IMPLEMENTATION OF AUDIOLINGUAL METHOD IN INCREASING STUDENTS' LEARNING MOTIVATION AT NURUL MUN'IM ISLAMIC ELEMENTARY SCHOOL

Lailatul Firdaus Hasanah
Fakultas Agama Islam, Universitas Nurul Jadid
lailatulfirdaushasanah18@gmail.com
Achmad Fawaid
fawaidachmad@unuja.ac.id
Fakultas Agama Islam, Universitas Nurul Jadid

Abstract

The background of this research is motivated by the declining interest of students at MI Nurul Mun'im in learning Arabic. The reason is the lack of interesting learning methods, so there is no motivation for students to follow learning with enthusiasm. Efforts that must be made include the selection of suitable and interesting methods to use that can make learning easier to understand and not cause boredom when teaching and learning activities take place in the classroom. Therefore, researchers chose the audiolingual method as a method of learning Arabic in this study. The audiolingual method means listening and then speaking so that students not only focus on one understanding but are also expected to be able to repeat what they heard before with no errors. The research method used this time is a method with a qualitative approach of the case study type, which is in accordance with its characteristics, namely a method that is in social research. The data collection techniques include observation, interviews, and documentation. The research results are summarized as follows: Students' interest in learning is also greatly increased, as marked by the enthusiasm of students during class, the enthusiasm of students in participating in learning, and a sense of pleasure and love to learn Arabic. This is certainly inseparable from the role of the teacher who has chosen the audiolingual method as a method of learning Arabic. A good teacher and the selection of methods that are suitable for students will make students play an active role during learning activities.
Keywords: Arabic Language Learning, Audiolingual Method, Learning Motivation

INTRODUCTION

The Indonesian Law No. 20 of 2003 concerning the National Education System has provided an understanding of the word "learning" legally.[1] Learning is an interaction between students, educators, and learning resources in a learning environment. So there are several concepts in this definition, including: 1) interaction; 2) learners; 3) educators; 4) learning resources; and 5) learning environment.[2] Teaching and learning are both closely related to the concept of learning. Where teaching, learning, and learning are all used together. Learning can be carried out in the

---

[1] Gusnarib Wahab and Rosnawati, *Teori-Teori Belajar dan Pembelajaran*, *Paper Knowledge. Toward a Media History of Documents*, vol. 3, 2021.

[2] Roberta Uron Hurit, *Belajar dan Pembelajaran*, ed. Moh. Suardi, 1st ed. (Kota Bandung - Jawa Barat: 2021).

absence of teachers, teaching activities, and formal activities. Teaching includes everything that happens in the classroom during the learning process. In addition, learning is a deliberate effort to achieve curriculum goals involving a professional educator. It can be said that learning is a process of interaction with students, teachers, and learning resources in an environment to provide assistance to educators so that students gain knowledge, mastery of skills, character, and self-confidence. In other words, learning is the process by which students can learn well.[3]

Arabic education in Indonesia has not spread to all corners of the country as it is not yet an important part of the school curriculum. However, teaching Arabic is seen more commonly in Islamic boarding schools, where most teaching also includes Arabic as an important subject. This is because Arabic is not considered important in either a vocational or general framework. Indonesians also believe that learning Arabic is very difficult and is only meant as a tool for learning Islam.Therefore, today's young generation prefers English, which they think is more applicable to world life.[4]

Learning is a system with many parts that work together to achieve a goal. Some examples of these parts are: 1) objectives; 2) teaching resources; 3) methods; 4) media and tools; and 5) evaluation. The extent to which the efficiency of these parts interacts largely determines the success of a system because learning is a system.[5]

Given that selecting the best approach can have a considerable impact on learning cycles and outcomes, it is obvious that using strategies is crucial to any educational experience and forms part of the aforementioned components. It strives to establish a learning environment that motivates students to actively learn and enhances academic performance and outcomes with the appropriate teaching methodology.[6]

One requires a learning strategy in order to achieve the aim of learning Arabic. The approach is a thorough strategy for achieving learning goals. The audiolingual method, which stresses speaking and listening abilities and has an approach based on behaviorism theory, which is focused on students who do not know to know, is one of the approaches for learning Arabic. The audiolingual approach also employs stages so that students can comprehend what is being explained by the teacher.

The audiolingual approach involves teaching foreign language skills through repeated listening exercises. Considering that the methodology is predicated on certain premises, the

---

[3] Moh. Suardi, *Belajar dan Pembelajaran*, 1st ed. (Yogyakarta: 2018).
[4] Dosen Program, Studi Pendidikan, And Bahasa Arab, "Arah Perencanaan Pembelajaran Bahasa Arab Abad 21" 9 (2020).
[5] Ina Magdalena et al., "Pentingnya Media Pembelajaran untuk Meningkatkan Minat Belajar Siswa SDN Meruya Selatan 06 Pagi," *EDISI : Jurnal Edukasi dan Sains* 3, no. 2 (2021).
[6] Sri Nurul Aminah, "Metode-Metode dalam Pembelajaran Bahasa Arab," *INTAJUNA: Jurnal Hasil Penelitian* 2, no. 2 (2019).

audiolingual approach is another tactic. One of them is the assumption that speech is language. There is also the idea that language is a habit, according to which a behavior will become ingrained if it is repeated or performed frequently. As a result, acquiring a language requires repetition. To use the audiolingual approach effectively, students must have strong listening abilities, which are crucial for language learning. Writing or reading something that one has never heard before is impossible.[7]

It is expected that students at MI Nurul Mun'im will be more interested in learning Arabic by using the audiolingual method of learning. With the audiolingual method, learners should be able to understand a foreign language when speaking at a normal speed and are expected to care about what is happening around them. After that, they should be able to speak with the correct pronunciation and be accepted by others by using the correct language. They should also have no trouble understanding printed materials. Finally, they should be able to write to good and correct standards. This is the goal of the audiolingual method itself.[8] Therefore, by achieving the objectives of using the audiolingual method, it is hoped that it can generate a sense of interest in learning Arabic so that it can increase students' interest in learning Arabic because interest has a significant effect on learning because students will not learn well if the teaching and learning process is not in accordance with their interests because there is no attraction for them. On the other hand, if the teaching and learning process can increase students' interest in learning Arabic, it will be very easy for them to understand the material.

In some of the previous studies mentioned above, no one has discussed the audiolingual method in Arabic language learning to increase students' interest in learning. Arabic language learning at MI Nurul Mun'im tends to use the lecture method, so the learning process is monotonous; moreover, what is conveyed by the teacher is only in the form of material without any direct practice in Arabic language learning. With the audiolingual method, teachers can look for references from the internet so that what students hear is more fun, such as songs or Arabic conversations, and of course, what is heard directly from Arabic speakers. This method is expected to help teachers determine whether the audiolingual method can really increase students' interest in learning Arabic.

Based on the results of observations, interest in learning is very important for every learner to have because then the learning objectives will be achieved because students will give full attention when participating in teaching and learning activities in the classroom. The audiolingual approach to studying Arabic is being used in this lesson in an aim to boost the learning interest of MI Nurul Mun'im students.

---

[7] Saepuddin, *Pembelajaran Keterampilan Berbahasa Arab*, ed. Muchlasin, 1st ed. (Yogyakarta: 2012, 2012).

[8] Nurul Hanani, "Efektivitas Penggunaan Metode Audiolingual dalam Pembelajaran Bahasa Arab," *Realita : Jurnal Penelitian dan Kebudayaan Islam* 14, no. 2 (2022).

The uniqueness of the school is that it is able to form quality students with Arabic knowledge. Therefore, it is very important for every student to have a high interest in learning Arabic. Because interest in learning is the initial motivation that students have so that they can achieve predetermined learning goals.

The researcher suggests that MI Nurul Mun'im students will be able to have a high level of interest with the application of appropriate and good learning methods. In learning audiolingual methods, teachers who have high teaching skills are needed to be able to build student learning motivation in the classroom. Therefore, the researcher will explain how the selection of learning methods that are appropriate, interesting, and can increase the interest in learning Arabic of MI Nurul Mun'im Karanganyar, Paiton-Probolinggo students can increase their interest in learning Arabic.

RESEARCH METHODS

The method used in this research is a case study-type qualitative approach. This is due to the fact that it fits with its qualities, which include study that is done intensively, in detail, and in depth on something that is being studied in the form of events, activities, and so on in order to obtain in-depth information about it.[9]

The data sources used are both primary and secondary data. Primary data sources, which come from seeing, hearing, and asking questions, include interviews and observations. Primary data sources included interviews with MI Nurul Mun'im students and class 5A Arabic teachers. Researchers obtain secondary data through media intermediaries rather than directly. For information that is optional, it is taken from earlier research that has already been done and is utilized to supplement information needs for exploratory study, such as published research journals.

The data collection techniques are carried out through observation, interviews, and documentation. The data sources used are primary and secondary. The use of these techniques is because the observation process is carried out by seeing and observing the behavior of MI Nurul Mun'im students when following Arabic language learning using the audiolingual method. Interviews were conducted after the observation was carried out with MI Nurul Mun'im learners and teachers to obtain direct information related to previous observations. The narratives and information obtained during this interview session are used to find out the opinions of students and teachers on the implementation of Arabic language learning through the audiolingual method. The results of these interviews will be used as data sources in this research. Finally, there is a documentation session conducted during the research. In this case, the researcher directly examines

---

[9] Muhammad Rijal Fadli, "Memahami Desain Metode Penelitian Kualitatif," *Humanika* 21, no. 1 (2021).

the research subject, namely students and Arabic language teachers MI Nurul Mun'im Paiton Probolinggo.

FINDINGS AND DISCUSSION

A. Theoretical Framework

1. Audiolingual Method

   a. Definition of Audio Lingual Method

   The audiolingual approach originates from a model of foreign language teaching, namely the *Army Specialized Training Program* (ASTP), which was established in the 1940s by the United States Department of Defense when the country needed personnel proficient in foreign languages to deploy to various countries during the Second World War. In addition, intensive teaching based on ASTP is considered beneficial.[10]

   Audiolingual comes from two words, "audio" and "lingual". Audio refers to hearing or being heard, while lingual literally refers to things related to language. The audiolingual method uses listening exercises to teach a foreign language, followed by practice pronouncing words and sentences in the language being learned.[11]

   This method assumes that language is both speech and habit. Therefore, teaching should begin by listening to the sounds of the language and making it a habit. This continues to be done repeatedly with repetition techniques and drill exercises. Learning a language must be done through language activities rather than learning the rules of the language. The purpose of this method is to master four language skills in a balanced manner by starting with listening, speaking, reading, and writing.[12]

   b. Basic Concept of Audiolingual Method

   Arabic teaching has two theoretical concepts, namely traditional grammar theory and structural theory. The traditional theory of good and correct language is according to linguists (prescriptive), while according to structural theory, good and correct language is that used by native speakers (descriptive). Thus, structurally, language structure is the focus of attention in sentence patterns. While traditional theory thinks otherwise.

   The audiolingual method is a method based on a structural approach to language teaching. As an implication, the audiolingual method begins with teaching the sound system (phonology), then proceeds to the word formation system (morphology), and finally the

---

[10] Maspalah, *Metode Audiolingual dalam Pembelajaran Bahasa Arab untuk Meningkatkan Kemampuan Berbicara*, 2015.

[11] Nahdiyatul Ummah, "Penerapan Metode Audiolingual , Al-Thariqah Al- Saam'iyyah Al - Syafawiyyah , Maharah Kalam," *OSF Peprints* (2019): h. 3–4.

[12] M. Asy'ari, "Metode, Sistem dan Prinsip Pembelajaran Bahasa Arab Yang Inovatif," *An Nabighoh: Jurnal Pendidikan dan Pembelajaran Bahasa Arab* 20, no. 02 (2019): h. 288.

sentence formation system (syntax). It also emphasizes system stress, tone, and other aspects of the language structure as a whole. Therefore, intensive word practice and a focus on word pronunciation are used to teach the language being learned by using repeated practice (drill). In fact, drill is the main exercise in the teaching and learning process. Drill is also a language teaching procedure used by all language educators for students to repeatedly repeat good and correct sentence patterns without mistakes.[13]

c. Advantages and Disadvantages of Audiolingual Method

Similar to other methods, the audiolingual method also has advantages and disadvantages. The advantages of the audiolingual method include:[14]

1) It provides a lot of practice in the aspects of listening and speaking.

2) The audiolingual method makes language learning accessible to all students, and the drill technique maximizes student participation. Students' oral skills can be improved through practice.

3) The students' pronunciation is accurate and good. The audiolingual method gives students the ability to listen and speak, which is very important for language learning. The "pedagogical tools" of listening, reading, and writing are developed through the audiolingual method.

Here are the disadvantages of the audiolingual method:[15]

1) The techniques used in the audiolingual method (drill, memorization, and repetition) do not necessarily get results in accordance with the expected competencies.

2) The time needed for the audiolingual method is not short, so students will also feel bored because the drill technique is used continuously

3) Because the role of the educator is very important in this method, an educator must dominate the class.

4) The technique used cannot be changed because it has been standardized, so it can inhibit student talent and initiative.

5) Students are not allowed to use other techniques or take their own initiative.

6) The drill technique can produce rigid habits that are erroneous skills. This is because students acquire skills based on memory during the learning process, which tends to last only a short time.

---

[13] Acep Hermawan, *Metodologi Pembelajaran Bahasa Arab*, ed. Anang Solihin Wardan, Pertama. (Bandung: 2011, 2011).

[14] Sardiyanah, "Pendekatan dan Metode Audio Lingual (Analisis Metode Sam'iyah Safawiyah)," *NASKHI :Jurnal Kajian Pendidikan dan Bahasa Arab* Vol. 1, no. No.1 (2019): Hlm. 14-20.

[15] Urip Widodo, "Audio-Lingual Method (ALM) Sebagai Sebuah Alternatif Metode Audio-Lingual Method (Alm) sebagai Sebuah Alternatif Metode Pengajaran Pelafalan Dhammapada Terjemahan," no. July (2020).

2. Learning Interest

    a. Definition of Learning Interest

    The definition of interest is "a high inclination towards something, energy, similar to desire," whereas the definition of being interested is "having an interest in something because it is interesting."[16]

    In his book entitled *Strategies for Increasing Student Learning Interest,* he reveals that the definition of learning interest is a way that a person chooses how he processes and processes new information obtained and understands and remembers it in memory as the acquisition of information from knowledge gained through the teaching and learning process or experience.[17] Students who have an interest in learning will be happy to follow the learning process and will be able to direct themselves to follow every learning process.

    Interest in learning also depends on one's preference for performance goals or learning goals, where the goal is to demonstrate our abilities to others rather than to learn new skills well.

    One of the pre-requisites for student participation in learning at school is an interest in learning. With a high interest in learning, it will be easier to achieve learning goals and encourage good behavior in students. But in reality, not all students have a high interest in learning, so what they show is only their behavior, which tends not to follow the learning process and results in learning outcomes that are not in accordance with the predetermined learning objectives.[18]

    b. Indicators of Learning Interest

    Some indicators of learning interest, such as being excited and feeling happy when learning, interest in learning, focus when following KBM, actively following KBM, diligently studying, and doing assignments, can be used to measure learning interest. Interest in learning can be said if someone is interested when the educator gives an example or illustration while learning. The student will have a sense of interest in it. Students will study diligently to obtain, understand, and learn all relevant information. They will also be enthusiastic every time they participate in learning without overexerting themselves.

    Excitedness and happiness when learning can be felt by students when participating in KBM. When there is a sense of pleasure when following learning, it is possible that there will be a student's enthusiasm for learning as well. Students' excitement and enthusiasm will

---

[16] Andi Achru P., "Pengembangan Minat Belajar dalam Pembelajaran," *Idaarah: Jurnal Manajemen Pendidikan* 3, no. 2 (2019): 205.

[17] Akrim, *Strategi Peningkatan Daya Minat Belajar Siswa*, ed. M.Pd. Dr. Emilda Sulasmi, 1st ed. (Yogyakarta, 2021).

[18] Niko Reski, "Tingkat Minat Belajar Siswa Kelas IX SMPN 11 Kota Sungai Penuh," *Jurnal Inovasi Penelitian* 1, no. 11 (2021).

make the classroom atmosphere more cheerful. Teaching and learning activities will also run smoothly. Furthermore, interest in learning means paying interest (attention) to something, and that way students will give their full attention to following the KBM in class. Furthermore, in learning, focus is the same as focusing on perception and rejecting things that are different from that. If students stand out in their learning, their soul and spirit will focus on what they are learning. Then the next is actively participating in KBM. Students who are present and active in attending KBM at school mean that they are also mentally and physically ready to take part in existing learning. In addition, the interest in learning that grows in students can make them more active participants in class learning. The last one, diligent learning and doing assignments means that students are not lazy regarding matters related to learning, either inside or outside the classroom, in both formal and non-formal activities. In addition, students will also be diligent in doing the assignments given by the teacher, including homework.

B. Findings

1. The application of audiolingual method to increase the interest in learning Arabic of MI Nurul Mun'im students

Madrasah are a new phenomenon for Islamic educational institutions in Indonesia, whose presence emerged in the 20th century. However, the organization of education and teaching does not yet have uniformity from one region to another, especially regarding the curriculum and lesson plans.

Madrasah Ibtidaiyah Nurul Mun'im, commonly known as MINM, is located in Karanganyar Village, Paiton District, Probolinggo Regency. MINM is one of the formal institutions under the auspices of the Nurul Jadid Islamic Boarding School, which is affiliated with the Ministry of Religious Affairs of the Republic of Indonesia. MINM itself is an Islamic-based elementary school because some of its activities and lessons focus more on religious sciences, including Arabic. MINM is also a school where Arabic teachers use the audio lingual method as their teaching method.

The audiolingual method is an alternative choice as a method of learning Arabic at MINM, with an implementation that is appropriate and follows the stages of implementing the audiolingual method in general, whose main focus is on the hearing and pronunciation of students. This was conveyed directly by the Arabic teacher at MINM.

"The way I use the audiolingual method in class is in accordance with the stages of the audiolingual method in general. For example, I first say an Arabic sentence, and then all the students *follow simultaneously. This is done repeatedly so that students get used*

to pronouncing the word. After that, I will also write the sentence on the board as well as its meaning. But when I read the Arabic sentence, I don't write it first so that students are also trained and focused on their hearing and pronunciation." (Interview with Ustadzah Fairuz, 5th grade Arabic teacher, March 30, 2023)

The results of the interview above show that the application of the audiolingual method involves learners listening to Arabic material spoken by the teacher and then repeating what they have heard before. It is done repeatedly (drill) because, in addition to training the focus of the learners' hearing, the drill also trains the learners' pronunciation of Arabic. This method assumes that language is both speech and habit. As stated by Asy'ari (2019), teaching Arabic with the audiolingual method must begin by listening to sounds and be carried out repeatedly with repetition techniques and drill exercises. This is also reinforced by the results of observations, in which the implementation of the audiolingual method in 5th grade is in accordance with the stages mentioned above. The following are the stages in the use of the audiolingual method in 5th grade MI Nurul Mun'im:

a) Teachers have preparations for teaching, such as determining the teaching materials that will be used during the KBM, for example:

يَوْمِيَّتُنَا فِي البَيْتِ		
Saya sedang tidur	:	أَنَامُ عَلَى السَّرِيْر
Saya bangun tidur	:	اَسْتَيْقِظُ مِنَ النَّوْم
Saya mengulang pelajaran	:	أُذَاكِرُالدُّرُوْسَ
Saya menyapu dengan sapu	:	أَكْنُسُ بِالْمِكْنَسَة
Saya menyetrika baju	:	أَكْوِيالْمَلَابِس

b) Teachers prepare media in accordance with the material being taught, such as:

Picture 1

Picture 2

Picture 3

Picture 4

Picture 5
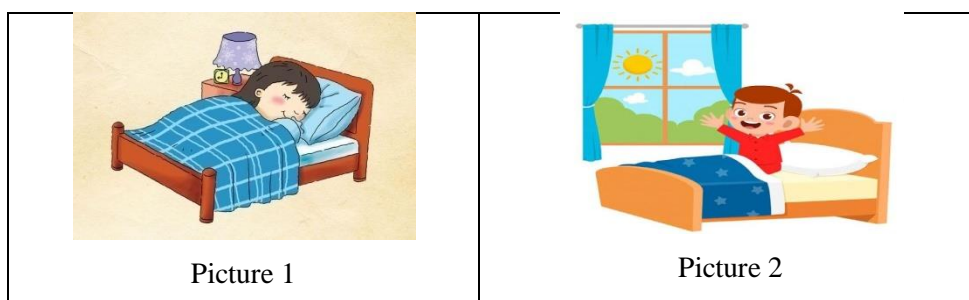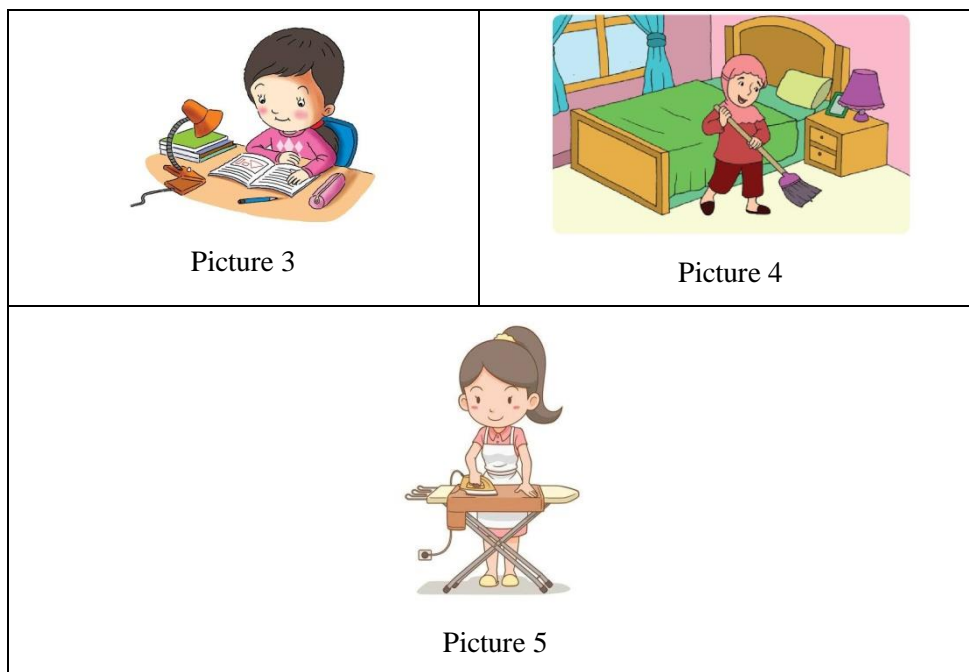
c) The teacher conveys vocabulary material *(mufrodat)* to students, which is then followed by all students, which is done repeatedly. The following is a conversation between teachers and students during KBM:

المدرّسة	:	لي كليمات جديدة "أنام على السّرير"
		قولوا جمعة "أنام على السّرير"
التلاميذ	:	"أنام على السّرير" (يشارك التلاميذ بصوت عال)
المدرّسة	:	–(كتب المدرّس تلك الكلمة على السّبّورة)
		من يعرف معنى هذه الكلمة؟ (سألت المدرّسة نحو التلاميذ)
التلاميذ	:	لا نعرف يا أستاذة
المدرّسة	:	طيّب عندي صورة! "أنام على السّرير" (أظهر المدرّس صورة البيت)
		قولن جمعة "أنام على السّرير"
التلاميذ	:	"هذا البيت" (يشارك التلاميذ بصوت عال)

المدرّسة   :   ما هذا؟ (يشير المدرّسة إلى صورة السّرير)

التلاميذ   :   ذلك السّرير

Meaning of conversation

Teacher	I have a new sentence; listen carefully! "أنام على السّرير" (3x), "أنام على السّرير" !Chant it together
Students	"أنام على السّرير" *(Students follow the teacher's words out loud.)*
Teacher	*(The teacher writes the sentence on the board and is followed by all students saying the sentence.) Who knows the meaning of this sentence? (The teacher asks all students.)*
Students	Don't know Ustadzah!
Teacher	Alright, I have the picture. "أنام على السّرير" Let's mention it together!
Students	"أنام على السّرير" (Learners follow with a loud voice.)
Teacher	What is this? (The teacher points to a picture of a mattress.)
Students	"السّرير"

d) Conduct Learning evaluations.

Learning evaluations are used to gauge how well students comprehend the Arabic topic being taught. Testing students is another effective strategy for engaging them in Arabic study since they are motivated to put in extra effort if they perform well. However, too much evaluation can lead to students feeling under pressure, which can lead to psychological problems and even a loss of interest in studying.

Ustadzah Fairuz stated in an interview that *"evaluation is one of the responsibilities that every educator has in the learning process"* (12/04/23). In order to accomplish defined learning objectives, the implementation of assessment must still be correctly managed and planned. Assessment allows educators to determine the level at which students have learned. Likewise, Azka Aqila Nazirul Asrofi, a 5A class student, also said that:

"The holding of tests can also increase students' enthusiasm for learning because then students will know how far they understand the learning, whether it is in accordance or not with the predetermined targets."

The use of these learning methods in MI Nurul Mun'im with the aim of being able to achieve maximum learning results and being able to increase students' interest in learning Arabic, seeing how important the use of methods is in learning, as stated in the results of interviews with Ustadzah Fairuz:

"The use of methods in teaching and learning activities is very important. Even if I have to choose a number between 1 and 10, I will give a value of 10 because learning is a system and the method is also part of the system, and if the parts of the system interact with each other, that will determine success in learning. Because I am here teaching Arabic, where language learning must be accompanied by practice, the most suitable method to use is this audiolingual method". (Interview with Ustadzah Fairuz, Arabic teacher, March 31, 2023)

From the results of these interviews, it can be concluded that the use of methods in learning is very important. As revealed by Magdalena et al. (2021), learning is a system, and if these parts interact with each other, it will be able to determine success in learning. This is also reinforced by the results of observations that MI Nurul Mun'im Arabic language teachers themselves have used various methods in teaching Arabic.

2. Increasing the learning interest of MI Nurul Mun'im Learners through the audiolingual method

   a. Excited and feeling happy when learning

      When students are interested in the subject they are studying, learning excitement will increase. Students will feel passionate about every Arabic subject without feeling under strain, thanks to their sense of pleasure. The results of interviews with MI Nurul Mun'im class 5A students are as follows:

      "I and my friends have our own learning goals, including studying Arabic, and that is what motivates us to work hard to achieve these goals. Additionally, achieving these goals improves our motivation to learn, which makes us satisfied with our participation in Arabic language classes" (Interview with Azka Aqila Nazirul Asrofi, 5th grade student of MI Nurul Mun'im, 10/04/23).

      The interview above shows that every student has an interest in learning when they have goals to achieve in their Arabic studies. When there is no pressure to learn, the classroom environment can be more enjoyable, and the students will enjoy themselves while taking part in the teaching and learning activities.

b. Learning interest

Students' enthusiasm for learning Arabic is a good indicator of the second increase in learning interest. A person will be interested in learning something if he is interested in it. Both new knowledge and previously acquired knowledge According to a learner who was interviewed:

"Usually, if I like a subject, I enjoy studying it as well. Even at home, I will frequently review a lesson. When it's time for a subject I like, I get excited and want to learn about it frequently, even though it is still difficult because there are still other subjects I have to study in class. I usually feel sleepy and bored in class". (Interview with class 5A student Azka Aqila Nazirul Asrofi, April 10, 2023)

Based on the results of the interview above, it can be concluded that the increase in students' interest in learning can be seen from their interest during the KBM. Interest and interest is relatively the same thing according to Andi P. Fachru's (2019) statement, which states that interest is characterized as "a high tendency towards something, energy, similar to desire". That way, students' interest in learning cannot be said to increase if there is no interest in learning in the students themselves.

c. Focus when attending KBM

The focus of students during Arabic courses reveals an even greater interest in learning. When a student is focused on a single objective, like learning Arabic, they will put their entire heart and mind into figuring out how to understand the material. Also from a learner:

"Even if I see my friends concentrating during teaching and learning activities, if I enjoy the session, I will do the same. I do that out of fear that there might be afterward material I don't understand and need to ask the Ustadzah." (Interview with Azka Aqila Nazirul Asrofi, 5A grade student at MINM, April 10, 2023)

During the observation, the class atmosphere was very calm and comfortable due to the students' focused attention on the explanation of the material taught by the teacher. With the audiolingual method, students will look active when pronouncing Arabic vocabulary simultaneously, and they will also follow what the teacher instructs. The results of the interview are reinforced by Ustadzah Fairuz's statement, which states that students will not talk to themselves during teaching and learning activities and will ask if there is material that they do not understand.

d. Actively following the KBM

Students who are very interested in Arabic seem to be active in the KBM. This is seen while learning Arabic using the audiolingual approach; more students attend than usual,

and sometimes two or more students decide not to attend Arabic language classes. As shown by the interview's results below:

> *"If I use the audiolingual method during the KBM, the attendance list of students will increase even if practically no one is absent from attending the lesson. That way, I am sure that the audiolingual method can increase students' interest in learning so far."*(Interview with Ustadzah Fairuz, Arabic teacher MI Nurul Mun'im, March 31, 2023).

The reason for the active participation of MI Nurul Mun'im students in Arabic language classes is because there is an interest in learning the language that grows in them. The presence of students in school is determined by their physical and mental participation in learning activities,[19] so it is certain that students are ready to take part in all activities at school.

e. Being diligent in studying and doing assignments

The increase in interest in learning is further characterized by students' diligent study and work on assignments, both evaluation assignments and homework assignments given to them. With them diligently studying, it will not be difficult for students when the evaluation task is suddenly held because they already have a little more understanding related to Arabic language subject matter. As said by a 5A student:

> *"When I have exams or assignments, I usually study alone in my room and sometimes also study in groups with my classmates. We will also ask each other about material that we don't understand, and friends who understand the material will usually explain it to us"* (Interview with Azka Aqila Nazirul Asrofi, 5th grade student of MI Nurul Mun'im, 05/04/2023).

This statement is reinforced by the results of observations during class that students will learn together by forming study groups and asking their friends who are more likely to understand to ask about material that they do not understand. Learners will also help each other if there is one of them who do not understand the material.

3. Factors that can hinder student interest in learning and efforts to overcome them

Teachers and students can both feel that there are elements that are directly affecting the reduction in students' interest in learning. Azka Aqila Nazirul Asrofi, a student in MI Nurul Mun'im Class 5A, stated in an interview that there were several factors that inhibited his interest in learning while he was studying Arabic at MI Nurul Mun'im, including the use of learning

---

[19] Agus Yudiawan, "Analisis Korelasi Tingkat Absensi dengan Hasil Belajar Siswa MTs . Sains Al-Gebra Kota Sorong Papua Barat" 11, no. September (2019): 353–373.

resources that relied solely on reading books and the less-than-engaging and monotonous nature of the course material.

The statement is above corroborated by the statement of Ustadzah Fairuz, the Arabic teacher at MI Nurul Munim, who stated that there are several factors that become obstacles to increasing students' interest in learning Arabic:

a. Lack of interest in learning among students

Learning interest is an important thing that must be owned by students to start and follow a lesson. Students who have enthusiasm about studying will be more active, diligent, and delighted to adhere to the KBM. As a result, one of the biggest challenges to learning Arabic is students' lack of enthusiasm in the subject. Ustadzah Fairuz stated during in an interview below:

> *"There are some students who, from the start, showed no interest in learning Arabic; after the learning process had begun, he even felt that he had lost interest. Students who are disinterested in their studies become lazy in their learning and frequently daydream and joke with their classmates in class."* (Interview with Ustadzah Fairuz, MI Nurul Mun'im's Arabic teacher, March 31, 2023)

In contrast to specialized language institutions, it is certain that students already have a high interest in the language because language institutions are specialized institutions and are included in the category of non-formal education. All students at MINM are required to participate in Arabic language classes. As a result, it is certain that students are going to attend to the lesson and work hard to achieve the established learning goals.

b. Lack of learning resources and media

Learning resources have an important role in improving the quality of learning. As Roberta Uron Hurit said, learning is an interaction between students, educators, and learning resources. However, not many of the MI Nurul Mun'im teachers use learning resources during teaching and learning activities.

Unlike learning resources, learning media is a tool to achieve learning objectives. Especially in the current era, there are many media that can be used as learning media so that learning objectives can be achieved. Teaching media have an important role in foreign language learning, including Arabic. In addition, many researchers have proven the effectiveness of using media in foreign language learning. In this case, Ustadzah Fairuz said that:

> *"The absence of learning materials and media is another barrier to raising students' interest in learning Arabic, not just for the Arabic language but for other subjects as well. Students will become bored in class if only a few kinds of learning resources*

and media are employed". (Interview with Ustadzah Fairuz, MI Nurul Mun'im's Arabic instructor, March 31, 2023)

These interviews' results indicate that, in addition to the teacher's teaching method, other factors contribute to how little learning tools and media are used in the classroom, which is one of the reasons why learning there feels boring. Ustadz Roisul Arifin's assertion that the only learning tools used by teachers and students are Student Worksheet (LKS) books serves as confirmation of this. Additionally, he said that students would be more excited about studying if the classroom used modern teaching devices such as laptops and LCD projectors, which may draw students' attention to a variety of the most recent teaching materials.

c. Lack of interesting learning methods used during KBM

The use of learning methods is one of the most important aspects of achieving learning objectives. According to the results of observations, there are only a few MI NurulMun'im teachers who use methods of teaching, including Arabic language teaching. What he did was just teach in this style (enter the class, fill the material, then finish) until the students were not interested in following the KBM, which also caused them to feel bored and sleepy. Whereas the method is part of the learning system, where these parts must interact with each other in order to achieve goals. If there is one part of the system that does not contribute, then learning cannot be said to be maximized.

A good effort must also be made to overcome difficulties since every problem has a solution, and each challenge has a solution. The following are some factors that can boost students' interest in learning:

a. Teachers have a crucial role in developing interest and inspiration to learn, in addition to students disinterest in classroom learning. Teachers are designed to be able to notice variations, such as differences in mood, temperament, motivation, and so on, because teaching involves social intelligence. As a result, an educator needs to have a strong sense of community.[20]

A teacher must also have a playful and open spirit. Teachers must motivate students to learn in addition to requiring active participation from them. Because in boarding schools, students spend more time with teachers at school than they do with their parents at home or their friends. Therefore, a teacher must be creative in order to liven up the classroom environment and motivate students to study Arabic. This is how the first barrier—a lack of interest in learning Arabic from students themselves—can be overcome.

---

[20] Makassar Fatmawati et al., "Analisis Kompetensi Sosial Guru Bahasa Arab dalam Meningkatkan Minat Belajar Siswa Bahasa Arab pada Masa Pandemi Covid-19 di SMA Muhammadiyah 1 Unismuh Makassar Said Mahasiswa Prodi Pendidikan Bahasa Arab Fakultas Agama Islam Sulaeman Masnan" (2019).

b. In this era of rapid technological advancement, it would be good if all teachers were required to use learning materials and media. Today's students, especially the younger ones, are accustomed to using technology in their daily lives. If we focus on the positive, youngsters will learn a lot when they use these tools as learning resources and media, whether for learning, acquiring new knowledge, sending messages, or playing games. Additionally, educators may try additional technology, including PCs, radios, LCD projectors, and more. The way teachers create and make use of these resources and media is important. There are a lot of things they might use as learning tools and media. Because studying is still boring and a lack of resources can prevent you from learning Arabic to its fullest potential.[21]

c. The last is the use of learning methods that are less interesting. The researcher now advises learning Arabic through audiolingual methods. The researcher picked the audiolingual approach because it actively engages students in the learning process, which boosts involvement and creates a more enjoyable learning environment. There may even be students who are sleepy in class since they will feel bored if they do not actively participate in the learning process. Because learning is an active process where students can expand their knowledge, students must be given the chance to actively participate in learning activities in addition to hearing explanations from educators.[22]

CONCLUSIONS

Based on the descriptions in the previous chapters, conclusions can be drawn as an abstraction of the complete subject matter of this study. Here are some results:

1. The audiolingual method entails hearing something and then repeating it. Additionally, this approach tries to familiarize students with Arabic sentence structure and pronunciation. The audiolingual approach also encourages participation from the students so that the courses don't become boring or monotonous.

2. There are several factors that become obstacles to increasing interest in learning Arabic, including the absence of interest in learning from students, the lack of learning resources and media, and the use of learning methods that are considered less interesting. Therefore, researchers used the audiolingual method as a learning method.

---

[21] Dwi Felita Corinna, Intan Rembulan, and Faisal Hendra, "Problematika Pembelajaran Bahasa Arab Secara Daring: Studi Kasus Mahasiswa Program Studi Bahasa dan Kebudayaan Arab Universitas Al-Azhar Indonesia," ... *Nasional Bahasa Arab* 6 (2020).

[22] Anas Rohman, "Dampak Psikologi Belajar dalam Pembelajaran Aktif Bagi Peserta Didik Madrasah Ibtidaiyah," *MAGISTRA: Media Pengembangan Ilmu Pendidikan Dasar dan Keislaman* 10, no. 1 (2019).

3. Students at MI Nurul Mun'im get more interested in learning. This is seen in their excitement to learn in class, their commitment to studying, their sense of enjoyment, and their interest in learning Arabic. This is, of course, inextricably linked to the role of teachers who have selected the audiolingual approach to studying Arabic, as well as the amusing personality that a teacher possesses by selecting the best teaching strategy for students to be motivated to actively engage in learning activities.

BIBLIOGRAPHY

Akrim. *Strategi Peningkatan Daya Minat Belajar Siswa*. Edited by M.Pd. Dr. Emilda Sulasmi. 1st ed. Yogyakarta, 2021.

Aminah, Sri Nurul. "Metode-Metode dalam Pembelajaran Bahasa Arab." *INTAJUNA: Jurnal Hasil Penelitian* 2, no. 2 (2019).

Asy'ari, M. "Metode, Sistem dan Prinsip Pembelajaran Bahasa Arab yang Inovatif." *An Nabighoh: Jurnal Pendidikan dan Pembelajaran Bahasa Arab* 20, no. 02 (2019).

Corinna, Dwi Felita, Intan Rembulan, and Faisal Hendra. "Problematika Pembelajaran Bahasa Arab Secara Daring: Studi Kasus Mahasiswa Program Studi Bahasa dan Kebudayaan Arab Universitas Al-Azhar Indonesia." *... Nasional Bahasa Arab* 6 (2020).

Fadli, Muhammad Rijal. "Memahami Desain Metode Penelitian Kualitatif." *Humanika* 21, no. 1 (2021).

Fatmawati. "Analisis Kompetensi Sosial Guru Bahasa Arab dalam Meningkatkan Minat Belajar Siswa Bahasa Arab pada Masa Pandemi Covid-19 di SMA Muhammadiyah 1 Unismuh Makassar Said Mahasiswa Prodi Pendidikan Bahasa Arab Fakultas Agama Islam Sulaeman Masnan" (2019).

Hanani, Nurul. "Efektivitas Penggunaan Metode Audiolingual dalam Pembelajaran Bahasa Arab." *Realita : Jurnal Penelitian dan Kebudayaan Islam* 14, no. 2 (2022).

Hermawan, Acep. *Metodologi Pembelajaran Bahasa Arab*. Edited by Anang Solihin Wardan. Pertama. Bandung: 2011, 2011.

Magdalena, Ina, Alif Fatakhatus Shodikoh, Anis Rachma Pebrianti, Azzahra Wardatul Jannah, Iis Susilawati, and Universitas Muhammadiyah Tangerang. "Pentingnya Media Pembelajaran Untuk Meningkatkan Minat Belajar Siswa Sdn Meruya Selatan 06 Pagi." *EDISI : Jurnal Edukasi dan Sains* 3, no. 2 (2021).

Maspalah. *Metode Audiolingual dalam Pembelajaran Bahasa Arab untuk Meningkatkan Kemampuan Berbicara*, 2015.

P., Andi Achru. "Pengembangan Minat Belajar dalam Pembelajaran." *Idaarah: Jurnal Manajemen Pendidikan* 3, no. 2 (2019).

Program, Dosen, Studi Pendidikan, and Bahasa Arab. "Arah Perencanaan Pembelajaran Bahasa Arab Abad 21" 9 (2020).

Reski, Niko. "Tingkat Minat Belajar Siswa Kelas IX SMPN 11 Kota Sungai Penuh." *Jurnal Inovasi Penelitian* 1, no. 11 (2021).

Roberta Uron Hurit. *Belajar dan Pembelajaran*. Edited by Moh. Suardi. 1st ed. Kota Bandung - Jawa Barat: 2021.

Rohman, Anas. "Dampak Psikologi Belajar dalam Pembelajaran Aktif bagi Peserta Didik Madrasah

Ibtidaiyah." *MAGISTRA: Media Pengembangan Ilmu Pendidikan Dasar dan Keislaman* 10, no. 1 (2019).

Saepuddin. *Pembelajaran Keterampilan Berbahasa Arab*. Edited by Muchlasin. 1st ed. Yogyakarta: 2012, 2012.

Sardiyanah. "Pendekatan dan Metode Audio Lingual (Analisis Metode Sam'iyah Safawiyah)." *NASKHI :Jurnal Kajian Pendidikan dan Bahasa Arab* Vol. 1, no. No.1 (2019).

Suardi, Moh. *Belajar dan Pembelajaran*. 1st ed. Yogyakarta: 2018.

Ummah, Nahdiyatul. "Penerapan Metode Audiolingual , Al-Thariqah Al- Saam'iyyah Al - Syafawiyyah , Maharah Kalam." *OSF Peprints* (2019).

Wahab, Gusnarib, and Rosnawati. *Teori-Teori Belajar dan Pembelajaran*. *Paper Knowledge . Toward a Media History of Documents*. Vol. 3, 2021.

Widodo, Urip. "Audio-Lingual Method (ALM) Sebagai Sebuah Alternatif Metode Audio-Lingual Method (Alm) Sebagai Sebuah Alternatif Metode Pengajaran Pelafalan Dhammapada Terjemahan," no. July (2020).

Yudiawan, Agus. "Analisis Korelasi Tingkat Absensi dengan Hasil Belajar Siswa MTs . Sains Al- Gebra Kota Sorong Papua Barat" 11, no. September (2019).