

THE DEMOTIVATION PHENOMENON OF LEARNING ARABIC IN THE NEW NORMAL ERA AT MADRASAH ALIYAH DARUDDA'WAH WAL-IRSYAD KIJANG ISLAND

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Abstract: The purpose of this study is to find out the process of learning Arabic in the new normal era, the demotivating phenomenon of learning Arabic, the teacher's obstacles in overcoming the demotivation of learning Arabic, and the solution to the demotivating phenomenon of learning Arabic in the new normal era. This study uses a qualitative method with a qualitative descriptive approach. Well, interviews, observations, and documentation a comprehensive data collection techniques. The results showed that there was demotivation in learning Arabic in class X IPS MA DDI Kijang Island, evidenced by internal and external factors which showed that: 1) students were less active and enthusiastic in learning Arabic, 2) Students found it difficult to learn Arabic. Arabic, 3) Changes in unscheduled learning conditions, 4) The methods used by teachers are less varied, 5) Limited duration of learning, 6) Less conducive learning environment. The teacher's efforts and solutions to overcome demotivation and increase motivation to learn Arabic are as follows: 1) Become a cool teacher, 2) Encourage students to keep practicing, 3) Score points and praise. The previous research was conducted before the pandemic face-to-face, while this research was conducted online during the pandemic.

Keyword: Demotivation, Learning, Arabic, New Normal

Abstrak: Tujuan penelitian ini adalah untuk mengetahui proses pembelajaran bahasa arab pada era new normal, fenomena demotivasi belajar bahasa arab, kendala guru dalam mengatasi demotivasi belajar bahasa arab, solusi fenomena demotivasi belajar bahasa arab pada era new normal. Penelitian ini menggunakan metode kualitatif dengan pendekatan deskriptif kualitatif. Well, interviews, observations and documentation as a comprehensive data collection technique. Hasil penelitian menunjukkan bahwa terjadi demotivasi belajar bahasa arab pada siswa kelas X IPS MA DDI Pulau Kijang, dibuktikan dengan faktor internal dan eksternal yang menunjukkan bahwa: 1) siswa kurang aktif dan bersemangat dalam belajar bahasa arab, 2) Siswa merasa sulit mempelajari bahasa arab, 3) Perubahan kondisi

pembelajaran yang tidak terjadwal, 4) Metode yang digunakan guru kurang variatif, 5) Terbatasnya durasi belajar, 6) Lingkungan belajar yang kurang kondusif. Upaya dan solusi guru untuk mengatasi demotivasi dan meningkatkan motivasi belajar bahasa arab sebagai berikut: 1) Menjadi guru yang asik, 2) Menganjurkan siswa agar terus berlatih, 3) Nilai angka dan pujian. Pada penelitian sebelumnya dilakukan sebelum pandemi secara tatap muka, sedangkan penelitian ini dilakukan secara online selama pandemi.

Kata kunci: Demotivasi, Belajar, Bahasa Arab, New Normal



Introduction

Arabic is not only located as a religious language, but Arabic also has glory inside knowledge of his language. The development of Islam will always be related to and followed by developments in teaching the Arabic language. The Qur'an and Hadith are the benchmarks of synchronization of the two things. Furthermore, teaching Arabic is the main menu, which includes sections of educational institutions with Islamic characteristics as means of understanding to source religion Islam, that is Al - Quran and Hadith.

According to Arabic language learning is a learning process that aims to promote, guide, and develop Arabic language skills properly and correctly.¹ The purpose of learning Arabic is to develop four skills, namely listening skills, speaking skills, reading skills, and writing skills. This skill is an activity that is systematically arranged in the Arabic learning process.

Education and teaching are goal-conscious processes. An objective could explain as something that shapes effort in giving a result formula which is desired student after carrying out process study teach². One of the objectives of the achievement of teaching can be seen from performance studies achieved by the student. Rest _ which tall, parastudent own indication knowledgeable which more good. Wrong one factor which has an important influence on student achievement is motivation. With motivation, a student will be more hard, tenacious, and persistent as well as own concentrate full in the learning process.

Motivation is a concept that often appears in daily conversation. day. Motivation could be analogous to a strength pusher which could energize and directs human behavior. Some internal links generally each man including emotion, learning, solving a problem, and processing information very bound to motivation³. In general, the concept of motivation drip weight to the reason somebody is involved in something behavior⁴. By therefore, in context learning, motivation influential great at growing interest to learn Learning language that motivation have role important with various ways in process learning language stranger⁵. in harmony with opinion, motivation to learn a language foreign only put attention on positive influences that encourage language learning interest and effort to maintain that interest. There is also another side of motivation that may be experienced by every learner.

The condition is a loss of motivation for the time being. This influence is then referred to as influence demotivating. In contrast to the positive forces that support the maintenance of motivation During Act, strength demotivating precisely reduce motivation when To do something active. demotivating here which often time in ignore in study language foreign. Whereas demotivating Becomes part of a study that needs attention more, considering that motivation has a direct effect on the concept of learning generally on world education.

¹ M H Shidqi and A Mudinillah, "Pembelajaran Bahasa Arab Dengan Memanfaatkan Lingkungan Berbahasa Bagi Mahasiswa Di Perguruan Tinggi," *JURNAL EDUCATION AND DEVELOPMENT* 9, no. 3 (n.d.): 170–176.

² N Wibowo, "Upaya Peningkatan Keaktifan Siswa Melalui Pembelajaran Berdasarkan Gaya Belajar Di SMK Negeri 1 Saptosari," *Elinvo (Electronics, Informatics, and Vocational Education* 1, no. 2 (n.d.): 128–139.

³ M Simanjuntak et al., *Perancangan Organisasi Dan Sumber Daya Manusia* (Yayasan Kita Menulis, n.d.).

⁴ Kemendikbud, "UU SISDIKNAS Nomor 20 Tahun 2003," *KEMENDIKBUD* (2013).

⁵ A M S Islam, "Faktor Demotivasi Pembelajaran Bahasa Arab Dalam Perspektif Siswa Madrasah," *Arabiyat: Jurnal Pendidikan Bahasa Arab dan Kebahasaaraban* 2, no. 1 (n.d.): 1–16.



Recently there has been a phenomenal learning language on level education good base nor medium, in lower management Ministry religionas, Madrasa Ibtidaiyah (MI), Madrasah Tsanawiyah (MTs), and Madrasa Aliyah (MA) which named with phenomenon demotivating study. Term This demotivation refers to a stimulus that prevents the action from being carried out in certain⁶. In the context of teaching Arabic, demotivating Becomes a stimulus for the development implementation of education-related withhold, hinder, or reduction even removing the spirit good student or teacher.

In the year before nine dozen, existing eye lesson Arabic in Madrasah is a prestigious subject. Arabic subjects always received high appreciation from the madrasa and at the same time as a pride lesson. However, there has been a gradual but steady decline, and the existence of Arabic subjects in madrasas, both at MI, MTs, and MA not get a proportional appreciation. Generally, this demotivating symptom is more seen in madrasas country. If on the years Previously, the allocation of hours for Arabic subjects was around 4 hours per month a week, currently in madrasas, the allocation of hours for Arabic subjects ranges from 2 hours to 3 hours per week, except for private madrasah based boarding schools which still allocate 4 o'clock per week⁷.

Phenomenon _ demotivating learning Arabic this also middle This is suspected in online learning in this new normal era. Based the results interview with Mrs. Nurleny S. Pd an Arabic language teacher at the institution education Madrasa to be exact in Madrasah Aliyah Darudda'wah Wal Irsyad Pulau Kijang, clearly stated that there was a decline in morale and students' interest in learning in Arabic subjects, marked by a lack of participant in follow class learning, by the whole student no collect class or saturation with online learning systems, including Inadequate internet connection for students.

Methods

The main focus of this research approach is qualitative research. as quoted by qualitative is a research approach that aims to understand what phenomena the research topic describes such as behavior, perceptions, motives, actions, and others.⁸ Comprehensively and thoroughly The description is made in forms, words, and language in a special natural context and uses various naturalistic methods.

Qualitative Approach This research aims to reveal data in the field by interpreting and interpreting things as they are to communicate the cause and effect of something that has happened. To produce and find the reality of teaching Arabic at the Alam AL-Fath elementary school in Jambi City. This research will use the descriptive method.⁹ The descriptive research method is research that intends to make (describe) thought about a situation or novelty. The

⁶ M Ahsanuddin et al., "PELATIHAN PENINGKATAN KOMPETENSI PROFESIONAL GURU BAHASA ARAB MA/SMA/SMK," *at-tamkin: Jurnal Pengabdian kepada Masyarakat* 3, no. 2 (n.d.).

⁷ Bororo, "Learning Motivation in Arabic Studies (Student Case Study Class VIII Mts N Yogyakarta II)". Thesis Faculty of Tarbiyah and Teacher Training UIN Sunan Kalijaga Yogyakarta," n.d.

⁸ Shidqi and Mudinillah, "Pembelajaran Bahasa Arab Dengan Memanfaatkan Lingkungan Berbahasa Bagi Mahasiswa Di Perguruan Tinggi."

⁹ A Anggito and J Setiawan, *Metodologi Penelitian Kualitatif* (CV Jejak (Jejak Publisher, n.d.).



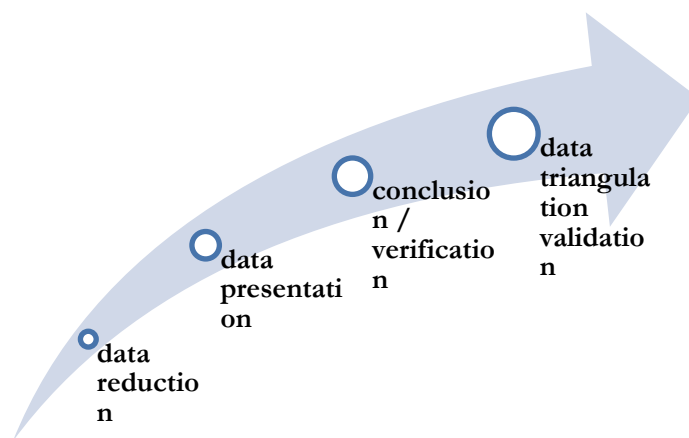
descriptive method is the collection of basic data in the form of a description. not the need to find or explain correlations "or test hypotheses".

Considerations for choosing this research at Madrasah Aliyah Darudda'wah Wal Irsyad Pulau Kijang,

First, it is integrated into the Arabic language learning curriculum.¹⁰ These two phenomena are rarely raised in the research, even though they are important to be discussed in language studies. Methods of data collection of this research researcher use many methods for collect n data from Field data collected through the method will be explained in the observation notes, interview results, and document content analysis.¹¹

Research analysis This begins by formulating and explaining the problem before entering the field; it continues until the written results of the research. Data analysis techniques are obtained from the results of interviews. The results of observations and documentation by describing or narratively describing them according to the facts that occurred.

After the collection of data, so step next which done is to analyze data according to Miles and Huberman, where This analysis is carried out interactively and takes place continuously until it is complete. Activities in this data analysis are summarizing, selecting things that tree, focusing on things which important for searching for a friend and the pattern (data reduction), then the data is presented in a pattern that is by the study (data display), and after that, a conclusion is drawn which results in a hypothesis and description or description of an object that was previously dim or dark, becomes clear (conclusion drawing), or (verification). Step- steps to analyze the data are as follows.¹² It is described in detail below:



3.1 Miles And Huberman's Interactive Analytical Model

¹⁰ M Sobri, E Iryani, and Mulyadi, "The Independent Learning (Nature-Based Learning): Outdoor Study Arabic Learning Nature School Jambi City," *Studi Arab* 12, no. 1 (n.d.): 17–26.

¹¹ W Wahidmurni, *Pemaparan Metode Penelitian Kualitatif* (Vol-201, n.d.).

¹² A Suharsimi, *Metodelogi Penelitian* (Yogyakarta: Bina Aksara, n.d.).



Results and Discussion

The Demotivation Phenomenon of Learning Arabic

Moh. Ainin suggests that demotivation refers to a stimulus, both planned and unplanned, which causes the implementation of education and other relevant stakeholders to restrain and inhibit, reduce, and even eliminate the learning spirit of students or teachers.¹³

The teaching and learning process in the classroom becomes ineffective because of this demotivating phenomenon, researchers are aware that motivation greatly affects creativity and productivity in undergoing a process including learning.

Special about demotivating is very influential to creativity, productivity, and joy in the process. Demotivation is an obstacle psychological to focusing and seriousness someone in living a process.¹⁴ there are 10 demotivating factors, namely: demotivation due to fear, demotivation due to inaccurate goals, demotivation due to lack of clarity about what is desired, demotivation due to value conflicts, demotivation due to lack of freedom, demotivation due to lack of challenge, demotivation due to lack of self-confidence, demotivation due to loneliness, demotivated because of boredom, demotivated because of not knowing what to do next.¹⁵

Phenomenon demotivating learning Arabic this also middle This is suspected in *online learning in this new normal* era. Based on the results interview with Nurafnida Rahmayuni an Arabic language teacher at the institution education Madrasah be exact in Madrasa Aliyah Darudda'wah Wal Ersyad Pulau Deer, clearly stated:

"There is a decrease in morale and students' interest in learning in Arabic subjects, marked by a lack of participant in follow class learning, by the whole student no collecting classes or getting bored with the new normal system with erratic schedule changes" (Mawaddah, February 5, 2022).

The teacher always provokes students to ask questions over and over again, many students are silent, and not many answer the teacher's questions, then the Arabic teacher asks the students to reopen the book, and after that, some students answer. From the observations of the researchers, Arabic teachers have tried to lure their students to be active, but the students themselves are still less active and not enthusiastic about learning study.

The following are the findings of the researchers who were demotivated due to internal factors, based on the results of interviews with students of class X Social Sciences, and information from the Arabic language teacher of class X Social Sciences that demotivation in learning Arabic in the new normal era at Madrasah Aliyah Darudda'wah Wal Irsyad Pulau Kijang, then the following explanation related to demotivation due to internal factors;

Students are less active and less enthusiastic in the learning process. Researchers conducted interviews about what made them less active and less enthusiastic when asked

¹³ A Pramujiono et al., *Kesantunan Berbahasa, Pendidikan Karakter, Dan Pembelajaran Yang Humanis* (Indocamp, n.d.).

¹⁴ Pinar Cankaya, "Demotivation Factors in Foreign Language Learning," *Journal of Foreign Language Education and Technology* 1 (2018).

¹⁵ N Hardianti and M P Marpaung, "PENGARUH EFIKASI DIRI, MOTIVASI BELAJAR DAN MINAT BACA TERHADAP HASIL BELAJAR SPEAKING SISWA KELAS X," *Jurnal Pendidikan* 22, no. 1 (n.d.): 43–52.



during online learning via the class *WhatsApp group*, and continued with direct interviews in class revealing the following:)

"What makes us not enthusiastic in learning, Sis, some are lazy because the teacher only gives assignments in *the WhatsApp group* during *online learning*, some are sleepy in class, there is no intention, some are forced, some don't understand or don't want to understand it." (Mawaddah, February 5, 2022).

Based on the results of the researcher's analysis and interviews above, students have different intrinsic demotivation. The researcher found that a few students were active in capturing the lessons or material given by the teacher, some were lazy, sleepy, unenthusiastic in responding to lessons, some students were forced to take part in learning, and some did not understand or did not want to understand it. So, students of class X IPS, MA DDI Pulau Kijang have various demotivation or decreased enthusiasm for learning Arabic.

Students find it difficult to understand Arabic lessons. The difficulties of class X students at MA DDI Pulau Kijang include difficulties in understanding the structure of language in learning Arabic, this statement is supported by the results of interviews with these students (Mawaddah, February 15, 2022).

The researcher concluded that with the difficulties, students could not understand the Arabic language learning material optimally. As for other things that affect the *mindset* of students that Arabic is a difficult subject to understand, then other influences such as the uncertainty of the learning method applied, sometimes using *online methods*, sometimes using *offline methods*. Meanwhile, as is known, students need painstaking assistance from the teacher to understand the learning material presented.

Changes in unscheduled learning conditions, here the researchers found demotivating external factors due to unscheduled changes in learning conditions, based on the results of an interview with Kijang Island students on February 16, 2022, a student named Rani said as follows:

"We don't think online learning is suitable, Sis and it doesn't go into memory because we don't deal directly with the teacher, it also makes us less enthusiastic because we don't meet friends in class, sometimes it's friends in class that make us excited to learn" (Rani, 16 February 2022).

By the results of the interview above, the researchers analyzed that students were less comfortable if learning Arabic was carried out *online* because students also did not understand the material presented and felt confused when learning was applied in the *new normal era*, they felt more enthusiastic when meeting in person with their friends. , because for them meeting with peers will make them more enthusiastic, because if they only study online and there are no activities with peers, there will be a decrease in enthusiasm and an uncomfortable situation.

The teacher's method is less varied, the researcher found factors related to internal demotivation because the teacher was less varied in teaching, based on the results of the researcher's interview with the class X IPS MA DDI Kijang Island on February 16, 2022, a student named Mawaddah said as follows:

"To be honest, Sis, we are not comfortable with the methods used by the teacher in class, we are a bit stiff so we are bored, and we like to be asked suddenly, so we are afraid" (Mawaddah, February 16, 2022).

From the results of the interviews above, the researchers concluded that students felt less comfortable with the teaching methods applied by the teacher. They consider the course of learning activities to be boring and feel uncomfortable with the method used by the teacher in delivering learning material. This is certainly one of the internal demotivating factors of students in participating in the Arabic learning process.



The duration of learning is limited, generally almost everyone wants to be free and not limited in exploring themselves in a process. If what happens is the rules that limit a person's freedom of processing, then someone usually experiences demotivation.¹⁶

"Students' obstacles in receiving learning materials include the limited duration of study so that students do not understand Arabic learning materials, this statement is supported by interviews in the field with students (Mawaddah, 17 February 2022)."

Based on the results of the researchers' observations, the online learning time is 30 minutes long. From the results of the interviews above, it can be concluded that online learning at MA DDI Pulau Kijang also includes external factors that can affect students' motivation in learning Arabic *online*. Students say that *online learning is limited in time*, causing students to also be limited in asking for material that has not been understood by students.

A less conducive learning environment is a finding of external demotivation in students because the learning environment is not conducive, based on the results of observations and interviews with researchers in class X IPS MA DDI Pulau Kijang, students named Mawaddah and Rani revealed the following:

"I think *online learning yesterday was not effective because it was only in the WhatsApp group*. But if you learn directly it will be more exciting. At the time of *offline learning is also a bit not conducive because the school environment is close to the market*" (Mawaddah and Rani, 17 February 2022).

Based on the results of the interviews above, it can be concluded that the geographical condition of the school is one of the external factors that demotivates students in learning Arabic for class X MA DDI Kijang Island. It is undeniable that the existence of supportive conditions and situations is one of the important factors in maintaining the stabilization of motivation to learn Arabic for class X MA DDI students in Kijang Island.

Efforts and Solutions to Overcome Demotivation and Increase Motivation

The following are the findings from the observations and interviews of researchers with Mrs. Nurafnida as an Arabic language teacher regarding how solutions to overcome demotivation and increase motivation to learn Arabic for students of class X IPS MA DDI Kijang Island are as follows: **Being a cool teacher**, Motivation focuses on the reason someone is involved in a behavior, therefore the teacher's role in teaching has a big influence on student motivation.¹⁷

Regarding the procedure and the nature of the teacher in delivering Arabic learning materials, Ms. Nurafnida revealed :

"That's why I as a teacher have to be very good at turning the class on so it's not stiff, sometimes alternately so it's not monotonous, I always try to be interactive even though we both know that children have different responses, some are active, and most of them are active. not actively learning Arabic in class" (Mrs. Nurafnida, February 25, 2022).

Based on the results of the interviews above, the researchers concluded that to convey information, especially Arabic learning material, an interactive communication pattern is

¹⁶ Suharsimi, *Metodelogi Penelitian*.

¹⁷ F Adirestuty and E Wirandana, "Pengaruh Self Efficacy Guru Dan Kreativitas Guru Terhadap Motivasi Belajar Siswa Dan Implikasinya Terhadap Prestasi Belajar Pada Mata Pelajaran Ekonomi," *Social Science Education Journal* 3, no. 2 (n.d.): 158-165.



needed to adjust to the times, so how to be a cool teacher is a teacher who can understand the conditions and characteristics of the class being taught, so that they can determine patterns such as what will be applied.

Researchers took an example on one of the digital *platforms* based on teacher's room learning, where the teacher's room provided material with a simple but easy-to-understand delivery method and attractive PowerPoint slides. Researchers understand that being a cool teacher is one solution to increase motivation to learn Arabic at MA DDI Pulau Kijang. Encourage students to keep practicing Robert C. Gardner¹⁸ says that learning motivation has an important role in learning a foreign language, for that it must encourage students to continue to practice.¹⁹ Regarding student activities in learning Arabic learning materials in the new normal era, Ms. Nurafnida revealed:

"For practice modules, what I always try to do in class is how they are stimulated by the materials provided, practice writing, speaking not only in class but also practice at home with family or friends" (Ms. Nurafnida Rahmayuni, 25 February 2022).

Based on the results of interviews and observations of researchers, it can be concluded that instructing students to always learn Arabic is important to use in increasing students' abilities to master existing competencies in learning Arabic. Learning Arabic is a form of teacher effort in improving the ability, desire, and motivation to learn Arabic for class X MA DDI Kijang Island students.

The value of numbers and praise, Education and teaching is a process that is aware of the purpose, one of the goals of the achievement of teaching can be seen from the results or values achieved by students. Regarding the level of appreciation given by the teacher to students, Mrs. Nurafnida said:

"Students who can answer the practice questions well have a high score, then during class hours, if there are students who are active or answer the questions correctly, they will be given praise. For example, "good or right" praise. Giving them good grades and praise will also keep them motivated to keep learning." (Mrs. Nurafnida Rahmayuni, 25 February 2022)

Based on the results of the interviews above, one of the Arabic language teachers' efforts to increase motivation to learn Arabic both in *online* and *offline learning* is to give additional value to students who successfully answer questions or do the homework properly and correctly as a form of appreciation. Arabic teachers also give praise to active students and students who manage to answer questions well during learning so that students are more motivated in learning Arabic

Conclusion

Demotivation of learning Arabic during the new normal era in class X Madrasah Aliyah Darudda'wah Wal Irsyad Pulau Kijang, the conclusion is that the student's learning motivation has decreased. The things that make the students' motivation decrease are: the level of motivation of each student is different, students find it difficult to understand Arabic, students are not comfortable with learning changes in the new normal era which are sometimes carried

¹⁸ H. E. Gardner, *Frames of Mind: The Theory of Multiple Intelligences*, Third Edit. (U.K: Hachette Uk., n.d.).

¹⁹ Ashinida Aladdin, "Demotivating Factors in the Arabic Language Classroom: What Demotivates Non-Muslim Malaysian Learners When It Comes to Learning Arabic?," *Procedia - Social and Behavioral Sciences* 93 (2013).



out online and sometimes offline, students are less enthusiastic about learning. The methods used by the teacher in the classroom tend to be rigid, limited time and a noisy learning environment makes students uncomfortable.

Efforts and solutions to overcome demotivation and increase motivation to learn Arabic for students of class X Social Sciences Madrasah Aliyah Darudda'wah Wal - Irsyad Pulau Kijang include being cool teachers and instructing students to continue practicing Arabic skills both at school and in the community. the environment where they live and the teacher gives grades or praise when the child can achieve the learning objectives.

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