Madrasah Teacher Creativity in Information Technology-Based Arabic Language Learning in North Sumatra

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Abstract

With the advancement of Information Technology today, traditional learning method hinders the success of Arabic language learning because everything is technology-based, and even the daily lives of students are always involved with Information Technology. This study aims to analyze the creativity of teachers in teaching Arabic lessons at the Madrasah Ibtidaiyah, Tsanawiyah, and Aliyah levels in North Sumatra, especially learning Arabic Maharat (Istima', Kalam, Qira'ah, and Kitabah). The approach of this research is qualitative with descriptive method - analysis. Data collection methods were carried out using in-depth interviews with Arabic language teachers from Madrasah Ibtidaiyah, Tsanawiyah, and Aliyah levels in North Sumatra. The researcher became the key instrument and was assisted by interview guidelines. The results showed that Arabic teachers have innovated a lot in learning Arabic Maharah, namely using several internet-based applications such as YouTube, movies, and animations, and using several technology-based media, such as projectors and computers. This research implies that it gives reinforcement to Arabic teachers in madrasahs to more intensively use Information Technology to attract and increase students' motivation to learn Arabic.

Keywords: creativity, teacher, learning, Arabic maharah, information technology

الملخص

إن التعليم التقليدي أو اليدوي في ضوء تقدم التكنولوجيا والمعلوماتية يعيق نتائج تعليم اللغة العربية، بسب كل أشياء تعتمدعلى التكنولوجيا والمعلوماتية، بل كان الطلاب قد اقتربوا بها واستخدموها كثيرا في حياتهم اليومية، لذلك فلابد أن تكون عملية التعليم معتمدة على التكنولوجيا والمعلوماتية. فيهدف البحث إلى تحليل ابتكاريات مدرسي اللغة العربية في تعليمها لكل المراحل التعليمية من الإبتدائية والمتوسطة والثانوية بسومطرة الشمالية، سواء كانت فيما يتعلق بتعليم العناصر العربية ومهاراتها. والعناصر العربية التي نحن بصددها هي الأصوات والكلمات والتراكيب. وأما المهارات العربية فهي الاستماع والكلام والقراءة والكتابة. منهج البحث هو البحث الكيفي الوصفي، وجمعت البيانات بأسلوب الملاحظة والمقابلة المعمقة مع مدرسي اللغة العربية في المدارس الإبتدائية والمتوسطة والثانوية بسومطرة الشمالية. نتيجة البحث تدل على أن المدرسي العربية في المدارس قد ابتكروا كثيرا في تعليم العناصر العربية ومهاراتها حيث أنهم قد استخدموا التطبيقات المعتمدة بالشبكة العنكبوتية مثل التعليم عن البعد والوسائل الإعلامية مثل فيسبوك وواتساب وتويتر وهلم جرى وقد استخدموا أيضا

الوسائل القائمة على التكنولوجيا مثل الهاتف اليدوي وكشاف ضوئي، والحاسوب وغيرها. وأما تضمين البحث فهي تقوية مدرسي اللغة العربية في استخدام التكنولوجيا المعلوماتية بكثير لترقية دافعية الطلبة في تعلم اللغة العربية.

الكلمات المفتاحية: ابتكار، مدرس اللغة العربية، التكنولوجيا والمعلوماتية، العناصر العربية، المهارات العربية.

Introduction

In general, Arabic language learning in Indonesia has not been implemented quite successfully, many causal factors have not been resolved properly, concerning teachers, curriculum, media, language environment, etc. (Zurqoni et al., 2020). Teachers have an important and decisive role in Arabic language learning, as well as in other learning. Teachers become uswatun hasanah for all students (Sholihah & Nisak, 2021) because teachers are an important factor that affects student achievement (Al-Muslim et al., 2020). Teachers become good examples for students (Samah et al., 2020). Teachers who display disgraceful practices can trigger students to behave more disgracefully than their teachers. In Arabic language learning, teachers are needed to have the ability and willingness to practice all Arabic language skills (Istima', Kalam, Qira'*ah* dan Kitabah) (Zakaria et al., 2019). Because Maharah is a skill that is easy to master through practice. Students are greatly helped to master Maharah Istima' if the teacher often asks students to listen to Arabic conversations. Students will get used to speaking in Arabic if the teacher invites them to communicate in Arabic. Students will be able to read Arabic texts if the teacher provides material that requires students to read Arabic texts, and students will be proficient in writing in Arabic if the teacher often models how to write well in Arabic. In essence, the teacher is the main key to the success of Arabic language learning.

It is said that "method is more important than material". Regardless of the debate about which of the two is more important, what is certain is that the right method can make learners learn more comfortably, relaxed, and excited. Along with that, a good psychological condition in each learner contributes greatly to realizing maximum learning results.

Thus, the teacher has a very crucial role in education, and it can be said that education will not run without the presence of teachers. In the National Education System Law, the functions of teachers are: (1). Maintaining and fostering national unity; (2). Upholding the laws, regulations, and teacher code of ethics, as well as religious values and ethics; (3). Creating an educational atmosphere that is meaningful, fun, creative, dynamic, and dialogical; (4). Maintaining a professional

commitment to improving the quality of education; and (5). Setting an example and maintaining the good name of the institution, profession, and position by the trust given to him/her.

The advancement of science and technology brings several changes in Education (Kusuma, 2021), the presence of the teacher is no longer the main and only source of learning, including in Arabic language learning. Various media and learning resources are well served on the Internet. There are various applications, sophisticated and easily accessible to obtain various information. Learners are very familiar with the applications and contents of the media and learning resources. Advances in technology and telecommunications today can almost replace the role of the teacher in the learning process in the classroom. Teachers who are not familiar with advances in information and technology will be dictated to by their students in the classroom. Because the ability of the majority of students today to use technological advances and information is so good teachers who are not creative in presenting learning, slowly become disliked by their students. According to Sari (2020), "The role of teachers in creative learning of Arabic language according to the perspective of the Qur'an is that teachers create, make, arrange, form and describe things related to Arabic language learning for learners." Creative teachers in carrying out the teaching and learning process occupy a very urgent position in increasing the motivation of students. (Huda, 2017).

Therefore, teachers who are creative in designing Arabic learning are needed amid current technological and information advances. This research will reveal the creativity of Madrasah Arabic language teachers in North Sumatra, starting from the Ibtidaiyah, Tsanawiyah, and Aliyah madrasah levels. The creativity referred to in this study is in the field of learning the Arabic language Maharah.; Istima', Kalam, Qira'*ah* dan Kitabah.

Creativity is competence in creating new things or modifying existing ones. In the context of teacher creativity, teachers can create everything related to learning components that are completely original or modify existing ones to become new forms. According to Century, "Teacher teaching creativity is the ability of teachers to constantly develop materials or subject matter and be able to create an interesting and calm atmosphere and be able to modify lessons."

Previous studies that are related to this study are as follows: Ilma, 2023, Amirullah et al., 2022, Hamzah et al., 2021, Ansori, 2015, Iswanto, 2017 and Ritonga et al., 2016. The novelty of the research is in the coverage of the levels of education

studied (Ibtidaiyah, Tsanawiyah, and Aliyah), which can illustrate the distinctiveness of each teacher's creativity in presenting Arabic language learning for all Arabic language skills (Istima', Kalam, Qira'*ah*, and Kitabah). This research implies that it can inspire Arabic language teachers to be more creative in designing Arabic language learning in Indonesia, as well as to inspire teachers who want to be more creative in Arabic language learning, both in madrasahs, schools, and pesantren.

Method

The study used a qualitative-descriptive method. Data were collected using in-depth interviews with 99 Arabic language teachers in North Sumatra, consisting of 35 Madrasah Ibtidaiyah teachers, 22 Madrasah Tsanawiyah teachers, and 41 Madrasah Aliyah teachers who were randomly selected. The researcher became the key instrument and was assisted by interview guidelines so the main technique in collecting data in this study was in-depth interviews. According to Sugiyono (2016), Qualitative research is used to examine natural subjects where the researcher becomes the key instrument. Data is analyzed using interactive techniques, which consist of four steps, namely data collection, data reduction, data presentation, and conclusion drawing.

Findings and Discussion

Findings

The findings of this research, the author elaborates into four subs; Creativity of Language Teachers in Istima' Learning, Creativity of Language Teachers in Kalam Learning, Creativity of Language Teachers in Qira'*ah* Learning, and Creativity of Language Teachers in Kitabah Learning. These four sub-sections are described based on the results of in-depth interviews with several Arabic language teachers.

Teachers' Creativity in Teaching Istima'.

Based on the results of interviews related to Teacher Creativity in Teaching Istima' can be described according to the level of education. According to DA (teacher of Madrasah Ibtidaiyah Swasta Pantai Labu Deli Serdang): "I teach Maharah Istima' by using video media tools where this video is played about Arabic to students, that's where students listen as well as understand what is digested by their respective hearing, after that the students test by going forward one by one to

mention what the students heard." The form of teacher creativity, in this case, is the use of audio-visual media in the form of learning videos that can be seen and heard by students in learning Maharah Istima'.

Furthermore, the results of the interview with FRA (Teacher of Madrasah Ibtidaiyah Swasta Medan Johor Sub-district): "I use audio resources such as recorded conversations, songs, or lectures in Arabic to train students' listening skills. I choose materials that are interesting and appropriate to the students' level of understanding so that they can be actively involved in the learning process, I give dictation exercises (Imla') to students by reading out short sentences or texts in Arabic. Students need to listen carefully and write down what they hear. This helps to improve their accuracy and comprehension skills in listening to Arabic." It can be known that the creativity of FRA teachers in learning maharah Istima', namely, using audio media, (although FRA mistakenly called it a source), choosing interesting material, and giving exercises.

Similar to FRA, PA (teacher of Madrasah Tsanawiyah Pancing Deli Serdang) explained: "Sometimes I give videos such as cartoons in Arabic or listening to Arabic songs to children. Then I ask the children to repeat some words or sentences that children get in learning Maharah Istima'."

FRA also uses audio-visual media, in the form of Arabic videos for students to hear and imitate. Similarly, SRN (Teacher of Madrasah Tsanawiyah Laboratorium UIN SU Medan) mentioned: "I use tools such as Infocus and speakers in learning about Istima'. So students listen and then say it together. In this case, I use the Mimicry-Memorization method in learning Arabic.

Likewise, FI (Teacher of Madrasah Aliyah Perbaungan) explained students listen to Arabic conversations using speakers facilitated by the school. Students listen to Arabic conversations through YouTube in this madrasah also following the increasing technology."

NAH (Private Aliyah Madrasah Teacher in Medan City) shared her creativity in teaching Maharah Istima' by "Listening to Arabic songs that are Fushah not 'Amiyah and also Arabic anime videos whose Arabic pronunciation or audio in the video is not too fast or can be said to be easy to understand." CRM (Teacher of Madrasah Aliyah Binjai) also did the same thing, he said that "In learning Maharah Istima', the teacher plays cassettes or CD players as well as recordings of Arabic language learning in the language laboratory". Students will be asked to write down

what they have heard and can be directly translated if necessary." From several research data above, it is known that the creativity of teachers in learning Maharah Istima' in madrasah is using internet-based electronic media and manuals.

After obtaining data on the creativity of Arabic language teachers in learning Maharah Istima', the following data will be described the creativity of Arabic language teachers in learning Maharah Kalam.

Teachers' Creativity in Teaching Maharah Kalam

Maharah Kalam is a Maharah that is technically inseparable from Maharah Istima'. Almost every listening activity is always accompanied by speaking activities. LN (teacher of Madrasah Ibtidaiyah Pantai Labu Deli Serdang) explained: "I allow the children, to give their opinions, and there will be seen whether the child has skills in speaking." In this case, LN uses the discussion method, so that students are inspired to speak in Arabic.

Not much different from LN, FRA (Madrasah Ibtidaiyah Medan Johor teacher) mentioned: "I organize simulation situations or role plays where students can practice speaking in Arabic. For example, they can act as characters in everyday situations, such as shopping at the market or talking to friends. This helps students practice the use of Arabic directly and increases their confidence in speaking (Muhadatsah), and use word games, such as riddles, rhymes, or word association games, to practice students speaking skills. These games engage students actively in creative thinking and expressing themselves in Arabic." FRA uses at least two methods, namely simulation and word games.

In contrast to FRA, MNA (Madrasah Tsanawiyah Medan Tuntungan teacher) explained: "It is by learning Muthala'ah (stories of wisdom stories), where students must come forward and tell one of the titles in the Muthala'ah lesson, either by memorizing the maqolah or telling it in their way that is easier for them to convey. Then in the insya' (essay) lesson, the students have to make a muhadatsah text and find a partner for them to speak. After having their respective partners, students will muhadatsah with their partners according to the theme determined by the teachers. In general, this institution has a compulsory activity called Muhadharah. It is a speech activity using Arabic that is held every week." It can be seen that MNA combines Muthala'ah and Insya' materials for learning Maharah Kalam.

SRN (teacher of Madrasah Tsanawiyah Laboratorium UIN SU Medan) explained: "I give Arabic dialogues and form groups of students to practice them in front of the class. It's like a short drama that aims to train the Arabic language skills of the students in the madrasah." MNA uses the drama method, where students in groups perform to the front speaking in Arabic.

Furthermore, FRA (teacher of Madrasah Aliyah Ismailiyah Medan) mentioned: "The teachers ask students using Arabic and students answer also using Arabic, this is a way to interact with students so that their speaking skills are good in Arabic." It can be seen that FRA uses the direct method (Mubasyarah) in learning Maharah Kalam.

This is different from SL (Teacher of Madrasah Aliyah Helevetia Deli Serdang) who shared her creativity in learning Maharah Kalam: "Using Bisik berantai can be used as an alternative learning media in improving Maharah Istima' and Kalam. For every teacher who wants to practice this game, it should be done in the morning, because this game requires accuracy, a focused mind, and extra energy. So that if it is carried out in the afternoon students are not too maximal in doing it.

Thus the data obtained is related to the creativity of Arabic language teachers in learning Maharah Kalam. Furthermore, the creativity of Arabic language teachers in learning Maharah Kitabah is described as follows.

Teachers' Creativity in Teaching Maharah Qira'ah.

FRA (Madrasah Ibtidaiyah Medan Johor teacher) talked about creativity in teaching Maharah Qira'ah: "I start the lesson by reading the text in Arabic together with the students. I use clear and expressive intonation to model the correct way of reading. This helps students understand proper pronunciation, rhythm, and articulation, then provides guided reading to students, where they read the text individually and then discuss their understanding. I provide hints and questions that help them understand the context and develop their reading skills, and I provide pronunciation practice by reading short texts or sentences in Arabic. Students need to pronounce the words and sentences correctly, following proper intonation and pronunciation. I give constructive feedback to help them improve their pronunciation." FRA applies the guided reading method and the practice method together, to ensure the students' reading is correct and precise.

In another form, HY (teacher of Madrasah Ibtidaiyah Padang Bulan) shared her story about teaching Maharah Qira᾽ah: "I make interesting wall magazines in Arabic, so they are interested in reading the magazines." In this case, HY has formed a conducive language environment; providing interesting wall magazine facilities, so that students are motivated to read Arabic, although in this context student reading cannot be controlled binary.

In contrast to HY, LD (Madrasah Tsanawiyah Kota Pinang teacher) explained: "I use the scientific approach in teaching Maharah Qira᾽ah, which consists of five stages; (1) listening to the reading; (2) asking the meaning of vocabulary and language structure; (3) finding the main idea of the text and language structure; (4) practice reading the text and giving syakal, and (5) conveying student understanding." LD teachers convey their experiences very normatively.

MIS (Madrasah Tsanawiyah Helvetia Deli Serdang Teacher) mentioned: "First, in the beginning, I read the Qira᾽ah and then the children listen, then later I direct several people to read one line or two lines, and then the Qira᾽ah reading system is with groups and by conducting assessments in each group, for example, there are 4 groups, 1 group reads, 3 groups provide assessments such as how the makhraj is, how fast it is, all there are assessments." LD uses a peer tutor strategy and discussion method.

Meanwhile, IWS (Madrasah Aliyah Abbas Ujung Teacher) uses the individual imitation method, IWS shared the story of his creativity in learning Maharah Qira᾽ah as follows: "The creativity that I do in teaching Maharah qira᾽ah is: 1. Reading the qiroah material properly and correctly which is listened to students. 2. Telling students to repeat the recitation of Qur'an in front of the class." It can be seen that IWS uses the Qira᾽ah method.,

Similar to IWS, SL (Teacher of Madrasah Aliyah Helvetia Deli Serdang) mentioned that a discovery learning model, discussion, and quiz are used in the class: "I use the discovery learning model, in learning Qira᾽ah students can understand the reading text through hearing. Learning Qira᾽ah with the discovery learning model can be applied at all levels of learners because it can develop students' thinking skills, can activate knowledge to understand new information, can integrate new information obtained until students find the correct knowledge, can solve a problem. This can be seen from the attitude of students who discuss with their group friends to solve the meaning of the reading text being discussed so that in one group they

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have the same understanding. Students also become more active in practicing Qira'ah jahriyah (reading aloud), students feel enthusiastic about learning Maharah Qira'ah with the discovery learning model in the form of group discussions and individual quizzes."

After describing the findings related to teacher creativity in Qira'ah learning, the author then describes teacher creativity in Kitabah learning as follows:

Teachers' Creativity in Teaching Maharah Kitabah.

As the last, highest, and most complex Maharah, the teacher's ability to package Arabic writing learning is very important. This is because this ability requires several supports, both internal and external to Arabic. MF (Teacher of Madrasah Ibtidaiyah Lau Dendang Deli Serdang) shared her story about teaching Maharah Kitabah: "For Maharah Kitabah, the teacher gives questions/exercises to students, for example, the teacher gives a picture card, then students write mufradat or Arabic from the picture." This means that the creativity built by the teacher is the use of picture card media.

In addition, LRH (Teacher of Madrasah Ibtidaiyah Percut Sei Tuan Deli Serdang) said that his form of creativity in teaching Maharah Kitabah is by "Inviting students to explore every corner of the room or even outside the classroom, to look for objects or something they want then they are ordered to write every mufrodat they get." This means that the teacher uses the exploration method.

At the Madrasah Tsnawiyah level, ZR (teacher of Madrasah Tsanawiyah Kisaran Timur) shared his form of creativity in teaching Maharah Kitabah, namely by "Making a title in Arabic then a student must be able to describe the title in Arabic in writing, such as making an essay about the title in question in a group way because that's where a student is trained how to compose Arabic words that if an individual task is made then many students will miss it because of lack of activity due to laziness or not knowing but if it is made in groups then complement each other in working on the title in writing in Arabic." The teacher here uses the discussion method. In addition, SRN (Teacher of Madrasah Tsanawiyah Laboratorium UIN SU Medan) shared her form of creativity in learning Maharah Kitabah by "Using the Mimicry-Memorization method; when students hear and see videos or sounds from speakers and projector, students write down what they see and hear."

In Madrasah Aliyah, HY (a teacher at a Madrasah Aliyah in Binjai) shared her form of creativity in teaching Maharah Kitabah, by "Giving a discourse that is disjointed then they write back or make an essay from a picture." Meanwhile, MS (Madrasah Aliyah Veteran Deli Serdang teacher) used Ic breaking, as mentioned: "When learning Kitabah I require students to write what is on the board. In the tartib process at the time of ic breaking, that's where I sharpen students to be good at composing Arabic words.

These are the research findings related to the creativity of Arabic language teachers in learning Maharah Istima›, Kalam, Qira›ah and Kitabah at Madrasah Ibtidaiyah, Tsanawiyah and Aliyah in North Sumatra.

Discussion

In the era of industrial revolution 4.0 and the 21st century, teachers are required not only to have the competence to transfer knowledge to students well but also to be able to design innovative and creative lessons (Suwardana, 2018). Based on the findings above, the creativity of Arabic language teachers in teaching Maharah Istima›, Kalam, Qira›ah and Kitabah can be grouped as can be seen in the following table:

Table: 1: Forms of Teacher Creativity in Teaching Maharah in Arabic Language

No	Maharah	Madrasah		
		Ibtidaiyah	Tsanawiyah	Aliyah
1.	Istima›	1. Use of audio-visual media, such as videos and animations. 2. Choosing interesting material, in terms of the content of the stories heard.	1. Use of audio-visual media, such as cartoon movies, Arabic songs etc. 2. Using the drill and mimicry-memorization methods.	Use of audio and/or audio-visual media, such as You Tube, animations, fushah songs, cassettes or CD players and other recordings connected to speakers.

2. Kalam	1. Methods of discussion, simulation, role play, 2. Using word games, such as riddles, rhymes, or word association games.	1. Story method, role-playing a short dialog or drama, 2. Muhadharah (Arabic speech) activities.	1. Direct method (Mubasayarah) 2. Ice Breaking: Chain Whisper
3. Qiraˀah	1. The qir'aah method is combined with the discussion method and the guided reading method as well as the practice method. 2. Establishing a conducive language environment, such as maximizing the use of magazines.	1. Using a scientific approach 2. Using the peer tutor strategy.	1. Using the talaqqyi (imitation) method. 2. Using the discovery learning model with discussion and quiz methods.
4. Kitabah	1. Using Picture Card Media to	1. Insya Muwajjah method which is packaged in	1. Insya Muwajjah method; combining

describe in writing. 2. Using the exploration method; looking for objects, while writing the Arabic.	group discussions. 2. Mimicry-Memorization method; watching videos or sounds from speakers and projector, students write down what they see and hear.	separate writings. 2. Using Ice breaking, filling in the blanks in a pre-paragraph.

Creativity in learning is part of the characteristics of the teacher's personality competence. According to Cece Wijaya dalam Huda (2017), Teacher personality competence in the teaching and learning process is reflected in the following indicators: (1). Personal stability and integrity, (2). Sensitive to Change and Renewal, (3). Alternative Thinking, (4). Fair, Honest, and Objective, (5). Discipline in carrying out tasks, (6). Tenacious and diligent work, (7). Strive to obtain good work results, (8). Sumpatik, Luwes, Wise and simple in action, (9). Be open, creative, and authoritative.

The creativity of Arabic language teachers in creating an effective and fun teaching and learning process can improve student learning outcomes, along with well-developed learning motivation. Therefore, according to Ulum et al., (2023), "it is very important to consider teachers' Arabic language proficiency when designing assessments for Arabic language learners."

Madrasah Arabic teachers in North Sumatra have developed their creativity in teaching. This can be seen from the research findings that show the Arabic learning process is packed with several qualified teacher creativity. In terms of learning Maharah Istima', teacher creativity is reflected in the use of media, methods, and selection of interesting materials. Teachers no longer only use manual and makeshift media but have switched to the use of technology-based media and the internet, such

as audio-visuals that display several interesting content, such as movies, animations, youtube, etc. This is said to be creative because it can make participants learn Arabic. It is said to be creative because it can make students creative in learning. According to Fitriyani et al., (2021), «The creativity of students in the teaching and learning process is highly dependent on the creativity of teachers in designing learning.»

In addition to the use of media, Arabic teachers also use unconventional methods such as direct method or direct method which in Arabic is called Thariqah Mubasyarah (Nasution, 2022). This is a method of using the foreign language being studied directly without being translated into the language of the student's mother tongue, except in emergency conditions (Ahmad, 1997 dan 'Atha, 1996). The use of this method is considered very appropriate because it can familiarize students with listening to Arabic, by itself slowly they will acquire listening skills as valuable capital in mastering the next Maharah, namely Maharah Kalam. According to Al-Fauzan (2010) "The use of Thariqah Mubasyarah really helps students master Maharah Istima' and Maharah Kalam.»

In addition to the direct method, Arabic teachers also use the Mimicry-Memorization method or often abbreviated as Mim-Mem Method, a method by inviting students to imitate and memorize a word, mufradat or sentence. This method is based on behaviorism learning theory, where habituation activities become the hallmark of this theory. In the context of learning Maharah Istima' this method is considered appropriate. The opinion of Aini & Wijaya (2018), the mimicry memorization method is an oral approach to language teaching, so the learning process involves a lot of oral practice activities.

After learning Maharah Istima', it is followed by learning Maharah Kalam, as a Maharah that is technically concurrent and inseparable with Maharah Istima', because every listening activity is always followed by a speaking activity. Maharah Kalam and Kitabah are called productive skills, while Maharah Istima' and Qira'ah are also called receptive skills.

Based on the research findings above, the creativity of Arabic language teachers in teaching Maharah Kalam can be seen from the teacher's ability to use several methods in one meeting, for example using the discussion and simulation method, as well as role-playing. Likewise, using the story method combined with the role-playing method in dialog activities or short dramas. The teacher also uses the Mubasyarah method. The use of several methods in a learning activity is called an

eclectic method (mixed method) in Arabic literature called al-Thariqah al-intoqaiyah.

The use of mixed methods rests on the principle that there is no good method, but there is an appropriate method. Because each method has advantages and disadvantages that are very dependent on the situation and conditions. The use of this mixed method by Arabic language teachers can also be understood because it adjusts and considers the level of education of students; Ibtidaiyah, Tsanawiyah, and Aliyah, as well as consideration of the educational background of students.

The use of eclectic methods in language learning is considered effective, as the results of the research show. Kusumaningsih & Anita, (2018) mentioned that "The eclectic approach can improve students' speaking skills. From observation and supported by the author's field notes, it can be seen that students can speak well, their vocabulary increases, grammatical structures become better, and student motivation in speaking skills increases. The improvement of students' speaking skill is reflected in their enthusiasm in the learning process and the increase of students' speaking skill score."

In addition to methods, Arabic teachers at Madrasah Aliyah are also creative in using language games or ice-breaking and muhadharah (speech) activities. Language games (al-Al'ab al-Lughawiyah) or Ice Breaking are important to make the atmosphere of learning Arabic comfortable and fun (Al-Fauzan, 2010). The percentage of the use of al-Al'ab al-Lughawiyah at the Madrasah Ibtidaiyah level should be more than at the Tsanawiyah level and likewise at the Aliyah level. Because psychologically the need for children to play in Madrasah Ibtidaiyah is much more than students at the level of Madrasah Tsanawiyah, as well as at the whims of Madrasah Aliyah. Thus, the efforts made by Arabic language teachers in teaching Maharah Kalam can be called creative, because it is believed to make students more creative in following Arabic language learning.

Not much different from learning Maharah Kalam, teacher creativity in learning Maharah Qiraʾah in madrasah is also creative. This is reflected in the use of various methods in one learning meeting, such as the qir'aah method combined with the discussion method and the guided reading method as well as the practice method. In addition, scientific approaches/strategies and peer tutors. This is in line with a study carried out by Anggorowati (2011) that "the involvement of peer tutors in the study group makes the learning atmosphere more interesting."

If the ansikh Qira'ah method is used by the teacher, the learning will be monotonous and individualized. Because students only read independently, either by reading silently or reading aloud. But the teacher is considered creative because it combines the reading method with discussion, so that the learning process is ensured to run actively and fun, because students feel included in the learning process and create a student center in Arabic language learning, or at least learning does not run in one direction but in two directions.

Learning Maharah Kitabah is carried out using Picture Card Media to be described in writing. The selection of Picture Card Media for madrasah Ibtidaiyah is considered relevant because it is in accordance with the age level and tendency of children at the madrasah Ibtidaiyah level who like interesting pictures. A number of studies prove the effectiveness in using picture cards in improving a number of skills, including Jannah & Hasmawati (2017) who studied about the use of the use of picture card media is effective in teaching writing skills of the simple story in SMA Negeri 1 Segeri, and Amini & Suyadi (2020) who state that "Picture word card media can develop early childhood vocabulary skills."

In addition, children at the madrasah ibtidaiyah level tend to explore and move physically. Thus, the use of the motion method by looking for objects as well as writing Arabic for each object is considered a quite relevant creation chosen and used by Arabic teachers. According to Husna & Ma'ruf (2019), "The movement method is a way for teachers to convey Arabic and English subject matter by singing and moving according to the style of the vocabulary mentioned in the lyrics. The child follows the learning actively and enthusiastically and makes him more creative because he can express the game in his way."

As with the learning of other Maharah, which are taught using eclectic methods, the use of the same method in Maharah Kitabah is also considered creative, because it can eliminate the shortcomings of each method because they are covered by the advantages of other methods. As mentioned in the research findings, the teacher uses the Insya Muwajjah Method which is packaged in group discussions. The effectiveness of the intiqaiyah method has been proven in several experiments, one of which was conducted by Urrahmah (2022) mentioned that "the intiqaiyyah method has an influence in learning Arabic compared to using conventional methods."

In addition, teachers in madrasah Tsanawiyah also use the Mimicry-Memorization Method; by watching videos and/or listening to sounds with the help of speakers and a projector, allowing students to write down what they see and hear. As mentioned earlier, the mim-mem method is based on the learning theory of behaviorism which emphasizes imitation-based learning. Language learning - including foreign languages - at the initial level requires a lot of imitation and trying, even if there are many mistakes at first.

According to the research findings, Arabic teachers in madrasah also often use ice-breaking, to create a fun and relaxed learning atmosphere but still focus on achieving learning outcomes. This is by a study carried out by Desmidar et al., (2021) in that Ice breaking can be an alternative in reducing students' boredom during learning.

Conclusion

The creativity of Madrasah Teachers in Information Technology-Based Arabic Learning in North Sumatra is reflected in the use of technology and information-based learning media assisted by the internet network. Teachers no longer only use conventional and/or manual media but have switched to the use of technology-based media and the internet, such as audio-visuals that display several interesting contents, such as recordings, films, animations, youtube, etc. related to the learning content of Arabic Maharah (istim'ah', Kalam, Qira›ah and Kitabah). In addition, these software media are complemented by the use of sophisticated hardware, such as computers and laptops and cell phones, etc. These media complement and assist the selection and use of relevant learning strategies and methods.

The limitation of this study is that it has not seen the effectiveness of teacher creativity in mastering Arabic Maharah in madrasah. So it is suggested that other researchers should continue this research to examine the effectiveness of madrasah teachers' IT-based creativity in mastering Arabic Maharah for students in madrasah in North Sumatra and/or Indonesia.

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