

## Analysis of Student Learning Interest in Arabic Language Subjects at Mts Manba'ul Huda Sekaran-Balen

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*Abstract: The interest in learning is an option in carrying out an activity and could arouse a person's desire to make a willingness to learn. This interest is very important. It will affect the understanding of the received material and the learning outcomes that will be obtained. This study aimed to determine the level of students' interest in learning at MTs Manba'ul Huda Sekaran. Quantitative descriptive method was used as research design. The characteristics of this quantitative descriptive research were in the form of numerical data. Conclusions were drawn based on the words and numerical data. Meanwhile, exposure of descriptive statistical data was shown in the form of tables and images obtained from observations, questionnaires, documentation, and interview with the Arabic teachers at MTs Manba'ul Huda Sekaran. The data described was then discussed and analyzed.*

**Keywords:** Students' Interest, Arabic Learning.

**Abstrak :** Minat belajar adalah suatu pilihan dalam melakukan sebuah kegiatan dan dapat membangkitkan rasa ingin seseorang untuk melakukan kesediaannya dalam belajar. Minat belajar ini sangat penting karena akan berpengaruh terhadap pemahaman materi yang diterima dan hasil belajar yang akan diperoleh. Penelitian ini bertujuan untuk mengetahui tinggi rendahnya minat belajar siswa dan faktor-faktor yang mempengaruhi minat belajar siswa di MTs Manba'ul Huda Sekaran terhadap Mata Pelajaran bahasa Arab. Metode penelitian yang digunakan dalam penelitian ini adalah kuantitatif deskriptif. Karakteristik penelitian kuantitatif deskriptif ini diantaranya yaitu berupa data-data angka. Kesimpulan ditarik berdasarkan data-data berupa kata dan data angka, pemaparan data-data statistik deskriptif berupa tabel dan gambar yang diperoleh dari observasi, kuisioner dan dokumentasi serta hasil wawancara diperoleh dari wawancara dengan guru mata pelajaran bahasa Arab di MTs Manba'ul Huda Sekaran. Setelah data-data hasil penelitian tersebut di paparkan kemudian dibahas dan dianalisis.

**Kata Kunci :** Minat Siswa, Mata Pelajaran bahasa Arab.

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## PENDAHULUAN



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Interest is the feeling of being interested and happy in a certain thing or activity. Students who have an interest in learning will have the motivation to follow learning without any coercion or pressure from other parties.[1] Students' interest in learning will affect the learning process and learning outcomes. Lack of interest in learning will have a negative impact on the learning process and learning outcomes, and vice versa. Lack of interest in learning will also cause difficulties in learning.[2] Students' interest in learning can be measured by the learning interest indicator. According to Syafari, indicators of student interest in learning are feelings of pleasure, student involvement, student interest and attention. In line with Syafari, Nursyaidah also mentioned four indicators of interest in learning, namely liking, interest, attention and involvement.[3]

In learning activities, interest plays a role as a force that will encourage students to learn.[4] Students who are interested in learning will continue to learn, in contrast to students who only receive lessons that are just following without any interest in them, so there is no need to continue to learn.[5], [6] Because, there is no motivation of interest from within oneself. Interest can arise, due to a strong push from oneself. In addition, interest arises not only from oneself but there must also be strong support or encouragement from the family and the social environment or community. So that the person will have the spirit to achieve something he wants with enthusiastic effort.[7], [8]

Arabic is one of the compulsory subjects for madrassas under the auspices of the Ministry of Religion, including at MTs Manba'ul Huda Sekaran Balen Bojonegoro. MTs Manba'ul Huda is a madrasah that with each student's background is different and has different levels of achievement, interest in learning is so important for the effectiveness of learning and the achievement of the expected learning goals. So some of the things mentioned above are the background why the author is interested in raising the topic "Analysis of Students' Learning Interest in Arabic Language Subjects at MTs Manba'ul Huda Sekaran-Balen", this research was conducted at MTs Manba'ul Huda Sekaran to measure the level of learning interest of MTs Manba'ul Huda students towards Arabic Language Subjects. With the hope, hopefully this research can be useful, have a positive influence, so that students can arouse their interest in learning and curiosity about Arabic subjects.

## METHODS

This article is the result of descriptive qualitative research.[9] This type of research aims to determine the categories of students' learning interests in learning Arabic. The results of this study are in the form of the learning interest category of Madrasah Tsanawiyah Manba'ul Huda students in Arabic subjects.

## RESULT AND DISCUSSION

### A. Facts of Interest

#### 1. Definition of Interest

In the language of interest means "a high inclination of the heart towards something". Interest is a persistent tendency to notice and recall some activity.[10] A person who is interested in an activity will notice it consistently with pleasure.[11] In other words, interest is a sense of preference and attachment to something or activity, without anyone telling it. Interest is basically the acceptance of a relationship between oneself and something outside oneself. The stronger or closer the relationship, the greater the interest. Interest is a person's awareness that an object, a person, a problem or a situation is related to him.[12]

Interest according to psychology is the tendency to always pay attention and remember something constantly.[13] Interest is closely related to feelings of pleasure,

especially the feeling of pleasure, so it can be said that interest occurs because of an attitude of pleasure towards something.[14]

Interest is something personal and closely related to attitude. Interests and attitudes are the basis for prejudice, and interest is also important in decision-making. Interest can cause a person to actively do something that has attracted his interest.[15]

Interest is an activity or task that arouses feelings of curiosity, attention, and gives pleasure or enjoyment. Interest can be an indicator of a person's strengths in a particular area where he or she will be motivated to learn and perform highly.[16]

From some of the definitions of interest above, several important things about interest can be expressed, namely:

- a. Interest is part of a person's psychological or psychiatric aspects.
- b. Interest as part of the psychological aspect of a person that manifests itself in various symptoms, such as feelings of pleasure, tendencies of the heart or interest, desires, likes, passion for attention, one's awareness of the importance of something, curiosity about something, participation.

Every individual has a fundamental tendency to relate to something that is in his environment.[17] If something gives him pleasure, then he will be interested in something, because it suits his needs or feels that something to be learned is meaningful to him and he will also intend to learn it.[18]

It can be said that interest is tied to effort, for example, if a person is interested in Arabic lessons, of course he will try his best to master it, on the other hand, a person who is less interested will try and even ignore it.[19] So, from some of the above theories, the author can conclude that interest is a feeling of liking something or a deep sense of curiosity about something and a feeling of wanting to have something for something.

## 2. Factors Influencing Interest

Broadly speaking, the factors that affect interest can be grouped into two, namely those that come from the self (internal factors) and those that come from outside (external factors). Internal factors include intention, diligence, motivation, and attention.[20] External factors include family, teachers and school facilities, peers, and mass media.[21]

## 3. Various Interests

Based on the onset, interests can be divided into two, namely:

- 1) Primitive interest is an interest that arises due to biological needs or tissues of the body, such as the need for food, feelings of pleasure or comfort, freedom of activity and sex.
- 2) Social interest Social interest is an interest that arises due to the learning process, this interest is not directly related to us. For example, an individual's interest in learning has an experience that society or the environment will value educated people more and higher education, so this can cause an individual's interest in learning and achievement in order to receive rewards from the environment, this has a very important meaning for self-esteem.[22]

Based on the direction, interests can be divided into two types, namely:

- 1) Intrinsic Interest Intrinsic interest is an interest that takes place in relation to one's own activity, this is a more fundamental interest. For example, someone does learning activities, because they are interested in

science or because they really like to read, not because they want to get praise or awards.

- 2) Extrinsic Interest Extrinsic interest is an interest that is related to the final goal of the activity, if the goal has been achieved there is a possibility that the interest is lost. For example, someone who learns to be a class champion.[23]

#### 4. Interest in Learning Function

- a) Interest makes it easier to create concentration in one's mind
- b) Interest in learning prevents attention disorders outside
- c) Interest reinforces the attachment of study materials in memory
- d) Interest in reducing boredom of learning in oneself

### B. The Essence of Learning

#### 1. Definition of Learning

Learning etymologically, means "trying to acquire intelligence or knowledge". The effort to achieve intelligence and knowledge is a human effort to meet their needs to get knowledge or intelligence that they have not had before.[24] Thus, by learning people become to know, understand, understand, be able to carry out and have about something. Learning is a complex activity.[25] Learning outcomes are in the form of capabilities. After learning people have skills, knowledge, attitudes and values. Learning is a process of changing individual behavior through interaction with the environment. Proof that a person has learned is a change in behavior in that person, for example from not knowing to knowing, from not understanding to understanding. The essence of the act of learning is a change in the behavior of the individual that he intends and is aware of.[26]

Simple learning is said to be a process of change that has not been able to become capable, occurring within a certain period of time. The changes that occur must be relatively permanent and not only occur in the behavior that is currently visible (immediat behavior) but also in behavior that may occur in the future (pitensia behavior). It is important to note that these changes occur due to experience. Learning is a change that occurs through practice or experience.[27]

In learning, the most important thing is the process, not the results obtained. This means that learning must be obtained by one's own efforts, while with other people, it is only as an intermediary or support in learning activities so that learning can succeed well.[28]

According to the definitions of some of the figures above, it can be concluded that the definition of learning is an effort process made by a person to obtain a new change in behavior as a whole as a result of his own experience in interaction with his environment.[29]

So, interest in learning is a psychological symptom that a person experiences that tends to always pay attention and remember continuously something (person, object or activity) accompanied by activities to know and learn it and prove it through changes in behavior or attitudes that are sedentary in nature.[30]

#### 2. Faktor Pendekatan Belajar

Pendekatan belajar dapat dipahami sebagai segala cara atau strategi yang digunakan siswa dalam menunjang efektifitas dan efisiensi proses pembelajaran materi tertentu. Strategi dalam hal ini seperangkat langkah operasional yang direkayasa sedemikian rupa untuk memecahkan masalah atau mencapai tujuan belajar tertentu.[31]

From several factors that affect learning, the author can conclude that to achieve the desired learning goals, all learning factors are very important both from external, internal and learning approach factors. If in learning activities either at school or at home there is no one of the learning factors that supports or encourages.[32]

### C. Arabic Language Subjects

Arabic is a subject that includes the entire process of teaching and learning activities which contain learning objectives, learning materials, learning methods, and learning evaluation in four language skills, namely istima', kalam, qirâ'ah and kitâbah.[33]

#### 1. Definition of Arabic Language Learning

Learning is an effort to learn. This activity results in students learning something in an effective and efficient way. Language is a communication tool that is used to interact with others and is used to bring out ideas that are in the mind, whether expressed through speech or writing.[34]

In Arabic teaching, four language skills are known that students must have, namely listening skills (maharah al-istima'), speaking skills (maharah al-kalam), reading skills (maharah al-qirâ'ah), writing skills (maharah al-kitâbah).[35]

#### 2. Arabic learning materials

The subject matter is a combination of knowledge (detailed facts and information), skills (steps, procedures, circumstances, and conditions) and attitude factors. Thus, Arabic teaching materials are Arabic language subject matter which is a combination of knowledge, skills, and attitude factors, which are systematically arranged so that teachers and students can use them in the process of learning Arabic.[36]

### **Analysis of Students' Learning Interest in Arabic Language Subjects at Mts Manba'ul Huda Sekaran-Balen**

#### 1. Feeling good about learning Arabic

Liking something means having the passion or initiative to do something you like. Students who like or enjoy learning, tend to be happy and excited when the learning process and doing assignments. This is reflected in the absence of boredom when learning and always trying to be present.[37]

To measure students' happiness in learning Arabic, the researcher used three question points, namely the feeling of happiness in Arabic, the absence of boredom in learning Arabic, and students' efforts to always be present in learning Arabic.[38]

Based on the results of students' happiness towards learning Arabic, it can be seen that most students like Arabic with a percentage of 61%. Most students are not bored of learning Arabic with a percentage of 61%. Almost all students strive to attend in Arabic language learning with a percentage of 83%. From these three points, it can be seen that the total score of the questionnaire with an indicator of liking Arabic language learning is 308 out of a maximum score of 450 with a mean value of 103. The average percentage of students' satisfaction indicators for learning Arabic is 68%.

#### 2. Student involvement in Arabic language learning

Student involvement in learning activities is a reflection of students' interest in learning. When students are involved and active in learning, it will have a good effect on the results. Bastian classifies student activities into five classifications, namely visual activities, oral activities, listening activities, movement activities, and writing activities.

Meanwhile, according to Rusli, there are three elements of student involvement, namely behavioral, emotional and cognitive. To measure student involvement in Arabic language learning, the researcher provided three questions related to students' activeness in asking questions to the teacher when they did not understand the material being studied, students' activeness in answering teachers' questions related to the material and students' activeness in discussing with group friends.[39]

Based on the table of the results of the student involvement questionnaire in Arabic learning, it can be seen that the level of student activity to ask questions in Arabic learning gets a percentage score of 77%. The students' activeness in answering teachers' questions in learning Arabic received a percentage score of 60%. The students' activeness in discussing received a percentage score of 89%. The value of the three points shows that the student involvement rate in learning Arabic in the classroom gets a percentage of 75%.

### 3. Interest in learning Arabic

Lesson materials that are interesting to students will be easy to understand and learn, because they foster students' willingness to learn. To measure the interest of junior high school students in learning Arabic, the researcher provided three questions related to the habit of reading textbooks before being taught by the teacher in class, the habit of re-learning the material that the teacher had delivered in class independently, and the habit of students to immediately do the assignments given by the teacher.

Based on the table of the results of the student interest questionnaire in learning Arabic, it can be seen that the level of students' habituation in reading Arabic subject books before being taught by the teacher gets a percentage score of 57%. The habit of students repeating Arabic subject material after being taught by the teacher received a percentage score of 60%. The enthusiasm of students to immediately do their Arabic subject assignments received a percentage score of 75%. Based on these three points, it can be seen that students' interest in Arabic lessons is 64%.

## CONCLUSION

After conducting data processing, it can be found that students' learning interest in Arabic subjects is classified into four, namely like, involvement, interest, and attention, students get an average score of 70% in the "medium" category. The indicator of students' liking for learning Arabic received a score of 68% with the "low" category. The value of each question item is 61% with the "low" category of students. Students' dissatisfaction with learning Arabic is 61% with the "low" category. Almost all students strive to be present in Arabic language learning with a percentage of 83%, the "high" category.

The indicator of student involvement in learning Arabic obtained a score of 75% with the category "moderate:.. The value of each question item is the activeness of students to ask questions in Arabic learning gets a score of 77% with the "medium" category. The students' activeness in answering teachers' questions in learning Arabic received a score of 60% with the "medium" category. The students' activeness in discussing received a score of 89% with the "high" category.

Students' interest in learning Arabic obtained a percentage of 64%. The value of each question item is the level of students' habituation in reading Arabic subject books before being taught, the teacher gets a score of 57% with the "very low" category. The habit of students repeating Arabic subject material after being taught by the teacher got a score of 60% in the "low" category. The enthusiasm of students to immediately do their Arabic subject assignments received a score of 75% with the "medium" category.

Based on these results, the researcher suggests that teachers should make efforts to increase students' learning interest by choosing varied and interesting methods, strategies and media. In addition, providing motivation, appreciation and positive words to students can increase students' interest in learning.

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