



Arabic Teaching Strategies to Motivate High School Students to Learn

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Abstract

Arabic language instruction in high school still faces various challenges, particularly low student motivation to participate in the learning process. This is due to the lack of variety in teaching strategies, which causes students to feel bored and uninterested in learning Arabic. Therefore, teaching strategies are needed that can create an active, engaging, and enjoyable learning environment to increase student motivation. This study aims to describe effective Arabic teaching strategies for enhancing high school students' motivation to learn and to determine the impact of these strategies on students' interest and participation in the learning process. The research method used is a qualitative method with a descriptive approach. Data were obtained through a literature review of various books, journals, and scientific sources related to Arabic teaching strategies and student motivation. The results of the study indicate that communicative, interactive, and collaborative teaching strategies can significantly increase students' motivation to learn. The use of group discussions, educational games, learning media, and Arabic conversation practice makes students more active, confident, and able to easily understand the material being taught. In addition, a pleasant learning environment also helps boost students' enthusiasm for learning Arabic. The implications of this study suggest that Arabic teachers need to implement creative and innovative teaching strategies tailored to students' needs so that learning objectives can be achieved effectively and optimally.

INTRODUCTION

Arabic is the language of the Qur'an, as well as the language of communication and information media among Muslims (Ah et al., 2019; Albab, 2019; Ariyanti & Syarifah, 2021; Maghfirah et al., 2024). Furthermore, Arabic is the

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key to studying other fields of knowledge. This is because most scholarly works across various disciplines in the past were written in Arabic. Therefore, if you wish to master the knowledge contained in these books, you must first be able to speak the language. Allah, the most high, states in Surah Yusuf: 2

إِنَّا أَنْزَلْنَاهُ قُرْآنًا عَرَبِيًّا لَعَلَّكُمْ تَعْقِلُونَ

Meaning: *Indeed, we have revealed it (the Holy Book) as the Qur'an in Arabic so that you may understand.*

Ibn Manzur states in the introduction to his book **Lisan al-Arab** that Allah created the Arabic language as the richest language, surpassing all others. While most languages have only one word to describe an object, Arabic has hundreds of words. For instance, there are eight words for “sword,” five hundred words for “sky,” two hundred words for “place,” and so on. Its status is further elevated by the revelation of the Qur'an in Arabic and its designation as the language of the inhabitants of Paradise. This is evidenced by the hadith of the Prophet, peace and blessings be upon him, which states, “The Arabic language and the Qur'an are in Arabic, and the language of the inhabitants of Paradise is Arabic.”

Education is “a conscious and planned effort to create a pleasant and welcoming educational environment that effectively develops students, so that they may possess spiritual and religious strength, self-control, character, intelligence, noble morals, and the skills that human beings need for themselves and for society.” Education encompasses the teaching of specific skills, as well as the provision of knowledge, wisdom, and insight aspects that are less visible but more profound.

“Educators are professional teaching staff whose primary duty is to educate, guide, train, and evaluate students throughout their early childhood education, including formal education, elementary education, and secondary education.” Teachers are one of the key factors contributing to educational success. The education referred to here is the formal teaching and learning process in educational institutions, particularly schools (Komarudin et al., 2025; Nasikha et al., 2025; Sanusi et al., 2022; Taufik, 2020). To keep pace with the rapid advancements in science, technology, and globalization, we need visionary teachers who are capable of managing the teaching and learning process effectively and innovatively. Creating innovative learning requires teachers' creativity and skills to foster an enjoyable atmosphere in the teaching and learning process. Allah, the Most High, states in Surah An-Nahl: 125

ادْعُ إِلَى سَبِيلِ رَبِّكَ بِالْحُكْمَةِ وَالْمَوْعِظَةِ الْحَسَنَةِ وَجَادِهِمْ بِالتِّي هِيَ أَحْسَنُ إِنَّ رَبَّكَ هُوَ أَعْلَمُ
بِمَنْ ضَلَّ عَنْ سَبِيلِهِ وَهُوَ أَعْلَمُ بِالْمُهْتَدِينَ

Meaning: *“Invite (people) to the path of your Lord with wisdom and good counsel, and argue with them in the best manner. Indeed, your Lord is All-Knowing. But whoever strays from His path even though He is All-Knowing He will lead him astray.”*

This principle explains that teachers must convey their knowledge in a kind manner and with gentle words so that students can easily understand it. Teachers

must also act wisely when interacting with their students. One of the challenges we often face in the process of teaching foreign languages, particularly Arabic, is enriching teaching methods and strategies. In terms of content, the teaching of Arabic in Islamic educational settings is somewhat unusual (Ardinal & Alamin, 2025). This is because Arabic in this context is not limited to its use and expression in various daily activities such as reading the Quran and performing daily prayers but is also frequently used for greetings and similar purposes. However, in reality, Arabic language instruction is considered one of the most difficult and tedious subjects. This is because Arabic itself is neither a core nor an elective subject.

At the same time, learning strategies or what may be referred to as teaching techniques are the application of these methods. Therefore, teaching techniques take the form of plans, rules, steps, and tools that are applied in practice during the learning process in the classroom to achieve and realize learning objectives. Learning strategies are educational activities carried out by teachers and students to ensure effectiveness. At the same time, the techniques used in learning activities enable the effective achievement of learning objectives, and the learner is the one who applies specific educational methods or approaches. Arabic language learning strategies are a series of efforts undertaken by Arabic language teachers to ensure that the learning process proceeds in accordance with predetermined concepts.

METHODS

This study employed a qualitative method using a literature review approach. Data sources were obtained from teachers and students. Data collection techniques included interviews and observations to ensure optimal results (Aini et al., 2025; Engkizar, et al., 2025; Faddhia et al., 2025; Guspita et al., 2025; Ikhlas et al., 2025). The collected data were then analyzed using qualitative descriptive methods through the stages of data reduction, data presentation, and drawing conclusions. Thus, the research results are expected to provide a clear and in-depth picture of the research subject. The collected data were then analyzed using qualitative descriptive analysis techniques based on the Miles and Huberman model, which comprises three stages: data reduction, data presentation, and drawing conclusions. During the data reduction stage, the researcher selected, grouped, and focused the data in accordance with the research objectives. Next, the data were presented in the form of narrative descriptions to facilitate the interpretation process (Engkizar, et al., 2025; Htay et al., 2025; Istiqamah et al., 2024; Khairunisa et al., 2025; Muslim, 2021; Sakdiah & Sihombing, 2023). The final stage is drawing conclusions, which is carried out continuously by verifying the research findings to ensure that the results are valid, objective, and scientifically accountable.

RESULT AND DISCUSSION

Arabic Teachers' Strategies for Enhancing Student Motivation in the Classroom In the learning process, motivation is one of the main pillars of learning, particularly as a key factor in enhancing students' motivation to learn. In this regard, Arabic teachers strive to boost students' interest in learning through various means, one of which is developing appropriate strategies. In an interview with one Arabic language teacher, the informant explained this as follows:

"Learning strategies are strategies used by Arabic language teachers to ensure that the learning process proceeds according to predetermined concepts and results in a satisfying, engaging, and enjoyable learning experience" (Informant).

Providing Motivation

One strategy used by Arabic teachers in high school to increase students' desire to learn is by providing motivation during interviews. This was conveyed by an informant as follows:

"Before starting the lesson, I first motivate students by explaining the importance of learning Arabic and the benefits they can gain from studying it" (Informant).

This is corroborated by a statement from a student informant:

"I really enjoy learning Arabic. In my opinion, Arabic is very important for Muslims because the teacher always says that the Qur'an is our guide as Muslims; therefore, to study the Qur'an, we must be able to speak Arabic" (Informant).

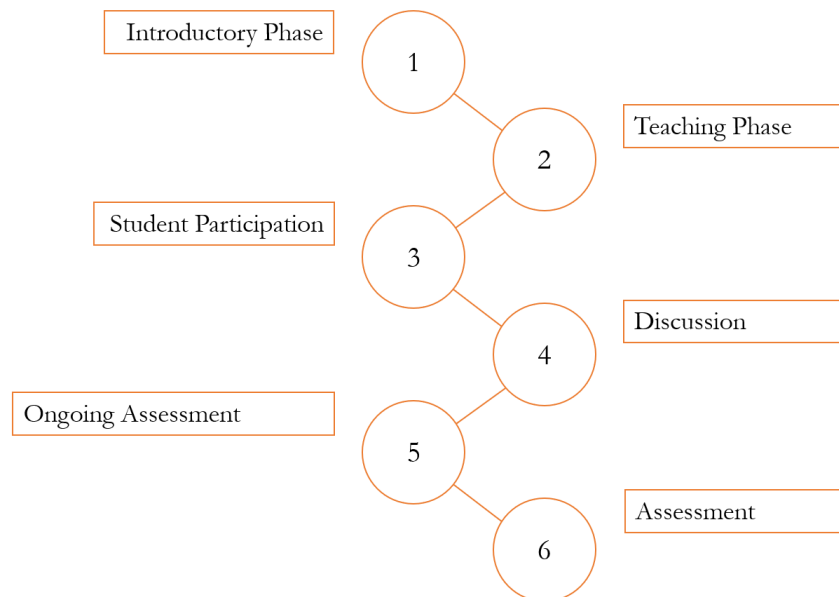


Fig 1. The Arabic Language Learning Process There are several stages in the process of learning Arabic

Introductory Phase

Opening activities, as part of a comprehensive learning system, play a crucial role. In this phase, teachers are expected to capture students' attention at the start of the lesson. These opening activities ensure that studying the topics contributes to students' motivation to learn. In addition, the introductory phase serves to activate students' prior knowledge, create a positive learning atmosphere, and provide a clear overview of the learning objectives. By connecting new material with students' previous experiences, teachers can help students become more engaged and better prepared to participate in the learning process.

Teaching Phase

The teaching process involves delivering the material effectively and thoroughly so that students can fully understand what is being taught. To achieve this goal, teachers should employ appropriate teaching methods, learning media, and instructional strategies that accommodate students' diverse learning needs. Clear explanations, relevant examples, and interactive communication between teachers and students can significantly enhance students' comprehension and learning.

Student Participation

In today's learning process, students must play a more prominent role. This

means students are expected to be more active in the learning process. To engage students, it is necessary to design strategies that involve them, such as hands-on practice or appropriate presentations. Exercises can be conducted that help shape students' attitudes and mindsets. Active student participation also encourages the development of critical thinking, collaboration, communication, and problem-solving skills. When students are directly involved in learning activities, they tend to demonstrate higher motivation, deeper understanding, and greater confidence in expressing their ideas and applying their knowledge in various contexts

Assessment (Exams)

A series of general exams used by teachers to determine whether the established learning objectives have been achieved and whether students have actually acquired the relevant knowledge, attitudes, and skills (Afroni, 2019; Engkizar et al., 2024; Izzatul Ummah et al., 2025; Syahril Labaso et al., 2024). Exams are usually administered at the end of a learning activity after students have completed the learning process, and they convey information in the form of course material. Exams are also administered after students have completed training or practical exercises.

Ongoing Assessment

Ongoing assessment involves monitoring students' learning outcomes, which vary depending on their performance as measured by assessments. This type of assessment is conducted continuously throughout the learning process to provide timely feedback on students' progress. By regularly evaluating students' understanding, teachers can identify learning difficulties at an early stage, adjust instructional strategies when necessary, and provide appropriate support to ensure that all students achieve the expected learning objectives. Furthermore, ongoing assessment encourages students to reflect on their own learning progress, promotes continuous improvement, and fosters greater responsibility for achieving the desired learning outcomes. Furthermore, assessment functions not only as a tool for measuring students' achievement but also as a source of feedback for improving the teaching and learning process.

Discussion

Arabic Teachers' Strategies for Enhancing Students' Interest in Learning Based on the results of the research conducted, the researchers discuss the teaching strategies implemented by Arabic teachers in the classroom by referring to several indicators, namely learning objectives, instructional content and materials, methods, and media used in instruction. Teaching strategies are based on these indicators to ensure that learning activities can be effectively carried out (Asmara & Ali Mustofa, 2024; Nur'afifah et al., 2024). The strategies used by Arabic language teachers to increase students' interest in learning are:

Providing Motivation

Based on research findings, the method used by Arabic language teachers to increase student interest is to provide motivation before beginning the lesson; this is done to capture students' attention so that they take their learning seriously (Ahmid et al., 2018; Al-Itmam et al., 2025; Rizqi Akromil Umam & Mu'alim Wijaya, 2025). The motivation provided to students takes the form of explanations about the importance of learning Arabic and the benefits that can be gained from studying the language. In addition, at the beginning of the lesson, some Arabic teachers clearly state the learning objectives so that the learning process is more focused and students know what they aim to achieve in their Arabic language learning activities. Based on

the results of interviews conducted with Arabic language teachers, the following was stated by the informants:

Breaking the Ice

According to research findings, one of the strategies language teachers use to increase students' motivation to learn is to provide ways to break the ice before starting the lesson, so that students are already enthusiastic and ready when the lesson begins. Ice-breaking activities also help create a positive classroom atmosphere, reduce students' anxiety, and strengthen interaction between teachers and students. As a result, students become more confident, actively participate in learning activities, and are better prepared to engage with the lesson content.

Optimal Presentation of Material

Based on research findings, oneway Arabic language teachers increase students' motivation to learn is through optimal presentation of material. According to Arabic language teachers, one factor that can influence students' motivation or encourage their desire to learn is the instructional material itself (Akhsan & Muhammadiyah, 2022; Annisa Ayunda et al., 2025; Baroroh & Rahmawati, 2020; Hamdah, 2022; Manoppo & Arif, 2023). The material taught to students must be practical, easy to understand, and systematic. Therefore, Arabic teachers in middle schools always strive to design material that captures as much attention as possible in order to engage students. If the material taught fails to capture students' attention, they will lose the desire to learn because they perceive the material as ordinary; however, if the material is well-designed, unique, and not monotonous, it will spark students' interest in learning, and they will often embrace and study the material with enthusiasm.

Use of Diverse Teaching Methods

The methods used by Arabic teachers to increase students' motivation to learn include singing, question-and-answer sessions, discussions, group work, and others. Arabic teachers constantly adapt their teaching methods to suit the material being taught, in order to create an enjoyable learning environment so that students do not feel bored or overwhelmed during class. The methods used by Arabic teachers to increase students' motivation to learn include singing, question-and-answer sessions, discussions, group work, and others. Arabic teachers constantly adapt their teaching methods to suit the material being taught, in order to create an enjoyable learning environment so that students do not feel bored or overwhelmed during class. The use of diverse teaching methods also accommodates students' different learning styles and abilities, enabling them to understand the material more effectively. By varying instructional approaches, teachers can maintain students' interest, encourage active participation, and promote meaningful learning experiences throughout the instructional process.

The obstacle faced by Arabic teachers in boosting learning motivation in the classroom is students' lack of or weak ability to absorb the material. Furthermore, with so many students from diverse backgrounds, their comprehension abilities when receiving instruction also vary, leading to differences in how they process the material. Time is limited, so students with weak comprehension skills when receiving lessons will fall behind and require a significant amount of time to understand the material, as observed by researchers when Arabic language teacher Bishar had to repeat explanations of the material one, two, or three times before it was understood by students with weak comprehension skills. This hinders the learning process because it takes a long time to understand the material and resources are limited (Mandalika, 2023; Syafei, 2025). The limited resources available for teaching Arabic such as

textbooks, learning materials, and technology are one of the reasons for students' declining motivation to learn. Efforts made by Arabic teachers at public high schools to overcome these obstacles include delivering material effectively using language that is easy to understand, as well as the principal's efforts to address these challenges by providing adequate technology for education and increasing the availability of Arabic textbooks so that students can learn effectively. In addition to providing incentives to students, we must also support education at home, as simply attending school is not enough.

CONCLUSION

Based on the results of research on Arabic teaching strategies to improve students' learning abilities, the teaching strategies used by Arabic teachers in high schools to improve students' learning abilities are, first, providing motivation in the form of incentives before starting the lesson, so that students will enjoy Arabic class and be enthusiastic about learning. Second, providing sufficient break time during the learning process. Third, present the material in such a way that students are enthusiastic and happy under optimal conditions, ensuring that the material taught is practical, easy to understand, and systematic, thereby engaging students in what the Arabic teacher conveys. Fourth, use a variety of teaching methods appropriate to the material being taught. Diverse learning methods are employed to create an enjoyable learning atmosphere so that students do not feel bored or overwhelmed during class. Fifth, use engaging learning media as a means or tool to convey the material. The use of media in presenting the material can capture students' attention, strengthen their interest in learning, and make the material clearer so that students can understand it better.

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Author contribution

Prayoga Saputra: Data curation, Writing-Original draft preparation, **Silvia Ramadani:** Writing-Reviewing and Editing, **Neli Asmaniah:** Visualization, Supervision, **Desriliwa Ade Mela:** Formal analysis, Conceptualization, Methodology, Validation, Supervision, Software.

AI Statement

The data and the grammatical structure in this article have been validated and verified by English language experts and no AI-generated sentences are included in this article.

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