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Efforts in improving Arabic and Islamic Learning Motivation at Tbong Khmum Muhammadiyah Education Center

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ABSTRACT

Strong motivation is a factor influencing results, as well as in learning, strong motivation from students will bring maximum results. Students at Tbong Khmum Cambodia Muhammadiyah Education Center still have low motivation in learning Arabic and Islamic sciences. Therefore, this study aims to reveal the steps taken by teachers in improving the motivation to learn Arabic and Islam. The study was carried out with a qualitative approach. To increase Arabic and Islamic learning motivation at the Muhammadiyah Education Center, first, provide an understanding of the importance of Arabic and Islam, second, create and choose learning methods and media, third, complete learning facilities and infrastructure, fourth, provide an assessment. From these four steps, this study recommended that Arabic and Islamic teachers should further maximize efforts to increase the motivation of students so that learning outcomes are expected to be achieved optimally.

Motivation; Arabic learning; method; media

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مستخلص البحث

الدافع القوي هو عامل يؤثر على النتائج ، وكذلك في التعلم ، فإن الدافع القوي من الطلاب سيُجلب أقصى قدر من النتائج. لا يزال لدى الطلاب في مركز تعليم محمدية تيبونج كمبوديا، التعليمي دافع منخفض لتعلم اللغة العربية والعلوم الإسلامية. لذلك تهدف هذه الدراسة إلى الكشف عن الخطوات التي يتخذها المعلمون في تحسين الدافع لتعلم اللغة العربية والإسلام. وقد أجريت الدراسة بنهج نوعي. لزيادة تحفيز تعلم اللغة العربية والعلوم الإسلامية- في مركز محمدية التعليمي، أولاً، توفير فهم لأهمية اللغة العربية والإسلام، وثانياً، إنشاء واختيار أساليب التعلم والإعلام، ثالثاً، مرافق التعلم الكامل والبنية التحتية، رابعاً، تقديم تقييم. من هذه الخطوات الأربع، أوصت هذه الدراسة بأن يقوم المعلمون اللغة العربية والعلوم الإسلامية بزيادة الجهود لزيادة تحفيز الطلاب بحيث يتوقع تحقيق نتائج التعلم على النحو الأمثل.

تحريث؛ تعلم اللغة العربية والعلوم الإسلامية؛ الوسائل؛ الطريقة

كلمات أساسية

INTRODUCTION

To achieve learning objectives, there are varying influencing factors, one of which is learning motivation. Learning motivation can be understood as something to move students so that it creates a desire to learn. Through the desire, the goals set can be achieved (Lestari, 2020; Rafiola et al., 2020). Experts stated that learning motivation is divided into two types, namely intrinsic motivation and extrinsic motivation (Oletić & Ilić, 2006; Lepper et al., 2012; Adamma et al., 2018). Intrinsic motivation is the movement arising from within students to learn something in order to achieve the goals set (Thohir, 2017; Gopalan et al., 2017). Meanwhile, extrinsic motivation is an impulse arising in students caused by things around them (Anjomshoa et al., 2015; Al-Haj, 2020).

The existence of motivation in each student is an important part so that learning objectives will be faster, easier and maximal. In line with that, at the Tbong Khmum Cambodia Muhammadiyah Education Center, the motivation of students in learning Arabic and Islam is still very low. Therefore, a study was conducted to reveal the steps and efforts made by the teachers in increasing Arabic and Islamic learning motivation.

Many studies related to increasing learning motivation have been carried out by academics and education observers, however, studies related to objects still have the opportunity to be investigated because there is still a lot of untouched space. Nurmadiyah et al conducted a study on the muhadharah method and its relationship to increased motivation to learn Arabic (Nurmadiyah et al., 2019). Naska conducted a study on different aspects, namely the motivation of Muslims to study Arabic based on religious factors (Naska, 2017). Ritonga et al confirmed that the use of media relevant to the lives of students will be able to increase the motivation of students in Arabic learning so it is recommended to use technology as Arabic learning media in the technology era (Ritonga et al., 2016).

Susanti et al conducted a study related to the use of media and its effect on motivation such as PowerPoint, where students were more motivated to learn Arabic by using PowerPoint as a medium compared to traditional media (Susanti et al., 2020). Aladdin conducted a study on Arabic learning motivation for non-Muslims showing that the majority of respondents have the motivation to learn Arabic due to academic needs (Aladdin, 2010). Asbulah et al conducted a study on Arabic learning motivation that the religious aspect is more dominant in Arabic learning motivation (Asbulah et al., 2019). Good management is the most important part of efforts to improve Arabic learning motivation. With good management, the motivation of students and language skills will increase (Fauzi & Anindita, 2021). Ajape et al (Ajape et al., 2015) conducted a study on motivation of students in Arabic learning, so that Arabic learning motivation is closely related to the art of learning used.

Several studies described above help this study both in terms of theory and in terms of methodology. However, in terms of content, some of the studies above have significant differences from the studies conducted. The difference is also based on the differences in the problems found in the study. Therefore, this study focused on answering study

questions, namely efforts made by teachers in improving the motivation to learn Arabic and Islam at Tbong Khmum Muhammadiyah Education Center.

METHOD

This study was carried out with a qualitative approach because the data were analyzed were the views and opinions of the informants as well as the facts found at the study location (Aspers & Corte, 2019; Royadi et al., 2019). Therefore, the qualitative approach was considered the right choice. Data were collected from Arabic and Islamic teachers at Tbong Khmum Muhammadiyah Education Center and students were selected purposively (Tongco, 2007; Palys, 2008; Palinkas et al., 2015). The technique was chosen by considering the communication skills, level of knowledge, and data needed.

Data were collected by observation, interviews, and documentation studies. This study used non-participatory observation, due to the limited time for researchers to be directly involved with the activities of informants at the study location. This study observed the activities and routines of the informants at the study location. This study used unstructured interviews because the informants were given the freedom to reveal known about the purpose of the study. Meanwhile, a documentation study was used to obtain data from documents. The information in the documents was analyzed according to the purpose of the study. The data were analyzed as befits a qualitative analysis.

RESULTS&DISCUSSION

Based on observations, interviews, and documentation studies, Arabic and Islamic teachers at the Tbong Khmum Cambodia Muhammadiyah Education Center made efforts to increase the motivation of students through various steps. However, the motivation of students in learning Arabic and Islam was still at a low level. The following can describe the motivation of students in learning Arabic and Islam as shown in diagram 1 below:



Diagram 1. Motivation of Students in Learning Arabic and Islam

The motivation of students can be measured from six indicators as revealed in diagram 1 above, namely attention to explanations of teachers, attention to explanations of Arabic and Islamic lessons, enthusiasm level of students in following lessons, attitudes and behavior in the learning process, remembering lessons and repeating them, and to understand the lesson.

Based on the explanation above, the observation on the motivation of students in learning Arabic and Islam at Tbong Khmum Cambodia Muhammadiyah Education Center was not at a good level. This statement is based on data that of the six indicators, motivation is dominated by the unfavorable category. Han and Yin explained that students have high motivation in learning as evidenced by their attention to the explanations of the teachers (Han & Yin, 2016). Daud et al also stated that every student who has high motivation can be seen from the attention to the lesson (Daud et al., 2020).

The motivation of students in learning languages can also be known based on their enthusiasm for participating in lessons (Lamb, 2017). Students who do not show attitudes and behavior in the learning process also prove that motivation is very low (Oroujlou & Vahedi, 2011; Claver et al., 2020; Ritonga et al., 2022; Syafnan et al., 2022). Students recalling and repeating subject matter also proves that they are highly motivated (Zimmerman, 2008). Students who have high motivation are also marked by the activeness of asking questions in the learning process (Saeed & Zyngier, 2012), because of the willingness to prove the urge to know.

Based on data and discussions with several expert opinions, students at Tbong Khmum Cambodia Muhammadiyah Education Center do not yet have high motivation in learning Arabic and Islam . On the one hand, this reality is caused by the lack of strong encouragement from parents, even though as emphasized by academics based on the results of the study, the motivation of students can be increased by the active role of parents (Elvina et al., 2021). Thus, increasing the motivation of students to learn Arabic and Islam can be performed by involving various parties.

In line with the description above, researchers can then describe data related to the efforts or steps taken by the teachers in improving Arabic and Islamic learning motivation at Tbong Khmum Cambodia Muhammadiyah Education Center. The efforts are in the table below

Table 1. Efforts to Increase Motivation in Learning Arabic and Islam

No	Effort	Indicator
1	Strengthening understanding on Arabic and Islamic skills	<ul style="list-style-type: none"> - Arabic teachers explain Arabic learning objectives for each lesson - Arabic teachers strengthen the relationship between Arabic and Islam - Strengthening understanding of the importance of Arabic through the distribution of flyers in the educational environment - Relating various facts in the educational environment to the concept of Islamic teachings
2	Media creation and	<ul style="list-style-type: none"> - Teachers seek media according to the topic of

	method selection	learning - The learning media used to consist of audio and audio visual - Teachers are given training for the selection and use of appropriate methods - The methods used by teachers vary greatly
3	Fulfillment of facilities and infrastructure	- Facilities and infrastructure are added according to the request of Arabic teachers - Provision of a special computer for learning Arabic - The environment is designed with things supporting the realization of quality learning
4	Objective assessment	- Assessment is carried out during the learning process - Assessment is performed at the end of the semester - Assessment instruments include oral and written

Based on table 1, efforts were made by teachers to increase Arabic and Islamic learning motivation by strengthening their understanding of the importance of Arabic and Islam. This effort is carried out by explaining to each student the importance of Arabic at the beginning of each lesson. This is important because understanding the importance of Arabic can have an impact on their positive perception of Arabic. Haron also explained that positive perceptions related to Arabic can make it easier for students to have skills (Haron, 2012). In addition, Arabic and Islamic teachers at Muhammadiyah Education Center are also very intense in providing reinforcement for students to understand how the relationship between Islam and Arabic is.

The efforts made by teachers as above are important to continue to be developed, considering that experts and observers related to Arabic education also always provide views regarding the strong relationship between Islam and Arabic (Beeston, 2006; Haque, 2020; Ritonga et al., 2020; Ritonga et al., 2021). According to the teachers at the Muhammadiyah Education Center, understanding the relationship between Arabic and Islam is necessary because when they study Arabic at the same time, they also gain an understanding of Islam. Another effort made by teachers is to distribute flyers and wise words in the education environment is based on the expression: *تعلمو العربية فإنها جزء من دينكم* (Learn Arabic because Arabic is part of your religion). Other data found that the efforts made by teachers in strengthening the understanding of the importance of Arabic were by linking various facts in the educational environment with the concept of Islamic teachings.

To increase the motivation of students in learning Arabic and Islam at the Muhammadiyah Education Center in Tbong Khmum Cambodia, teachers also choose and use the right media and methods. Steps taken by teachers for this are to seek conformity or harmony between the media and learning methods with the material being taught. This effort is in line with the opinions of experts as well as the results of the study which were confirmed by the researchers with the statement that learning media in accordance with the material will improve learning outcomes (Dewi et al., 2018; Albantani, 2019; Khaira, 2021). The results of other studies support the findings of this study, namely that learning

methods relevant to learning materials can improve learning motivation and outcome of students (Aprianto et al., 2020; Lin et al., 2017; Kintu et al., 2017).

To support the efforts of teachers in selecting and using media and learning methods, the head of Muhammadiyah Education Center provides a special time allocation to train teachers. From the information, it is known that Arabic and Islamic teachers as well as teachers in other fields of study were given special training in the selection and skills of using media and learning methods. The results of interviews with informants obtained data that this must be performed because the motivation of students must be increased from time to time. From the results of the training held at the Muhammadiyah Education Center, it can be seen that the creativity of teachers in choosing and using media and learning methods has increased. This statement is based on the use of various methods in the learning process.

Another effort made by teachers and heads of Muhammadiyah education centers in increasing the motivation of students to study Arabic and Islam is by equipping facilities and infrastructure. This is evident from the previous condition that this institution does not have adequate facilities. Until now, there have been representative facilities.



Figure 1. Condition of Muhammadiyah Education Center Before Study (Sumber: <https://suaramuhammadiyah.id/2020/03/20/muhammadiyah-kamboja-semangat-dakwah-tanpa-henti/>)

At Muhammadiyah Education Center at the time of the study, it was known that there were additional representative facilities and infrastructure. This is evidenced by the availability of study rooms for students, the availability of offices for managers and teachers, places of worship, and other infrastructure. This is a very significant development. The development of the Muhammadiyah Education Center is part of an effort that cannot be separated from increasing the motivation of students.

The views above are in line with the opinions of experts revealing that the provision of facilities and infrastructure for educational institutions can improve the quality

and quantity of students (Aminah et al., 2021; Chepkonga, 2017; Barrett et al., 2019). The opinions of the experts and the findings of the researchers above are in line with the conclusions of education observers revealing that the condition of the educational environment has an impact on motivation and learning outcomes (Mulang, 2021; Li et al., 2020), this reality cannot be denied considering that the choice of educational institutions for students cannot be separated from the condition of the facilities and infrastructure they have.

Another effort was made by teachers in increasing Arabic learning motivation at Muhammadiyah Education Center in the form of conducting evaluations. This step contributes enough to increasing the motivation of students. Data obtained from informants is known that when getting evaluation results both on a daily and semester basis it becomes a valuable lesson to improve learning methods. Another informant also revealed that the evaluation results were obtained and then tried to get better in the future. The provision of motivation through evaluation has been carried out by many others because sometimes the results of the evaluation are accompanied by rewards to students (Panesar-Aguilar & Aguilar, 2017; Forson et al., 2021).

From the results of the study described above, it can be emphasized that the teachers at Muhammadiyah Education Center have made various efforts to increase the motivation of students to study Arabic and Islamic teachings. Some of the efforts made are different from the efforts made by other educators in different places. However, there are significant differences both in terms of the form and steps are taken as well as the condition of the educational institutions being managed.

CONCLUSIONS

The motivation of students in learning Arabic and Islamic teachings at Tbong Khmum Muhammadiyah Education Center was in a low category, so the learning outcomes of Arabic and Islam are not as expected. Therefore, the teachers in these educational institutions make efforts to increase the motivation of students to be more enthusiastic in learning Arabic and Islam. Efforts made by teachers are to strengthen the understanding of the importance of Arabic and Islamic knowledge, selection and use of appropriate media and methods according to learning materials, fulfillment of facilities and infrastructure, and conducting evaluations.

Therefore, other researchers can develop and expand studies in the future so that information and data found can be more complex. Findings on other aspects are needed to provide input to the management at Muhammadiyah Education Center in the future.

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