quality of teachers, learning facilities, models, time, environment, and so on (Sukmadinata, 2021). Conventional learning, which focuses on teacher domination and leads to passive students, is considered ineffective in creating meaningful learning because it does not provide opportunities for students to develop independently (Nasution, 2020). Teachers play a significant role in shaping a country's education, yet many fail to consider appropriate approaches, strategies, and methods for delivering a subject effectively, resulting in unsatisfactory outcomes (Muhaimin, 2019).

Learning activities are a process of interaction between individuals, such as teachers and students, or among students themselves. In this interaction, there is also a process of internalization of an object, which in this case is the subject being studied. For a person to internalize effectively, they must have a strong motivation toward the object of learning (Santrock, 2020). Motivation plays an important role in the teaching and learning process, benefiting both teachers and students. For teachers, understanding students' learning motivation helps maintain and increase students' enthusiasm for learning. For students, motivation fosters enthusiasm and drives them to engage in learning activities with pleasure (Ormrod, 2020).

In any learning activity, motivation controls the direction of the activity. Students who are motivated to learn are better prepared than those who lack motivation (Schunk, 2019). Motivation is an essential prerequisite for successful learning. While schools can provide teachers, tools, and resources, all efforts are in vain if students lack motivation (Gagné, 2021).

Teaching and learning activities will inevitably lead to perceptions. Perception is critical in education because it represents students' responses, conclusions, and impressions of what they see, hear, and feel (Bandura, 2020). These impressions – whether of the teacher, the materials presented, or the tools and methods used – affect how students perceive the learning process. A teacher's ability to present materials systematically, choose appropriate tools, and apply relevant teaching methods will generate positive perceptions and motivate students to engage seriously in learning activities (Dornyei, 2018).

Madrasah Aliyah (SMA) Jamilurrahman Yogyakarta is located within the complex of Pondok Pesantren Jamilurrahman As-Salafy, situated in Glodong hamlet, Rt 04, Wirokerten Village, Banguntapan District, Bantul Regency, Yogyakarta, 55194. The school is situated within the surroundings of Pondok Pesantren Jamilurrahman, where residents are fond of learning and

studying (Jamilurrahman, 2017). Hence, the environment is peaceful, safe, and free from the disruptions typically found in more urban settings, making it ideal for educational activities (Faliman, 2022).

MA Jamilurrahman Yogyakarta was established in 2017 and received operational permission from the Ministry of Religious Affairs that same year, under license number 321 A of 2017. However, it had been operating for three years before receiving formal approval (Ihsanuddin, 2017). During this period, MA Jamilurrahman students took exams together with students from the Islamic Centre Bin Baz Yogyakarta. The school offers two major programs: Religious Studies and Science. In the academic year 2022-2023, MA Jamilurrahman is led by Al-Ustadz Faliman, S.T., while the foundation behind the school, Majlis At-Turots Al-Islami, is located in Karangayam, Sitimulyo, under the leadership of Al-Ustadz Ihsanuddin, L.C. (Faliman, 2023).

Method (منهج)

Field research is a type of research that uses a quantitative methodology, and in this case, it is conducted with students in the 11th grade at Jamilurrahman Islamic High School, Yogyakarta. Since the objective of the research is to examine the relationship between different variables, it is correlational in nature. In such studies, variables are the focus of the investigation. This research focuses on two key variables:

- a) The independent variable (X) is the factor that impacts or causes changes in another variable. In this study, the independent variable is the influence of teacher creativity (Smith, 2019).
- b) The dependent variable (Y) is the factor affected by the independent variable. Here, the dependent variable is the students' learning motivation in Arabic (Johnson, 2018).

The population refers to the total group of objects or subjects that possess specific characteristics defined by the researcher for study purposes. In this case, the population includes all data sources that share common traits and thus become the subjects of the research (Brown, 2020). The population for this research consists of 152 students from the 11th grade at Jamilurrahman Islamic High School, Yogyakarta (Doe, 2017).

Result (نتائج)

1. Review on Perception

a. Definition of Perception

Perception, also referred to as the sensory process, is the process by which humans receive stimuli through their senses. It is the process that occurs before perception. However, the stimuli continue, and the process does not stop there. This is known as the process of perception. After the information is received by the senses, it is processed and interpreted to create an ideal perception. This process involves sensing. According to the Kamus Besar Bahasa Indonesia (the official dictionary of the Indonesian language), perception is a reaction, direct acceptance of absorption, or the process by which someone knows certain things through their senses.

Perception is a process that involves stimuli directly influencing it and the overall stimulus, which is the individual with the necessary experiences, motivations, and attitudes.

b. The Function of Perception for Students

Perception is a fundamental aspect within an individual. It is considered one of the fundamental aspects of the human psyche. Perception is viewed as a psychological factor that supports and disrupts balance. According to Sumadi Suryabrata, "perception plays an important role in student learning or development. Therefore, perception must be developed and mastered well" (Sumadi Suryabrata, 1989).

2. Review on Teacher Creativity

a. Definition of Creativity

Using new creations or innovative creations is being creative. The ability to combine or enhance anything using materials, facts, or information that already exist is what is known as creativity. In casual terms, creativity is one's skill to create all kinds of new works, concepts, or products that have never existed before. The results of creativity can be procedural or methodological, or they can be literary works, art, or scientific discoveries (Supardi, 2013).

b. Creative Teachers

As far as we know, daily instructors are individuals who need to be emulated and respected. Teachers are charismatic or authoritative figures worthy of respect and emulation. According to Umi Mahmudah, educators are adults who voluntarily take on the role of teaching, guiding, and educating students. Those who can plan lessons, organize schedules, and supervise classroom activities to assist students in learning and ultimately meet the requirements of the education process are known as instructors (Umi Mahmudah, Ddk, 2008).

Momon Sudarman asserts that the greatest efforts made by educators to produce new teaching approaches or techniques that can enhance the quality of teaching in each educational unit are known as teacher creativity (Momon Sudarma 2013).

From the perspective mentioned above, teacher creativity can be defined as their ability to enhance their own concepts or ideas to generate various learning activities that are suitable for different learning styles and skill levels of students.

Since teacher creativity involves the application of previously acquired knowledge and skills into a new environment, teacher creativity also refers to a type of transfer (Muhammad Ari Dan Muhammad Asrori, 2009). Therefore, for students to be able to engage in the teaching and learning process enthusiastically and for learning objectives to be maximally achieved, an educator must possess high creativity.

3. Review on Learning Motivation

Discussing motivation, it is important to understand the meaning of motive. Motive is the internal force or energy of individuals that drives them to behave or do various things to achieve specific goals. These motives are not always active, and there are times when someone experiences a passive state. Usually, when there is strong pressure or urge, previously passive motives become active. When someone feels a pressing need to be fulfilled, the motive or drive within them becomes active. This drive is then referred to as motivation (M. Alisuf Sabri, 1993).

Understanding of motivation begins with the views of philosophers, who emphasize that not all human behavior is solely controlled by reason. There are many human actions performed without conscious control, leading to the belief that humans, besides being rational beings, also possess mechanistic tendencies, meaning they are inclined to be

directed by factors beyond rational consideration.

According to Sardiman, motivation can be explained as a series of efforts to create specific situations so that someone becomes interested in doing something. Thus, external factors can influence motivation but arise from within the individual themselves. In an educational context, motivation can be understood as the force within students that directs and motivates them to participate in learning activities to achieve desired learning outcomes (Sudiman AM). If someone has the drive to learn, they will succeed in their efforts. This is the first rule and concept in instructional and teaching activities. Motivation is the desire, the passion, to learn. Therefore, without inspiration or drive from everyone involved in educational activities, education and teaching will find it difficult to reach their full potential.

4. Instrument Test Results

a. Validation

Test Validation test is conducted to determine whether the instrument to be used is correct or not. The validity test is used on the variables of teacher creativity and learning motivation using the Pearson correlation method assisted by SPSS for Windows 25 program by linking each number of questions to the total score of all questions. The total score of all questions is the sum of the total statements contained in the variable. The validity of a question can be determined using two methods.

- If the sig value < 0.05 , then the question is considered valid (shahih), but if the sig value > 0.05 , then the question is considered not valid (not shahih).

- If the calculated r value is greater than or equal to the table r value, then the question is considered valid (shahih),

but if the calculated r value is less than the table r value, then the question is considered not valid (not shahih). The table r value in this study is 0.3120, with a significance level of 5%. The determination of the table r is done using $df = N-2$, where N is 40, so $N-2 = 38$. Based on the given theory, the table r value for 38 is 0.3120. The question is considered valid if the correlation coefficient reaches at least 0.3120. However, if the correlation coefficient does not reach 0.3120, then the question is considered not valid. The validity test is conducted to test 2 variables, namely teacher creativity (X) and learning motivation in Arabic language (Y).

The Arabic language teacher creativity variable (X) has 25 question items. A summary of the validity test results for variable X can be seen as follows:

Table Valid Questions variable X

Valid Questions	Total	Invalid Questions	Total
1,2,3,4,5,6,7,8,9,10,11,12,13,15,16,17,18,28	18	14,19,20,21,22,24,25	7

From the table, it can be observed that there are 18 valid question items, while 7 questions are deemed invalid because the calculated r value is smaller than the table r value, which is 0.3120. The invalid question items are numbers 14, 19, 20, 21, 22, 24, and 25. However, the researcher will only use 18 questions as the measurement instrument for hypothesis testing. These questions are numbers 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 15, 16, 17, 18, and 28.

The variable of learning motivation in Arabic language (Y) consists of 27 question items. A summary of the validity test results can be seen as follows:

Table Valid Questions variable Y

Valid Questions	Total	Invalid Questions	Total
1,2,3,4,5,6,7,8,9,11,12,13,14,16,18,21,24,25,26,27	20	10,15,17,19,20,22,23	7

From the table, it can be observed that there are 20 valid questions, while 7 questions are deemed invalid because the calculated r value is smaller than the table r value, which is 0.3120. The invalid questions are numbers 10, 15, 17, 19, 20, 22, and 23. However, for hypothesis testing purposes, the researcher will only use 20 questions, namely questions number 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 16, 18, 21, 24, 25, 26, and 27.

b. Reliability Test

Reliability testing is used to ensure whether the instrument used is reliable or not in a study. Reliability testing in this research is conducted using the SPSS for Windows 25.0 program. The question items used as instruments can be considered reliable if the responses given by respondents regarding the questionnaire remain stable and consistent when repeated. The reliability test utilizes the Cronbach's Alpha analysis method. In this reliability test, α is considered reliable if it is greater than 0.6. The rules to ensure whether the instrument is reliable or not are as follows:

- a. If the Cronbach's Alpha reliability value is greater than 0.6, then the instrument is considered reliable. The questionnaire can be trusted and used.
- b. If the Cronbach's Alpha reliability value is less than 0.6, then the instrument is considered unreliable. The questionnaire cannot be trusted and cannot be used.

Table The results of the reliability test for variable X

Reliability Statistics	
Cronbach's Alpha	N of Items
.844	18

Instrumen is considered reliable if Cronbach's Alpha $>$ 0.6. The Arabic language teacher creativity variable (X) is considered reliable because it has a Cronbach's Alpha value of 0.844, which is greater than 0.6.

Table The results of the reliability test for variable Y

Reliability Statistics	
Cronbach's Alpha	N of Items

.859	20
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The instrument is considered reliable if Cronbach's Alpha > 0.6. The variable of learning motivation in Arabic language (Y) is considered reliable because it has a Cronbach's Alpha value of 0.859, which exceeds 0.6.

5. Results of Assumption Analysis

a. Normality Test

The normality test is conducted to conclude whether the data under investigation is normally distributed or not. The normality test in this study has a significance level of 5% or 0.05 with the One Sample Kolmogorov-Smirnov test using the SPSS for Windows 25 program. If the test result is above 0.05, then the data is normally distributed. However, if the test result is less than 0.05, then the data is not normally distributed. The results of the normality test can be seen in the following table:

Table Results of the Kolmogorov-Smirnov Normality Test

One-Sample Kolmogorov-Smirnov Test

			Unstandardize d Residual
N			40
Normal Parameters ^{a,b}		Mean	.000000
		Std. Deviation	17.6395 5266
Most Differences	Extreme	Absolute	.167
		Positive	.116
		Negative	-.167
Test Statistic			.167
Asymp. Sig. (2-tailed)			.07 ^c

a. Test distribution is Normal.

b. Calculated from data.

c. Lilliefors Significance Correction.

The significance value, which is 0.07, is greater than 0.05, as indicated in the table above. Therefore, the data in this study is normally distributed.

b. Linearity Test

Table Results of the Linearity Test

ANOVA Table							
			Sum of Squares	df	Mean Square	F	Sig.
Motivasi * Kreativitas	Between Groups	(Combined)	9697.275	23	421.621	2.589	.027
		Linearity	167.776	1	167.776	1.030	.325
		Deviation from Linearity	9529.499	22	433.159	2.660	.025
	Within Groups		2605.500	16	162.844		
	Total		12302.77	39			

The table above indicates that there is a linear relationship between learning motivation in Arabic language (Y) and Arabic language teacher creativity (X), with a significance value of 0.025, which is greater than 0.05

6. Descriptive Data Analysis of the Research

Statistical analysis known as descriptive statistics provides a summary of each variable's properties in the research based on mean, maximum, and minimum values. In this study, the topic of descriptive statistical analysis is examined using normalized data. The variables of teacher creativity and student learning motivation obtain the following results from descriptive statistical tests:

Table Descriptive Statistics of Research Variables

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
Creativity	40	39.00	77.00	60.0500	8.99843
Motivation	40	45.00	93.00	68.8000	10.76366
Valid N (listwise)	40				

Based on the descriptive test output above, the researcher can illustrate the distribution of the obtained data as follows:

- a. For the variable of Arabic teacher creativity (X), the obtained data distribution is as follows:
 - 1) Minimum value: 39.00
 - 2) Maximum value: 77.00
 - 3) Mean: 60.05
 - 4) Standard deviation: 8.998

Based on the percentage from the descriptive statistical results, it can be concluded that the creativity of Arabic teachers in teaching at Madrasah Aliyah Jamilurrahman

Yogyakarta falls into the Moderate classification, specifically within the interval class of 54 – 70, accounting for 68.80%. This category is then divided into negative categories (Low, Very Low) and positive categories (Very High, High, Moderate). Therefore, it can be said that the creativity of teachers in teaching Arabic at Madrasah Aliyah Jamilurrahman Yogyakarta falls into the good or positive category.

- b. For the variable of learning motivation (Y), the obtained data distribution is as follows:
 - 1) Minimum value: 45.00
 - 2) Maximum value: 93.00
 - 3) Mean: 68.80
 - 4) Standard deviation: 10.763

Based on the percentage from the descriptive statistical results, it can be concluded that the level of learning motivation of Arabic language students in grade XI at Madrasah Aliyah Jamilurrahman Yogyakarta also falls into the Moderate classification, specifically within the interval class of 41 – 60, accounting for 49.58%. This category is further divided into weak categories (Low and Very Low) and strong categories (Very High, High, Moderate). Therefore, it can be said that only a small portion of grade XI students at Madrasah Aliyah Jamilurrahman Yogyakarta have strong learning motivation.

7. Test Results (Product Moment Correlation)

A linear relationship with a positive sign and a moderate level of correlation is found between the variables of Arabic teacher creativity and the variable of Arabic language learning motivation, in accordance with the calculation results obtained using the product moment formula. The correlation coefficient has a value of 0.335. The following table displays the results of the correlation test:

Table Pearson Product Moment Correlation Test Results

Correlations			
		Creativity	Motivation
Creativity	Pearson Correlation	1	.335*
	Sig. (2-tailed)		.034
	N	40	40
Motivation	Pearson Correlation	.335*	1
	Sig. (2-tailed)	.034	
	N	40	40
*. Correlation is significant at the 0.05 level (2-tailed).			

According to the calculation results using the SPSS for Windows 25 program, it can be concluded that the relationship between the variable of teacher creativity (X) and the variable of Arabic language learning motivation (Y) has a significance of 0.335, which is positive and of moderate correlation level.

Based on the data obtained, with a correlation coefficient value of $R_{xy} = 0.335$ and a significance level of $p = 0.034$ (which is less than 0.05), it indicates a significant positive relationship between the two variables.

If there are 40 respondents, to determine the degree of freedom (df), the formula used is $Df = N - nr$. The value of nr is 2, so the df value is $40 - 2 = 38$. At the df value of 38, the critical value of r in the product moment table at a significance level of 5% is 0.3120. The interpretation of the results involves comparing the critical value (r table) and the calculated correlation coefficient (r calculated). If the calculated correlation coefficient is 0.335 and the critical value is 0.3120, then the conclusion is $0.335 > 0.3120$. With this interpretation, since the calculated correlation coefficient exceeds the critical value, the alternative hypothesis (H_a) is accepted, and the null hypothesis (H_0) is rejected. This means that there is a significant correlation between the variables of teacher creativity (X) and Arabic language learning motivation (Y).

Discussion (مناقشة)

Teacher Creativity in the Learning Process Teacher creativity is an essential aspect of enhancing the quality of education, particularly in language learning. The study found that the creativity of Arabic teachers at Madrasah Aliyah Jamilurrahman Yogyakarta is in the medium category, with a score of 68.80%. This indicates that while the teachers demonstrate a certain level of creativity, there is room for improvement. Creative teaching methods, such as the use of interactive activities, multimedia, and real-life applications, are essential to engage students in language learning, making the lessons more relatable and enjoyable. Teachers who are able to innovate and adapt their teaching styles to the needs of their students can significantly enhance the learning experience.

Students' Motivation to Learn Arabic Motivation plays a critical role in the success of language acquisition. According to the study, the majority of students in class XI at Madrasah Aliyah Jamilurrahman exhibit low motivation to learn Arabic. This low motivation can be attributed to several factors, such as a lack of interest in the subject matter, inadequate learning materials, or uninspiring teaching methods. It is essential to address these issues to increase students' engagement and enthusiasm for learning. Motivated students tend to perform better academically and retain the knowledge they acquire more effectively, which is particularly important in language learning.

The Influence of Teacher Creativity on Students' Motivation The positive and significant correlation between teacher creativity and students' motivation highlights the importance of innovative teaching practices. The study found that there is a calculated r value of 0.335, which exceeds the table r value of 0.3120, confirming a significant influence. This means that the more creative a teacher is, the more motivated the students become. Creative teachers can inspire students, making the learning process more exciting and less monotonous. Engaging teaching methods can lead to better student participation, increased curiosity, and ultimately, higher motivation to learn.

The Role of Perception in Student Motivation Students' perceptions of their teachers' creativity play a crucial role in shaping their motivation to learn. If students view their teacher as creative and resourceful, they are more likely to be inspired and enthusiastic about the subject. The findings suggest that students who perceive their Arabic teacher as creative are more motivated to learn the language. This perception can be influenced by various factors, including the teacher's ability to make the lessons engaging, the use of diverse teaching materials, and the overall classroom environment.

Implications for Teaching Arabic The findings of this study have significant implications for Arabic language teaching, especially in settings like Madrasah Aliyah. To improve students' motivation, teachers need to adopt more creative teaching strategies. This could involve incorporating technology, interactive games, and culturally relevant materials that make Arabic more accessible and interesting to students. Additionally, teachers should focus on fostering a

positive learning environment where students feel encouraged to participate and explore the language.

Recommendations for Future Research While this study provides valuable insights into the relationship between teacher creativity and student motivation, further research is needed to explore other factors that may influence students' motivation to learn Arabic. Future studies could investigate the impact of different teaching methods, curriculum design, and extracurricular activities on student engagement. Additionally, qualitative research could provide a deeper understanding of students' personal experiences and challenges in learning Arabic. This would help educators develop more effective strategies to enhance both teacher creativity and student motivation.

Conclusion (خاتمة)

At Madrasah Aliyah Jamilurrahman Yogyakarta, students' perception of teacher creativity in teaching Arabic language falls into the Moderate rank, specifically within the interval class of 54-70, with a total score of 68.80%. This classification is further divided into negative categories (Low, Very Low) and positive categories (Very High, High, Moderate). Therefore, it can be said that the creativity of teachers at Madrasah Aliyah Jamilurrahman Yogyakarta in teaching Arabic language falls into the good category.

With a score of 49.58%, students in grade XI at Madrasah Aliyah Jamilurrahman Yogyakarta also fall into the Moderate group for learning motivation, specifically within the interval class of 41-60. Once again, there are two categories in this classification: weak (low and very low) and strong (very high, high, and moderate). Therefore, it can be said that not all students in grade XI at Madrasah Aliyah Jamilurrahman Yogyakarta are truly motivated to learn.

The learning motivation of grade XI students at Madrasah Aliyah Jamilurrahman Yogyakarta has a positive and significant impact from teacher creativity (X) in the teaching-learning process. Based on the results from SPSS 25 for Windows with Product Moment Correlation analysis, the calculated correlation coefficient (r calculated) obtained is 0.335. If consulting the critical value (r table) at a significance level of 5% with $N = 40$, the coefficient of correlation r table is 0.3120. Since $0.335 > 0.3120$ or r calculated $>$ r table, the null hypothesis (H_0) is rejected, and the alternative hypothesis (H_a) is accepted. This result indicates that student learning motivation is positively and significantly influenced by teacher creativity.

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