



MOTIVATION TO LEARN ARABIC FOR BEGINNER PUPILS AT MAN 4 BANYUWANGI (Implementation of ARCS Model)

Himatul Istiqomah¹, Nurul Murtadho¹, Hanik Mahliatussikah¹

¹Universitas Negeri Malang
himastiq@gmail.com

Abstract

Arabic has an important role as the official international language. Besides, Arabic has become a sacred language for Muslims. Because most of the Islamic religious rituals involve Arabic. The text of the holy book of Muslims (al-Qur'an) also uses Arabic. However, there are still many Muslim pupils with inadequate Arabic language skills. Through qualitative research with this documentation technique, the researcher aims to measure the motivation to learn Arabic in beginner pupils at MAN 4 Banyuwangi 2020, which is focused on reading al-Qur'an skills. The instrument used was the Cunningsworth perspective ARCS model motivation questionnaire. The results of this study indicate that the beginner pupils at MAN 4 Banyuwangi 2020 who have high category learning motivation in the Arabic language are more than those who have low category learning motivation in the Arabic language.

Keywords: Learning Motivation, ARCS Model, Beginner Pupils, and MAN 4 Banyuwangi.

Abstrak

Bahasa Arab memiliki peran penting sebagai bahasa resmi Internasional. Di samping itu, bahasa Arab mejadi bahasa yang sacral bagi umat Islam. Karena, sebagian besar ritual keagamaan Islam melibatkan bahasa Arab. Bahkan, teks kitab suci umat Islam (al-Qur'an) pun menggunakan bahasa Arab. Meskipun demikian, masih banyak dijumpai para pelajar muslim dengan keterampilan berbahasa Arab yang kurang memadai. Melalui penelitian kualitatif dengan teknik dokumentasi ini, peneliti bertujuan untuk mengukur motivasi belajar bahasa Arab pada pelajar pemula di MAN 4 Banyuwangi 2020, yang difokuskan pada keterampilan membaca al-Qur'an. Instrumen yag digunakan adalah kuesioner motivasi model ARCS perspektif Cunningsworth. Hasil penelitian ini menunjukkan bahwa pelajar pemula di MAN 4 Banyuwangi yang memiliki motivasi belajar bahasa Arab yang tinggi lebih banyak daripada yang memiliki motivasi belajar bahasa Arab yang rendah.

Kata Kunci: Motivasi Belajar, Model ARCS, Pelajar Pemula, dan MAN 4 Banyuwangi.

PREFACE

Arabic has been designated as an international language since 1973 by UNESCO (United Nations Educational, Scientific, and Cultural Organization) (JSA-UM, 2016). Since then, the teaching of Arabic as a second language has two main objectives, namely as a manifestation of the language of Islam and as a language of international communication (Al-Rajih, 1995, p. 117). The first focus of the objective is to recognize the words of God that are written in the Qur'an, read, understand, realize, then broadcast its contents.

Based on the results of previous research, it was found that many pupils in several Islamic universities in Indonesia with low reading skills of the Qur'an (Alhamuddin, Hamdani, Tandika, & Adwiyah, 2018, p. 96; Otaya, Anwar, & Husain,

2019, pp. 78–79). This means that learning to read the Qur'an is still incomplete at the high school level (SMA/MA). The al-Qur'an literacy index of high school pupils at the national level in 2016 was in the medium category (Bas/Wan, 2017). It was found that many high school pupils were not skilled at reading the Qur'an correctly and fluently (Supriyadi & Julia, 2019, p. 312).

A similar case also occurred in MAN 4 Banyuwangi. So, there are additional classes implemented to improve the skills of reading the Qur'an for beginners who are shaded by the religious field. Previously, the program was called matriculation. However, this year the name was changed to the ATQ program (*Al-'Arabiyah li Ta'allum al-Qur'an*) which was implemented using the textbook *Himmat: Modifications of Basic Learning to Recognize the Qur'an*.

As for teaching Al-Qur'an reading skills, the first and foremost step is to build motivation by the teacher to pupils. Teachers don't motivate pupils. What the teacher can do is create a condition or environment that can stimulate pupils to be motivated to learn (Wongwiwatthanakit, 2000). To make it happen, one thing that teachers can do is to apply the ARCS (Attention, Relevance, Confidence, and Satisfaction) model of motivation theory developed by Keller (1987). This model is effective in increasing learning motivation (Wahyudi, Joyoatmojo, & Sawiji, 2017), student performance, and attitudes (M.Keller, 1987; Visser & Keller, 1990).

Based on the explanation above, this study aims to measure the motivation to learn the Arabic language which focuses on the reading skills of the al-Qur'an for beginner pupils in MAN 4 Banyuwangi. The results of this study are useful as a basis before improving the reading skills of the al-Qur'an in beginner pupils at MAN 4 Banyuwangi through the ATQ program with the *Himmat* book.

TEACHING THE READING SKILLS OF THE QUR'AN

The first and foremost step for teaching reading skills of the Qur'an is building motivation by the teacher to pupils (Arsyad & Salahudin, 2018, p. 180).

Furthermore, teaching the reading skills of the Qur'an is closely related to phonology. The aspects that are assessed in teaching the reading skills of the Qur'an are more directed at applied linguistic studies that focus on phonology (Beddu, 2018, pp. 44–46). The teacher introduces the Arabic letters or hijaiyah letters, not only about the different shapes but also the way each letter is pronounced based on its nature and meaning (Musta'in, 2018, p. 255).

Then, teaching moves to the next level, which is about the application of the science of tajwid in the Qur'an, starting from the long-short pronunciation of letters or words, the law of *nun sukun* and *tanwin*, the law of *mim sukun*, the law of *qalqalah*, the law of *mad*, etc. Then pupils are introduced to the application of *Gharib* rules, which are strange readings that are included in the exceptions of the rules of *tajwid* (Istiqomah, 2019).

LEARNING MOTIVATION OF READING SKILLS OF THE QUR'AN

Broadly speaking, the factors that influence second language acquisition are external and internal. External factors include environmental and instrumental conditions. Meanwhile, internal factors include physiological and psychological conditions. Included in psychological conditions, namely: interests, talents, intelligence, cognitive abilities, and motivation (Djamarah, 2002, p. 143).

According to Mc Donald, motivation is a change in energy in a person's personality which is marked by the emergence of affective and reactions to achieve goals (Kompri, 2016, p. 229). According to Woodworth, motivation is something that can encourage individuals to carry out a series of activities to achieve certain goals (Sanjaya, 2010, p. 250). Wina Sanjaya (2010, p. 249) said that motivation is one of the most important dynamic aspects of the learning process. Often encountered pupils whose performance is low not because of low academic ability, but because of low learning motivation.

In this research, the motivation factor is focused on the learning motivation of the ARCS model developed by Keller (2010, pp. 43–54). If you adapt the model above, the motivation to learn in teaching reading skills of the Qur'an, namely:

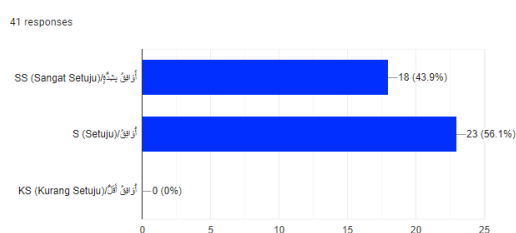
1. *Attention*, which is the interest of pupils in learning basic skills to read the Qur'an.
2. *Relevance*, namely the suitability of learning basic skills to read the Qur'an with the needs of pupils.
3. *Confidence*, which is an increase in student self-confidence by following learning basic skills to read the Qur'an.
4. *Satisfaction*, namely the satisfaction of pupils when they get the opportunity to take part in learning basic skills to read the Qur'an.

METHOD

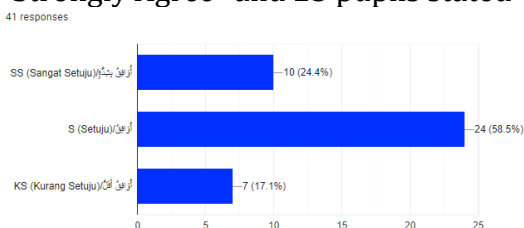
This is a type of descriptive research with a qualitative approach. The data source in this study was a Master Thesis document entitled *Application of the Book Himmati in Improving Basic Skills in Reading the Qur'an for Beginner Pupils in MAN 4 Banyuwangi* at school year 2020/2021. The data collection techniques used were documentation and field observations. The data analysis technique used is the analysis of performance and experience based on case studies.

LEARNING MOTIVATION IN BEGINNING PUPILS IN MAN 4 BANYUWANGI

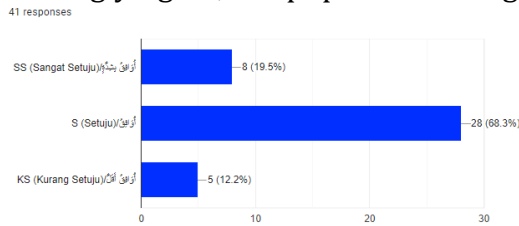
Attention



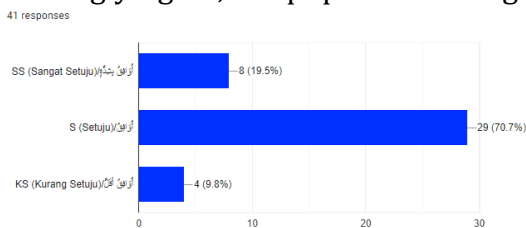
In the first statement, "Learning to read the al-Quran accompanied by a teacher makes me excited (تَعَلُّمُ قِرَاءَةِ الْقُرْآنِ مَعَ إِشْرَافِ الْمُعَلِّمِ يَجْعَلُنِي حَمَّاسَةً)," 18 pupils stated "Strongly Agree" and 23 pupils stated "Agree."



In the second statement, "Learning to read the Qur'an in a different environment attracted me (تَعَلَّمَ قِرَاءَةَ الْقُرْآنِ فِي الْبَيْئَةِ الْمُخْتَلِفَةِ يَجْعَلُنِي رُغْبَةً)," 10 pupils stated "Strongly Agree," 24 pupils stated "Agree," and 7 pupils stated "Disagree."



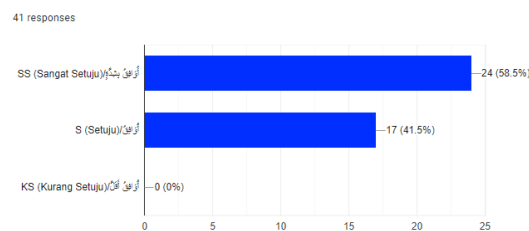
In the third statement, "Learning to read the Koran with a new textbook made me curious (تَعَلَّمَ قِرَاءَةَ الْقُرْآنِ بِاسْتِخْدَامِ الْكِتَابِ التَّعْلِيمِيِّ الْجَدِيدِ يَجْعَلُنِي فَضُولِيًّا)," 8 pupils stated "Strongly Agree," 28 pupils stated "Agree," and 5 pupils stated "Disagree."



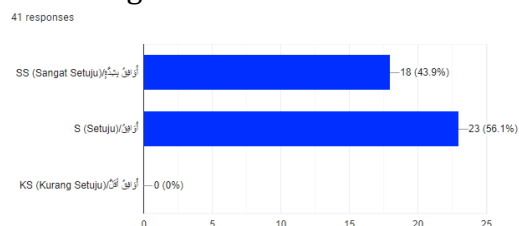
In the fourth statement, "Learning to read the al-Quran accompanied by a teacher makes me excited (تَعَلَّمَ قِرَاءَةَ الْقُرْآنِ مَعَ إِشْرَافِ الْمُعَلِّمِ يَجْعَلُنِي حَمَّاسَةً)," 8 pupils stated "Strongly Agree," 29 pupils stated "Agree," and 4 pupils stated "Disagree."

Based on the description above, generally, the percentage of pupils who stated "Strongly Agree" was 26.8%, who said "Agree" was 63.4%, and who said "Disagree" was 9.8%. If judged by numbers, a total of 22 pupils had a mean score between 1.0-2.0 and 19 pupils had a mean score between 2.1-3.0. So, the beginner pupils in MAN 4 Banyuwangi who have high learning motivation in reading the Qur'an are less than those in the low category.

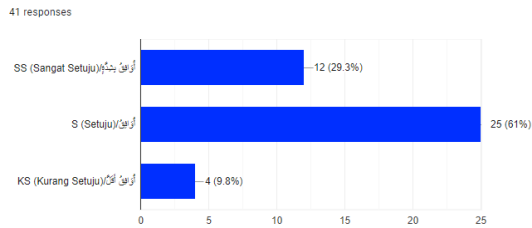
Relevance



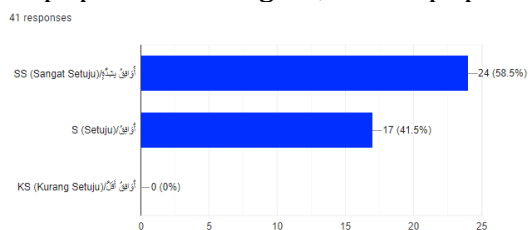
In the first statement, "The purpose of learning to read the Qur'an is very clear (هَدَفُ تَعَلُّمِ قِرَاءَةِ الْقُرْآنِ وَضِيحٌ جَدًّا)," 24 pupils stated "Strongly Agree" and 17 pupils stated "Agree."



In the second statement, "Learning to read the Qur'an is related to my life experiences (تَعَلُّمُ قِرَاءَةِ الْقُرْآنِ مُتَعَلِّقٌ بِخَبْرَتِي الْحَيَوِيَّةِ)," 18 pupils stated "Strongly Agree" and 23 pupils stated "Agree."



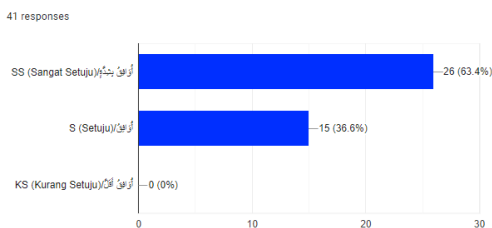
In the third statement, "Learning to read the Qur'an is related to my academic achievement (تَعَلُّمُ قِرَاءَةِ الْقُرْآنِ مُتَعَلِّقٌ بِإِنْجَازِي الْأَكَادِمِيِّ)," 12 pupils stated "Strongly Agree," 25 pupils stated "Agree," and 4 pupils stated "Disagree."



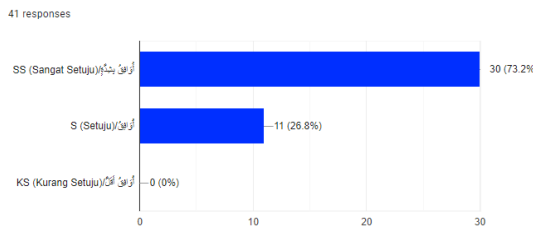
In the fourth statement, "Learning to read the Qur'an is related to my future (تَعَلُّمُ قِرَاءَةِ الْقُرْآنِ مُتَعَلِّقٌ بِمُسْتَقْبَلِي)," 24 pupils stated "Strongly Agree" and 17 pupils stated "Agree."

Based on the description above, generally, the percentage of pupils who stated "Strongly Agree" was 47.6%, who said "Agree" was 50%, and who said "Disagreed" was 2.4%. If judged by numbers, a total of 12 pupils had a mean score between 1.0-2.0 and 29 pupils had a mean score between 2.1-3.0. So, the beginner pupils in MAN 4 Banyuwangi who have high learning motivation in reading the Qur'an are more than those in the low category.

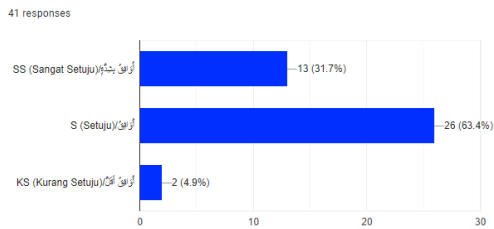
Confidence



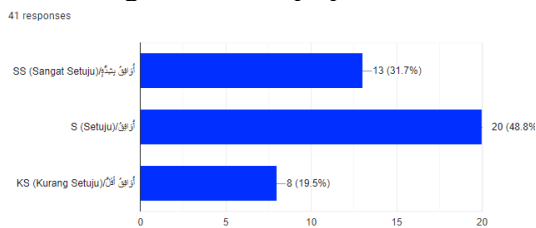
In the first statement, "I have the confidence to succeed in learning to read the Qur'an (أَتَيَقَّنُ لِأَنَّ أَنْجَحَ فِي تَعَلُّمِ قِرَاءَةِ الْقُرْآنِ)," 26 pupils stated "Strongly Agree" and 15 pupils stated "Agree."



In the second statement, "I can read the Qur'an well if I study hard (**إِنْ أَتَعَلَّمْتُ**) بِجُهْدٍ أَسْتَطِيعُ قِرَاءَةَ الْقُرْآنِ جَيِّدًا", 30 pupils stated "Strongly Agree" and 11 pupils stated "Agree."



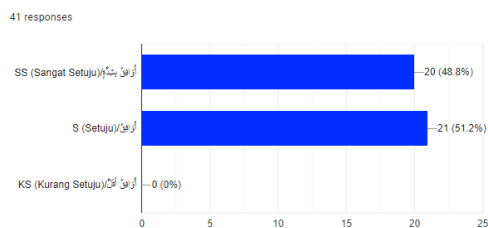
In the third statement, "I will get recognition if I can read the Qur'an well (**إِنْ أَسْتَطِيعُ قِرَاءَةَ الْقُرْآنِ جَيِّدًا أَحْصُلُ عَلَى الْإِعْتِرَافِ**)", 13 pupils stated "Strongly Agree," 26 pupils stated "Agree," and 2 pupils stated "Disagree."



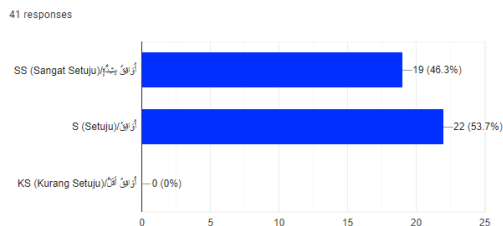
In the fourth statement, "I will be more confident in reading the Qur'an in front of other people with a special study for this (**سَأَكُونُ أَوْثَقًا فِي قِرَاءَةِ الْقُرْآنِ أَمَامَ الْآخَرِينَ**) (بِوُجُودِ التَّعَلُّمِ الْخَاصِّ لَهَا", 13 pupils stated "Strongly Agree," 20 pupils stated "Agree," and 8 pupils stated "Disagree."

Based on the description above, generally, the percentage of pupils who stated "Strongly Agree" was 50%, who said "Agree" was 43.9%, and who said "Disagreed" was 6.1%. If judged by numbers, a total of 9 pupils had a mean score between 1.0-2.0 and 32 pupils had a mean score between 2.1–3.0. So, the beginner pupils in MAN 4 Banyuwangi who have high learning motivation in reading the al-Qur'an are more than those in the low category.

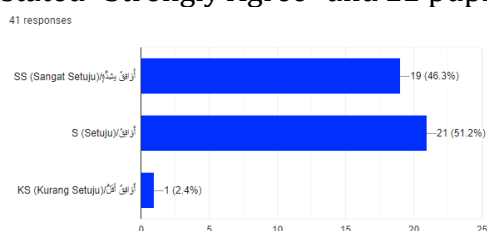
Satisfaction



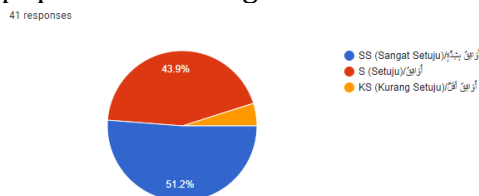
In the first statement, "It is important for me to practice reading the Qur'an several times (مُمَارَسَةُ قِرَاءَةِ الْقُرْآنِ عِدَّةَ مَرَّاتٍ أَمْرٌ مُهِمٌّ بِالنِّسْبَةِ لِي)," 20 pupils stated "Strongly Agree" and 21 pupils stated "Agree."



In the second statement, "It is important for me to improve learning outcomes to read the Qur'an (تَرْقِيَةُ نَتِيْجَةِ تَعَلُّمِ قِرَاءَةِ الْقُرْآنِ أَمْرٌ مُهِمٌّ بِالنِّسْبَةِ لِي)," 19 pupils stated "Strongly Agree" and 22 pupils stated "Agree."



In the third statement, "It is important for me to get positive feedback from the teacher when learning to read the Qur'an (حُصُولُ الْإِجَابَةِ الْإِجَابِيَّةِ فِي تَعَلُّمِ قِرَاءَةِ الْقُرْآنِ (أَمْرٌ مُهِمٌّ بِالنِّسْبَةِ لِي)," 19 pupils stated "Strongly Agree," 21 pupils stated "Agree," and 1 pupil stated "Disagree."



In the fourth statement, "It is my satisfaction because I can follow learning to read the Qur'an (إِشْرَاكَكَ تَعَلُّمِ قِرَاءَةِ الْقُرْآنِ هُوَ الرِّضَا بِالنِّسْبَةِ لِي)," 21 pupils stated "Strongly Agree," 18 pupils stated "Agree," and 2 pupils stated "Disagree."

Based on the description above, generally, the percentage of pupils who stated "Strongly Agree" was 48.2%, who said "Agree" was 50%, and who said "Disagreed" was 1.8%. If judged by numbers, a total of 14 pupils had a mean score between 1.0-2.0 and 27 pupils had a mean score between 2.1-3.0. So, the beginner pupils in MAN 4 Banyuwangi who have high learning motivation in reading the al-Qur'an are more than those in the low category.

CONCLUSION

Based on the data exposure above, the following conclusions are obtained. 1) On the point of attention, the number of beginner pupils at MAN 4 Banyuwangi 2020 who have high category learning motivation in reading the Qur'an is less than those who have low category learning motivation. 2) On the point of relevance, the number of beginner pupils at MAN 4 Banyuwangi 2020 who have high category learning motivation in reading the Qur'an is more than those who have low category

learning motivation. 3) On the point of confidence, the number of beginner pupils at MAN 4 Banyuwangi 2020 who have high category learning motivation in reading the Qur'an is more than those who have low category learning motivation. 4) On the point of satisfaction, the number of beginner pupils at MAN 4 Banyuwangi 2020 who have high category learning motivation in reading the Qur'an is more than those who have low category learning motivation. So, in general it can be concluded that the beginner pupils at MAN 4 Banyuwangi 2020 who have high category learning motivation in reading the Qur'an are more than those who have low category learning motivation.

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