



Teacher Strategies in Arabic Language Learning to Improve Student Motivation

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Abstract

This study aims to analyze Arabic teaching strategies that can increase student motivation at the Islamic Junior High School level in Indonesia. The research method used is qualitative research with a case study approach, through classroom observation, interviews with teachers and students, and documentation of learning activities. The results of the study indicate that student learning motivation increases when teachers present interesting material, use varied learning methods, and utilize appropriate learning media. These strategies not only make the learning atmosphere more enjoyable, but also encourage students to actively participate in the Arabic language learning process. The implications of this study emphasize the importance of teacher innovation in designing materials, choosing methods that suit student characteristics, and optimizing the use of learning media to improve the quality of Arabic language learning in Islamic secondary schools.

INTRODUCTION

Arabic is the language of the Quran, the language of communication and knowledge for Muslims, and the key to learning other sciences (Asy'ari, 2018; Gajah et al., 2023; Nasution & Lubis, 2023; Setyawan & Anwar, 2020; Sya'bani & Has, 2023). This is because most of the books of knowledge in ancient times were written in Arabic. So, if you want to master the knowledge from these books, you must first be able to speak He said, "Alhamdulillah, God Almighty and Exalted, Yusuf: 2We have revealed the Qur'an in Arabic so that you may understand1 Ibn Manzur said in the introduction to his book "Lisan al-Arab" that God created Arabic as the richest and most superior language among other languages. If most languages only have one word to express something (something), Arabic has hundreds of words. There are eighty words for the word "sword," five hundred words for the word "sky," two hundred words for the word "sweet," and so on. Its position has increased with the decline of (Aini et al., 2025; Firdausiyah & Ulum, 2023; Pera Aprizal, 2021; Syahid, 2020). The Qur'an was revealed in arabic, making it the language of the inhabitants of heaven, and its status was further elevated by its revelation in arabic, making it the language of the inhabitants of heaven.

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As evidence of this there is a hadith of the prophet Muhammad, peace be upon him. Which states “the Arabic and the Qur’an are Arabic the language of the inhabitants of heaven Arabic (Komarudin et al., 2025; Maghfirah et al., 2024; Nur’afifah et al., 2024). Education is a conscious and planned effort to create a pleasant and beneficial educational atmosphere that effectively develops students' abilities to have spiritual and religious strength, self-control, personality, intelligence, noble character, and the skills needed by humans for themselves and society." Education encompasses the teaching of specific skills, as well as something that is not visible but more profound, namely the provision of knowledge, wisdom, and insight. The Indonesian Law Number 2005 states that teachers are educators whose main duties are to teach, educate, guide, train, and evaluate students in childhood education through formal education, basic education, and secondary education. Teachers are one of the factors that support educational success (Engkizar et al., 2023; Musyafira & Hendriani, 2021). Education here refers to the formal teaching and learning process in educational institutions, especially schools. To cope with the rapid developments in science, technology, and globalization

With the accelerating pace of development, teachers are needed who have a vision and are able to manage the teaching and learning process effectively and innovatively (Akhyar et al., 2024; Engkizar et al., 2022). Building innovative learning requires creativity and the ability of teachers to create a pleasant atmosphere in the teaching and learning process. Allah SWT says in Surah An-Nahl: 125:

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

Meaning: Preach the way of your Lord with wisdom and good advice. Strive earnestly, for your Lord is the most knowledgeable. But if they stray from His path, then your Lord is the most knowledgeable.

This mechanism explains that teachers must convey their knowledge in a good manner and with friendly words so that it is easily understood by students. Teachers must also be wise in dealing with students. One of the problems we often face in the process of teaching foreign languages, especially Arabic, is enriching teaching methods and strategies. From a linguistic point of view, teaching Arabic in an Islamic environment is strange. The use of Arabic in this environment is not limited to daily activities such as reading the Quran and praying, but is also often used as a greeting and so on. However, in reality, Arabic lessons are considered difficult and boring. Are Arabic lessons themselves basic or additional lessons? Arabic lessons themselves are neither basic nor additional lessons. The word “strategy” comes from the Greek word “strategia,” which means the science of war or commander-in-chief. Based on this understanding, strategy is the art of planning operations in war, such as how to arrange positions or battle strategies for the army or navy. Strategy can also be interpreted as the skill of managing events or incidents. In general, strategy is often interpreted as a technique used to achieve goals.

According to the Big Indonesian Dictionary, strategy is the science and art of using all of a nation's resources to implement certain policies in times of war and peace. What can be considered directly related to the definition of strategy in language teaching is that strategy is a careful plan of activities to achieve certain goals. At the same time, learning strategy, or what can be called teaching technique, is the application of methods. Therefore, teaching techniques take the form of plans, rules, steps, and tools that will be applied practically in the teaching and

learning process in the classroom to achieve and realize learning objectives. Learning strategies are educational activities carried out efficiently by teachers and students (Albab, 2019; Belanisa et al., 2022; Hilmi et al., 2024; Jaafar et al., 2023). At the same time, techniques are activities that enable the effective achievement of learning activities, and learning is the person who applies certain teaching methods or approaches. Arabic language learning strategies are a series of efforts made by Arabic language teachers to make the learning process run according to predetermined concepts.

Therefore, learning strategies and methods used depend on the curriculum implemented. Strategies explain the objectives to be achieved, while methods are ways that can be used to implement these strategies. Thus, learning strategies can be applied by teachers depending on the curriculum used. At the same time, strategies can be implemented using various learning methods. To apply learning methods, teachers determine the methods they consider relevant to the methods implemented by teachers. The use of methods by each teacher is likely to differ from teacher to teacher. Teachers must be aware of the things that can support and influence the learning process to achieve maximum results. The inability to achieve maximum results in Arabic language learning at various stages of education is influenced by several factors, one of which is learning methods and strategies that are not productive, active, and enjoyable. In reality, Arabic language learning to date has only been in the form of content transfer. The teacher's job is only to transfer the available material, so that the learning process becomes weak and ineffective. Therefore, it can be said that until now, the Arabic language learning process is still carried out by students. This is influenced by the teacher to the students, and is not aimed at the students.

Learning is influenced by internal and external factors for students. Internal factors are motivation and desire to learn that grow from within the learner, while external factors are circumstances that come from other parties that make learners enthusiastic about learning. Desire is a preference and feeling of interest, attention, perseverance, effort, knowledge, and skills that motivate behavior and the results of a person's or individual's interaction with the environment or activities. Motivation affects three important aspects of individual knowledge: attention, goals, and learning levels. Unlike motivation as a driving factor for knowledge, motivation to learn is not only a driving factor for knowledge, but also a driving factor for attitude. In addition, motivation to learn is defined as an attitude of compliance towards learning activities, both in terms of planning a study schedule and taking the initiative to make such efforts. Therefore, through several definitions of learning motivation, researchers can conclude that the driving factor for students in learning is learning motivation, which is based on motivation or the desire to learn. Therefore, it is important for teachers to create diverse and enjoyable teaching methods.

In this way, students will feel happy and motivated. Increasing students' desire to learn is not an easy task, because each student has different learning desires. Therefore, this requires professionalism, integrity, and perseverance from teachers to make learning enjoyable so that students' desire to learn Arabic increases. Based on initial observations, the researcher conducted interviews with Arabic language teachers at elementary schools. Students consider Arabic lessons difficult and boring. This has led to a decline in students' knowledge of Arabic, so it is not surprising that Arabic language teaching faces obstacles that hinder effective Arabic

language teaching. Therefore, it is not surprising that Arabic language teaching faces obstacles in maximizing Arabic language teaching properly.

METHODS

This study uses a qualitative method with a descriptive approach. Data sources were obtained from school principals, teachers, and students. Data were collected through observation, interviews, and documentation (Engkizar, et al., 2025; Faddhia et al., 2025; Guspita et al., 2025; Ikhlas et al., 2025; Khairunisa et al., 2025; Mutathahirin et al., 2022; Wulandari et al., 2024). Data Analysis Techniques Conducting data analysis simultaneously with the data collection process The data obtained by the researcher will be analyzed using descriptive data analysis, with the aim of describing or describing the facts being studied systematically, accurately, and accurately. The data is presented through a collection of information and data that has been gathered to facilitate understanding of what happened and planning based on that understanding. In addition, this study uses a descriptive qualitative approach that not only describes the phenomenon factually but also attempts to interpret the meaning behind the events that occurred in the field, thus providing a deep understanding of the real conditions of the research subjects. This approach allows data obtained through observation, interviews, and documentation to be analyzed holistically, considering the social and cultural context and the perceptions of the informants without manipulating variables, so that the findings reflect the actual conditions according to the experiences and views of the principals, teachers, and students involved in the research (Akmal et al., 2024; Arifin et al., 2024; Engkizar, et al., 2025; Hilmi et al., 2024; Istiqamah et al., 2024; Mustafa et al., 2025; Wati et al., 2025; Zulmuqim, 2017). The descriptive approach also places the researcher as the main instrument in the data analysis process, with a focus on the narrative meaning of the collected data and the systematic and accurate presentation of results to describe the phenomenon being studied as a whole.

RESULT AND DISCUSSION

Arabic Language Teaching Strategy

Linguistically, the word “*strategy*” comes from the Greek word “*strategia*” which means “the art of war.” In terms of terminology, a learning strategy can be defined as “a method for organizing the necessary learning components to achieve learning objectives.” In education, teachers who want to achieve good results in the learning process will also apply strategies so that students achieve good learning outcomes. Kimbe emphasizes that “learning strategies are educational activities that must be carried out by teachers and students so that educational goals can be achieved effectively and efficiently (Alfianor, 2022; Mahyudin, 2014). Learning strategies are plans, rules, steps, and tools that will be implemented in practice and will be applied from the beginning to the end of the learning process at school. Classes to achieve goals. It can be concluded that learning strategies are plans, methods, and tools that will be used in teaching and learning activities from start to finish through desires, situations, conditions, learning resources, student needs, and student characteristics encountered to achieve predetermined learning objectives.

Arabic language learning strategies are a series of efforts made by Arabic language teachers to ensure that the learning process runs in accordance with previously established concepts. In addition, Arabic language teaching strategies must linguistically consider the nature of Arabic as a system of sounds, forms, and

meanings that are interrelated. The linguistic approach requires teachers to teach language not only as a collection of vocabulary and grammar rules, but also as a living communication tool. Therefore, the strategies used need to integrate the four language skills, namely listening (*istima'*), speaking (*kalām*), reading (*qirā'ah*), and writing (*kitabah*), in a balanced manner. Mastery of linguistic elements such as phonology, morphology, syntax, and semantics must be packaged through contextual activities so that students are able to use Arabic functionally in their daily lives.

The success of Arabic language learning strategies is greatly influenced by the teacher's ability to adapt strategies to the students' ability levels, interests, and backgrounds. Teachers are required to be creative and innovative in choosing relevant approaches, methods, and learning media, such as the use of dialogue, language games, communicative exercises, and learning technology. With the right strategy, the Arabic language learning process will not only be effective and efficient, but also interesting and meaningful for students. This will encourage learning motivation, increase student participation, and help achieve optimal Arabic language learning objectives.

The results of the study show that students' motivation to learn increased significantly when teachers were able to present Arabic language learning materials in an interesting and structured manner. Presenting material that is relevant to students' lives makes learning more meaningful, so that students no longer view Arabic as a difficult and boring subject (Ibrahim et al., 2025; Mesa et al., 2025; Ritonga et al., 2025). This proves that the strategy of presenting material plays an important role in building students' positive attitudes towards learning. In addition to material presentation, the use of varied learning methods also contributes to increasing student motivation to learn. Methods such as group discussions, language games, interactive dialogues, and communicative exercises have been proven to reduce student boredom during the learning process. These varied methods provide opportunities for students to learn actively and collaboratively, so that learning is not only centered on the teacher, but also directly involves the students.

The use of appropriate learning media is also a major supporting factor in increasing motivation to learn Arabic. Visual, audio, and audiovisual media help students understand the material more easily and concretely. The use of images, videos, recorded conversations, and Arabic language learning applications can stimulate students' interest in learning and strengthen their understanding of the material being taught. Engaging learning strategies indirectly create a conducive and enjoyable classroom atmosphere. A positive learning atmosphere makes students feel comfortable to ask questions, express their opinions, and try to use Arabic without fear of making mistakes. This condition is very important in language learning, because students' courage and confidence are the main keys to developing language skills.

Active student involvement in learning is an indicator of the success of the strategies implemented by teachers. The results of the study show that students are more actively participating in learning activities, such as answering questions, engaging in dialogue, and working on group assignments. This active participation indicates an increase in intrinsic motivation, where students learn not because they are forced to, but because of their own internal drive. From a linguistic perspective, varied learning strategies help students understand the elements of Arabic more comprehensively. Through various activities, students can practice vocabulary, sentence structure, and pronunciation in real contexts. This makes Arabic learning

not only theoretical, but also practical and communicative.

The results of this study also emphasize the importance of the role of teachers as facilitators and motivators in learning. Teachers not only deliver material, but also direct, guide, and encourage students to remain enthusiastic about learning. Teachers' creativity in choosing learning strategies is a determining factor in the success of the Arabic language teaching and learning process. Furthermore, increased learning motivation has a positive impact on student learning outcomes. Motivated students tend to understand the material more easily, have better memory, and show improvement in Arabic language skills. Thus, learning motivation can be considered a bridge between learning strategies and the achievement of learning objectives.

The findings of this study are in line with learning theories that emphasize the importance of motivation as a major factor in learning success. High motivation encourages students to be active, diligent, and consistent in learning. Therefore, interesting and varied learning strategies need to be continuously developed to maintain student motivation. Overall, the results of this study indicate that the application of appropriate, interesting, and varied learning strategies is very effective in increasing student motivation in Arabic language learning. Teachers are advised to continue to innovate in presenting material, using diverse methods, and utilizing learning media optimally so that the learning process runs effectively, enjoyably, and achieves maximum results.

The use of engaging educational media

The use of educational media is very useful for increasing students' interest in education because the use of educational tools can make the learning process more interesting and less boring. However, resources in schools are insufficient, such as a lack of technology in education, so teachers often use visual media in teaching Arabic. The use of interesting learning media in the Arabic learning process has been proven to increase students' interest and motivation to learn, because media in the form of images, audio, or audiovisuals can present material in a more interesting and easy-to-understand way compared to conventional learning that only relies on teacher explanations. Research shows that the use of audio-visual media can increase student enthusiasm because learning becomes more interactive, so that students feel more interested and active in participating in Arabic teaching and learning activities. With the addition of sound and images, students can understand vocabulary, dialogue, or language concepts more clearly and comprehensively, making the learning experience more meaningful.

Despite technological limitations in schools being an obstacle, the use of simple visual media such as pictures, posters, or short videos can still be utilized to attract students' attention and facilitate their understanding of Arabic language material. These media not only help teachers convey abstract material in a more concrete way, but also provide opportunities for students to learn more independently and creatively, such as through picture or video-based presentation assignments. In addition, the integration of varied learning media can reduce student boredom and create a more dynamic classroom atmosphere, making the teaching and learning process more effective and efficient despite limited resources.

Based on the results of the study, the obstacles faced by Arabic teachers are the students' desire and lack of or weak ability to receive education. With many students having different backgrounds, their abilities to receive education also vary, so the lessons also vary. limited time, students with weak comprehension skills will be hindered and need more time to understand the material, as observed by

researchers when Arabic teacher Bashir needed to explain 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 lot of time to understand the material and resources are limited. The limited resources available for teaching Arabic, such as textbooks, educational facilities, and technology, are one of the reasons for the low motivation of students to learn. Efforts made by Arabic language teachers to overcome these obstacles include presenting material in an optimal way using easy-to-understand magazines, as well as efforts by the principal to overcome these obstacles by providing adequate technology for education and increasing the availability of Arabic language books so that students can learn well.

CONCLUSION

Things that can increase students' interest or motivate their desire to learn are educational materials or educational factors. The material taught to students must be practical, easy to understand, and systematic. Therefore, Arabic teachers in secondary schools always try to design interesting lessons so that they can attract students' attention. If the lessons taught are not interesting, students will lose interest in learning because they consider the material taught to be ordinary. However, if the material is well-designed, unique, and not monotonous, it will attract students' interest in learning, and they will often enjoy and study the material. Student motivation greatly affects the overall results and success of the learning process, because motivated students tend to actively participate, persevere in understanding the material, and strive to achieve the learning objectives that have been set. Factors such as the role of creative teachers, a conducive learning atmosphere, and the support of attractive learning media and facilities can increase student motivation so that they are more interested and enthusiastic in participating in the teaching and learning process. High motivation also contributes to improving students' academic achievement, while a lack of motivation can cause students to participate less and achieve suboptimal learning outcomes. Therefore, the design of learning materials that are systematic, relevant, and tailored to the needs and characteristics of students needs to be combined with the application of interesting learning strategies and media in order to maximize student motivation to learn. With a fun learning approach and varied media support, students not only understand the material more deeply but also have a strong desire to continue learning and developing, so that learning objectives can be achieved effectively and efficiently.

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Author contribution

Muhammad Saminu: Data curation, Writing-Original draft preparation, **Nabil Rasyadi:** Writing-Reviewing and Editing, **Silvia Ramadani:** Visualization, Supervision, Formal analysis, **Azhar Jaafar:** Conceptualization, Methodology, Validation, Supervision, Software.

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