



Arabic Language Teachers' Strategies in Developing Interest in Learning Arabic Among Female Students at The *Pondok Raudhatut Thalibin* Islamic Boarding School

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ABSTRACT

This study aims to describe the strategies of Arabic language teachers in fostering interest in learning among female students at the Raudhatut Thalibin Islamic Boarding School. This study uses a qualitative approach with a descriptive research type. Data were obtained through semi-structured interviews with Arabic language teachers as research subjects. The results of the study indicate that teacher strategies in fostering interest in learning include lesson planning based on the needs and interests of female students, the use of varied learning methods and media, providing reinforcement in the form of rewards and motivational feedback, and implementing simple and enjoyable learning evaluations. Supporting factors in this process include the application of game methods and the use of audio-visual media. Meanwhile, inhibiting factors consist of a lack of support from the Islamic boarding school environment, limited facilities, and low habituation of using Arabic in daily life. Thus, teacher strategies have an important role in increasing interest, motivation, and self-confidence of female students in learning Arabic. However, the success of these strategies still requires the support of a conducive Islamic boarding school environment.

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INTRODUCTION

Arabic is a vital subject in the Islamic education curriculum. Learning Arabic serves as a tool to help students understand sources of Islamic teachings, such as the Quran, Hadith, and other Islamic literature (Sulaeman et al., 2024). Furthermore, Arabic serves as an international language in the Islamic world, opening up broader opportunities for students, both in academic and religious fields (Nasution & Lubis, 2023).

In line with the importance of Arabic in Islamic education, the success of learning is greatly influenced by students' interest in learning. Interest in learning is a crucial factor driving the success of the learning process. According to Slameto (2010), interest is a feeling of liking and attraction to an activity without coercion, while Sardiman (2011) explains that interest in learning is an internal drive from within an individual to increase knowledge, skills, and experience.

In the learning process, teachers play a key role in fostering and maintaining students' interest in learning. Teachers are crucial factors interacting directly with students during the learning process (Uno & Mohamad, 2022). Furthermore, learning interest is also influenced by the learning methods and strategies used. Learning Arabic, with its complex disciplines such as grammar, grammar, and rhetoric, requires an appropriate approach to ensure student understanding.

To improve the quality of Arabic language learning at the Raudhatut Thalibin Islamic Boarding School, teachers need to be creative in designing learning strategies. The application of varied and innovative methods can increase the motivation and active involvement of female students in learning. (Ni'mah, UNI, & Mustofa, 2024). The right learning strategy not only increases interest in learning, but also creates an interactive and fun classroom atmosphere so that learning becomes more meaningful.

Interest in learning is a student's inherent tendency to engage in learning activities to gain new knowledge and experiences. This interest arises when students feel an internal drive toward the learning object. Students with a strong interest in learning tend to be more active and achieve optimal learning outcomes, while low interest in learning can impact the quality of learning (Meli, Devita & Erwinsyah, 2019).

At the Islamic boarding school level, learning interest is also related to students' affective states, such as motivation, enjoyment, and attention to learning. This interest can be seen through students' active involvement in learning activities (P, 2019). However, students often find Arabic language learning difficult, requiring appropriate teacher strategies to foster and maintain learning interest for effective learning.

Based on this background, this study aims to describe the strategies of Arabic language teachers in fostering student learning interest at the Raudhatut Thalibin Islamic Boarding School. This study specifically focuses on teacher strategies in planning and implementing learning, providing reinforcement and evaluation, and identifying supporting and inhibiting factors in fostering student learning interest. Furthermore, this study examines the role of teachers in providing motivation, facilitating student involvement, and guiding them in the Arabic language learning process.

This research aims to answer how teachers' strategies and roles are implemented in fostering female students' interest in learning and how the learning environment supports or hinders their implementation. The results are expected to provide an overview of the strategies used by teachers and their implications for the development of female students' interest, activeness, motivation, and self-confidence in learning Arabic. Theoretically, this research is expected to add to the body of knowledge in the field of Arabic language learning, particularly regarding teachers' strategies and roles in fostering interest in learning in Islamic boarding schools. Practically, the research results can serve as reflection for teachers and Islamic boarding schools in creating Arabic language learning and environments that better support female students' involvement.

LITERATURE REVIEW

Interest in Learning Arabic

Interest in learning is a crucial factor in the success of the learning process. Slameto (2010) explains that interest is a feeling of liking and attraction to an activity without coercion, while Sardiman (2011) states that interest in learning is an individual's inner drive to acquire knowledge, skills, and experience. In Arabic language learning, interest in learning is a crucial factor in determining students' active involvement in the learning process.

Teacher Strategies in Cultivating Students' Interest in Learning

Teachers' learning strategies play a crucial role in increasing students' learning interest. According to Uno and Mohamad (2022), teachers are the primary actors in the learning process, interacting directly with students, thus significantly influencing their motivation and interest in learning. Research (Muhammad Saifudin, 2025) shows that creative teacher strategies such as communicative approaches, use of technological media, educational games, and group learning are able to increase students' interest in learning, even though there are still obstacles in the form of differences in students' abilities in understanding the material.

Similarly, Hakim and Irawan (2025) found that motivation-based learning strategies can increase learning interest through lesson planning tailored to student needs, the use of varied methods and media, and the provision of reinforcement in the form of rewards and motivational feedback. However, obstacles remain, including limited facilities and a lack of supportive learning environments.

Besides that, (Saimin et al., 2024) emphasizes that the success of Arabic language learning is determined not only by classroom strategies but also by the overall learning environment. Factors such as consistent Arabic language use, limited facilities, and a shortage of teaching staff are challenges that need to be addressed through improving teacher quality, developing learning materials, and optimizing educational technology.

Based on these various studies, it can be concluded that teacher strategies and the learning environment play a significant role in fostering interest in learning Arabic. However, further research is needed on Arabic teacher strategies in the Islamic boarding school context, particularly in fostering learning interest among female students at the Raudhatut Thalibin Islamic Boarding School.

RESEARCH METHODS

This research uses a qualitative approach with descriptive research type. This approach was chosen because the research aims to gain an in-depth understanding of Arabic teachers' strategies in cultivating female students' interest in learning at the Raudhatut Thalibin Islamic Boarding School. Qualitative research emphasizes revealing meaning, understanding phenomena and learning processes that occur naturally based on data obtained from the field (Moleong, 2006).

The research object was in a natural setting, so the researcher did not manipulate the conditions being studied. Data were collected in accordance with the reality of Arabic language learning in Islamic boarding schools. In qualitative research, the researcher acts as the primary instrument, directly interacting with the data source, thus requiring theoretical understanding and sensitivity in interpreting the information obtained (Sugiyono, 2013).

The research subjects were Arabic language teachers who teach female students at the Raudhatut Thalibin Islamic Boarding School, who were selected purposively because they have direct experience in designing and implementing learning. Data collection used semi-structured interviews conducted online via WhatsApp. Interview data were analyzed descriptively using an inductive approach, drawing conclusions based on field findings, thus providing a comprehensive description of the Arabic language teachers' strategies in fostering female students' learning interest.

To ensure data validity, the researcher carefully reviewed the data by adapting the interview results to the context of Arabic language learning at the Raudhatut Thalibin Islamic Boarding School. Data validity was also strengthened by the researcher's understanding of the learning context at the Islamic boarding school.

RESEARCH FINDINGS

Interview results revealed teachers' strategies and roles in fostering interest in learning Arabic among female students. These findings included strategies for planning and implementing learning, providing reinforcement and evaluation, the role of teachers, and supporting and inhibiting factors in the learning process. Teachers' roles were evident in providing motivation, facilitating student engagement, and guiding students throughout the learning process.

First, teachers plan the learning process by considering the students' needs, interests, and learning characteristics. Learning objectives, teaching materials, and classroom activities are designed to create a more engaging learning experience.

Second, teachers apply various learning methods and media to create an engaging and non-monotonous learning environment. These methods include educational games, Q&A sessions, group discussions, and role-playing, as well as the use of audio and video media with the aid of laptops and projectors. In practice, teachers act as facilitators and guides by providing opportunities for students to ask questions, providing examples of simple Arabic sentences, and involving them in group activities. These strategies provide space for students to participate and build confidence in the learning process.

Third, teachers provide reinforcement through rewards and motivating feedback. This reinforcement demonstrates the teacher's role as a motivator. Teachers support students' efforts, offer suggestions for improving their abilities, and avoid comparing one student's abilities with another. Teachers also encourage students to become more confident in using Arabic.

Fourth, learning evaluation is conducted in a simple and enjoyable manner. Teachers assess students' understanding through light quizzes and questions about vocabulary learned. In this regard, teachers also act as guides by providing direction and helping students understand the material.

The research findings also indicated factors supporting the development of female students' learning interests, such as the use of game-based learning methods and audio-visual media. Meanwhile, several obstacles were also identified, including limited learning facilities, a lack of support within the Islamic boarding school environment, and the unfamiliarity with using Arabic in daily activities.

DISCUSSION

After researchers conducted research through online interviews with Arabic teachers, data was obtained regarding the learning strategies implemented by teachers in fostering students' interest in learning, as well as factors that supported and hindered their implementation. The data obtained came from the answers of Arabic teachers at the Raudhatut Thalibin Islamic Boarding School. Based on the results of the interview, the following is a presentation of the research results which are then analyzed and discussed according to the research focus.

Arabic Language Teacher Strategies in Learning Planning

Learning strategies or techniques are implementational in nature, so their application needs to be adapted to the conditions and characteristics of students (Muljanto Sumardi, 1974). Based on the research results, Arabic language teachers at the Raudhatut Thalibin Islamic Boarding School planned learning by considering the needs, interests, and characteristics of female students. Teachers chose audio-lingual, communicative, language games, and discussion methods, and prepared media in the

form of Arabic books or manuscripts (muhāwarah), Arabic vocabulary, and audio and video media.

These findings indicate that lesson planning focuses not only on delivering material but also on adapting methods and media to the students' conditions. The selection of language games and discussions provides variety in learning, allowing students to engage in learning activities. This aligns with Muljanto Sumardi's (1974) opinion that implementing learning strategies requires consideration of students' creativity and characteristics.

In material planning, the teacher first reads the material, then the students reread it together and practice it through question and answer sessions in pairs. Based on these findings, the teacher plays a role not only in preparing the material but also in guiding the students so they can understand and practice the material directly. Furthermore, the teacher incorporates motivation into the learning process through engaging activities and providing encouragement to the students. This demonstrates the teacher's role as a guide and motivator in supporting the students' engagement and self-confidence.

However, the implementation of lesson planning still faces several obstacles, such as limited facilities, differences in the abilities of female students, and a less-than-optimal Islamic boarding school environment for accustoming students to the use of Arabic outside the classroom. These conditions indicate that teachers' strategies need to be adapted to the real-world conditions of the learning environment. Therefore, planning that considers the needs and interests of female students is crucial for creating Arabic language learning that is tailored to their specific needs.

Arabic Language Teachers' Strategies in Implementing Learning to Cultivate the Interest of Female Students

Learning strategies are specific actions implemented by teachers in the classroom in accordance with the chosen methods and approaches. The implementation of learning strategies depends heavily on the teacher's creativity, imagination, and ability to adapt them to the characteristics of the students (Muljanto Sumardi, 1974). Learning strategies not only serve as a means of transferring knowledge but can also support the involvement of female students in the learning process. Learning interest is a student's internal tendency and motivation to pay attention, understand, and actively participate in the learning process (Syah, 2006; Winkel, 1989).

Theoretically, motivation and interest in learning are related to the learning process. Motivation to learn can encourage students to enjoy learning material and facilitate their understanding of Arabic lessons (Mulyaningsih, 2014). Furthermore, the use of appropriate learning methods also plays a role in supporting student interest in learning (Annisa, 2019). Conversely, the use of methods that are less varied can lead to

decreased enthusiasm and participation of female students in the Arabic language learning process (Mujazi, 2020). Therefore, teachers need to adapt learning strategies to the conditions and characteristics of female students.

Based on an interview with Ustadzah Siti Nurul Safarina, Arabic language learning is often implemented through games and role-playing. Teachers also tailor learning activities to students' interests and provide rewards for consistent use of Arabic. Furthermore, after reading the material, teachers provide opportunities for students to express any unclear points and ask questions.

These findings indicate that teachers act not only as instructors but also as facilitators, providing space for female students to engage in the learning process. The use of games and role-playing provides variety in learning activities, allowing female students to participate directly. This aligns with Annisa's (2019) opinion that selecting appropriate learning methods can support student learning interests. This variation in activities also aligns with Muljanto Sumardi's (1974) view that the implementation of learning strategies needs to be tailored to student characteristics.

When dealing with female students who are still shy or lack confidence in using Arabic, teachers build trust by asking simple Arabic questions, providing example sentences, and involving the students in group discussions such as Arabic dramas. Teachers also use audio and video media, with the help of laptops and projectors, so the students can see and hear the material being presented. These findings demonstrate the teacher's role as a facilitator and guide in creating opportunities for students to practice and participate in learning.

Thus, the implementation of learning strategies at the Raudhatut Thalibin Islamic Boarding School demonstrates an adjustment between methods, media, and the conditions of the female students. Teachers act as facilitators, guides, and motivators through varied activities, providing opportunities for questions and practice, and supporting the students' self-confidence. However, the implementation of learning still faces limitations in facilities and environmental conditions that do not fully support the use of Arabic. Therefore, teacher strategies in implementing learning need to be supported by a supportive environment so that female students' involvement in learning can continue to develop.

Arabic Language Teachers' Strategies in Providing Reinforcement and Evaluation to Cultivate Female Students' Interest in Learning

Reinforcement is one strategy used by teachers in the learning process. Reinforcement is defined as a teacher's response, both verbal and nonverbal, to positive student behavior. The goal is to provide feedback and encouragement, and to strengthen the behavior so that it can be repeated (Darmadi, 2010; Hasibuan, 2005). Providing appropriate reinforcement can support student attention and motivation in participating in learning (Mulyasa, 2008).

Based on an interview with Ustadzah Siti Nurul Safarina, reinforcement in Arabic language learning is provided through rewards to students who actively use Arabic in class. Furthermore, teachers provide feedback by emphasizing students' efforts, supporting their abilities, offering suggestions for improvement, and avoiding comparing the abilities of one student with another.

These findings indicate that teachers act as motivators in providing reinforcement to female students. The rewards and feedback provided not only focus on results but also consider the students' efforts in learning and using Arabic. This aligns with the opinions of Darmadi (2010) and Hasibuan (2005) that reinforcement can be given in response to positive student behavior. Providing support without comparing students' abilities also demonstrates teachers' efforts to build self-confidence and create a supportive learning environment. These findings align with Jeprianto and Ubabuddin (2021), who explain that providing appreciation can support student motivation and self-confidence.

In addition to reinforcement, teachers also evaluate learning through light quizzes and questions about vocabulary learned. These simple evaluations are conducted to gauge students' understanding of the material presented. Based on these findings, evaluations in learning are more focused on assessing students' understanding of the material, while motivation is provided through rewards and feedback provided by teachers throughout the learning process.

Thus, the reinforcement and evaluation strategies implemented by the teacher demonstrate their role as motivator and guide. Reinforcement is provided through rewards and feedback that support the students' efforts and self-confidence, while evaluation is conducted through light quizzes and vocabulary questions to gauge understanding of the material. The implementation of these two strategies is part of the teacher's efforts to create Arabic language learning that supports student engagement.

Supporting and Inhibiting Factors in the Growth of Female Students' Interest in Learning

The language environment is one factor that can support the language learning process. An environment that supports the use of Arabic in everyday life can help students develop language skills and foster learning interests (Rosyid, 2020). Islamic boarding schools that implement *bi'ah lughawiyah* (literary practices), such as familiarizing themselves with Arabic, providing vocabulary, and providing rules for Arabic usage, can also support students' Arabic language learning (Sanusi & Sanah, 2019).

Based on an interview with Ustadzah Siti Nurul Safarina, several factors support Arabic language learning, including support from other teachers and Islamic boarding school policies regarding Arabic language use. Furthermore, the use of Arabic-language

games and videos also helps create more engaging learning experiences for female students. These findings indicate that support from the school or Islamic boarding school environment and the use of engaging learning activities are key factors in supporting the Arabic language learning process. This aligns with the findings of Rosyid (2020) and Sanusi & Sanah (2019) regarding the importance of a supportive environment for Arabic language use in the learning process.

On the other hand, interview results revealed several inhibiting factors, including a lack of motivation from the environment, limited facilities, and a lack of discipline among instructors in providing examples of Arabic language use to female students. These conditions indicate that the implementation of teacher strategies depends not only on classroom learning activities but also on the support of the Islamic boarding school environment. When the use of Arabic has not yet become a habit in daily life, female students' opportunities to practice Arabic outside of class are limited.

Thus, the research findings indicate that the supporting and inhibiting factors in fostering female students' interest in learning stem not only from teacher strategies but also from the learning environment. Support from other teachers and Islamic boarding school policies can foster Arabic language implementation, while limited facilities, low environmental motivation, and a lack of mentor role models are obstacles that require attention. Therefore, joint support between teachers, mentors, and the Islamic boarding school is needed to create an environment that is more conducive to the use of Arabic.

Implications of Teacher Strategies for the Development of Female Students' Interest in Learning

Teachers play a crucial role in supporting the development of students' learning interests. Creative teachers can create a fun and interactive learning environment, thereby supporting student motivation. Previous research has shown that the use of appropriate learning methods is linked to the development of students' learning interests (Mahdi, 2020). Learning interest is the driving force that encourages students to participate and engage in the learning process (Rahmayanti, 2016). Interest can also be defined as a person's tendency to pay attention to a particular activity and consistently engage in it because it is considered interesting (Kallang, 2024).

Interest can be expressed through students' attention and active participation in an activity. Someone who is interested in an object tends to pay more attention to it. Therefore, student involvement in the learning process can be one indicator of the development of interest in learning (Hari Ariyanti, 2021).

Based on the interview results, the teacher explained that the implementation of structured learning strategies was related to the emergence of female students' desire to use Arabic. The teacher also stated that these strategies had an impact on the students' self-confidence. This indicates that the visible implications of the teacher's

strategy implementation relate not only to students' engagement in learning but also to their desire to use Arabic and the development of self-confidence.

These findings align with Hari Ariyanti's (2021) opinion that interest can be demonstrated through attention and active participation in an activity. In this study, teachers identified several observable indicators, including active participation in learning, use of Arabic in daily activities, and encouragement of other female students to use Arabic. Therefore, learning strategies that utilize engaging activities, reinforcement, and appropriate media provide opportunities for female students to engage and use Arabic.

However, this development is still influenced by the conditions within the Islamic boarding school. Teachers explained that the use of Arabic in daily life has not been consistent due to limited environmental support. Therefore, the implications of teacher strategies for fostering learning interest are not only related to classroom instruction but also require support from instructors and the Islamic boarding school to ensure the use of Arabic becomes a habit in daily life.

Thus, according to the teacher's statement, the strategies implemented through lesson planning, engaging activities, reinforcement, and the use of learning media are related to the development of female students' learning interests. This development is evident in their active participation in learning, their desire to use Arabic in everyday life, and their growing confidence in using Arabic. However, the sustainability of this development still requires support from the Islamic boarding school environment.

CONCLUSION

Thus, it can be concluded that the strategies of Arabic language teachers at the Raudhatut Thalibin Islamic Boarding School play a crucial role in fostering students' interest in learning. These strategies include lesson planning that takes into account students' needs and interests, implementing learning using a variety of methods and media, and providing motivational reinforcement and evaluation. These strategies can increase students' engagement, motivation, and self-confidence in learning Arabic.

However, the teachers' strategies have not been fully effective due to several inhibiting factors, particularly the Islamic boarding school environment, which does not support the consistent use of Arabic. Therefore, support from the instructor and Islamic boarding school policies are needed to create a conducive language environment so that female students' interest in learning Arabic can develop sustainably.

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