THE INFLUENCE OF TEACHER PROFESSIONALITY AND CREATIVITY IN USING LEARNING MEDIA ON THE ARABIC LANGUAGE LEARNING OUTCOMES OF CLASS VIII STUDENTS OF MTS PONDOK PESANTREN DARUL ISTIQAMAH SOUTH LAPPA'E SINJAI

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Abstract: This article discusses the influence of teacher professionalism and creativity in using learning media on students' Arabic learning outcomes. A teacher must have a great ability to learn, to be able to play the role of a presenter, guide and evaluator, a teacher must have adequate knowledge, not only knowledge and expertise, but also experience, in analyzing this article using the type of research is quantitative, with instruments collecting data through questionnaires, observations and tests, the research results show that (1) the professionalism of Arabic teachers in using media in class VIII MTs Darul Istiqamah Lappa'e is in the medium category; (2) the creativity of Arabic teachers in using media in class VIII MTs Darul Istiqamah Lappa'e is in the medium category; (3) the learning outcomes of class VIII MTs students are in the medium category; (4) there is no partial influence on the professionalism of teachers using media on the Arabic language learning outcomes of class VIII students at MTs Darul Istiqamah Lappa'e and the coefficient of determination is 0.004; (5) there is no partial influence of teacher creativity using media on the Arabic language learning outcomes of class VIII MTs Darul Istiqamah Lappa'e students with a

coefficient of determination of 0.010; (6) there is no simultaneous influence of teacher professionalism and creativity using media on the Arabic language learning outcomes of class VIII students at MTs Darul Istiqamah Lappa'e, and the coefficient of determination is 0.015.

Keywords: Teacher Professionalism and Creativity, Instructional Media, Arabic Learning Results

INTRODUCTION

In an educational institution, the success of a learning process can be seen from the learning outcomes achieved by students. These learning outcomes are results that can be achieved after carrying out learning activities which are characterized by changes in behavior in both cognitive, affective and psychomotor aspects.[1]

Starting from the learning process to achieving learning outcomes is influenced by two factors, namely internal factors and external factors of students. This is also in line with Nana Sudjana's opinion in Sherly that two factors influence student learning outcomes, namely those that come from within the student and secondly from outside the student. These two factors can have a negative or positive influence on learning outcomes.[2]

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[1]Akbar Yuli Setianto dkk., *Sosiologi Pendidikan* (Cet, I; Medan: Yayasan Kita Menulis, 2021), h. 68.

[2]Sherly Septia Suyedi dan Yenni Idrus, "Hambatan-Hambatan Belajar Yang Mempengaruhi Hasil Belajar Mahapeserta didik dalam Pembelajaran Mata Kuliah Dasar Desain Jurusan IKK FPP UNP", *Gorga: Jurnal Seni Rupa* 8, no. 1 (2019): h. 124.

Internal factors are divided into biological/physical factors and psychological factors. Biological factors include everything related to the physical or physical condition of the individual concerned. [3]Meanwhile, external factors are factors that originate from outside the individual himself, which include family environmental factors, school environment, community environment and time factors. The family environment is the first and main environment in determining a person's educational development and also determines a person's learning success. Meanwhile, the school environment that can influence students' learning conditions includes teachers, because teachers are the spearhead and core implementers of educational activities in schools.[4]

According to D. Koswara and Halimah in Setianto, teachers have an important role in learning outcomes because they are the implementers of education, teachers have a strategic role that cannot be replaced by anything, including the latest advances in science and technology. [5]Meanwhile, according to John Goodlad in Anwar, the role of the teacher is very significant for the success of the learning process, therefore in John's research entitled " *Behind the Classroom Doors* " it is explained that when the teacher has entered the

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[3]Afi Parnawi, *Psikologi Belajar* (Cet.I ; Yogyakarta: Deepublish Publisher, 2019), h. 7.

[4]Sherly Septia Suyedi dan Yenni Idrus, "Hambatan-Hambatan Belajar Yang Mempengaruhi Hasil Belajar Mahapeserta didik dalam Pembelajaran Mata Kuliah Dasar Desain Jurusan IKK FPP UNP." h. 124.

[5]Akbar Yuli Setianto dkk., *Sosiologi Pendidikan*. h. 71.

classroom and closed the classroom doors, the quality of learning will be greater . determined by the teacher.[6]

A teacher must have a great ability to learn, have an advanced mind and encourage students to use their minds effectively. To play the role of a presenter, guide and evaluator, a teacher must have adequate knowledge, not only knowledge and expertise, but also experience, which is one of the supporting factors in creating a guidance and education process for students. Through knowledge and experience, teachers will become more confident and expert in carrying out their duties.[7]

As a professional, in carrying out his role the teacher must have sufficient educational competence. master the subject matter and understand competency standards and basic competencies, be able to utilize information and communication technology in the learning and self-development process, use a variety of learning methods and media so as to foster students' interest in learning because lessons become more interesting, be able to demonstrate a number of strategies and approaches which is interactive, disciplined, honest and consistent.[8]

Through the teacher's daily role as a teacher. Presenting and delivering certain material to students must be

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[6]Muhammad Anwar H.M, *Menjadi Guru Profesional*, (Cet: I; Jakarta: Prenadamedia Grup, 2018). p. 3-4.

[7]Akbar Yuli Setianto dkk., *Sosiologi Pendidikan*. p.78.

[8]Syaiful Sagala, *Kemampuan Profesional Guru dan Tenaga Kependidikan: Pemberdayaan Guru, Tenaga Kependidikan dan Masyarakat dalam Manajemen Sekolah* (Cet. III; Bandung: Alfabeta, 2009), p. 39.

well structured. So before delivering material, a teacher must first equip himself with sufficient knowledge because if a teacher does not have sufficient knowledge, then it is possible to imagine and predict the birth of new problems. Another important thing that teachers pay attention to before carrying out learning tasks is determining the criteria for selecting or filtering appropriate materials and media so that learning objectives can be achieved well .[9]

In the current era of digitalization, there are many types of media that can be used by teachers to convey their teaching material, ranging from audio, visual, audio-visual and even ICT-based. With so many choices of learning media that can be used by teachers, it is hoped that the learning process will become more interesting. Another reason to consider the need to use media in the learning process is because students' concentration power in the classroom is quite low, requiring teachers to look for ways to ensure that the learning class remains effective.

The reality that researchers found at the Darul Istiqamah Lappa'e South Sinjai Islamic Boarding School. There are two curricula used by Pondok, namely the curriculum that refers to the Ministry of Religion and the Islamic Boarding School's own curriculum. Specifically, Arabic language subjects refer to the Islamic boarding school curriculum and language proficiency is a guarantee of quality

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[9]Akbar Yuli Setianto dkk., *Sosiologi Guru Pendidikan*. p. 78-80.

at the Islamic boarding school, apart from memorization and *public speaking*

Another reality that researchers found from the results of observations in this place is that in the learning process teachers sometimes utilize the use of media, especially media other than books and blackboards. However, the learning results show that the knowledge scores of some students are still below the KKM standard. If we refer to the opinion of experts, it is stated that media is a means used by teachers to convey information to students, with the aim of making it easier for students to understand the material taught by the teacher. And the function of media is to help students be more focused, attract interest in learning, increase understanding, condense information and make learning time more effective and efficient so that learning goals can be achieved.

THEORETICAL FRAMEWORK

A. **Teacher Professionalism in Using Media**

1. **Definition of Profession, Professionalism, Professionalism and Professionalism of Teachers**

According to the Big Indonesian Dictionary Application, a profession is a field of work that is based on certain educational expertise (skills, vocations, etc.). [10] The term profession comes from English, namely professional

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[10]Badan Pengembangan Bahasa dan Perbukuan, Kementrian Pendidikan dan Kebudayaan, Aplikasi Kamus Besar Bahasa Indonesia Edisi V.

which has its roots in the Latin " *profesus* " which means to acknowledge or state as capable or expert in a field of work.[11] Buchari Alma in Setianto states that a profession is a job, which has the function of serving society and receiving recognition from society. [12]Syaiful said that the profession associated with teachers is work in the education sector that can only be done by someone who has qualifications.

A profession is also often defined as a job that is characterized by practice which is supported by theory, training, a code of ethics that regulates behavior and has a high degree of autonomy in carrying out its work. Another opinion says that a profession is a job that has a community service function, and there is recognition from society. To be able to obtain this profession requires certain skills which are obtained through education and training which requires a long time at certain institutions.[13]

2. Competence and professional attitude of teachers in using learning media

Competence according to the KBBI is the authority (power) to determine (decide something). [14]Mc Load in Anwar defines competence as rational behavior to achieve required goals in accordance with expected conditions.

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[11]Akbar Yuli Setianto dkk., *Buku Sosiologi Pendidikan*, I (Medan: Yayasan Kita Menulis, 2021). p. 93.

[12]Akbar Yuli Setianto dkk., *Sosiologi Pendidikan*. p. 95.

[13]Akbar Yuli Setianto dkk., *Sosiologi Pendidikan*. p. 93.

[14]Badan Pengembangan Bahasa dan Perbukuan, Kementrian Pendidikan dan Kebudayaan, Aplikasi Kamus Besar Bahasa Indonesia Edisi V.

Meanwhile, Anwar himself believes that competence is defined as ability or skill. Meanwhile, teacher competency is a teacher's ability to carry out obligations responsibly and appropriately in the eyes of policy makers.[15]

To make learning more effective , here are some professional attitudes of teachers regarding the use of learning media[16]

1) Selecting the right media

According to Nana Sudjana in Regina, to make effective use of media in the learning process, professional teachers must know the criteria for selecting media, including: accuracy with the learning objectives to be achieved , support for the content of teaching materials, ease of obtaining media, providing a variety of media. and the media must be appropriate to the level of thinking of students.[17]

At a comprehensive and general level, teachers can choose media by considering several factors, namely: (1) suitability of the type of media to the curriculum material. What needs to be paid attention to is which type of material must be supported by the use of media, then

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[15]Muhammad Anwar H.M, *Menjadi Guru Profesional.* p. 1

[16]Nancy Angelia Purba, "Media Pembelajaran Sebagai Salah Satu Penunjang Profesionalisme Guru Di Sekolah," *Skylandsea Profesional Jurnal Ekonomi, Bisnis dan Teknologi* 1, No. 1 (2021). p. 50.

[17]RRegina Tutik Padmaningrum, Pemilihan dan Penggunaan Media dalam Proses Pembelajaran, *Jurdik Kimia, UNY* no. September (2018). p. 1.

examine the type of media that is considered appropriate because one of the general principles of media use is that there is no one right type of media to present all subject matter, (2) affordability in financing, (3)) availability of hardware for media use, (4) availability of learning media on the market, (5) ease of using media.[18]

2) Media usage skills (technical skills in operating media)

Learning media usage skills are the ability to effectively utilize various types of media in the learning process. Learning media can include all forms of technology, such as computers, internet, mobile devices, audio, visuals, audio visuals and others.

According to Anwar, there are three main steps in using learning media, namely: (1) preparation. This step is carried out before using the media by studying the instructions or accompanying materials in the media, preparing equipment, determining the use of media for individuals or groups, arranging the presentation of the material so that it can be conveyed well, (2) implementation. What needs to be paid attention to at this stage is trying to avoid events that can disturb students' calm, attention and concentration, (3) follow-up. This activity aims to strengthen students' understanding of the material. This activity usually

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[18]Cecep Kustandi dan Daddy Darmawan, *Pengembangan Media Pembelajaran*. p. 30-34.

takes the form of discussions, tests, experiments, observations, exercises, remedial and enrichment.[19]

After learning activities using media have been completed, the teacher needs to carry out a test to measure the students' abilities. For students who quickly master the subject matter, enrichment is given and for those who have not met the assessment target, the teacher provides remedial treatment.

Teacher professionalism in using media

professionalism in using learning media involves a series of actions and attitudes that demonstrate competence and responsibility in using media as a learning tool, understanding various types of learning media and knowing the advantages and disadvantages of media. According to Cecep and Daddy, teacher professionalism regarding media can influence teachers' attitudes in choosing media that best suits the material being taught and students' needs as well as being able or skilled at integrating learning media with the curriculum and using it effectively in the learning context.[20]

To clarify the professionalism of teachers in using media, the following will explain the types of media and the steps for using them in learning.

1) **Human-based media.**

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[19]Cecep Kustandi dan Daddy Darmawan. *Pengembangan media Pembelajaran*. h. 31.

[20]Cecep Kustandi and Daddy Darmawan. *Learning media development* . h. 31.

Human-based media proposes two effective techniques, first, problem-centered design, this design is built based on problems that must be solved by students. The steps for this design are as follows:[21]

a. Formulate relevant problems.
b. Identify knowledge and skills related to solving problems. Lecture method as a technique for conveying knowledge.
c. Teaches why knowledge is important.
d. Guiding student exploration.
e. Develop problems in diverse contexts.

2) Print-based media

Print-based media is material written on paper for learning and information. The most commonly known are textbooks, journals, magazines, articles, newspapers , modules and loose sheets. [22]Print media is generally used to convey information to small groups. [23]An example of simple print-based media in Arabic which is usually used to practice *maḥārah kalām* and *kitābah* is *the strip story.* This media contains pieces of paper or pieces of stories in the form of text or films.[24]

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[21]Cecep Kustandi dan Daddy Darmawan. *Pengembangan media Pembelajaran.* p. 31.

[22]Cecep Kustandi dan Daddy Darmawan. *Pengembangan Media Pembelajaran.* p. 34.

[23]Cecep Kustandi dan Daddy Darmawan. *Pengembangan Media Pembelajaran.* p. 34.

[24]Hayati Nufus, "*Pembelajaran Insya (Kitābah) dengan Media Strip Story,*" Horizon Pendidikan 10, no. 2 (2019). p. 218.

The steps for applying image media (*flashcards*) in learning Arabic are as follows:[25]

a. Formulate objectives (basic competencies to be achieved) by utilizing pictorial media.

b. Teacher preparation. In this phase the teacher selects and determines image media as a tool that will be used to achieve learning objectives.

c. Teachers must provide instructions and motivate them to be able to answer the material well by using pictorial media in learning.

d. Steps for presenting lessons and using pictorial media. In this phase, learning material is presented using pictorial media.

e. Steps for student activities. In this phase students learn by utilizing pictorial media prepared by the teacher. Students try to solve the questions according to the teacher's instructions.

f. Learning evaluation steps. In this step, learning activities are evaluated, to what extent learning competence can be achieved, which also determines the extent to which the influence of pictorial media as a medium can support the success of the learning process. The evaluation results will be used as a basis or material for the next learning process.

3) Audio-based media

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[25]Mega Primaningtyas, "*Penerapan Media Gambar dalam Pembelajaran Bahasa Arab.* p. 54.

Audio-based media is learning media that contains sound and spoken messages delivered directly through sound format by utilizing the sense of hearing in giving and receiving information. [26]According to Briggs in Cecep, audio media can be used in large, medium and small groups. [27]In learning Arabic, audio media such as *tape recorders* and language laboratories. This media is used to train students ' *maḥārah istima'* . Apart from that, students can learn and listen to expressions from *native speakers* , learn the intonation of the language used by *native speakers* . Students can also practice Arabic speech using this media.[28]

RESEARCH METHODS

This research uses quantitative methods. The quantitative method is collecting information from a sample using questions or statements via a questionnaire that can describe the population. In accordance with the proposed title, the location of the research location is the Darul Istiqamah Lappa'e South Sinjai Islamic Boarding School. The approach in this research is to use survey research methods , meanwhile The population of this study is the total number of students in class VIII MTs Pondok Pesantren Darul

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[26]Muhammad Yaumi, *Learning Media and Technology* . h. 183.

[27]Cecep Kustandi and Daddy Darmawan, *Learning Media Development* . p. 79.

[28]Ernanida Ernanida and Rizki Al Yusra, "Audio Visual Media in PAI Learning," *Murabby: Journal of Islamic Education* 2, no. 1 (2019Ernanida Ernanida dan Rizki Al Yusra, "Media Audio Visual dalam Pembelajaran PAI," *Murabby: Jurnal Pendidikan Islam* 2, no. 1 (2019), h. 107.), p. 107.

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Istiqamah Lappa'e South Sinjai for the 2022/2023 academic year, totaling 58. The sample in this study was 58 people because the sampling technique was a saturated sampling technique *,* namely make all members of the population into a sample. The data collection methods used are questionnaires, observations, tests. Meanwhile, the research instrument uses a questionnaire or questionnaire as well as tests and pre-tests for students to process the final data using the SPSS application on the computer to process the data.

RESEARCH RESULTS AND DISCUSSION

1. **The professionalism of teachers using learning media at the Darul Istiqamah Lappa'e Islamic Boarding School**

In this research, the professionalism of Arabic teachers in using this media is measured based on three indicators, namely selecting the right media according to the material to be taught , skills in integrating learning media with the material, skills in evaluating the effectiveness of learning media.

Based on the results of the questionnaire analysis, the statement item that received the lowest score from the accumulated answers of all 58 students regarding the professionalism of teachers using media was found in the second statement item, regarding the suitability of the media with the characteristics of students, with a percentage of 70.6% of respondents agreeing. The highest statement item score is found in the fourth statement item, namely that the

media used can increase student interaction and involvement and as many as 77.7 % of respondents agreed. And the next highest item score was found in the third statement item regarding the suitability of the media used for learning objectives, with 86.2 % of respondents stating that they strongly agreed.

Based on the results of the data above, the professionalism of teachers using media at the Darul Istiqamah Lappa'e Islamic Boarding School can be determined based on the categorization of professionalism scores. Based on the accumulated results of the low and very low categories, it was found that 12 students or 20.7% thought that the professionalism of teachers using media was in the low category, as many as 24 students or 41.3% thought that the professionalism of Arabic teachers was in the medium category, and 22 students or 38% thought that the professionalism of Arabic teachers was in the high category. From the results of the data categorization, it shows that the professionalism of Arabic teachers in using learning media at the Darul Istiqamah Lappa'e Islamic Boarding School is in the "medium" category.

Meanwhile, the results of data analysis when viewed from the three indicators of teacher professionalism in using media, the one with the highest score is the indicator of choosing the right media based on the statement item score regarding the suitability of the media used for learning objectives with an accumulated agree and strongly agree score of 86.2%, the indicator media use skills were 77.7% and the

lowest was the indicator regarding teacher skills in evaluating media effectiveness at 70.6%.

From the results of the researcher's observations on 12-15 June 2023, the researcher saw that the media used by teachers during the learning process with *al-ḥayāh al-yaumiyyah material* was still very simple, the teacher used books, blackboards, pictures and pieces of hijaiyah letters. The use of media is based on the goals to be achieved. Such as using books to focus students on practicing *maḥārah kalām,* the teacher exemplifies the conversation material (*ḥiwār*) in the book, the students follow along then practice with their classmates, and demonstrate in turn in front of the other students, after that the teacher points to the students to answer questions about the material *ḥiwār* and what is not It was their turn to write their answers in their respective books. To *convey the kitābah* , the teacher uses pieces of hijaiyah letters as media, then the students are asked to compose several mufradats about the material they have studied. Meanwhile, image media is used to train or to determine students' mastery of the mufradat that has been given.

Based on the results of the observations above, the researcher agrees with the statement that the teacher's choice of media is appropriate, because if you look at it from the learning objectives to be achieved, and seeing the condition of Islamic Boarding Schools which do not yet provide technology-based media such as language laboratories and the availability of devices such as LCDs is still limited, choosing media that is simple and easy to find is another alternative that

teachers can use, because based on Cecep and Daddy's opinion, One of the requirements for appropriate media selection is that it is practical, flexible and sustainable. This means that if there is no time, funds or other resources available to produce it, there is no need to force teachers to simply choose media that is easy to obtain or easy to make themselves, affordable in terms of financing, availability of hardware for media use and ease of media use.

Meanwhile, for media use skills, it is based on Anwar's opinion which refers to 3 things, namely preparation, implementation and follow-up. So based on the results of observations, the less than optimal results from the three stages are in terms of implementation because even though the use of media can increase students' activity in the classroom, the teacher does not anticipate things that can disrupt students' concentration in the classroom . And for skills in evaluating media use, based on observations that are still lacking are the follow-up carried out by teachers to ensure that the learning media used can fulfill its function to achieve learning objectives.

2. Teacher creativity in using learning media at the Darul Istiqamah Lappa'e Islamic Boarding School

Arabic teachers' creativity in using media is measured based on two indicators, namely creating their own media according to the material to be taught and modifying existing learning media and then using it as new media.

From the results of the questionnaire analysis, the statement item that received the lowest score regarding

teacher creativity was contained in the first statement item, regarding the use of classroom facilities as a learning medium, with 60.4% of respondents agreeing. The highest statement item score is found in the fifth statement item regarding media creation, which is 77.7 % of respondents who strongly agree. And the next highest item score is found in the third and fourth statement items, namely creativity in developing media content according to the material, with 75.9 % of respondents agreeing. Using the environment as a medium , 79.4 % of respondents agreed.

Based on the results of descriptive data analysis, the creativity of Arabic teachers at the Darul Istiqamah Lappa'e Islamic Boarding School can be determined based on the categorization of teachers' creativity scores using media. The accumulated results of the low and very low categories showed that 13 students or 22.4% thought that the creativity of teachers using media was in the low category, 29 students or 50% thought that the creativity of Arabic language teachers was in the medium category, and 16 people students or 27.6% thought that the creativity of Arabic teachers was in the high category. The results of this research show that the creativity of Arabic teachers using learning media at the Darul Istiqamah Lappa'e Islamic Boarding School is in the "medium" category.

Based on the results of the analysis above, the indicator of teacher creativity using media that has the highest value is creativity in modifying learning media at 79.4 % , and the lowest is creating your own media at 60.4%.

From the results of observations obtained during the lesson, the media created by the teacher themselves is picture media and pieces of hijaiyah letters, apart from that teachers tend to use media that is already available, the teacher provides picture media but gives various instructions on the media, not just pairing them. images with appropriate translations but also ask students to make sentences from the images provided. Apart from that, during learning the teacher also asks students to create stories based on personal experiences or those around them.

3. **Arabic language learning**

Arabic language learning outcomes in this study were measured using tests, in the form of questions in the form of essays based on material taught by Arabic teachers with the theme *al-ḥayāh al-yaumiyyah* .

students ' Arabic language learning scores or 10.3% are in the low category, 45 students or 77.6% are in the medium category and 7. students or 12.1% are included in the high category.

This research shows that in general the Arabic language learning outcomes of class VIII MTs students at the Darul Istiqamah Lappa'e Islamic Boarding School are in the "medium" category as much as 77.6% or as many as 45 students.

4. **The influence of teacher professionalism**

Based on the results of a simple regression analysis, it can be seen that the professionalism of teachers using media has no partial effect on the Arabic language learning outcomes of class

VIII MTs students at the Darul Istiqamah Lappa'e Islamic Boarding School. From the results of the analysis, the regression coefficient (b) value is 0.004. At a significance level of 0.05 or 5%, the $_{calculated\ T}$ is -0.486 with a significance value of 0.629, because the coefficient value does not have a positive value and the significance value is greater than 0.05, so It can be said that the high and low professionalism of teachers using media does not have a partial influence on students' Arabic language learning outcomes. This can be concluded from the coefficient of determination or Rsquare value of only 4%.

5. The influence of teacher creativity using media

Based on the results of a simple regression analysis, it can be seen that teacher creativity in using media has no partial effect on the Arabic language learning outcomes of class VIII MTs students at the Darul Istiqamah Lappa'e Islamic Boarding School. From the results of the analysis, the regression coefficient (b) value is 0.010. At a significance level of 0.05 or 5%, the $_{calculated\ T}$ is -0.758 with a significance value of 0.451, because the coefficient value does not have a positive value and the significance value is greater than 0.05, so It can be said that high and low teacher creativity in using media does not have a partial influence on students' Arabic learning outcomes . This can be concluded from the coefficient of determination or Rsquare value of only 10%.

6. The influence of teacher professionalism and creativity using media

The results of multiple linear regression analysis show that the professionalism and creativity of teachers using media do not have a simultaneous influence on the Arabic language learning

outcomes of class VIII MTs students at the Darul Istiqamah Lappa'e Islamic Boarding School. This is based on the results of the F test analysis using SPSS and obtained an F test significance value of 0.657, a $_{calculated\ F\ value}$ of 0.423.

Based on the provisions, if the $_{calculated\ F\ value}$ is 0.423 > F $_{table}$ 4.01 , it can be concluded that the variables of teacher professionalism and creativity do not have a simultaneous influence on the Arabic language learning outcomes of class VIII MTs students at the Darul Istiqamah Lappa'e Islamic Boarding School. If seen based on the Rsquare value, the magnitude of the influence of teacher professionalism and creativity using learning media on students' Arabic learning outcomes is only 15%.

CONCLUSION

The professionalism of Arabic teachers using media at the Darul Istiqamah Lappa'e Islamic Boarding School is in the medium category with the frequency of respondents' answers being 24 people or 41.3 % . The professionalism of teachers using media is based on a coefficient of determination value of 4%, meaning that it has no partial effect on the Arabic language learning outcomes of class VIII MTs students at the Darul Istiqamah Lappa'e Islamic Boarding School. The teacher's creativity in using media is based on a coefficient of determination value of 10%, meaning that it has no partial effect on the Arabic language learning outcomes of class VIII MTs students at the Darul Istiqamah Lappa'e Islamic Boarding School. Professionalism and creativity in using

media simultaneously have no effect on the Arabic language learning outcomes of class VIII MTs students at the Darul Istiqamah Lappa'e Islamic Boarding School. Based on the coefficient of determination, it is only 15%.

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