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Exploring Arabic Teachers' Motivational Strategies in Teaching Arabic in Indonesia

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Abstract:

This study describes and report effective motivational strategies used by Arabic language teachers in Indonesia to enhance students' proficiency. A descriptive survey was conducted with 100 teachers from 11 provinces: Nanggroe Aceh Darussalam, North Sumatra, South Sumatra, Riau, Lampung, Banten, DKI Jakarta, West Java, Central Java, South Sulawesi, and North Maluku. Respondents were selected based on professional qualifications, with most having completed the Teacher Professional Education (PPG) program. Findings indicate that the most effective strategies include rewards and recognition, contextual approaches, modeling-based learning, the use of technology and interactive media, and providing challenges and opportunities for achievement. Teachers also emphasized the importance of creating a positive and supportive learning environment to strengthen student motivation. Analysis shows that 22% of respondents prioritized rewards such as gifts, points, or praise, while 20% highlighted the creation of a positive and interactive environment. About 18% stressed linking learning to real-life applications such as scholarships, careers, and religious practice. Meanwhile, 15% emphasized varied and innovative methods, including games, technology, Arabic clubs, and project-based learning. Personal and emotional approaches were considered important by 12%, while direct modeling of Arabic language use accounted for 8%, and student involvement in learning and assessment was noted by 5%. Overall, the study highlights that a combination of rewards, engaging environments, contextual relevance, and innovative teaching strategies significantly enhances both intrinsic and extrinsic motivation. These findings contribute to improving the quality of Arabic language teaching in Indonesia by aligning motivational strategies with students' needs, learning contexts, and broader educational goals.

Keywords: Motivation Strategies; Learning Arabic; Teacher;

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Strategi Motivasi Guru Bahasa Arab dalam Pembelajaran Bahasa Arab di Indonesia

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Abstrak:

Penelitian ini bertujuan menjelaskan dan melaporkan strategi motivasi yang efektif digunakan guru bahasa Arab di Indonesia untuk meningkatkan kemampuan berbahasa siswa. Metode penelitian adalah survei deskriptif dengan melibatkan 100 guru bahasa Arab dari 11 provinsi: Nanggroe Aceh Darussalam, Sumatera Utara, Sumatera Selatan, Riau, Lampung, Banten, DKI Jakarta, Jawa Barat, Jawa Tengah, Sulawesi Selatan, dan Maluku Utara. Responden dipilih berdasarkan kualifikasi profesional, mayoritas telah menyelesaikan Pendidikan Profesi Guru (PPG). Hasil penelitian menunjukkan strategi motivasi yang dianggap paling efektif meliputi penggunaan reward dan pengakuan, pendekatan kontekstual, pembelajaran berbasis pemodelan, pemanfaatan teknologi dan media interaktif, serta pemberian tantangan dan kesempatan berprestasi. Guru juga menekankan pentingnya menciptakan lingkungan belajar yang positif, menyenangkan, dan mendukung perkembangan motivasi siswa. Analisis data menunjukkan sebagian besar responden menekankan pemberian reward berupa hadiah, poin, atau pujian (22%) serta penciptaan lingkungan belajar positif dan interaktif (20%). Selain itu, 18% responden menilai penting mengaitkan pembelajaran dengan kehidupan nyata, manfaat, dan tujuan praktis seperti beasiswa, karier, maupun ibadah. Sebanyak 15% menekankan penggunaan metode variatif dan inovatif seperti permainan, teknologi, Arabic club, atau proyek. Pendekatan personal dan emosional mendapat perhatian 12% responden, sementara pemberian teladan praktik bahasa Arab langsung mencapai 8%, dan pelibatan siswa aktif dalam pembelajaran serta penilaian sebesar 5%. Temuan ini menegaskan bahwa kombinasi antara reward, lingkungan belajar yang menyenangkan, relevansi materi, serta metode inovatif dapat secara signifikan meningkatkan motivasi intrinsik dan ekstrinsik siswa dalam pembelajaran bahasa Arab.

Keywords: strategi motivasi, pembelajaran, bahasa Arab, guru, Indonesia

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INTRODUCTION

Teaching Arabic in Indonesia has a vital role in the world of education, especially at schools or madrassas that have a religious curriculum. As the primary language in Islam, Arabic is not only studied as a communication skill but also as a tool for understanding religious texts such as the Koran and Hadith with a religious or spiritual motivation (Edidarmo & Fudhaili, 2023). Nevertheless, many students still struggle to achieve proficiency in Arabic, largely due to low motivation influenced by teachers' strategies. Motivation has been widely recognized as a crucial factor in successful learning (Brophy, 2004; Ryan & Deci, 2000).

The problem of motivation to learn Arabic is often the main obstacle. Although Arabic is taught from elementary school through university, students' skills often remain below expectations. Fahrurrozi (2014) highlights the persistence of conventional and monotonous methods, while Supriadi et al. (2020) add that the lack of relevant learning materials and teacher training exacerbates the problem. Consequently, students frequently perceive Arabic as difficult and irrelevant.

Rubini (2021) underscores the teacher's role in fostering motivation through appropriate strategies. Motivation itself is divided into intrinsic forms, such as the desire to understand the Qur'an, and extrinsic forms, such as grades or praise from teachers (Ryan & Deci, 2000). Dörnyei (2005) outlines three components of language learning motivation: affective (emotions and attitudes), cognitive (self-efficacy beliefs), and environmental (support from teachers, peers, and family). In the Indonesian context, affective factors often pose challenges, as many students develop negative attitudes toward Arabic, perceiving it as difficult and irrelevant—further aggravated by teaching methods that emphasize rote memorization over communicative competence (Islam, 2015).

To enhance motivation in Arabic learning, one common strategy is the use of rewards and punishments. Rewards may take the form of praise, additional grades, or other incentives that strengthen extrinsic motivation, while constructive punishment, when applied wisely, can encourage students to correct mistakes. Kusumawati et al. (2023) emphasize the need for balance between the two to avoid negative effects such as fear or resentment toward the subject.

Additionally, contextual approaches and modeling-based learning have proven effective. Contextual approaches, which link lessons to real-life situations, help students engage more actively and find relevance in Arabic within their daily lives (Nurmawarni, 2019). Meanwhile, modeling-based instruction allows teachers to demonstrate the use of Arabic in authentic communication, providing students with tangible examples of application, thereby making learning more concrete and relevant (Sona, 2021).

Other influential strategies include the use of technology and the provision of challenges suited to students' abilities. The integration of digital media, LMS platforms, videos, and interactive applications makes learning more engaging for technology-savvy generations (Fauzi & Anindiati, 2021). At the same time, realistic challenges and opportunities for achievement—such as recognition and awards—further reinforce students' learning motivation. Kompri (2016) stresses that appropriately designed challenges can drive students to reach their full potential.

To systematically investigate teachers' motivational strategies in Arabic

language instruction in Indonesia, this study designed a research questionnaire divided into two sections. The first, Strategies for Fostering External Motivation, includes indicators such as (1) the use of rewards and recognition in the form of praise, additional grades, or other incentives; (2) constructive use of punishment to encourage students to correct mistakes without instilling fear; and (3) setting clear goals and expectations to provide students with measurable learning directions. The second, Strategies for Fostering Internal Motivation, includes (4) linking learning materials to students' real-life contexts to highlight practical benefits, (5) building students' confidence through positive reinforcement and recognition of effort, (6) promoting learner autonomy by allowing students to manage their own learning processes, (7) fostering positive teacher-student relationships through supportive communication and a conducive classroom climate, and (8) cultivating students' responsibility for learning by involving them in assessment and self-reflection. With this structure, the questionnaire is expected to provide a comprehensive overview of teachers' motivational strategies in Arabic language teaching in Indonesia.

Table 1. Construction of the Questionnaire on Arabic Language Teachers' Motivational Strategies in Indonesia

Section	Strategy Indicator	Measured Aspect
A. Strategies for Fostering External Motivation	1. Use of Rewards and Recognition	How teachers provide verbal praise, formal recognition, and special rewards to enhance students' enthusiasm
	2. Constructive Use of Punishment	How teachers apply educational forms of punishment without instilling fear or resentment
	3. Setting Clear Goals and Expectations	The clarity of learning objectives and teachers' expectations of students
B. Strategies for Fostering Internal Motivation	4. Providing Relevance of Learning Materials	The extent to which Arabic learning materials are linked to students' real-life contexts
	5. Building Students' Self-Confidence	Teachers' efforts to cultivate students' belief in their own abilities
	6. Encouraging Independent Learning	Opportunities for students to learn autonomously and manage their own learning process
	7. Building Positive Teacher–Student Relationships	The quality of teacher–student interaction, including care, support, and classroom atmosphere
	8. Enhancing Students' Responsibility for Learning	Teachers' efforts to encourage students' commitment and accountability in the learning process
C. Teachers' Perceptions of Internal and External Motivation Strategies	9. Teachers' Reasons for Considering Motivation Important in Arabic Learning	Teachers' perceptions of the urgency of motivation in supporting the learning process and outcomes in Arabic
	10. Teachers' Beliefs in the Effectiveness of	The extent of teachers' belief that motivation directly influences

	Motivation in Improving Learning Outcomes	students' academic achievement
	11. Teachers' Perceptions of the Role of Internal and External Motivation in Students' Success	Teachers' evaluation of the contribution of internal (intrinsic) and external (extrinsic) motivation to learning success
D. Teachers' Perceptions of Internal and External Motivation Strategies	12. The Most Effective Strategies for Enhancing Student Motivation	Types of strategies considered most effective in fostering students' motivation to learn Arabic (e.g., rewards, personal approaches, positive classroom environment, varied methods)
	13. Improvement in Students' Arabic Proficiency After Receiving Motivation	Concrete examples of improved Arabic language skills (speaking, reading, writing, listening, grammar) after being motivated

The construction of this motivational strategy questionnaire is closely related to the crucial role of teachers in creating a positive learning environment, particularly in enhancing students' motivation in Arabic language learning. Teachers are expected to serve as facilitators who influence students' attitudes and interests through positive relationships, emotional support, and an engaging classroom atmosphere (Sesfao & Prijanto, 2021). Furthermore, teachers need to be sensitive to individual needs by adapting methods to students' learning styles, interests, and goals, as emphasized by Hanaris (2023) regarding the importance of individualized approaches. Providing constructive feedback is also essential in fostering students' self-confidence, as positive feedback encourages enthusiasm for learning, while negative feedback may diminish motivation. Thus, this study contributes to improving the quality of Arabic language teaching through innovative curricula, teacher training, and educational policies that support the implementation of effective motivational strategies in madrasahs and other Islamic educational institutions.

METHOD

This study uses a quantitative method survey to describe appropriate traits, symptoms, and conditions of individuals or groups as respondents in the study. The survey method requires the acquisition of information from a representative group respondents. Fowler explained that the survey method is effective for collecting quantitative and qualitative data with planning. The questionnaire is precise, clear and unbiased. Election-appropriate samples are also crucial to ensure results survey can generalized to more populations (Fowler, 2014).

Erin Ruel et al. also emphasized that this important guide is comprehensive regarding the survey process, including the planning questionnaire, selection samples, data collection, data analysis, and the validity and reliability of a survey (Ruel et al., 2016). In line with Ruel, Robert M. Groves et al. also emphasized the importance of design surveys, sampling techniques, data collection, etc., analysis results survey (Groves et al., 2009). Johnny Blair et al. also emphasized question planning effective surveys to minimize bias.

In this research, the researcher determined representative respondents,

namely Arabic language teachers who have attended an educational program teaching profession (PPG) in office in 2023 and have obtained certificate educator. They generally have on duty to become teachers for 5 to 25 years. The total respondents in the study are 39 professional teachers with a teacher certificate as an Arabic language teacher. They originate from several regions in Indonesia, namely Nanggroe Aceh Darussalam, North Sumatra, South Sumatra, Riau, Lampung, Banten, DKI Jakarta, West Java, Central Java and North Maluku. The research compiled a questionnaire with questions closed and open to collect data regarding attitudes, opinions, behaviour, or characteristics of certain related matters with motivational strategies for Arabic language teachers to increase the ability of Arabic-speaking students.

RESULTS AND DISCUSSION

Growing Strategy Motivation External

Table 2. Provision of Rewards and Recognition

Indicator	Category	Percentage (%)
Forms of Reward	Providing verbal praise and recognition	53%
	Granting awards to high-achieving students	41%
	Giving rewards only during special events	4%
	Not using rewards	2%
Effective Types of Reward	Additional points toward grades	62%
	Physical gifts (books, stationery)	52%
	Public recognition in front of the class	45%
	Certificate of appreciation	19%
	Snacks and chocolates	1%
Timing of Reward	Each time students achieve a learning objective	66%
	At the end of the semester	20%
	Monthly	11%
	Weekly	3%

A survey of 100 respondents revealed that the most dominant form of reward was verbal praise and recognition (53%), followed by awards for high-achieving students (41%). In contrast, only a small proportion of teachers reported giving rewards during special events (4%) or not using rewards at all (2%). This finding underscores that teachers tend to prioritize non-material rewards, particularly verbal reinforcement, as a means to foster student motivation.

In terms of effectiveness, additional points toward grades (62%) were

considered the most impactful form of reward, followed by physical gifts such as books or stationery (52%) and public recognition in class (45%). Meanwhile, certificates of appreciation (19%) and snacks or chocolates (1%) were perceived as relatively less effective. These results suggest that teachers emphasize rewards directly linked to academic achievement and symbolic recognition.

The majority of respondents also preferred the strategy of *immediate reward*, namely granting rewards each time students achieved a learning objective (66%), compared to at the end of the semester (20%), monthly (11%), or weekly (3%). This pattern aligns with behaviorist theory, which highlights the importance of immediate reinforcement (Skinner, 1953; Slavin, 2018), whereby timely rewards are able to strengthen intrinsic motivation and consistently encourage student engagement.

Table 3. The Use of Constructive Punishment

Indicator	Category	Percentage (%)
Application of Punishment	Providing educational punishment when students break rules	69%
	Using punishment as a learning opportunity	21%
	Giving firm punishment without violence	9%
	Not using punishment	1%
Types of Punishment	Verbal warning	44%
	Additional assignments	44%
	Deduction of points from grades	8%
	Consultation with parents	4%
Effectiveness of Punishment (Perceived Frequency of Helpfulness)	Often	44%
	Sometimes	34%
	Always	15%
	Rarely	7%

The survey results indicate that the majority of respondents (69%) prefer to administer educational punishment when students violate rules, while 21% regard punishment as an opportunity for learning, 9% enforce firm but non-violent punishment, and only 1% report never using punishment. These findings reflect teachers' tendency to emphasize the educational aspect of discipline, aligning with the positive discipline approach that focuses on fostering student responsibility.

In terms of the types of punishment, the most dominant forms are verbal warnings (44%) and additional assignments (44%), whereas grade deductions (8%) and consultations with parents (4%) are relatively less employed. This suggests that teachers prioritize light, corrective punishments directly relevant to learning, rather than administrative measures that involve external parties.

Regarding effectiveness, most teachers consider educational punishment to be reasonably successful, with 44% reporting it often helps, 34% sometimes helps, 15% always effective, and only 7% rarely useful. Overall, these findings affirm that educational and contextual punishments tend to be more effective in fostering student awareness, consistent with constructive discipline theory (Curwin & Mendler, 1999), which emphasizes punishment as a means of learning rather than merely deterrence.

Table 4. Setting Clear Learning Goals and Expectations

Indicator	Category	Percentage (%)
Ways of conveying learning objectives	Delivering objectives at the beginning of the lesson (oral explanation)	68%
	Writing on the board	15%
	Providing handouts	7%
	Through online platforms (PPT/Google Classroom, etc.)	5%
	No explicit objectives set	5%
Student involvement in goal-setting	Daily	22%
	Weekly	31%
	Monthly	15%
	Rarely/Never	32%

The survey of 100 respondents revealed that the majority of teachers (68%) conveyed learning objectives through oral explanations at the beginning of the lesson, while others wrote them on the board (15%), provided handouts (7%), or used online learning platforms (5%). Notably, 5% of respondents did not explicitly set learning objectives. These findings indicate that most teachers prioritize direct communication to ensure students understand the direction of learning from the outset, although the use of more varied strategies remains relatively limited.

In terms of student involvement, 22% of teachers engaged students in goal-setting on a daily basis, 31% on a weekly basis, and 15% on a monthly basis. However, 32% of respondents rarely or never involved students in determining learning objectives. This suggests that student involvement remains suboptimal, even though their active participation can enhance intrinsic motivation and foster a sense of ownership over the learning process. Thus, teaching practices need to be further oriented toward more participatory approaches, enabling students to actively contribute to the design and evaluation of their learning goals.

Growing Strategy Motivation Internal

Table 5. Providing Relevance of Learning Materials

Indicator	Category	Percentage (%)
Ways of Relating Learning Materials	Relating materials to students' daily lives	72%
	Explaining the benefits of learning Arabic for students' future	15%
	Using examples from Arab culture	7%
	Others	6%
Frequency of Relating Materials	Every lesson	61%
	Often	30%
	Sometimes	7%
	Rarely/Never	2%
Types of Examples Used	Relevant everyday situations	68%
	Examples from current news	55%
	Students' personal experiences	40%
	Examples from popular culture	35%
	Examples from Arab culture	12%

The survey results indicate that the majority of teachers (72%) relate Arabic language learning materials to students' daily lives, while 15% emphasize explaining the future benefits of learning Arabic, and a smaller proportion employ examples from Arab culture (7%) or other categories (6%). In terms of frequency, most respondents (61%) reported relating the material in every lesson, 30% stated that they do so often, whereas only 7% mentioned sometimes and 2% rarely or never. These findings suggest that teachers tend to be consistent in making learning relevant to students' real-life experiences in order to enhance engagement and comprehension.

With regard to the types of examples used, relevant everyday situations are the most common (68%), followed by current news (55%), students' personal experiences (40%), and popular culture (35%). Meanwhile, examples from Arab culture are employed by only 12% of respondents. This pattern indicates that teachers prefer examples closely aligned with students' social realities and daily experiences rather than abstract or distant contexts. Such a tendency is consistent with constructivist theory, which highlights the importance of connecting new knowledge to learners' prior experiences, thereby ensuring that Arabic language learning is not only cognitive but also contextual and meaningful.

Table 6. Building Students' Self-Confidence

Indicator	Category	Percentage (%)
Frequency of assigning tasks according to students' abilities	Always	28%
	Often	46%
	Sometimes	21%
	Rarely	5%
Appreciation of students' efforts	Oral praise	82%
	Positive remarks on students' assignments	65%
	Special awards	40%
	Publishing students' work	35%
	Others (certificates, additional points, etc.)	12%

The survey results on strategies for building students' self-confidence indicate that the majority of teachers strive to adapt assignments to the individual abilities of their students. A total of 46% of respondents reported frequently assigning tasks that align with students' capacities, while 28% stated that they always do so. Nevertheless, 21% admitted to only occasionally making such adjustments, and 5% reported rarely doing so. These findings suggest that differentiated instruction practices have been widely implemented, although their consistency varies across teachers. In line with the theory of differentiated instruction (Tomlinson, 2014), assigning tasks according to students' abilities is believed to enhance their self-confidence and encourage active participation in learning.

With regard to the appreciation of students' efforts, the data show that the most dominant strategies are oral praise (82%) and positive remarks on students' assignments (65%), followed by the provision of special awards (40%) and the publication of students' work (35%). Other forms of recognition, such as

certificates or additional points, were relatively rarely employed (12%). This highlights that teachers tend to emphasize verbal and symbolic forms of appreciation, which are simple yet meaningful. In accordance with the principles of positive psychology (Seligman, 2011), reinforcement that emphasizes effort—rather than merely outcomes—can foster a growth mindset and increase students' intrinsic motivation. Thus, consistent and well-targeted appreciation plays a crucial role in building students' self-confidence and perseverance throughout the learning process.

Table 7. Encouraging Learner Autonomy

Indicator	Category	Percentage (%)
Frequency of Assigning Independent Tasks	Always	18%
	Often	57%
	Occasionally	20%
	Rarely	5%
Flexible Learning Guidance	Providing supplementary materials for self-study	48%
	Offering consultation hours outside class time	61%
	Utilizing online learning platforms	42%
	Directing students to external learning resources	39%

The survey results on teachers' strategies to promote learner autonomy indicate that the majority of respondents (57%) often assign tasks that enable students to work independently, while 18% reported always doing so. Meanwhile, 20% of respondents applied this approach only occasionally, and 5% rarely implemented it. These findings underscore that most teachers seek to cultivate student independence through structured task assignments, although the consistency of application still varies. This aligns with Vygotsky's constructivist theory, which emphasizes the importance of scaffolding in guiding learners to develop autonomy through direct learning experiences.

In terms of providing flexible learning guidance, the most frequently adopted strategy was offering consultation hours outside class time (61%), followed by providing supplementary materials for self-study (48%), utilizing online learning platforms (42%), and directing students to external learning resources (39%). This pattern demonstrates that teachers not only assign independent tasks but also provide support that enables students to access diverse learning resources according to their needs. Consequently, learning extends beyond the classroom, encouraging students to develop lifelong learning skills. Such an approach is consistent with 21st-century education principles, which emphasize autonomy, digital literacy, and critical thinking abilities.

Table 8. Building Positive Relationships with Students

Indicator	Category	Percentage (%)
Individual conversations with students about their progress (frequency)	Every day	28%
	Every week	32%
	Every month	18%
	Rarely	20%

	Only during teaching	2%
Emotional support for students	Providing motivation and encouragement	65%
	Listening to students' problems	60%
	Offering advice and solutions	58%
	Contacting parents when necessary	45%
	Maintaining communication outside class hours	10%

The survey results on teachers' efforts to build positive relationships with students indicate that the majority of teachers actively engage in individual conversations with students regarding their progress. A total of 28% of teachers reported doing so on a daily basis, while 32% did so weekly, reflecting consistent and routine interactions between teachers and students. Meanwhile, 18% engaged in such conversations monthly, 20% rarely, and 2% only during teaching sessions. This pattern demonstrates variation in the intensity of communication, yet overall highlights that most teachers consider individual communication an integral part of their instructional strategy. Such interaction aligns with the theory of positive classroom climate, which emphasizes the importance of interpersonal communication in fostering students' self-confidence and engagement.

In terms of emotional support, the most dominant strategy was providing motivation and encouragement (65%), followed by listening to students' problems (60%) and offering advice and solutions (58%). Additionally, 45% of teachers reported contacting parents when necessary, while 10% maintained communication with students outside of class hours. These findings suggest that teachers serve not only as academic facilitators but also as emotional companions who assist students in addressing both personal and academic challenges. This supports Vygotsky's view of the importance of social interaction in fostering students' cognitive and emotional development and reinforces the notion that consistent emotional support can enhance students' motivation, discipline, and academic success.

Table 9. Enhancing Students' Responsibility for Learning

Indicator	Category	Percentage (%)
Frequency of involving students in planning learning activities	Always	20%
	Often	42%
	Occasionally	25%
	Rarely	13%
	Never	0%
Ways of involving students in the assessment of the learning process	Self-assessment	55%
	Peer assessment	60%
	Discussion of learning outcomes with students	70%
	Developing assessment rubrics together with students	40%

Survey results on enhancing students' responsibility for learning indicate that the majority of teachers frequently involve students in planning learning activities. A total of 42% of respondents reported doing so frequently, 20% always,

25% occasionally, and 13% rarely. These findings demonstrate that although most teachers attempt to provide students with opportunities for participation, there remains variation in the consistency of implementation. This aligns with participatory learning approaches that emphasize active student involvement in determining the direction of their learning, thereby fostering a stronger sense of ownership and responsibility for both the process and the outcomes achieved.

Regarding student involvement in the assessment of the learning process, the most dominant strategy was discussing learning outcomes with students (70%), followed by peer assessment (60%), self-assessment (55%), and jointly creating assessment rubrics with students (40%). These results suggest that teachers emphasize not only formal evaluation but also students' engagement in learning reflection. Such an approach is consistent with the principles of *assessment for learning*, which position students as active subjects in the evaluation process, enabling them not only to receive results but also to understand and reflect on their own learning journey. Consequently, this strategy contributes to strengthening students' responsibility, independence, and intrinsic motivation in the learning process.

Teachers' Perceptions of Internal and External Motivation Strategies

Table 10. Teachers' **Perceptions** of the Effectiveness of Internal and External Motivation Strategies

Indicator	Category	Percentage (%)
Importance of teachers assessing student motivation	Very important	80.4%
	Important	18.6%
	Moderately important	1.0%
Teachers' belief that increased motivation improves learning outcomes	Believe/Confident	60.8%
	Strongly believe	31.4%
	Others/Unclear	4.9%
	Do not believe	2.9%
Role of internal vs. external motivation	Both are important/balanced	53.9%
	Internal motivation is more dominant	37.3%
	Not specified	7.8%
	Inconsistent/Ambivalent	1.0%

The survey results from 100 respondents indicate that the majority of teachers consider student motivation to be a highly important factor in the success of Arabic language learning, with 80.4% rating it as "very important," 18.6% as "important," and only a small proportion (1%) as "moderately important." Furthermore, 92.2% of respondents believe that enhancing motivation directly improves student learning outcomes, with 60.8% expressing belief/confidence and 31.4% stating strong belief. Regarding the role of motivation, 53.9% of teachers view internal and external motivation as equally important and complementary, while 37.3% emphasize the dominance of internal motivation as being more sustainable, and only 1% perceive inconsistency between the two. These findings reinforce established theories of learning motivation (Deci & Ryan, 2000; Slavin, 2018), which highlight that while a balance of internal and external motivation is

essential, internal motivation exerts a deeper and more enduring impact on students' learning consistency.

Level of Effectiveness of Motivation Given by Teachers

Table 11. The Most Effective Motivation Strategies

Indicator	Category	Percentage (%)
Most effective motivation strategy	Providing rewards (gifts, points, praise, appreciation)	22%
	Creating a positive, enjoyable, and interactive learning environment	20%
	Linking learning to real-life contexts, benefits, and goals (scholarships, careers, worship)	18%
	Applying personal, emotional, and individualized approaches to students	12%
	Using varied and innovative methods (games, technology, Arabic club, projects)	15%
	Providing examples, role models, and direct guidance (teachers speaking Arabic, real practice)	8%
	Actively involving students in learning and assessment	5%

The analysis of 100 respondents regarding the most effective strategies for enhancing student motivation reveals that teachers primarily emphasize the provision of rewards in the form of gifts, points, or praise (22%), alongside the creation of a positive, enjoyable, and interactive learning environment (20%). Additionally, a considerable proportion of respondents highlight the importance of linking instruction to real-life contexts, benefits, and practical goals such as scholarships, careers, and worship (18%), as well as the use of varied and innovative methods including games, technology, Arabic clubs, and project-based learning (15%). Personal and emotional approaches toward students are also deemed significant (12%), followed by direct role modeling through the practical use of Arabic (8%), and student involvement in learning and assessment processes (5%). These findings underscore that a combination of rewards, supportive learning environments, contextual relevance, and innovative teaching methods can effectively enhance both intrinsic and extrinsic motivation among students in learning Arabic.

Table 12. Improvement in Arabic Language Proficiency After Motivation

Indicator	Category	Percentage (%)
Improvement in Arabic Proficiency	*Kalam* (Speaking)	92%
	Qiraah (Reading)	70%
	Kitabah (Writing)	65%
	Istima' (Listening)	58%
	Grammar (*Nahwu-Sharaf*)	44%

The data indicate that the most dominant improvement in students' Arabic

proficiency after receiving motivation occurred in *kalam* (speaking) at 92%, followed by *qiraah* (reading) at 70% and *kitabah* (writing) at 65%. Listening skills (*istima'*) also showed a notable increase (58%), whereas progress in grammar (*nahwu-sharaf*) was relatively lower (44%). These findings suggest that motivation is most effective in fostering growth in productive skills such as speaking and writing, while grammatical mastery remains a greater challenge for the majority of students.

Table 13. Concrete Examples of Improved Arabic Proficiency after Receiving Motivation

Skill (Indicator)	Concrete Example of Improvement	Type of Activity/Product
Kalam (Speaking)	Daring to greet, introduce oneself, and express daily habits in Arabic	*Muhadatsah*, role-play, speech/dialogue in front of the class
	More accurate pronunciation/intonation, enriched vocabulary	Sentence drills, teacher modeling, pair practice
	Greater confidence in public speaking (less shy/nervous)	Short presentations, greeting videos (e.g., Ramadan), ice-breaking activities
	Using Arabic in daily school routines	Language immersion in hallways/classrooms, Arabic-zone posters
Qiraah (Reading)	Reading texts more fluently and quickly (including unvowelized texts)	Structured reading practice, oral reading
	Understanding the content and answering comprehension questions	Listening–reading–answering, summarizing texts
Istima' (Listening)	Understanding instructions or recorded conversations	Audio/video listening, summarizing responses
	Improved focus in listening (especially in lower grades)	Arabic songs/riddles, listening-and-repeating games
Kitabah (Writing)	Writing simple paragraphs/short stories	*Insya'* assignments, writing from pictures or guided questions
	Writing without referring to texts; neater handwriting	Dictation, copying–composing exercises
Tata Bahasa (Grammar: Nahwu–Sharaf)	Identifying structures (noun/verb/particle; past–present–imperative verb forms)	Sentence analysis worksheets, error correction
	Applying grammar rules in speaking/writing	Conjugation through songs, arranging jumbled words into sentences
Integrative (Across Skills)	Mastering thematic vocabulary and applying it in conversation and writing	Vocabulary cycle → reading → speaking/writing
	Increased class participation; more active in asking/answering questions	Discussions, presentations, group projects

	Tangible outputs: written work, videos, achievements in speeches/Arabic Olympiads	Problem-based projects, Arabic clubs, competitions

DISCUSSION

This study demonstrates that effective motivational strategies to enhance students' Arabic language proficiency in Indonesia include the use of rewards and recognition, contextual approaches, modeling-based learning, the utilization of technology and interactive media, as well as the provision of challenges and opportunities for achievement. The findings are consistent with previous research emphasizing the importance of motivation strategies in increasing student engagement, such as the study by (Fauzi & Anindiati, 2021), which found that the use of Learning Management Systems (LMS) can improve students' motivation in learning Arabic. Likewise, the study by (Supriadi et al., 2020) indicated that the challenges in teaching Arabic in Madrasah Aliyah can be addressed through appropriate motivational strategies. Hence, this research provides a significant contribution to efforts aimed at improving the quality of Arabic language instruction in Indonesia.

From the perspective of teachers as motivators, this study supports the findings of (Sesfao & Prijanto, 2021), who emphasized the importance of the teacher's guiding role in online learning to enhance student motivation, (Hanaris, 2023), who highlighted the critical role of teachers in improving student motivation through effective strategies and approaches, and (Saharuddin, 2021), who stressed the role of teachers in motivating students via digital learning platforms such as Google Classroom.

This research also aligns with the findings of (Islam, 2015), which show that demotivating factors in Arabic language learning, from the perspective of Madrasah students, can be mitigated through appropriate motivational strategies. Similarly, the study by (Kusumawati et al., 2023), revealed that the use of rewards and punishments can enhance students' extrinsic motivation. In the same vein, (Sutri et al., 2024) affirmed that the application of rewards and punishments is effective in motivating Generation Z students in Arabic language learning. However, it is noteworthy, as indicated by (Nurmawarni, 2019), that a contextual approach can significantly increase students' learning motivation. This is echoed in the research of (Sona, 2021), which underscores that contextual learning based on modeling can enhance both motivation and Arabic learning outcomes.

On the other hand, this study also reveals that the inability of teachers to provide effective motivation—particularly in Arabic language instruction at Madrasahs and Islamic boarding schools (Pesantren) in Indonesia—can hinder the achievement of educational goals and lead to a decline in students' academic performance. This issue should be a key concern for teachers, as student motivation is influenced by various factors, and not all students possess high levels of intrinsic motivation. Therefore, teachers must select appropriate motivational strategies for Arabic language instruction that are tailored to the learning context, environment, and student needs.

CONCLUSION

This study confirms that effective motivational strategies for enhancing students' Arabic language proficiency in Indonesia include the use of rewards and recognition, the application of contextual approaches, model-based learning, the integration of technology and interactive media, as well as the provision of challenges and opportunities for achievement. The role of teachers in creating a positive, supportive, and conducive learning environment is essential for fostering student motivation. Teachers are required to understand learners' individual needs and characteristics while providing constructive and motivational feedback. The analysis of responses from 100 participants indicates that the most frequently applied strategy is the provision of rewards in the form of gifts, points, or praise (22%), followed by the creation of a positive, enjoyable, and interactive learning environment (20%). Furthermore, 18% of respondents emphasized the importance of linking instruction to real-life contexts, practical benefits, and goals such as scholarships, career prospects, or religious practices, while 15% prioritized the use of varied and innovative methods including games, technology, Arabic clubs, and project-based learning. Personal and emotional approaches were highlighted by 12% of respondents, followed by direct modeling through the use of Arabic in practice (8%), and the active involvement of students in the learning and assessment process (5%). In conclusion, the findings underscore that a combination of reward-based strategies, supportive learning environments, contextual relevance, and innovative pedagogical methods contributes significantly to enhancing both intrinsic and extrinsic motivation in Arabic language learning.

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