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## The Role of Teachers in Increasing Interest in Learning Arabic in Madrasah Aliyah 6 Aceh Besar

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### Abstract

Madrasah Aliyah Negeri 6 Aceh Besar has one of the compulsory classes, namely Arabic language classes, but many students still have difficulty following Arabic language classes. Therefore, the role of the teacher is very important to increase students' interest in learning Arabic, because with the role of the teacher, students will be more active and easier to follow the learning process. This research was chosen based on the nature of the material in the form of direct field observations and real events accompanied by interviews and documentation. Based on the results of the study, researchers came to the conclusion that the role of Arabic language teachers is very important to increase interest in learning in students who are still bored with their learning activities. Teachers are motivators and drivers of student learning. If the teacher is not effective in teaching, students will be bored in participating in learning activities, so here the researcher takes the role of the teacher in educating students. interest in learning Arabic subjects so that students are not bored in learning.

**Keyword:** Teacher's role; interest; and Arabic

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## INTRODUCTION

The nature of learning in general is a process of interaction between teachers (educators) and students (learners), including direct interaction, namely face-to-face activities and indirect activities, namely by using various learning media. Learning is a process that consists of two groups, namely: learning and teaching aspects.

The learning process refers to what learners must do, while teaching refers to what educators must do as teachers. Therefore, learning can be understood as a series of activities aimed at achieving a learning process, where an educator teaches knowledge to students, with the aim of achieving behavioral changes through interaction between educators and students, including Arabic language teaching. Learning Arabic is a basic need for everyone who studies in educational institutions, especially Islamic educational institutions.

Arabic language learning is a teaching activity that is optimized by the teacher so that students who study certain Arabic languages can carry out learning activities properly, so that it is conducive to achieving Arabic language learning objectives. Arabic language learning is an educational process that aims to encourage, guide, develop and improve students' active and passive Arabic language skills and foster positive attitudes. The atmosphere that must be created during the learning process is that students who are learning really play an active role in the learning process. Teachers must create an interesting and innovative learning atmosphere so as not to feel bored in the teaching process.

However, there are often obstacles in learning Arabic, and one of the inhibiting factors is that students feel learning Arabic is too difficult. Therefore, educational institutions develop proficiency standards and adjust them to the applicable standards according to the curriculum of educational institutions in order to produce students who are able to master Arabic.

Another factor is that student participation in learning Arabic is still low. The problem is caused by several factors such as low learning achievement, lack of teacher motivation and low teacher motivation so that students often do not pay attention when the teacher explains a learning topic, for example playing cell phones and chatting with their classmates. In addition, students' desire to learn Arabic is still lacking.

Interest in learning is the most important factor in developing student potential and has a very high impact on learning, especially Arabic which is considered difficult to understand in a short time. Students who are interested in the subject certainly learn seriously because the special attraction of Arabic subjects makes them happy to attend classes and study both at school and at home.

In addition to the importance of the interest factor (desire), the teacher is also a factor supporting student success, because academic success is largely determined by the attitude of the teacher when communicating with students. Based on this explanation, the role of the teacher is to be someone who can provide inspirational motivation, motivate and increase their role in the teaching and learning process so that students can be encouraged and increase their interest in learning Arabic and can process their understanding. Because both teachers and students expect their learning to be successful.

This aspect of the teacher's role is considered fundamental because the teacher is a figure that students can emulate and admire. In addition, the results show that the teacher's position is at the forefront in determining learning outcomes. This finding confirms that the availability

of various technical tools is very developed and cannot replace the position of the teacher as an educator. The position of the teacher becomes increasingly important, because learning requires process management, on the one hand this is because education and teaching are not only limited to the transmission of knowledge, but also the transmission of values, especially the transmission of values in the context of teaching. In learning Arabic as a foreign language, the presence of teachers is indispensable in the learning process.

Given the low motivation of students, Arabic as a foreign language for students in Indonesia and the importance of the teacher's role in increasing student motivation and the quality of learning outcomes, the researcher is interested in conducting a study on the role of teachers in increasing interest in learning Arabic at Madrasah Aliyah 6 Aceh Besar, so that the results of the study are presented in a research article, which is expected to provide up-to-date information to readers and practitioners of Arabic language learning.

## **METHODOLOGY**

The research field used in this context is educational psychology. This research focuses on the study of psychological aspects in educational situations. The purpose of this approach is to describe the overall events, behavior and learning environment, understand the meaning and symptoms of education in society, especially the external elements of learning. In addition, this approach can be considered as one way to solve the research problem, namely increasing the role of teachers towards Arabic language learning at MAN 6 Aceh Besar.

This research is a field study and is included in the category of qualitative research, descriptive analytical approach called qualitative because the main source of information of this research is the words and actions of the people observed or interviewed. This research reveals the occurrence of events, namely Arabic language learning experienced by the subject, namely, students of MAN 6 Aceh Besar in relation to the role of teachers in increasing interest in learning.

The data collection methods used in this study are: observation method and interview method. The observation method is a method for systematically observing and recording the phenomena under study. While the survey method in this study was carried out freely, namely, the interviewer brought instructions which were only a synopsis of the questions to be asked. In this study this method is the first tool to obtain information or data about the location of MAN 6 Aceh Besar, Arabic language teaching practices, and knowing the level of student dependence on teachers in learning. The author's comments were not included.

The subjects in this study are Arabic language teachers at MAN 6 Aceh Besar as the main subject. Then the students of MAN 6 Aceh Besar as the next. This is because students are the subjects in learning Arabic who will respond directly to a teacher's teaching.

The data analysis technique used in this research is descriptive analytical, which is to describe and analyze something that is the subject of this research in accordance with the objectives to be studied. Then the data in accordance with the title is described and analyzed qualitatively, meaning organizing and sorting the data into categories and main units, so that the title can be found and formulated based on existing knowledge.

## **DISCUSSION**

Arabic language teachers working at MAN 6 Aceh Besar are 4 (four) people, based on existing data it is known that all Arabic language teachers are educated in Arabic. This information shows that they have the academic competence to teach Arabic, especially when combined with

the documents they have as certified teachers. A teaching background that is in line with the mandate of teaching Arabic at MAN 6 Aceh Besar is a qualified teacher. To increase students' interest in learning Arabic, MAN 6 Aceh Besar teachers act as motivators, facilitators, mediators and innovators. The four roles are obtained from existing information, based on the results of observations, interviews and documentary studies. The role of Arabic teachers as motivators is known because teachers encourage the importance of learning Arabic for the Muslim generation.

From the results of the focus group discussion, it is also known that all Arabic teachers who teach at MAN 6 school always encourage students to learn to increase their interest and motivation. According to FGH students, this is important because many students consider Arabic classes as just an addition to the curriculum and have little interest in improving their Arabic language skills.

The role of the educator as a motivator as happened in MAN 6 Aceh Besar is a positive step to increase students' interest. Another informant confirmed that explaining the importance of Arabic in detail increased their enthusiasm for learning Arabic. Arabic teachers as motivators can fulfill this role by explaining the important position of Arabic both in relation to Islam and science.

In increasing students' motivation to learn Arabic, teachers as educators also carry out their role as teachers. Based on the information received, it is known that Arabic teachers are seen as guides in the activities they carry out with students. To increase students' interest in learning Arabic, teachers equip the learning space with attributes that attract students' attention to the Arabic language atmosphere, such as posters, pictures and Arabic words of wisdom.

According to the students, the atmosphere arouses interest in learning the Arabic teacher's deployment. The formula applied by the Arabic teachers in the above data is an element of reviving the language environment, and according to experts, this step is very important in foreign language teaching. It is known that the development of language environment helps to improve students' language skills quite effectively.

The role of Arabic language educators as facilitators at MAN 6 Aceh Besar is also seen when he utilizes his free time to teach the Qur'an to children who do not have the ability to read and write the Qur'an properly. It is known that he did this because he could not teach Arabic to children who could not read the Koran. Another informant also revealed that his previous lack of interest in learning Arabic was because he had not mastered Arabic letters well. The presence of the Quran reading and writing program at MAN 6 helped him develop a strong interest in learning Arabic.

The Arabic teacher's activity in teaching students to read and write the Qur'an is very important. Various research findings conclude that speaking Arabic begins with the ability to read the Qur'an, between the Qur'an and Arabic are two things that cannot be separated for Indonesian people. The role of Arabic teachers in increasing students' interest in learning Arabic is also reflected in their activities as mediators. To fulfill its role as a mediator by increasing students' interest in learning Arabic at MAN 6 Aceh Besar, it provides solutions to the difficulties experienced by students in learning Arabic and positions itself as a solution provider. Based on the FGD results, it is known that Arabic language teachers always provide mediation tools that

can overcome students' difficulties and provide solutions for them, such as providing teaching materials that are easier to understand.

The interview results also show that the Arabic teacher of MAN 6 Aceh Besar can overcome students' difficulties in learning Arabic, and according to students, the teacher's actions automatically increase the motivation to learn Arabic. The observation results also confirm that the Arabic teacher of MAN 6 Aceh Besar acts as a mediator to increase students' motivation. The results show that the position of the teacher can increase students' interest in learning Arabic. Learning Arabic for students requires teachers to act as mediators, because various materials related to Arabic require detailed explanations from teachers.

To increase students' interest in learning Arabic at MAN 6 Aceh Besar, teachers also act as innovators. It can be seen from the data obtained, informants revealed in FGD activities that Arabic language teachers who teach at MAN 6 Aceh Besar school need to innovate in learning, the innovation in question is in the form of innovations in methods, media, technology. Regarding teaching materials, according to them, the scope of experience and length of learning does not guarantee that teachers can convey material well, because the character of students varies from year to year.

Among students, there are also those who state that MAN 6 Aceh Besar teachers make innovations in learning, such as creating a learning environment that is in accordance with the learning material contained in the Arabic textbook used. The data shows that Arabic teachers at MAN 6 Aceh Besar are able to innovate and carry out their role as innovators. Based on the information described above, it is certain that the role of the teacher has a great influence in increasing students' interest in learning Arabic. Based on the informants' opinions, it is known that the teacher's role as a motivator, mediator, mediator and reformer increases students' enthusiasm and interest in learning Arabic. The latest conclusion from this study is that interest in the heart and held continuously shows that when followed up to the maximum, the role of the teacher can increase interest.

## CONCLUSION

Madrasah Aliyah Negeri 6 Aceh Besar has Arabic language subjects that still need more attention from the teacher, because students' interest in learning Arabic is still very low and minimal, teachers who carry out teaching and learning activities in interaction with MAN 6 Aceh Besar students, especially in class X, are expected to be able to carry out and carry out their roles and duties as effectively as possible so that students are less bored and bored in carrying out Arabic language learning, because learning Arabic is very difficult to understand because it is a foreign language that students rarely hear more students who go to school outside because they rarely read Arabic writing.

The role of the teacher as a teacher must carry out and channel knowledge in teaching material to students, so that the role of the teacher as a mentor and advisor for students shows more and makes it easier for students who have difficulty in learning, especially Arabic lessons. This is very indicative and has a purpose for a teacher so that it is very easy for students who have difficulty in learning. As well as to realize the importance of the role of the teacher in teaching and learning activities as a motivator in transferring knowledge and inspiring students so that they do not feel bored and difficult in carrying out learning activities.

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