Teachers' Efforts in Increasing Eighth Grade of Modern Islamic Boarding School Students' Learning Motivation in Arabic Class

Eri Rahmawati[1✉], Dewi Fitriani[2], Ifa Lesintha Mukti[3], Wahyu Nurrohman[4]

State Islamic University Sunan Kalijaga Yogyakarta, Indonesia[1,2,3,4]

e-mail : eryrahmawati12@gmail.com[1], dewifitrianijbi@gmail.com[2], ifam324@gmail.com[3], wahyunurrohman96@gmail.com[4]

Abstrak

Artikel ini bertujuan untuk menganalisa upaya guru dalam meningkatkan motivasi belajar bahasa Arab siswa. Penelitian ini menggunakan pendekatan kualitatif dengan metode studi deskriptif analitis. Instrumen pengumpulan data penelitian menggunakan teknik wawancara dan observasi. Kemudian data dianalisis melalui teknik reduksi data, penyajian data, dan verifikasi data. Hasil penelitian ini menyimpulkan bahwa upaya guru bahasa Arab dalam meningkatkan motivasi belajar siswa pada mata pelajaran bahasa Arab kelas VIII Pondok Pesantren Modern Al-Kinanah Kota Jambi cukup baik, hal ini dilihat dari berbagai upaya yang dilakukan guru, seperti: menggunakan Metode Ceramah, Tanya Jawab dan Diskusi saat mengajar pembelajaran bahasa Arab. Kemudian, memberi tugas kepada siswa secara perorangan, memberi pujian (apresiasi) kepada siswa yang menjawab pertanyaan dengan benar, dan memberikan nilai pada setiap latihan pembelajaran bahasa Arab. Kendala yang dihadapi guru adalah ketidaksiapan siswa dalam menerima materi pelajaran, dan terdapat beberapa siswa yang kurang memperhatikan materi pembelajaran saat guru menjelaskan materi, serta ada juga yang tidur saat pembelajaran berlangsung. Upaya yang dilakukan oleh guru dalam menanggulangi permasalahan tersebut adalah dengan mengaktifkan suasana kelas melalui pemberian tugas serta pertanyaan langsung mengenai materi pembelajaran bahasa Arab.

Kata Kunci: Motivasi Belajar, Pembelajaran Bahasa Arab, Strategi Belajar.

Abstract

This article aims to analyze the teacher's efforts in increasing students' motivation to learn Arabic. This study uses a qualitative approach with a descriptive-analytical study method. The research data collection instruments used were interview and observation techniques. Then the data were analyzed through data reduction techniques, data presentation, and data verification. The results of this study conclude that the efforts of Arabic language teachers in increasing students' learning motivation in Arabic subjects for class VIII Pondok Pesantren Modern Al-Kinanah Jambi City are quite good, this can be seen from the various efforts made by teachers, such as: using the Lecture Method, Questions and Answers and Discussion while teaching Arabic learning. Then, give assignments to students individually, give praise (appreciation) to students who answer questions correctly, and give marks to each Arabic learning exercise. The obstacle faced by the teacher is the unpreparedness of the students in receiving the subject matter, and some students pay less attention to the learning material when the teacher explains the material, and some are sleeping while the learning is taking place. Efforts made by teachers in overcoming these problems are by activating the classroom atmosphere by giving assignments and direct questions about Arabic learning materials.

Keywords: Learning Motivation, Learning Arabic, Learning Strategies

INTRODUCTION

Teacher's Efforts in Increasing Motivation to Learn Arabic for Class VIII Students at Al-Kinana Modern Islamic Boarding School, Jambi City (Abdullah, 2012). It contains structured, systematic, and logical communication to integrate knowledge (scientific insight), attitude (personality), and spirituality (Majid, 2013: 4). In other words, learning is seen as the essence of every series of educational processes.

The quality of learning has a concrete impact on the quality of education, graduates, and the image of the institution (Supriadi, 2017: 127-139). The main supporting element in realizing quality learning is the teacher's role in creating teaching materials and innovating the learning process. The central role of the teacher in the learning process lies not only in the transfer of insight or knowledge, more than that, but every teacher is also required to be able to inspire and motivate students to explore their potential independently (Lilawati, 2017).

Teachers' skills in motivating students are part of efforts to minimize obstacles that occur in the learning process. Because, students as individuals who have not been able to independently organize and manage their daily schedules, need the role of teachers (as well as parents) in maximizing their potential at the stage of child development (Chandra, *et.al.*, 2016: 83-92). In addition, students also commonly display lazy behavior and delay academic matters (procrastination). Of course, this is an obstacle in the learning process and stage of child development.

The problems experienced by students in the learning process are considered to be very diverse and complex. This is viewed from internal and external factors, ranging from a sense of laziness, delaying work on assignments, a learning climate that is not conducive, and so on (Salahuddin, 2020). The complexity of this problem requires teachers to be skilled and "rich in strategies/approaches" to help students overcome their learning problems independently. In addition, teachers are also required to be able to stimulate students to be proactive in learning, think critically, creatively, and innovatively as student skills in the digital era (Isnaini & Huda, 2020: 1-14).

Motivation to learn is needed by students, especially in the digital era that provides various learning resources from the internet that can be accessed by students at any time. The presence of the teacher becomes meaningful as it helps students use learning resources effectively and efficiently according to the child's developmental stage (Djamarah, 2000: 155). The motivation in question comes from two directions, namely intrinsic motivation and extrinsic motivation. Where, intrinsic motivation comes from the student's self, while extrinsic motivation comes from outside the student (the environment and other people).

Furthermore, learning motivation is interpreted as a mental and psychological impetus for students from various obstacles (laziness and so on) (Fitriana, 2020). This encouragement leads to positive things that support the improvement and improvement of students' self-quality, starting from learning concentration, adding insight, and character building, as well as increasing self-skills (Aziz, 2006: 50). Yamin (2005: 8) explains that learning motivation refers to behavior change, mental strength in learning, and istiqomah (consistency and commitment) in learning.

Barriers commonly experienced by students in the learning process, one of which is caused by students' perceptions of the difficulty of teaching materials, such as learning mathematics, physics, chemistry, and also foreign language lessons (Arabic and English) (Sa'diyah & Abdurrahman, 2021: 51-69). Learning Arabic is still considered difficult and lacks motivation among students. This is based on the student's assumption that learning Arabic does not affect daily activities, especially on the internet which is close to students who also speak English instead of Arabic. In other words, students perceive Arabic as a "local content" or "additional" lesson.

Islamic educational institutions such as madrasas and Islamic boarding schools should be able to foster motivation to learn Arabic for students, to introduce students to one of the "science tools" in understanding the Qur'an and hadith. However, based on preliminary studies or preliminary observations conducted by researchers at the Al-Kinanah Modern Islamic Boarding School in Jambi City, it was found that students tend to be less interested in learning Arabic, because it is considered a language that is only occupied by special students to

continue their studies in Egypt. , Medina, or another Arabian peninsula. This shows that the motivation to learn Arabic in students is limited to the orientation for further studies (Zada, 2006: 258-270).

Indeed, academic studies on students' motivation to learn Arabic have been studied from various study points of view. The relevant ones include discussing the aspects of Arabic learning media (Putri, 2017: 1-16; Susanti, *et.al.,* 2020: 179-191; Azhari, 2015: 43-60; Mayasari & Fatmawati, 2018: 40-56; Mahmudah, 2018: 129-138), learning motivation strategy (Fauzy, *et.al.*, 2019: 112-127), interactive learning (Sukmarini, *et.al.*, 2021: 106-121), the use of android-based applications in learning Arabic (Hasan & Baroroh, 2020: 140-155; Utami & Hamdun, 2020: 20-31), demotivating factors for learning Arabic in students (Islam, 2015: 1-16), Arabic learning method (Rahmawaty, *et.al.*, 2013; Rahman, 2018: 22-35; Kurnia, 2010), and the relation between interest and learning achievement (Inah & Khairunnisa, 2019: 36-51).

Observing the literature review above, it is known that relevant studies related to this theme still leave a "space" for the study. As an effort to take gap analysis and research space, the researchers deepened this study related to the efforts of teachers in overcoming the problems of learning Arabic and efforts to increase students' motivation to learn Arabic, summarized in the title of the research, "Teachers' Efforts to Improve Motivation to Learn Arabic for Class VIII Students in Al-Kinanah Modern Islamic Boarding School, Jambi City.

METHOD

This study uses a qualitative approach with a descriptive-analytical study method. The background of the research is at the Al-Kinana Modern Islamic Boarding School, Jambi City, to be precise in class VIII students. The focus of this research is not only on discussing the teacher's efforts in increasing students' learning motivation but also on analyzing the various obstacles or obstacles experienced by students during the Arabic learning process. The research data collection instrument was used to interview and observation techniques. Then the data were analyzed through data reduction techniques, data presentation, and data verification. Test the validity of research data through triangulation techniques (Assingkily, 2021). In this context, the researcher attempts to cross-check the data through alignment between field findings and relevant research. Thus, the research results will be declared valid because they are up-to-date and have methodological novelty values and findings.

RESULTS AND DISCUSSION

Teacher's Efforts in Increasing Students' Arabic Learning Motivation

1. Arabic Learning Method

Learning motivation is very influential on the achievement of student learning outcomes, especially in learning Arabic learning (Mulyaningsih, 2014: 441-451). Because motivation will make students happy in learning each teaching material and students will also easily understand the Arabic language lesson (Annisa, 2019: 1-6). Furthermore, the teacher is responsible for implementing the learning system so that it works well.

Based on the results of observations made by researchers, the efforts of Arabic language teachers in increasing students' learning motivation in Arabic subjects at Al-Kinana Modern Islamic Boarding School in Jambi City have been carried out well. However, the lack of media or varied methods when teaching Arabic can lead to a lack of student enthusiasm or student activity in learning Arabic (Mujazi, 2020). To achieve the maximum learning process, motivation is not only given by the teacher, but the motivation of parents and oneself also plays an important role in achieving maximum learning process (Indah, 2015).

In teaching and learning activities, teachers play an important role in the success of their students, especially Arabic language teachers. This is in line with the results of an interview with Mrs. Siti Maimunah, S.Ag, as follows:

> *"I use the lecture, question and answer, and discussion methods when teaching Arabic learning. In addition, when teaching Arabic I give a glimpse of motivation regarding Arabic lessons in the form of*

aphorisms. Example: I explain to students that learning Arabic is very important because Arabic is the language of the Qur'an. Thus, I think it will increase students' enthusiasm in learning, especially learning Arabic". (Results of an interview with an Arabic teacher at the Al-Kinanah Modern Islamic Boarding School in Jambi City, 27 March 2022).

The interview excerpt above informs the method used by the teacher when teaching Arabic lessons at the Islamic boarding school. According to Ahdar (2018: 287-302), the teaching method is one way to increase student learning motivation. This is realized by the Arabic language teacher in class VIII, to create an atmosphere of a passionate learning environment should pay attention to the use of methods in teaching. In presenting material to students, students do not only use one method but use a variety of teaching methods. Such as lecture methods, question and answer, and group discussions. The use of only one method in teaching is more likely to produce boring learning activities and look less enthusiastic.

The use of varied teaching methods as mentioned above can determine student learning styles in absorbing lesson material (Alexander & Pono, 2019: 110-126). So, a teacher is important in understanding the psychological condition of students before using teaching methods so that teachers get optimal feedback from each student (Gustiawan, 2021: 101-112). In this way, students will demonstrate the priority of their respective learning styles, and teachers can identify and provide effective forms of teaching for all students.

2. Assignment

An assignment is a job that requires an implementation to be completed, the teacher can give assignments to students as an inseparable part of student learning tasks (Sutarna, 2016: 34-43). Assignments can be given in various forms in groups or individually (Dewi & Peniati, 2012). For students to be more motivated in learning, the Arabic language teacher for class VIII always gives assignments to students regarding the subjects that have been taught at the beginning. This can be seen from the results of the interview with Mrs. Siti Maimunah, S.Ag, as follows:

"In every class VIII Arabic learning, I always give students assignments or dorm work in individual form, why do I give individual assignments, because I want each student to be diligent and responsible for their respective duties and not just rely on their friends". (Results of an interview with an Arabic teacher at the Al-Kinanah Modern Islamic Boarding School, Jambi City, 27 March 2022)

The interview excerpt above informs that the assignment plays a role in motivating students about the teaching materials they have learned. Furthermore, Krishnamuty (2015) explains that the assignment functions as a reinforcement (re-inforcement) of the subject matter. In line with this, Sudewo, *et.al.* (2021: 36-45) add that giving assignments is not meant to burden students, but to remind students of the essence of question-based or task-based lessons. Thus, students will be required to repeat the lesson every time at home.

3. Giving Praise or Appreciation

In learning activities, giving praise is needed. Every effort that has been made by students in learning turns out to be able to increase learning motivation by giving awards or praise, meaning that a teacher is growing confidence in students. (Jeprianto, *et.al.*, 2021: 16-20). This is in line with the opinion of Mrs. Siti Maimunah, S.Ag as an Arabic teacher at the Al-Kinanah Modern Islamic Boarding School in Jambi City, from the results of the interview she said that: "...*using fun strategies in teaching students, such as giving praise can motivate students to more active in learning. Examples of compliments that I give are the words, and I think this word of praise can motivate students to be active in learning Arabic and understanding it*". Thus, students will feel appreciated for every effort or performance in the learning process.

4. Giving Value to Students

Giving value is a motivational tool that can provide stimulation to students to maintain or improve student achievement (Muarie, 2015: 28-40). By giving a score on the test/student report card, the teacher can determine the ability of students whose achievements are good. The teacher tries to maintain the achievement of these

students and the motivation of students whose achievement is still low, and the teacher will try to help improve students' low achievement (Perkasa, *et.al.*, 2015: 1-9). Giving value to student work is one of the tools to motivate student learning. It is realized by the Arabic language teacher in class VIII that by giving grades, students will be motivated again in learning.

As the results of the interview delivered by Mrs. Siti Maimunah, S.Ag as an Arabic teacher at the Al-Kinanah Modern Islamic Boarding School in Jambi City, as follows: "Every time I correct a student's assignment I always give marks, then during tests or exams I also always give grades according to the ability of students without cheating or favoritism. Thus, students can independently measure their abilities or competencies through the value given by the teacher in each form of assignment (test or final exam).

Obstacles Faced by Teachers in Increasing Students' Arabic Learning Motivation

To increase students' learning motivation, Arabic teachers are fully aware that there are several obstacles faced in increasing students' learning motivation. The obstacles faced by Arabic language teachers in increasing the learning motivation of class VIII students at the Al-Kinanah Modern Islamic Boarding School in Jambi City are as follows:

Based on the researcher's observations, the Arabic language teacher for class VIII at the Al-Kinana Modern Islamic Boarding School in Jambi City has made quite good efforts to increase students' learning motivation, especially in learning Arabic, but in this case, the teacher still has obstacles in increasing students' learning motivation, especially the obstacles that come from the students themselves, where some students pay less attention to the teacher's explanation and some students sleep during the learning process.

Based on the results of interviews with Arabic language teachers for class VIII at Al-Kinanah Islamic Boarding School, Jambi City, Mrs. Siti Maimunah, S.Ag explained that the obstacles faced by Arabic teachers in increasing students' learning motivation were students' unpreparedness in receiving the subject matter. Students are not ready to receive the subject matter, causing students who are not focused on the learning process, sometimes there are even students who sleep during the learning process.

In line with the above, it can also be seen that according to the results of an interview on April 1, 2022, with Khalila Edistia Zahra who is a class VIII B student of the Al-Kinanah Modern Islamic Boarding School, Jambi City said that "...there are some friends who pay less attention to learning when the teacher explains". In addition, some students sleep during learning, this can be seen according to the results of interviews with Rosita Azhari Siregar (class VIII B students). Therefore, the teacher is expected to always pay attention to the state of the class before starting the lesson and first pay attention to the students whether they are ready to receive the subject matter, especially learning Arabic also the teacher is required to use various media or learning methods when teaching, especially Arabic lessons so that the learning process can take place. maximum and effective learning.

Teachers' Efforts in Overcoming Obstacles Faced in Increasing Students' Arabic Learning Motivation

Based on the results of observations made by researchers that the Arabic language teacher of class VIII Pondok Pesantren Modern Al-Kinanah Jambi City has made a pretty good effort in increasing students' learning motivation and teachers are also making efforts to overcome the obstacles faced in increasing students' learning motivation, especially learning Arabic language. However, in the learning process, the teacher has not used various media or learning methods so maybe the teacher will have a little difficulty in teaching Arabic lessons.

This is in line with the results of an interview with an Arabic teacher of class VIII Pondok Pesantren Modern Al-Kinanah Jambi City, Mrs. Siti Maimunah, S.Ag said that:

"The efforts made by Arabic language teachers in overcoming the obstacles faced in increasing students' learning motivation are to activate the classroom atmosphere by giving individual assignments to students, and also by asking questions directly to students regarding the learning material being studied. During the lesson, I also often give motivation to students in the form of pearls of wisdom or words of encouragement so that students are enthusiastic about participating in Arabic learning. When there are

students who can answer questions, then I will give praise, and if there are students who do not do assignments, then I will punish them by telling them to memorize learning materials or short verses in the Qur'an".

Siti Maimunah, S.Ag, explained how overcoming these obstacles was carried out in stages, starting from motivating students, appreciating students' learning efforts, and punishing students if they did not follow through with the lesson. Thus, students will seriously participate in learning, because they consider the balance of appreciation and punishment for the learning process practiced by students.

Learning Arabic has its motivation for students. It is stated by Hidayati (2015) that Arabic is the language of the Qur'an (a guide to human life). In line with this, Putri (2017: 1-16) explained that the motivation for learning Arabic should start from internal (intrinsic), not from external (extrinsic). However, Ilmiani, *et.al.* (2020: 17-32) found that most of the students studied Arabic only to follow the scholarship study path toward the Middle East.

In line with this, Albab (2019: 32-48) confirmed that students of Arabic language and literature education at Islamic religious colleges he studied concluded that 80% of the study program students chose because they intended to become teachers and their desire to continue their studies to the Arabian Peninsula. The process of specialization in Arabic is certainly different from other professions such as doctors and engineers. For this reason, teacher creativity is highly expected in motivating students to be enthusiastic about learning Arabic.

Based on the description above, it can be concluded that learning Arabic is not difficult because students are familiar with the letters and some words. However, motivation to learn Arabic is still low among students. It is based on a unique and comprehensive Arabic grammar, so it requires perseverance in the learning process. This also underlies the students feel Arabic is difficult to learn. Thus, the motivational efforts of teachers to students in language learning must be increased, as was done at the Al-Kinana Islamic Boarding School, Jambi.

CONCLUSION

Based on the description of the findings and discussion above, it can be concluded that the efforts of Arabic teachers in increasing students' learning motivation in Arabic class VIII Pondok Pesantren Modern Al-Kinana Jambi City are quite good, this can be seen from the various efforts made by teachers, such as: using Lectures, Questions and Answers and Discussion Methods when teaching Arabic learning. Then, give assignments to students individually, give praise (appreciation) to students who answer questions correctly, and give marks to each Arabic learning exercise. The obstacle faced by the teacher is the unpreparedness of the students in receiving the subject matter, some students pay less attention to the learning material when the teacher explains the material, and some are sleeping while the learning is taking place. Efforts made by teachers in overcoming these problems are by activating the classroom atmosphere by giving assignments and direct questions about Arabic learning materials.

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