

THE INFLUENCE OF TEACHING METHODS ON THE INTEREST IN LEARNING ARABIC AMONG GRADE IX B FEMALE STUDENTS: A STUDY AT MUHAMMADIYAH JUNIOR HIGH SCHOOL PURWODADI, PURWODADI CITY

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ABSTRACT

This study aims to analyze the influence of teaching methods on students' interest in learning Arabic at SMP Muhammadiyah Purwodadi. Using a quantitative descriptive approach, data were collected through observation, interviews, and documentation involving female students of class IX B. The findings indicate that students initially show high interest in Arabic, but their enthusiasm declines due to monotonous teaching methods. Factors affecting their interest include internal motivation, attention during learning, and the teacher's attitude and teaching materials. Students expressed a desire for more interactive methods, such as using songs, animated videos, and games, which they believe would enhance engagement. The study concludes that creative and varied teaching methods significantly impact students' interest in learning Arabic. Teachers play a crucial role in fostering this interest by adopting innovative approaches tailored to students' preferences.

Keywords: *Teaching Methods, Interest in Learning, Arabic Language, SMP Muhammadiyah Purwodadi*

INTRODUCTION

Learning is the most essential key in every educational endeavor, without learning, (Susetiyo 2022) education itself would not truly exist, as the very essence of education lies in the act of learning. As a continuous and dynamic process, learning plays a central and irreplaceable role in guiding individuals toward changes in knowledge, attitudes, and skills. (Farid et al. 2025) Consequently, in various disciplines related to educational efforts such as educational psychology, sociology of education, (Susetiyo et al. 2025) and philosophy of education learning consistently receives broad, in-depth, and fundamental attention. This emphasizes that the success of education is largely determined by the extent to which the learning process can be effectively designed, implemented, and evaluated to achieve the intended goals. education in essence does not exist. As a process, learning almost always holds a significant place across various disciplines related to educational efforts. Because of its importance, a large portion of research and experimentation is devoted to achieving a broader and deeper understanding of the process of human transformation. (Muhibbin Syah, 2012). Allah affirms that learning elevates one's status, as stated in QS. Al-Mujadalah: 11:

يَا أَيُّهَا الَّذِينَ آمَنُوا إِذَا قِيلَ لَكُمْ تَفَسَّحُوا فِي الْمَجَالِسِ فَافْسَحُوا يَفْسَحِ اللَّهُ لَكُمْ وَإِذَا قِيلَ انشُرُوا أَنْشُرُوا لِلَّهِ الَّذِينَ
وَاللَّهُ بِمَا تَعْمَلُونَ خَبِيرٌ
آمَنُوا مِنْكُمْ وَالَّذِينَ أُوتُوا الْعِلْمَ دَرَجَاتٌ

“O you who have believed, when you are told, ‘Make room [for others] in assemblies,’ then make room; Allah will make room for you. And when you are told, ‘Arise,’ then arise; Allah will raise

those who have believed among you and those who were given knowledge, by degrees. And Allah is Acquainted with what you do.” (QS. Al-Mujadalah [58]: 11)

This verse motivates Muslims to continuously seek knowledge, including the Arabic language. Learning Arabic is of great importance for Muslims, as it plays a crucial role in the religion. This is because the Qur'an and Hadith guidance for Muslim worship and behavior are written in Arabic. Therefore, Arabic can never be separated from the Muslim community, since mastering it is essential to fully understanding the teachings of Islam. (Hermawan 2011) As Allah the Exalted says:

إِنَّا أَنْزَلْنَاهُ قُرْآنًا عَرَبِيًّا لَعَلَّكُمْ تَعْقِلُونَ

“Indeed, We have sent it down as an Arabic Qur'an that you might understand.” (QS. Yusuf [12]: 2)

Ibn Kathir explains the virtue of the Arabic language, stating in his commentary on this verse: “This (that the Qur'an was revealed in Arabic) is because Arabic is the most eloquent, clear, expansive, and expressive language, and best suited to human nature. For this reason, the most noble Book (the Qur'an) was revealed to the most noble Messenger (Muhammad, peace be upon him) in the most noble language (Arabic), through the most noble angel (Jibril), in the most noble land on earth (the Arabian Peninsula), and its initial revelation occurred in the most noble month (Ramadhan), making the Qur'an perfect from every aspect. (Katsir 2008)

Thus, learning Arabic is not merely about studying a foreign language; it is an effort to draw closer to the primary sources of Islamic teachings. The success of Arabic language instruction depends heavily on how a teacher designs engaging and enjoyable learning activities. A teacher's role encompasses educating, guiding, teaching, training, directing, encouraging, developing, and nurturing students' Arabic language abilities, both actively and passively, while also fostering a positive attitude toward the subject. Teachers must create an enjoyable, attractive, and innovative learning environment that avoids monotony, while students must actively participate in the learning process.

In the learning process, interest is a key factor significantly affecting success. (Ahmad Susanto 2016) Students with an interest in Arabic will study it diligently both at school and at home, as they find the subject inherently appealing. Besides interest, another factor supporting student success is the teacher. The teacher's attitude toward students plays a vital role in determining learning outcomes, especially in fostering interest in learning Arabic. (Wardani and Kandeia 2023)

Several previous studies are relevant to this research. One was conducted by Widyaningtyas Kusuma Wardani, titled “*The Role of Teachers in Increasing Students' Interest in Learning Arabic: A Study on Grade IX H Students at Salafiyah Wustha Islamic Centre Bin Baz Yogyakarta*.” The study found that the interest of Grade IX H students in Arabic varied (ranging from liking to neutral). Teachers acted as instructors, guides, managers, motivators, and parental figures. Challenges in increasing interest included students' diverse backgrounds, lack of teacher cohesion, teachers' habit of speaking Indonesian, students' preference for translation or memorization methods, limited daily use of Arabic, low concentration or interest, lack of student response, environmental influences, and

unclear personal goals for learning Arabic. In contrast, the present study focuses on the effect of teaching methods on students' interest, using a different location and subject Grade IX B female students at SMP Muhammadiyah Purwodadi.

Another relevant study was by Wakib Kurniawan, titled *"The Effect of Interest in Learning Arabic on Student Achievement in Madrasah Ibtidaiyah."* The study aimed to describe how interest in Arabic influences learning outcomes at MI Al-Hidayah Tanjungjaya, Lampung Tengah. The results indicated that higher interest leads to better academic performance. The difference with the present research is that this study examines the influence of teaching methods on interest, whereas Kurniawan studied the influence of interest on learning outcomes, with differences in educational level (SMP vs. MI) and location.

A similar study by M. Alaika Nasrulloh, titled *"The Effect of Fun Learning Methods on Interest in Learning Arabic"* aimed to determine how fun learning methods affect Arabic learning interest at MI Muawanah 1 Barurejo, Banyuwangi. While both studies focus on teaching methods, Nasrulloh's work concentrates on the specific "fun learning" method, whereas the present study broadly examines various teaching methods employed by teachers and their impact on student interest. Additionally, the present research is conducted at the junior high school level (SMP) instead of MI.

In conclusion, although the contexts and focuses of these previous studies differ from the situation at SMP Muhammadiyah Purwodadi, particularly in Grade IX B female students, the present research aims to specifically analyze *"the effect of teachers' teaching methods on students' interest in learning Arabic at Grade IX B, SMP Muhammadiyah Purwodadi."* Understanding how teaching methods influence students' interest in this context is expected to provide practical contributions to improving the quality of Arabic language learning.

METHODS

This study examines the influence of teaching methods on students' interest in learning Arabic at SMP Muhammadiyah Purwodadi. The research employs a quantitative approach, investigating a specific population or sample, collecting data using research instruments, and analyzing the results quantitatively or statistically to test predetermined hypotheses. (Sugiyono, 2019)

A descriptive quantitative design was adopted. Descriptive research refers to systematic scientific observation aimed at describing various conditions, (Moleong 2016) situations, or variables that arise in a given community or population. The descriptive format can be applied to case studies or survey studies. In this research, the subjects were female students of Grade IX B at SMP Muhammadiyah Purwodadi. Data collection techniques included observation, interviews, and documentation.

RESULT AND DISCUSSION

The Effect of Teaching Methods on Students' Interest in Learning Arabic in Grade IX B at SMP Muhammadiyah Purwodadi

Learning Arabic requires students to maintain a positive mindset, which fosters the enthusiasm needed for consistent study. In order to achieve optimal learning outcomes, students often need external encouragement to sustain such positive thinking. When students approach the

learning process with a constructive perspective, they can adjust their self-concept in alignment with existing conditions and thereby maximize their academic achievement. (Oktafia et al. 2023). Students' interest in Arabic plays a significant role in the learning process, serving as a key factor in developing their potential. ("Minat - Kamus Besar Bahasa Indonesia," 2025.) Interest is defined as a strong inclination or attraction toward something. Students with a genuine interest in Arabic will engage with the subject diligently both at school and at home.

Teachers contribute greatly to fostering this interest by presenting lessons in engaging and non-monotonous ways. A teacher's responsibilities teaching, guiding, training, mentoring, and managing the classroom are intertwined and inseparable. In the case of SMP Muhammadiyah Purwodadi, Arabic is only taught to Grade IX B for one class period per week, on Tuesdays. This limited time is less than ideal for comprehensive Arabic instruction. The Arabic language teacher, Mr. Muhammad Nur Mahmud, S.Pd., implements varied methods. According to his interview, his teaching is based on four elements from the textbook: *listening, repeating, understanding, and practicing*.

1. Listening – Students listen to the explanation of the material or the pronunciation of vocabulary (*mufradat*).
2. Repeating – Students repeat vocabulary or material together.
3. Understanding – Students review the material, ask questions, and clarify any confusion.
4. Practicing – Students engage in activities such as memorizing vocabulary, composing sentences, reading, or dialogues, depending on the topic.

Despite these methods, student interest remains a decisive factor in learning success. Interviews with Grade IX B students revealed that their initial enthusiasm for Arabic learning was as high as 90%. However, over time, interest declined due to a lack of engaging activities such as games. Some students admitted, "At the beginning, our interest was very high up to 90% but as time went on, we became bored."

Three primary factors influence interest: motivation, attention, and learning materials combined with teacher attitude. Motivation is the internal drive that prompts an individual to act toward a goal. For example, a student named Marsya expressed her motivation: "I want to speak Arabic fluently because I dream of visiting Cairo." Creative teaching methods, such as incorporating songs or Arabic animations, can strengthen such motivation. (Rusmiati 2017). Attention is the degree of mental focus on a learning activity. According to Suryabrata, intensive attention correlates with higher achievement. Teachers must therefore design lessons that attract and sustain students' focus.

Learning materials and teacher attitude influence how appealing a subject is to students. Materials that are interesting and relevant are more likely to be studied thoroughly. Teacher competence, friendliness, and likability play a significant role in stimulating student interest. In summary, a student's interest is central to successful learning. Internal motivation, sustained attention, and engaging materials delivered by a supportive and competent teacher can substantially enhance interest in Arabic.

Characteristics of Grade IX B Female Students in Their Commitment to Learning Arabic

Student characteristics significantly affect the learning process, as each learner has unique interests and traits in both academic and non-academic domains. Therefore, it is essential for teachers to understand these characteristics to promote seriousness in learning Arabic. Educational

theorists such as Reigeluth, Banathy, and Dick & Carey emphasize analyzing student characteristics as a critical preliminary step before selecting and developing instructional strategies. (Reigeluth 1983).

General characteristic of Grade IX B students is limited responsiveness and engagement in Arabic classes. This is often due to the perceived difficulty of the language and the lack of regular practice in daily life. He stated, "Students' responses and engagement are relatively low because some perceive Arabic as difficult to understand and seldom practice it daily. As a result, most students attend class passively." To address this, Mr. Mahmud sometimes asks prompting questions or assigns paired dialogue readings to stimulate participation. Interviews with students revealed that while they are interested in Arabic, they often feel bored due to limited use of interactive teaching methods. They suggested activities such as learning vocabulary through songs, watching Arabic animations, or playing educational games.

Students also recalled that during the 2022/2023 academic year, interactive methods like memorizing vocabulary through songs had been implemented, which boosted their enthusiasm. However, this approach was discontinued in the 2024/2025 academic year due to a change in instructors. One student, Aldila, said, "If the teaching method were more engaging using songs or showing animated film our seriousness in learning would definitely increase." These findings indicate that adopting creative, student-preferred teaching strategies could significantly enhance their interest and commitment to learning Arabic.

CONCLUSION

Students' interest in learning is the key to academic success and is influenced by internal motivation, attention during learning, and the relevance of materials combined with teacher attitude. A competent and well-liked teacher plays a pivotal role in fostering this interest. Interviews with Grade IX B students at SMP Muhammadiyah Purwodadi revealed an initial enthusiasm for Arabic learning that diminished over time due to a lack of interactive methods. They expressed a desire for more engaging approaches, such as incorporating songs, Arabic animations, or games, drawing from positive experiences in the 2022/2023 academic year. The discontinuation of such methods due to changes in instructors appears to have contributed to declining interest. It is therefore recommended that creative teaching strategies aligned with students' preferences be implemented, as these have strong potential to enhance both the appeal and seriousness of learning Arabic.

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