

INCREASING INTEREST IN LEARNING ARABIC WITH INTERACTIVE AND CONTEXTUAL METHODS

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Abstract :

This research aims to increase interest in learning Arabic through the application of interactive and contextual methods that are relevant to the needs of students. High interest in learning is an important factor in the success of learning Arabic, especially in the midst of the challenge of low learning motivation among students. Interactive methods, such as group discussions and educational games, as well as contextual methods that connect the subject matter with daily life situations, are expected to increase students' participation and understanding. The research used a qualitative approach with a classroom action research design. Data was collected through direct observation, interviews with students and teachers, and questionnaires to measure the level of interest in learning before and after the application of this method. The data analysis technique involved the description and interpretation of the results of the action to determine the impact of the method used. The results showed that interactive and contextual methods significantly increased students' interest in learning Arabic. Students became more active in learning, showed more enthusiasm, and were able to apply vocabulary and grammar in relevant contexts. Teachers also noted an increase in students' understanding and skills in using Arabic. The implication of this research confirms that the application of interactive and contextual methods can be an effective solution to increase interest in learning Arabic. The contribution of this research provides guidance for educators to adopt more innovative approaches, so that Arabic language learning is not only academically relevant but also interesting and fun for students.

Keywords : Learning Interest, Method, Interactive, Contextual

Abstrak :

Penelitian ini bertujuan untuk meningkatkan minat belajar bahasa Arab melalui penerapan metode interaktif dan kontekstual yang relevan dengan kebutuhan siswa. Minat belajar yang tinggi merupakan faktor penting dalam keberhasilan pembelajaran bahasa Arab, terutama di tengah tantangan rendahnya motivasi belajar di kalangan siswa. Metode interaktif, seperti diskusi kelompok dan permainan edukatif, serta metode kontekstual yang mengaitkan materi pelajaran dengan situasi kehidupan sehari-hari, diharapkan dapat meningkatkan partisipasi dan pemahaman siswa. Penelitian ini menggunakan pendekatan kualitatif dengan desain penelitian tindakan kelas. Data dikumpulkan melalui observasi langsung, wawancara dengan siswa dan guru, serta kuesioner untuk mengukur tingkat minat belajar sebelum dan sesudah penerapan metode ini. Teknik analisis data yang digunakan adalah deskripsi dan interpretasi hasil tindakan untuk mengetahui dampak dari metode yang digunakan. Hasil penelitian menunjukkan bahwa metode interaktif dan kontekstual secara signifikan meningkatkan minat siswa dalam belajar bahasa Arab. Siswa menjadi lebih aktif dalam pembelajaran, menunjukkan antusiasme yang lebih tinggi, dan mampu menerapkan kosakata dan tata bahasa dalam konteks yang relevan. Para guru juga mencatat adanya peningkatan pemahaman dan keterampilan siswa dalam menggunakan bahasa Arab. Implikasi dari penelitian ini menegaskan bahwa penerapan metode interaktif dan kontekstual dapat menjadi solusi yang efektif untuk

meningkatkan minat belajar bahasa Arab. Kontribusi penelitian ini memberikan panduan bagi para pendidik untuk mengadopsi pendekatan yang lebih inovatif, sehingga pembelajaran bahasa Arab tidak hanya relevan secara akademis tetapi juga menarik dan menyenangkan bagi siswa.

Kata Kunci: Minat Belajar, Metode, Interaktif, Kontekstual

INTRODUCTION

Arabic is one of the international languages that has an important role in various aspects, ranging from religion, culture, to science. As the main language in the holy Qur'an, Arabic has a special position among Muslims, including in Indonesia. In addition, Arabic is also a bridge of communication across countries, especially in the Middle Eastern world, so mastery of Arabic can open up extensive academic and professional opportunities. However, despite its strategic value, interest in learning Arabic among students is often low (AH et al., 2019).

The low interest in learning Arabic is one of the big challenges in the world of education. Many students find Arabic difficult to learn, both in terms of grammar, vocabulary, and pronunciation. In addition, monotonous learning methods that are less relevant to everyday life are often a contributing factor to students' low motivation to learn Arabic. This condition shows the need for a more innovative approach in the learning process to increase students' interest in learning Arabic (Susanti et al., 2020).

A number of previous studies have been conducted to address this issue. For example, research that carries technology-based learning methods such as e-learning and the use of language applications has shown quite positive results. Other studies have focused on communicative approaches that emphasize the use of Arabic in daily conversation. Nonetheless, many of these approaches have not considered in depth the aspect of students' interaction in learning as well as the relevance of the material to their life context (Ariyanti & Syarifah, 2021).

One of the gaps found from previous research is the lack of integration between interactive and contextual learning methods. Interactive methods allow students to be actively involved in the learning process, while contextual

methods help students understand the material by connecting it to real situations they face daily. This research aims to fill the gap by combining both methods to effectively increase interest in learning Arabic (Hijrah & Amran, 2022).

This topic is important to investigate because low interest in learning not only affects students' academic results but also hinders them in understanding Arabic as an important part of their cultural and religious identity. By developing interesting and relevant learning methods, it is hoped that students can be more motivated to learn Arabic, so that they not only master the language but also understand the values contained in it (Khairanis & Aldi, 2024).

The literature review shows that interactive methods such as group discussions, educational games and simulations have been proven effective in increasing students' engagement in learning. Meanwhile, the contextual approach, which connects learning materials with students' real-life experiences, can increase students' relevance and understanding of the materials taught. These two approaches have great potential if applied simultaneously in Arabic language learning (Aldi et al., 2023).

Conceptually, interest in learning can be defined as a strong desire from students to engage in the learning process. Learning interest is not only influenced by students' internal factors, such as motivation and attitude, but also by external factors, such as teaching methods and learning environment. In this context, interactive and contextual methods are expected to be variables that positively influence students' interest in learning (Schiefele, 1991).

Theoretical support for this research can be found in constructivist learning theory which emphasizes the importance of students' active involvement in the learning process. This theory also highlights the need to link learning materials with students' real-life experiences in order to make learning more meaningful. In addition, learning motivation theory suggests that students' interest can increase when they feel that the material being studied is relevant to their needs and interests (Thoits, 1982).

An analysis of previous research reveals that although many innovative

approaches have been tried, no study has specifically examined the impact of a combination of interactive and contextual methods on interest in learning Arabic. Most studies focus only on one of the methods or a particular aspect without considering the integration between the two. This suggests that further research is needed to explore the potential of combining the two methods (Poot, 2014).

This research aims to: (1) interactive and contextual methods can increase interest in learning Arabic (2) the implementation of these methods can be done in the context of Arabic learning at school (3) the challenges faced in the application of these methods, and how to solve them.

Through this research, it is expected to find an Arabic learning model that is not only effective in increasing interest in learning but also relevant to the needs of students. Thus, this research not only provides a practical contribution in the development of learning methods but also a theoretical contribution in the study of language education (Retnawati et al., 2020).

The results of this research are expected to benefit various parties, including teachers, students and curriculum developers. Teachers can use the results of this study as a guide to design more interesting and relevant learning, while students can experience a more enjoyable and meaningful learning experience. For curriculum developers, this research can be a reference to design an Arabic curriculum that is more in line with the needs and challenges in the field.

With this integrative approach, this research seeks to address the challenges in Arabic language learning, while contributing to the development of a more inclusive and innovative education. It also opens up opportunities for further exploration in the development of other language learning methods in the future.

RESEARCH METHOD

This research used a qualitative approach with a classroom action research design. This design was chosen because it allows researchers to identify problems

directly in the learning environment, implement corrective actions, and evaluate the results systematically. Classroom action research also provides flexibility in developing interactive and contextual methods that are relevant to the needs of students in the classroom (Mertler, 2009).

The research population was junior high school students who studied Arabic as a compulsory subject. The research sample was taken by purposive sampling, which selected students who showed a low level of interest in learning based on initial observations and questionnaire results. In addition to students, Arabic teachers were also involved as participants to provide views and evaluation of the implementation of the method used (MacDonald, 2012).

Data collection techniques in this research include observation, interview, and questionnaire. Observation was conducted to monitor students' involvement during the learning process using interactive and contextual methods. Interviews were conducted with students and teachers to explore their experiences and views regarding the applied learning methods. Questionnaires were used to measure changes in students' interest in learning before and after the implementation of the method (Sax & Fisher, 2001).

Data analysis was conducted through descriptive analysis techniques with a qualitative approach. Data obtained from observations, interviews, and questionnaires were processed to identify patterns, themes, and significant changes related to students' interest in learning. Data validity was ensured through data source triangulation, which compares results from various data collection techniques to ensure consistency of findings. The results of the analysis were then used to evaluate the effectiveness of interactive and contextual methods in increasing students' interest in learning Arabic (Nassaji, 2015).

FINDINGS AND DISCUSSION

Increased Student Learning Interest

The application of interactive and contextual methods significantly increased students' interest in learning Arabic. This can be seen from the

increased participation of students during learning, the high level of attendance, and the positive feedback given by students to the teaching methods (Sung et al., 2022).

Interactive methods allow students to be directly involved in the learning process, either through group discussions, question and answer, or educational game-based activities. These activities motivate students to contribute more actively compared to traditional teaching methods. Students' active participation not only creates a dynamic learning atmosphere, but also encourages students to understand the material in a more in-depth and applicable way (Kennewell et al., 2008).

Student attendance is an important indicator in measuring the effectiveness of learning methods. The data shows that the use of interactive and contextual methods contributed to the increase in student attendance. Students feel more enthusiastic to participate in learning because they feel that learning activities become more relevant and fun. This shows that the method is able to create sustained interest.

This method is very effective. Students become more enthusiastic and active during learning. They don't just sit listening, but are directly involved in discussions, games or simulations. This makes it easier for them to understand the material and not get bored in class. there is a significant improvement. Previously, there were some students who tended to be passive or lazy. But now, almost all students participate, even those who are usually quiet. I think, this method really motivates them. The challenge is how to design appropriate and interesting materials for this method. Sometimes, I need extra time to prepare learning media or adjust the activities to the curriculum. In addition, not all schools have adequate facilities, such as projectors or internet access, to support this method (Interview, Hauza 2024).

From the interview above, we can draw a common thread that interactive and contextual methods have a significant positive impact on Arabic language learning. It has increased students' participation and attendance in class, as well

as making learning more interesting and relevant to daily life. Nonetheless, challenges such as limited facilities and the need for extra time for material preparation are obstacles that need to be overcome. Therefore, teacher training and curriculum flexibility are essential to support the success of wider implementation of this method.

Feedback from students is one of the main sources to evaluate the effectiveness of learning methods. In this study, students gave positive responses to the applied approaches. They felt that the interactive method helped them understand Arabic more easily, while the contextual approach made the material feel closer to their daily lives.

The contextual approach provides students with learning experiences that are relevant to their lives, such as connecting Arabic learning to social situations, culture, or worship practices. This relevance not only increases students' interest in Arabic, but also strengthens their sense of the importance of mastering this language as part of their Islamic identity.

Active participation in learning activities also promotes increased student confidence. Students feel more comfortable to express themselves in Arabic, both orally and in writing. This confidence is an important asset in building better language competence in the future.

The implementation of interactive and contextual methods often involves the use of various learning media, such as videos, images and simulations. These media provide visual and auditory appeal that increases student interest, especially those with visual and kinesthetic learning styles. The use of media also allows learning to be more flexible and in line with students' needs (Etyarisky & Marsigit, 2022).

Interactive and contextual methods require materials that are more flexible and relevant to students' lives. Therefore, the existing curriculum needs to be adjusted to accommodate this approach. This adjustment can be done by involving education and Arabic language experts to design materials that are more applicable and integrated.

The application of interactive and contextual methods not only increases interest in learning Arabic, but also contributes significantly to the development of education as a whole. This method can be used as a learning model for other subjects that require similar approaches, thus creating a generation of students who are more creative, confident and ready to face global challenges.

Relevance and Student Engagement

The contextual approach that connects learning materials with students' real life helps to increase students' relevance and understanding of Arabic. Interactive methods such as group discussions and educational games also succeeded in creating a more dynamic and fun learning atmosphere (Satriani et al., 2012).

Adjustment of curriculum materials demands flexibility that allows teachers to adapt learning to student needs. Flexible materials will facilitate the integration of interactive and contextual methods in various conditions. For example, materials that focus on everyday conversations in Arabic can be designed to reflect students' social context, making them easier to understand and apply (Brink et al., 2021).

The main challenge is how to create materials that are relevant to the needs of diverse students while still conforming to national curriculum standards. In addition, limited resources in some areas are also an obstacle, especially in terms of access to technology and additional materials. Local culture plays a very important role. When materials reflect students' cultural context, learning becomes more meaningful. For example, the use of folklore or Islamic traditions of the archipelago in Arabic learning can strengthen students' connection to the material. Technology is very helpful in creating a more interactive learning experience. With technology, we can provide conversation simulations, learning videos, or digital quizzes that make students more motivated. However, it must be remembered that technology is just a tool, so its use must still be purposeful and support the learning objectives (Interview, Fauzi 2024).

From the interviews above, it can be drawn that the main challenge in developing learning materials is to create materials that are relevant to the needs of diverse students, while still meeting national curriculum standards. Limited resources, especially access to technology and additional materials, are an obstacle in some areas. Local culture plays an important role, as materials that reflect students' cultural context can make learning more meaningful. The use of technology, such as conversation simulations, learning videos and digital quizzes, can increase interactivity and student motivation, although its use should be purposeful and support learning objectives.

In the curriculum adjustment process, collaboration between teachers and education experts is essential. Teachers as implementers in the field have practical insights into student needs, while education experts can provide theoretical guidance to develop relevant and research-based materials. With this collaboration, learning materials can be designed to meet practical and scientific needs simultaneously.

Relevant curriculum materials should also reflect local culture, especially in Arabic language learning in Indonesia. The integration of local culture, such as idioms, folklore, or Indonesian Islamic traditions, will make students feel more connected to the material being taught. This approach not only enriches the learning experience, but also strengthens students' cultural identity.

Technology becomes an important tool in developing interactive and contextualized learning materials. Digital platforms, apps or learning videos can be designed to support more engaging Arabic language learning. Technology also allows access to additional materials that enrich students' learning experience, especially in resource-constrained areas.

The materials designed should go through a regular evaluation process to ensure their relevance and effectiveness. This evaluation involves feedback from teachers and students, as well as observations of learning outcomes. If deficiencies are found, the materials can be improved or adapted to evolving needs.

Effective curriculum adjustment requires the involvement of various stakeholders, including the government, schools, parents and the rest of the education community. Support from these parties is essential to ensure that the adjustment process runs smoothly and that the materials are aligned with national learning objectives (Oliver & Hyun, 2011).

With flexible and relevant materials, learning Arabic can become more interesting and effective. Students not only gain linguistic understanding, but are also motivated to continue learning. This curriculum adjustment is expected to create a generation of students who not only master Arabic, but also have cultural insights and relevant 21st century skills.

Teacher Support and Implementation Challenges

In an effort to increase interest in learning Arabic among students, the role of the teacher is crucial. Teachers do not only function as material deliverers, but also as facilitators who can create an interesting and interactive learning atmosphere. Interactive methods, such as the use of technology, conversation simulations, or digital quizzes, provide space for students to be more active in the learning process. With an approach that is fun and involves direct participation, students will feel more motivated and interested in exploring the language (Juryatina & Amrin, 2021).

However, while interactive methods are proven to be effective, teacher support is a critical success factor. Teachers who are skilled in utilizing technology and various learning media can optimize the potential of this method. In this case, teacher training is essential to ensure they have adequate skills in using tools that are relevant to the curriculum and students' needs. Professional development for teachers can also improve their ability to create materials that are contextual and relevant to students' lives, making learning more meaningful.

In addition, the biggest challenge in implementing interactive and contextual methods is limited resources. In some areas, access to technology and supplementary learning materials is very limited. Schools located in remote areas may face difficulties in providing adequate devices to support these methods.

While technology can improve the quality of learning, the use of these tools still requires strong support from various parties, including the government and educational institutions to ensure the availability of sufficient resources.

I think the role of the teacher in this case is very important. The teacher is not only a material deliverer, but also a motivator who is able to create an interesting and fun learning atmosphere. With interactive methods, such as conversation simulations or digital quizzes, students are not just listening, but they are directly involved in the learning process. This makes them more interested and stimulated to continue learning. The biggest challenge is the availability of adequate technology. In some areas, access to devices and internet that support technology-based learning is still very limited. Teachers in these areas may find it difficult to use tools that can make learning more interactive, such as conversation simulations or learning videos. This is certainly an obstacle in the effort to optimize interactive methods. Local culture has a very important role. When the material taught is relevant to students' lives and culture, they will feel more connected to the learning. For example, if we use folklore or Islamic traditions of the archipelago as teaching materials, students will more easily understand and feel closer to the material being taught. This makes learning more meaningful and less theoretical (Interview, Ahmad 2024).

From the interview above, we can draw a red thread that the role of teachers is vital in increasing interest in learning Arabic through interactive and contextual methods. Although technology can enrich the learning experience, challenges such as limited resources and teacher training are still an obstacle. The use of locally relevant materials can strengthen students' connection with the material, making it more meaningful. Support from the government and educational institutions in terms of resources and training for teachers is needed so that these methods can be implemented effectively, making learning Arabic more interesting and enjoyable for students.

Another challenge that arises is the diversity of student needs and abilities. Each student has a different background and learning style, so the learning

methods applied must be able to adjust to these conditions. The use of contextual materials that are in accordance with local culture and student interests can be a solution to overcome this challenge. For example, integrating folklore or Islamic traditions of the archipelago in Arabic learning can help students understand the material more easily and feel more connected to the lessons taught (Westwood, 2018).

However, although these methods provide many advantages, it cannot be denied that implementing interactive and contextual methods requires extra time and effort. Teachers have to prepare materials carefully, adjust to students' needs, and use technology wisely to keep learning purposeful and effective. Therefore, it is important to make room for continuous experimentation and evaluation so that these methods can evolve according to the dynamics of learning.

Although the challenges in implementing interactive and contextual methods are considerable, the role of skilled teachers and adequate resource support will determine the success in increasing interest in learning Arabic. With the right approach, which incorporates technology and local cultural contexts, learning Arabic can become more interesting, meaningful and effective for students.

CONCLUSION

This research shows that interactive and contextual methods have a significant positive impact on increasing students' interest in learning Arabic. This method is able to create a more dynamic and interesting learning atmosphere, by increasing student participation, higher attendance, as well as providing positive feedback from students. The use of methods involving group discussions, conversation simulations, and educational games helps students to be more active and motivated in learning.

The main challenge in implementing this method is the limited resources, especially in areas that do not have adequate access to technology. In addition, the time needed to prepare relevant and contextualized learning materials is also

a constraint for teachers. Nonetheless, the use of materials related to local culture, such as folklore or Islamic traditions of the archipelago, can increase students' connection to the material and make it more meaningful.

Support from various parties, such as the government and educational institutions, is needed to overcome these challenges. Continuous teacher training and adjustments to the curriculum to make it more flexible and in line with students' needs will greatly help in expediting the implementation of interactive and contextual methods. With the right approach, learning Arabic can become more interesting and effective, creating a generation of students who are more creative, confident, and ready to face global challenges.

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