STRATEGIES TO INCREASE INTEREST IN ARABIC LEARNING AT SENIOR HIGH SCHOOL

Dede Sutisna[1*], Yusuf Ali Shaleh Atha[2]
[1]UIN Sunan Gunung Djati Bandung, Indonesia
[2]Holy Quran and Islamic Sciences University, Yaman

ARTICLE INFORMATION	ABSTRACT
	Unique obstacles that call for creative solutions to increase student interest and engagement in Studying Arabic in senior high schools. This study addresses the imperative for practical and effective approaches to render Arabic learning more appealing, considering the diverse educational contexts and backgrounds of students in public senior high schools (SMA Negeri) and Madrasah Aliyah (MA). The study assesses current practices and challenges in Arabic language education by employing a comprehensive research methodology involving surveys, interviews, and classroom observations. It delves into students' preferences, learning styles, and the pedagogical methods employed by instructors in both SMA Negeri and MA. The research identifies pivotal strategies to augment interest in Arabic learning at senior high schools. Findings underscore the efficacy of integrating interactive and culturally relevant teaching materials, leveraging technology, and tailoring instructional methods to suit students' diverse backgrounds. Through a comparative analysis between SMA Negeri and MA, the study illuminates context-specific preferences and challenges. Contributing novelty to the field, this study offers nuanced insights into tailored strategies for enhancing interest in Arabic learning in senior high schools. Integrating interactive and culturally relevant elements aligns with contemporary educational approaches, providing a nuanced perspective on effective language instruction. Based on the research findings, recommendations are proposed, advocating for adopting culturally enriched teaching resources, integrating technology for interactive learning experiences, and customizing teaching approaches to accommodate the diverse student backgrounds in SMA Negeri and MA. Educational stakeholders are encouraged to implement these strategies to foster a more engaging and effective Arabic language learning environment in senior high schools. **Copyright:**

CORRESPONDING AUTHOR:
Dede Sutisna
UIN Sunan Gunung Djati Bandung
Jl. AH Nasution No. 105 Cibiru Bandung, Kota Bandung, Indonesia.
Email: dedesutisna@uinsgd.ac.id

INTRODUCTION

Arabic is one of the many languages studied in Indonesia; it has even become a subject at every level of education, from kindergarten to university. Moreover, in schools with an Islamic background, such as TK/RA, MI/SDIT, MTs, and MA, it has been confirmed that Arabic is a subject that students must learn. Arabic language learning activities require their strategies because someone consciously learns something new. This differs from learning your mother tongue, where you learn it unconsciously and practice it directly in every activity. According to Acep Hermawan, learning a foreign language is difficult because a person does not acquire the language scientifically. However, through a learning process and even "coercion," he must adapt to a new atmosphere that is foreign to him and that he did not find in his previous environment (Hermawan, 2018a).

Studying Arabic for Indonesians will encounter linguistic problems, such as language, vocabulary, sentence structure, and writing, or non-linguistic, such as social culture (Hermawan, 2018a). Problems in Arabic language learning activities are due to fundamental differences between the mother tongue that students usually use and Arabic. These pronunciation, vocabulary, sentence structure, and writing differences will cause difficulties when learning Arabic (Amirudin, 2017).

Like other languages, Arabic in the learning process is a transfer of knowledge, attitudes, and linguistic behavior, all centered on predetermined goals. In order for the learning process to be successful and the specified goals to be achieved, apart from the teacher and teaching materials and student background, it also needs to be supported by choosing the right approach, method, and strategy so that learning will be effective and following the previously expected goals (Astuti, 2016).

As explained above, Arabic is one of the school lessons, especially Islam-based ones. However, there are also public schools where Arabic language lessons are presented in the curriculum, either as mandatory or additional subjects (such as foreign subjects), including at the upper secondary level. It is said that in Indonesia, Arabic is similar to English, namely that both are foreign languages (Muradi, 2013).

Based on findings in the field, in Majalengka Regency, several public high schools make Arabic a foreign language subject, including Kasokandel 1 Public High School and Kadipaten 1 Public High School. When Arabic is studied in Islamic-based schools such as Madrasah Aliyah, it may not be too much of a problem because, at least apart from the students' existing abilities or because of their previous educational background in studying Arabic, many other subjects are related to Arabic, such as Fiqh, Quran Hadith and others, where the verses or hadith are in Arabic in these lessons. However, it is different when Arabic is studied in public schools, such as high school. A teacher will have many challenges teaching Arabic to his students when they have not previously studied it. Because students who study in high school generally have a junior high school background and only learn Arabic in a limited way through Islamic Religious Education (PAI) lessons.

Effective learning will be achieved when there is interest and attention from students. Arabic is a subject that is not easy to learn, and sometimes, students are lazy and even reluctant to learn Arabic (Susanti et al., 2020). So, to create an effective Arabic language learning atmosphere, it must start with a feeling of enjoyment and liking for the Arabic language and instill in students that there is not a single lesson that is difficult to learn; everything is easy and can be learned, including Arabic. With a sense of enjoyment, love for

Arabic, and the belief that it is accessible, students will always focus and try to learn it well without fear of difficulties. They will try to understand every material taught (Safitri et al., 2020).

Therefore, an Arabic teacher in high school will be different from a teacher in MA. He needs particular strategies to teach his students so that they attract their interest in learning Arabic. The material taught can be understood well when they are interested in learning Arabic.

Several previous studies are related to this research, namely Cecep Fahrani's research on "Arabic Language Teacher Strategies to Increase Interest in Studying at MA Negeri 2 Ciamis". The research results are that Arabic language teachers at MA Negeri 2 Ciamis use active learning and PAIKEM strategies to increase students' interest in learning. They are supported by providing motivation, participating in extracurricular Arabic language clubs, and visiting Pare, East Java (Farhani, 2020). Second, research by Anggun Firgianti on "Teaching Strategies to Increase Interest in Learning at MI Negeri Rejotangan Tulung Agung." The results of the research are that teachers at MIN Reajotangan when teaching in class use cooperative learning strategies, namely, students are divided into small groups where each week the members of the group will be different. This is also a step to equalize student abilities (Firgianti, 2018). Third, research by Anis Silfana regarding "Arabic Language Learning Strategies to Increase Interest in Learning for Class VII MTsN Wono Kromo Pleret Bantul Yogyakarta." The research results are that teachers in this class apply strategies such as "Quiz Team Card Sort, Information Search, True or False, Reading Aloud, and Topical Review. (Silfiana, 2011)."

Furthermore, several previous studies are still relevant to the study that will be discussed. However, something differentiates it from previous research, namely that previous research studied a particular strategy. Also, the place of research was mainly in Islamic-based schools, such as MI, MTs, and MA. Meanwhile, the researchers will study to find out and examine what strategies are being implemented, and the research location will be in public schools, namely high schools.

METHOD

The method used in this research is the descriptive analysis method, which is a method that analyzes systematically and carefully describes the facts or characteristics of specific objects. In this case, researchers describe the strategies applied by Arabic language teachers in their learning to increase students' interest in learning Arabic. Meanwhile, to complete the data, researchers collect data using the following techniques: 1) Observation, which is used to collect objective data in the field, by going directly to the research site, namely SMAN in Majalengka Regency; 2) Interviews, this was conducted with Arabic language teachers at SMAN Majalengka Regency, in order to obtain information related to the strategies applied in learning Arabic; 3) Questionnaires, which were used to obtain data related to how high students' interest in learning Arabic; 4) Literature Review, used by collecting data sourced from books or scientific studies, rules and other written sources both print and electronic that are relevant to the research. By employing these multifaceted techniques, the research endeavors to present a thorough analysis of the strategies employed by Arabic language teachers and their impact on fostering students' interest in learning Arabic at SMAN in Majalengka Regency.

RESULT AND DISCUSSION

Learning Strategy

The Encyclopedia of Americana in Acep Hermawan explains that the word strategy is specifically associated with the military or state sector. Thus, in non-military environments, strategy has been applied to situations devoid of enemies. It means a plan, step, or conscious action toward achieving a goal (Hermawan, 2018b). In the field of education, the word strategy can be applied to teachers' teaching activities in terms of teaching strategies or to students' learning activities in terms of learning strategies. Teaching strategies are interpreted as art and knowledge to empower various components in teaching activities. On the other hand, learning strategies are generally interpreted as art and knowledge to develop learning activities.

Strategy can be said to be a guideline for action in order to achieve predetermined targets. So, it can be said that learning strategies can be interpreted as general patterns of teacher and student activities in realizing teaching and learning activities to achieve the goals outlined (Mustofa, 2011).

Two basic definitions complement the understanding of learning strategies: teaching design and teaching development. Teaching design is a process that begins with identifying problems, needs, materials, and teaching strategies. Furthermore, teaching development begins with selecting materials and pouring them into teaching strategies that have been designed, as well as evaluating these strategies for teaching effectiveness and efficiency. Based on this explanation, teachers must follow several basic principles in managing and learning strategies, namely the identification and development stages (Said et al., 2021).

Generally, learning strategies consist of five things interconnected with achieving learning objectives: preliminary activities, conveying information, the active role of students, tests, and follow-up activities (Astuti, 2018).

According to Nanang Kosim et al., there are four primary learning strategies (Kosim & Fitriyyah, 2020), namely:

1) Identify and determine specifications and qualifications for changes in student behavior and personality following what is expected.
2) Consider and choose the right learning system to achieve accurate goals and objectives.
3) Select and determine procedures, methods, and learning techniques considered the most appropriate and effective so that teachers can use them in the learning process.
4) Establishing standards for learning success so that teachers can use them as guidelines in evaluating the results of learning activities will be used as *feedback* for future improvements.

A teacher must pay attention to the learning strategies used in the learning process to obtain good results. So, through learning strategies, teachers should strive for all learning sources and media and maximize the learning environment to create a compelling and quality learning process (Ramadhan, 2017). Learning strategies are divided into two groups, namely direct and indirect strategies, where the two groups are divided into six types of strategies: memory, cognitive, compensatory, metacognitive, affective, and social.

Strategy is directly related to mental language acquisition, supported by three strategies: memory, cognitive, and compensation. Memory strategies help learners generate, understand, store, and acquire new knowledge. The most crucial strategy in learning a second

or foreign language is cognitive strategy because it helps students control and process the target language. Meanwhile, compensation strategies enable learners to use the target language (second or foreign language) comprehensively and productively. So that students can go through various situations, including even tricky ones when communicating in the target language they have just learned. This is what is called a communication strategy. As quoted by Dedeh Rohayati from various sources, communicative competence is strategic competence appropriate to using communicative language, resulting in the emergence of Communicative Language Teaching (CLT). Thus, communicative strategy is the use of knowledge about communication strategies. Thus, compensatory strategies seem to be the root of improving communicative strategies (Rohayati, 2018).

Meanwhile, indirect strategies are supported by three types: metacognitive, affective, and social. Metacognition can control learners' cognitive abilities and regulate learning by focusing, organizing, planning, and evaluating. Meanwhile, effective strategies play a role in regulating emotions, motivation, and attitudes. Social strategies are also crucial for students to interact with other people to facilitate acquiring a new language. Overall, indirect strategies help students learn a new language without indirectly involving the target language (Rohayati, 2018).

It can be concluded that direct strategies are more appropriate when learning language practically related to the four language skills (listening, speaking, reading, and writing skills). Meanwhile, indirect strategies are more appropriate when studying linguistics (a branch or variety of linguistics).
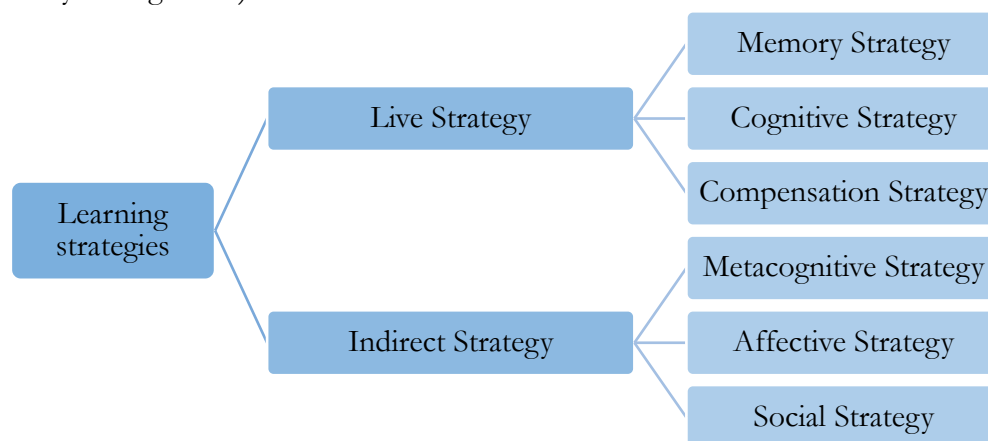

Figure 1. Classification of learning strategies according to Rebecca L. Oxford

Ariyanti and Syarifah explain that there are several types of learning strategies, especially in learning Arabic, including 1) lecture strategies, 2) class drama strategy, 3) *problem-*solving strategies, and 4) discussion strategies and class questions (Ariyanti & Syarifah, 2021).

Many factors influence the strategies to be used in learning, including the level of awareness, learning stage, special needs, teacher expectations, age, gender, ethnicity/nationality, learning techniques, student personality, level of motivation, and learning objectives. Students with a high level of awareness and who are at an advanced learning stage will use better strategies (Hijrah & Amran, 2022).

Hari Ariyanti and Syarifah said that in implementing learning strategies, it is necessary to pay attention to several factors that become obstacles, including internal factors, namely the students themselves including character and background, interests and talents, absorption

capacity, lack of discipline and passivity in the learning process. Meanwhile, external factors include the environment and family background (Ariyanti & Syarifah, 2021).

Interest to learn

Interest in Arabic means *mail* (ميل) from the words مال – يميل - ميلا, which means happy or like, happy about something (Lubis, 1973). Humans are not silent creatures but moving creatures who have interests.

In the learning process, interest influences student learning, and interest plays an essential role in a student's learning success. Interest encourages students to study teaching material during the learning process; moreover, when students are interested in learning, they will be severe and put effort into their learning. On the other hand, he will sometimes be lazy if he is not interested in studying (Dhayfullah et al., 2022).

Therefore, interest has a critical role in human life, including in the learning process, where interest allows someone to pay attention to the material they are studying with full attention (Kosim & Fitriyyah, 2020).

Interest is a crucial factor in the learning process because, with interest, a student will have severe intentions in learning, and a sense of pleasure will emerge, influencing his learning results optimally (Tafonao, 2018). When a student has an interest in learning embedded in him, he will never complain about the obstacles or problems he faces in learning, but he will face these obstacles or problems seriously. In contrast, students who have no interest in themselves, without obstacles or problems, will be lazy and have no seriousness in studying (Sholihah et al., 2020).

Talking about interest, Muhibbin Syah understands it as a tendency and great desire for something (Syah, 2014). Meanwhile, Slameto says that interest is a feeling of pleasure and attachment to something or an activity without coercion from other people. A feeling of pleasure always follows interest, and satisfaction is obtained with it (Slameto, 2017). This is different from attention, where it is temporary and not necessarily accompanied by a feeling of pleasure.

According to Rahmadi, interest in learning is a feeling of wanting to know something, study it, admire it, or even own it (Rahmadi et al., 2023). Interest can influence the quality of achieving learning outcomes; if a person has a higher interest in something, for example, in a particular lesson, he will focus his thoughts on that lesson rather than others (Syah, 2014).

Interest is an essential aspect in determining the success of an activity. Interest also helps present material in a fun form because interest creates energy that can make a student active during the learning process. So, it is possible to achieve effective and efficient learning with interest. So, it can be said that interest is essential for someone to carry out activities. With interest, people will try to achieve their goals. Therefore, interest is said to be one of the aspects of human psychology that can encourage people to achieve goals (Achru P, 2019). Interest is accepting the relationship between a person and things outside him. The stronger the relationship, the higher the person's interest. A person's interest can be described in the form of liking; the higher a person's interest in something, the more he will like that something also included in terms of activities, the higher his interest in participating in an activity, the more active he will play and participate in that activity (Rahmat, 2021).

Interest is expressed through a question that shows that people prefer one over another, but it can also be expressed by taking an active role in an activity. A student with a great interest in specific learning will focus more attention during the learning process, whether studying in or outside of class, without coercion that requires him to achieve a specific goal (MZ, 2019). Because he focuses his attention intensively on this matter, it allows him to study more enthusiastically and more diligently, which will ultimately impact better learning outcomes.

Based on this opinion, it can be said that interest has a significant influence on the learning process. With interest, someone will always do something they are interested in. On the other hand, a person tends not to do something without interest because he feels burdened by it.

So, based on the explanation above, it can be concluded that interest is something important which is the driving force for someone to be interested in something, which is manifested in the form of participation and the desire to play an active role in following this thing seriously and with full awareness without any coercion, from the other party. If it is related to learning, if students have an interest in participating in the learning process, they will always focus during the learning process and play an active role in it.

In general, someone's interest in learning will be seen from his attitude during the learning process, where he will feel happy and attentive in understanding the material presented by the teacher and always play an active role. According to Rizki and Rahmat, based on the opinions of several experts, it can be concluded that there are several indicators of interest in learning, including 1) a feeling of enjoyment towards learning, 2) a concentration of attention and thought towards learning, 3) a willingness to learn, 4) there is an internal will to be active in learning, 5) there are efforts made to realize the desire to learn (Friantini & Winata, 2019).

Interest is something that must be generated in students so that they are always motivated to learn. The factors that can influence interest in learning include factors within students, curriculum, learning methods, teachers, and facilities and infrastructure, including multimedia learning (Ardiansyah et al., 2022). Other factors that influence interest in learning are motivation and ideals, family, the role of teachers, facilities and infrastructure, social friends, and mass media (Achru P, 2019).

According to Rahmadi, several ways can be done to arouse students' interest as follows (Rahmadi et al., 2023):

1. Comparing the existence of a need in students so that they are willing to learn without any coercion
2. Connect the learning materials provided with the experiences students have so that they can easily accept the learning materials.
3. Providing opportunities for students to get good learning results by providing a creative and conducive learning environment
4. I used various forms and learning techniques regarding students' differences.

Environmental factors are essential in arousing and increasing a student's interest. So, support and cooperation from the surrounding environment are needed so that in a good and supportive environment, students will desire to participate in the learning process. However, when the environment is not supportive, it is possible that students will not be interested in the learning process, so they will not be interested in learning. One of the

environmental factors is friends. When a student has the desire to learn but is surrounded by friends who have no interest in learning, he will likely be influenced so that he will be carried away by the current, which will cause his desire to learn to decrease over time and eventually disappear altogether. So, the environment plays a significant role in increasing interest in learning and influencing students' Arabic speaking abilities (Sholihah et al., 2020).

Apart from that, according to Dahlan et al., several factors cause a lack of interest in learning in students, including the absence of feedback obtained from students so they do not pay attention to the material being taught so that the learning process seems as if they are listening to a lecture or speech that makes them feel bored and without needing to pay attention seriously because they need to listen without needing to understand it. Another factor is the lack of innovation from teachers or instructors, which causes students to lose interest in studying the material. Teachers are unwilling to try innovative learning methods or media, resulting in passive learning without active student roles (Dahlan et al., 2021).

Rahmat says that someone is said to be interested in something if that individual has several elements, including 1) feelings of pleasure, 2) attention, 3) will, 4) liveliness, 5) interest, and 6) concentration (Rahmat, 2021).

Meanwhile, Andi Achru explained that attention is one of the elements of interest. Attention is essential when participating in an activity, including learning activities. Activities accompanied by intensive attention will result in good focus when participating in the activity, so the level of success will be higher (Achru P, 2019). So, in learning activities, a teacher must always try to attract students' attention to foster interest in learning.

Second, feelings. Every activity will be filled with feelings, both happy and unhappy, including learning activities on how students feel about the lessons taught by their teacher. Students make assessments through their feelings about their learning experiences at school. If the assessment produces a positive assessment, feelings of joy will arise in their hearts, but if the assessment is negative, feelings of dissatisfaction will arise. Feelings of pleasure will generate interest, which is strengthened by a positive attitude. Meanwhile, feelings of happiness will hinder teaching because the absence of a positive attitude will not support interest in learning.

Third, motivation. Motivation can raise someone's interest. Motivation is the effort that drives someone to do something. Students carry out learning activities because someone encourages them (Fauzy AH et al., 2019). In this case, motivation is the primary driving force that encourages students to learn. Students who are motivated to learn will carry out learning activities well. Lack of interest in a lesson is why students ignore the teacher's lessons. Therefore, teachers must always arouse students' interest by providing motivation (Achru P, 2019).

Arabic Language Learning Strategy at SMAN 1 Kasokandel and SMAN 1 Kadipaten

As one of the subjects in high school, Arabic Learning is exciting because Arabic is generally studied in Islamic boarding schools, schools under the Ministry of Religion, or schools that combine general and Islamic (IT). Based on initial observations and as explained previously, in the Majalengka district, two public high schools have Arabic as one of their subjects, namely SMAN 1 Kasokandel and SMAN 1 Kadipaten. An interesting thing to study is the strategies and steps used by Arabic teachers at the school to teach Arabic to students who generally may not or have never studied Arabic.

However, before discussing the Arabic language learning strategies used, researchers discovered interesting facts when conducting research at the two high schools. At first, the researcher wondered why these two schools had Arabic language subjects. Exciting facts were obtained after conducting further observations and interviews with the principal of SMAN 1 Kadipaten and the deputy principal for the curriculum of SMAN 1 Kasokandel.

Both SMAN 1 Kadipaten and SMAN 1 Kasokandel, both schools use Arabic as one of the subjects to meet the demands of fulfilling the duties of teaching Arabic teachers as a consequence of the certification of the teacher concerned, which requires teaching subjects that are linear with the subject—certified expertise.

Moreover, this Arabic subject is an elective subject, which means that if there are no enthusiasts, this subject will not exist. It does not rule out the possibility that if the Arabic teacher at the school retires, for example, the Arabic language subject could be eliminated. Regarding strategies for learning Arabic, experts in the language field have put forward various strategies teachers can use to teach Arabic in the classroom. However, sometimes, the language experts' strategies do not meet expectations in their implementation. In determining a strategy, many factors influence a teacher to use the right strategy so that the learning objectives can be achieved with this strategy.

Among the factors that influence determining the learning strategy to be used are: 1) characteristics of students; 2) expected essential competencies; 3) teaching materials/materials; 4) available time; 5) facilities /infrastructure; and 6) teacher ability or skills.

Based on the results of observations and interviews with Arabic teachers at SMAN 1 Kadipaten, it is known that learning Arabic has its challenges, especially in public schools where most of them generally have inferior Arabic language skills, or some have never studied Arabic.

In his learning, the Arabic language teacher at SMAN 1 Kadipaten places greater emphasis on studying Arabic with the aim of students being able to understand prayer readings and prayers. Arabic at SMAN 1 Kadipaten is a cross-interest subject in classes X and XI. Meanwhile, in class X, there are non-Muslim students, so the Arabic teacher explains first that Arabic lessons are about language, not about religion. In teaching Arabic at SMAN 1 Kadipaten, several obstacles are faced, such as reducing the time of each lesson hour to 30 minutes. Furthermore, another obstacle is that several MTs graduates still do not know the Hijaiyyah letters. If there are still those, who graduated from MTs who do not know the Hijaiyyah letters, what about those who graduated from public schools who have never studied Arabic? Therefore, teaching Arabic with limited time is challenging for Arabic teachers.

Based on this, the Arabic language teacher at SMAN 1 Kadipaten tries to apply various strategies in teaching Arabic, including using various methods, techniques, and learning media such as peer tutoring, jigsaw, memorizing, and *muthāla'ah*. Then, in practice, it is supported by various learning media, such as image media and audiovisuals (for example, pronunciation of Hijaiyyah letters and vocabulary). Apart from that, many other strategies are also used, such as teaching vocabulary using memorization. Students are asked to pair up and correct each other's memorization of the vocabulary or to teach vocabulary about family members and professions while memorizing them using picture media. Alternatively, the memorization method can be combined with *reward and punishment techniques*.

Other strategies used, for example, in teaching *al dhamīr* (pronoun) using hand/finger demonstrations and case studies in prayer (such as the difference between *rabbighfirlii* and *rabbighfirlana*, or *allahummaghfir lahu* and *allahummaghfir laha*)

In contrast to SMAN 1 Kadipaten, at SMAN 1 Kasokandel, in teaching Arabic, the Arabic teacher prioritizes students' understanding rather than completing the target material that must be delivered during one semester or one year. The Arabic language teacher at SMAN 1 Kasokandel places greater importance and priority on material that at least the majority of students can understand, so if the material is not entirely understood, then they do not continue to the following material even though it requires more time and does not comply with the plan that has been prepared in the lesson plan. He believes there is no need to achieve the target of having all the material delivered, but the students do not understand the material. So, the main target is that all or at least most students first understand the material and then move on to the following material.

This was done by the Arabic teacher, with the consideration that if the students did not understand one material, then they continued with the following material because they wanted to achieve the target of having all the material delivered, worried that the students would become "cased" in the sense that the students were forced to continue studying the new material even though material that previously could not be understood, material that previously was not understood, there is already new material, so it is feared that children will become frustrated and become unenthusiastic and may even become lazy about learning Arabic because they think the material is so difficult.

So, based on this, the strategies used in learning Arabic sometimes do not match those designed in the RRP. The strategies used adapt to the characteristics of students without forcing what the teacher wants to achieve. So, in the learning process, the Arabic language teacher at SMAN 1 Kasokandel uses fun strategies by combining methods, media, and techniques that suit the students' circumstances and the material to be taught. However, the critical point obtained from this research at SMAN 1 Kasokandel is to focus on one material first and not move on to the next until students can understand the material. In other words, the main target is understanding, not conveying all the material but not understanding it by students. It is better if a small amount of material is studied. However, students can understand it, compared to students studying all the material targeted in the RPP but not being able to understand it, so no results are obtained after learning Arabic is finished.

Based on students' opinions about the strategies used by teachers in learning Arabic, the following information was obtained:

1. In the beginning of learning, Arabic teachers always start the learning by providing motivation to have a firm intention to learn, giving the advice to pay attention to the teacher's explanations and take notes so that it is easy to understand the material being presented, then start by explaining in general terms the material to be taught.
2. In explaining the material, the Arabic teacher always explains the material gradually, slowly, in detail, and thoroughly, accompanied by explaining the material using words that are easy for students to understand.
3. During the learning process, the teacher promotes learning while playing by explaining the material, accompanied by a few jokes, and encouraging children to make learning activities fun.

4. The stages of learning Arabic start with explaining the material, giving examples, discussing, giving practice questions, and then asking students to work on the board so other students can understand it.

5. Do not get angry quickly, which means always being patient in teaching the material, especially when students do not understand the material. Even if some students do not understand or do not understand the material, the teacher will explain it again, even repeatedly, so that everyone understands and understands.

6. It is not demanding and emphasizes being able to do it in detail, but only being required to have the desire to be willing and have the courage to try.

7. In the learning process, the teacher not only conveys the material but also guides the learning by paying attention to the students individually.

8. After the material is explained, try to get feedback from students by practicing in the form of games and competencies.

9. When teaching/explaining vocabulary using media such as pointing directly to the object in question, miniatures, and picture media.

The strategies used in learning Arabic at SMAN 1 Kadipaten and SMAN 1 Kasokandel are interesting to highlight and serve as a reference in teaching Arabic for beginners, at least in arousing students' interest and willingness to learn Arabic. Interest and willingness to learn Arabic is a critical asset so that students can understand Arabic. So, in the learning process, including learning Arabic, the first thing that must be paid attention to is the student's interest and willingness to learn.

The strategy used by Arabic teachers in these two schools involves active learning, requiring students to focus on participating in learning activities. This strategy also received a positive response from students. It was said that the learning strategy implemented was quite enjoyable, so students' desire to learn Arabic grew even though it was still at a primary (material) level. [1]Apart from that, the methods and media used in the strategies implemented can help students understand the material.[2]

The Interest of SMAN 1 Kasokandel And SMAN 1 Kadipaten Students in Learning Arabic

In the learning process, interest significantly influences student learning, and interest plays an essential role in a student's learning success. Interest encourages students to study teaching material during the learning process. With interest, someone will always do something they are interested in. On the other hand, a person tends not to do something without interest because he feels burdened by it. So, if students have an interest in participating in the learning process, they will always focus during the learning process and play an active role in it.

After conducting observations directly and filling out questionnaires, the results were that students at SMAN 1 Kadipaten and SMAN 1 Kasokandel had relatively high interest in and willingness to learn Arabic.

---

[1] More than 80% (of the total number of respondents) stated that the strategies used in learning Arabic made learning Arabic enjoyable.

[2] More than 80% (of the total number of respondents) stated that the methods and media used in the strategies implemented helped in understanding the material being taught.

Table 1. Results of student interest questionnaires at SMAN 1 Kadipaten and SMAN 1 Kasokandel in learning Arabic based on respondents' scores.

Respondent	Score	Respondent	Score	Respondent	Score	Respondent	Score
1	55	25	59	49	56	73	48
2	55	26	57	50	47	74	46
3	53	27	61	51	59	75	54
4	47	28	61	52	52	76	54
5	52	29	56	53	60	77	59
6	55	30	57	54	56	78	57
7	64	31	59	55	58	79	52
8	55	32	60	56	51	80	52
9	49	33	47	57	53	81	51
10	57	34	57	58	53	82	48
11	58	35	45	59	50	83	53
12	50	36	55	60	58	84	55
13	57	37	43	61	51	85	58
14	53	38	65	62	52	86	60
15	49	39	59	63	54	87	37
16	46	40	60	64	55	88	57
17	61	41	56	65	55	89	51
18	58	42	56	66	55	90	33
19	60	43	48	67	48	91	55
20	47	44	43	68	60	92	53
21	62	45	57	69	58	93	55
22	45	46	46	70	48	94	41
23	50	47	49	71	53	95	40
24	54	48	52	72	58	96	52
Total				5121 (76%)			

Table 2. Results of student interest questionnaires at SMAN 1 Kadipaten and SMAN 1 Kasokandel in learning Arabic based on the results of questionnaire items

	Questionnaire Item No													
	1	2	3	4	5	6	7	8	9	10	11	12	13	14
Percentage –	83%	81%	94%	61%	69%	92%	88%	72%	57%	85%	66%	68%	57%	94%

Based on the table above, from the questionnaire totaling 14 questions regarding interest in learning Arabic given to students of SMAN 1 Kadipaten and SMAN 1 Kasokandel (with a total of 96 students responding), the result was that students had a relatively high interest in learning Arabic.

The high interest of students in learning Arabic cannot be separated from the teacher's factors in determining the strategies used in the Arabic language learning process so that the learning atmosphere is fun and does not feel stiff.

Several questions related to their interest in learning Arabic are feedback from the learning strategies teachers use in teaching Arabic in class. This can be proven from the questionnaire filled out by students, where the results reflect that Arabic language learning at SMAN 1 Kadipaten and SMAN 1 Kasokandel carries active and fun learning, so students at these schools have a high interest in learning Arabic. This is a response from students to learning Arabic using good strategies that can respond and foster students' interest in learning Arabic. At least if there is an interest in learning Arabic, students will feel happy participating in the learning process, so there is a willingness in students to try to understand the material being taught.

Therefore, to improve students' abilities, it must start with students having an interest and willingness to learn Arabic. Moreover, a teacher's first task at the beginning of learning is to arouse and foster students' interest so they are willing and happy to participate. So the role of a teacher is not only to master the teaching material but also to be competent in determining what kind of strategies to apply in a lesson so that in the process, it is not just about eliminating the obligation to convey the material, but also how the material is conveyed well and can be understood by students.

CONCLUSION

In the learning process, interest significantly influences student learning, and interest plays a vital role in a student's learning success. Interest encourages students to study teaching material during the learning process. With interest, someone will always do something they are interested in. On the other hand, a person tends not to do something without interest because he feels burdened by it. So, if students have an interest in participating in the learning process, they will always focus during the learning process and play an active role in it. The high interest of students in learning Arabic cannot be separated from the teacher's factors in determining the strategies used in the Arabic language learning process so that the learning atmosphere is fun and does not feel stiff. So, the role of a teacher is not only to master the teaching material but also to be competent in determining what kind of strategy is appropriate to apply in a lesson.

Referring to the conditions and scope of students who are State High School students, it can be said that they are beginners in learning Arabic, so there are several strategies and steps that can be applied in learning Arabic for beginners, namely: 1) Using various methods, media and techniques that are interesting and appropriate to the material to be taught and the conditions of the students, by promoting active and fun learning; 2) Prioritize student understanding rather than completing the target material that must be delivered; 3) Start learning by providing motivation to have a firm intention to learn, giving advice to pay attention to the teacher's explanations and take notes so that it is easy to understand the material being presented, then start by explaining in general terms the material to be taught; 4) When explaining the material, always explain the material gradually, slowly, in detail and thoroughly, accompanied by explaining the material using words that are easy to understand; 5) During the learning process, always create a pleasant learning atmosphere, such as explaining the material in a relaxed and relaxed manner accompanied by a bit of joking and

entertainment; 6) The stages carried out in learning Arabic are starting with explaining the material first, then giving examples, discussing, giving practice questions, then asking students to work on it in front of the class so that it can be understood by other students; 7) Be patient in teaching the material, especially when students do not understand the material. Even if some students do not understand or do not understand the material, the teacher explains it repeatedly so that everyone understands and understands. 8) At the initial stage, do not require and emphasize students to be able to be detailed, but only required to have the desire to be willing and brave to try; 9) Always guide in learning, including by paying attention to students one by one; and 10) Trying to get feedback from students by practicing in the form of games and competencies.

ACKNOWLEDGMENT

AUTHOR CONTRIBUTIONS STATEMENT

The contributions of each author to this research and the preparation of the journal article are delineated below: [DS]: As the principal researcher, you were essential to the gathering and processing of the data. [YASA]: As the research mentor, he was instrumental in forming the study's methodology and offering valuable advice regarding the choice of research techniques and overall study design. Their proficiency with research techniques had a significant impact on the validity and rigor of the study and helped to shape the conceptual framework of the publication.

REFERENCES

Achru P, A. (2019). Pengembangan Minat Belajar dalam Pembelajaran. *Idaarah: Jurnal Manajemen Pendidikan*, *3*(2), 205–215. https://doi.org/10.24252/idaarah.v3i2.10012

Amirudin, N. (2017). Problematika Pembelajaran Bahasa Arab. *Tamaddun: Jurnal Pendidikan Dan Pemikiran Keagamaan*, *7*(2), 1–12. http://dx.doi.org/10.30587/tamaddun.v0i0.66

Ardiansyah, A. A., Kosim, N., & Hermawan, A. (2022). The Use of Animated Videos in Increasing the Arabic Learning Interest. *Al-Ta'rib: Jurnal Ilmiah Program Studi Pendidikan Bahasa Arab IAIN Palangka Raya*, *10*(1), 35–50. https://doi.org/10.23971/altarib.v10i1.3942

Ariyanti, H., & Syarifah, S. (2021). Strategi Pembelajaran Bahasa Arab dalam Meningkatkan Minat Belajar Bahasa Arab Siswa Kelas VII MTs Nurul Muttaqin Simpang Tiga. *Al-Mu'arrib: Jurnal Pendidikan Bahasa Arab*, *1*(1), 45–55. https://doi.org/10.32923/al-muarrib.v1i1.2080

Astuti, W. (2016). Berbagai Strategi Pembelajaran Kosa Kat Bahasa Arab. *Al-Manar: Jurnal Komunikasi Dan Pendidikan Islam*, *5*(2), 177-191. Retrieved from https://journal.staimsyk.ac.id/index.php/almanar/article/view/38

Astuti, W. (2018). Inovasi Strategi Pembelajaran Bahasa Arab Maharah Istima'. *Jurnal Ihtimam*, *1*(1), 68–85. https://doi.org/10.36668/jih.v1i1.157

Dahlan, A. Z., Mansyur, L. M., & Suhamdi, S. (2021). Upaya Meningkatkan Minat Belajar Bahasa Arab Dengan Metode Membaca (Thariqah Al Qira'ah). *Al-Hikmah: Jurnal Studi Islam*, *2*(4), 52–65. https://doi.org/10.51806/al-hikmah.v2i4.4827

Dhayfullah, F. A., Priyatna, O. S., & Hamdani, I. (2022). Upaya Meningkatkan Minat Belajar Siswa pada Pelajaran Bahasa Arab dengan Menggunakan Metode Peer Teaching. *JPG: Jurnal Pendidikan Guru*, *3*(3), 187–191. https://doi.org/10.32832/jpg.v3i3.7330

Farhani, C. (2020). *Strategi Guru Bahasa Arab dalam Meningkatkan Minat Belajar Siswa di MAN 2 Ciamis* [Skripsi]. IAIN Purwokerto.

Fauzy AH, H., Arief, Z. A., & Muhyani, M. (2019). Strategi Motivasi Belajar dan Minat Belajar dengan Hasil Belajar Bahasa Arab. *Tawazun: Jurnal Pendidikan Islam*, *12*(1), 112–127. https://doi.org/10.32832/tawazun.v12i1.1843

Firgianti, A. (2018). *Strategi Guru dalam Meningkatkan Minat Belajar Siswa di MIN Rejotangan Tulungagung* [Skripsi]. IAIN Purwokerto.

Friantini, R. N., & Winata, R. (2019). Analisis Minat Belajar pada Pembelajaran Matematika. *JPMI (Jurnal Pendidikan Matematika Indonesia)*, *4*(1), 6–11. https://doi.org/10.26737/jpmi.v4i1.870

Hermawan, A. (2018a). *Metodologi Pembelajaran Bahasa Arab (Edisi Revisi)*. Remaja Rosdakarya.

Hermawan, A. (2018b). *Pembelajaran Keterampilan Berbahasa Arab dengan Pendekatan Komunikatif – Intraktif*. Alfabeta.

Hijrah, N., & Amran, A. R. (2022). Pengaruh Kompetensi Pedagogik Guru Terhadap Minat Belajar Bahasa Arab. *Naskhi: Jurnal Kajian Pendidikan Dan Bahasa Arab*, *4*(2), 49–56. https://doi.org/10.47435/naskhi.v4i2.1213

Kosim, N., & Fitriyyah, Z. (2020). Itqānu Al-Thulāb Li Tahlīl Al-Alfādz Nahwiyān Wa Sharfiyān Fī Darsi Al-Tarkīb Wa 'Alāqatuhu Biqudratihim 'Alā Qirāah Al-Nushūsh Al-'Arabiyyah. *Ta'lim al-'Arabiyyah: Jurnal Pendidikan Bahasa Arab & Kebahasaaraban*, *4*(2), 196–211. https://doi.org/10.15575/jpba.v4i2.8171

Lubis, M. (1973). *Al-Munjid al-Lughah wa al-I'lam*. Daar asy-Syarq.

Muradi, A. (2013). Tujuan Pembelajaran Bahasa Ssing (Arab) di Indonesia. *Jurnal Al-Maqayis*, *1*(1), 128–137. https://doi.org/10.18592/jams.v1i1.182

Mustofa, S. (2011). *Strategi Pembelajaran Bahasa Arab Inovatif*. UIN-Maliki Press.

MZ, T. H. (2019). Metode Diskusi Qiro'ah Dalam Pembelajaran Bahasa Arab Terhadap Minat Belajar. *Jurnal Penelitian Tarbawi: Pendidikan Islam Dan Isu-Isu Sosial*, *4*(1), 18–37. https://doi.org/10.37216/tarbawi.v4i1.163

Rahmadi, H., Qurtubi, M. P. D. H. A., Effendi, M. A. M., Karim, S. P. D. A. R., Laiya, M. P. D. R. E., Pebriana, M. P. H., Fitriah, M. P. L., Armisesna, M. P. H., & Hamdani, M. P. H. (2023). *Psikologi Pendidikan*. LovRinz Publishing.

Rahmat, P. S. (2021). *Psikologi Pendidikan*. Bumi Aksara.

Ramadhan, S. (2017). Strategi Pembelajaran Bahasa Arab pada Anak Usia Dini. *Utile: Jurnal Kependidikan*, *3*(2), 180–189. https://doi.org/10.37150/jut.v3i2.75

Rohayati, D. (2018). Analisis Strategi Pembelajaran Bahasa dalam Pembelajaran Bahasa Inggris sebagai Bahasa Asing. *Mimbar Agribisnis: Jurnal Pemikiran Masyarakat Ilmiah Berwawasan Agribisnis*, *1*(3), 269–280. https://doi.org/10.25157/ma.v1i3.47

Safitri, N., Inayati, N. L., & Abidin, Z. (2020). Minat Belajar Siswa Pada Mata Pelajaran Bahasa Arab Pada Masa Pandemi Di SMP Muhammadiyah 7 Surakarta. *Tajdida: Jurnal Pemikiran Dan Gerakan Muhammadiyah*, *18*(1), 59–66. Retrieved from https://journals.ums.ac.id/index.php/tajdida/article/view/15763

Said, S., Fatmawati, F., & Masnan, S. (2021). Analisis Kompetensi Sosial Guru Bahasa Arab Dalam Meningkatkan Minat Belajar Siswa Bahasa Arab pada Masa Pandemi Covid-19 di SMAMuhammadiyah 1 Unismuh Makassar. *Al-Maraji': Jurnal Pendidikan Bahasa Arab*, *5*(1), 1–17. https://doi.org/10.26618/almaraji.v5i1.5930

Sholihah, F., Akla, A., & Walfajri, W. (2020). Pengajaran Bahasa Arab (Studi Minat Belajar dan Kemampuan Berbicara Siswa). *Arabia*, *12*(2), 139–154. https://doi.org/10.21043/arabia.v12i2.8118

Silfiana, A. (2011). *Strategi Pembelajaran Bahasa Arab dalam Meningkatkan Minat Belajar Siswa Kelas VII MTs Negeri Wonokromo Pleret Bantul Yogyakarta* [Skripsi]. UIN Sunan Kalijaga Yogyakarta.

Slameto, S. (2017). Peningkatan Kinerja Guru Melalui Pelatihan Beserta Faktor Penentunya. *Jurnal Pendidikan Ilmu Sosial*, *27*(2), 38–47. https://doi.org/10.2317/jpis.v27i2.5718

Susanti, E., Ritonga, M., & Bambang, B. (2020). Pengaruh Penggunaan Media Powerpoint Terhadap Minat Belajar Bahasa Arab Siswa. *Arabiyatuna: Jurnal Bahasa Arab*, *4*(1), 179–191. https://doi.org/10.29240/jba.v4i1.1406

Syah, M. (2014). *Psikologi Pendidikan Dengan Pendekatan Baru*. Remaja Rosdakarya.

Tafonao, T. (2018). Peranan Media Pembelajaran dalam Meningkatkan Minat Belajar Mahasiswa. *Jurnal Komunikasi Pendidikan*, *2*(2), 103–114. https://doi.org/10.32585/jkp.v2i2.113