The Influence of Teaching Methods and Family Environment on Interest in Learning Arabic at Madrasah Tsanawiyah

Moch Ubaidillah[1], Munirul Abidin[2], Danial Hilmi[3]

[1, 2, 3] Master of Arabic Language Education, State Islamic University Maulana Malik Ibrahim Malang

Email : ubaidcoy@gmail.com[1], munirul@bio.uin-malang.ac.id[2], hilmi@pba.uin-malang.ac.id[3]

Abstract:

This study aims to determine the influence of teaching methods and family environment on students' interest in learning Arabic at Madrasah Tsanawiyah Nahdlatut Thullab Omben Sampang. The background of the research highlights the importance of Arabic in Islamic education and the strategic roles of teachers and families in shaping students' learning motivation. A quantitative approach with a correlational design was employed. The study involved 180 students as the population, all of whom were included as the sample through total sampling. Data were collected through questionnaires, observation, and interviews. The data were analyzed using multiple linear regression. The results indicate that both teaching methods and the family environment significantly influence students' interest in learning Arabic. Interactive, varied, and communicative teaching methods were shown to increase students' enthusiasm. Similarly, a supportive family environment — reflected in parental attention, learning facilities, and motivation — contributed positively to students' learning interest. This research underlines the importance of collaboration between teachers and families in creating a positive learning environment and recommends the improvement of teaching strategies and parent-school communication to enhance Arabic learning outcomes.

Keywords: *teaching methods, family environment, learning interest, Arabic language*

Abstrak:

Penelitian ini bertujuan untuk mengetahui pengaruh metode pengajaran dan lingkungan keluarga terhadap minat belajar bahasa Arab siswa di Madrasah Tsanawiyah Nahdlatut Thullab Omben Sampang. Latar belakang penelitian ini berangkat dari pentingnya bahasa Arab dalam pendidikan Islam serta peran strategis guru dan keluarga dalam membentuk minat belajar siswa. Penelitian ini menggunakan pendekatan kuantitatif dengan desain penelitian korelasional. Populasi dalam penelitian ini berjumlah 180 siswa, dan seluruhnya dijadikan sampel menggunakan teknik total sampling. Teknik pengumpulan data dilakukan melalui penyebaran angket, observasi, dan wawancara. Analisis data menggunakan regresi linear berganda. Hasil penelitian menunjukkan bahwa baik metode pengajaran maupun lingkungan keluarga berpengaruh signifikan terhadap minat belajar bahasa Arab siswa. Metode pengajaran yang variatif, interaktif, dan komunikatif terbukti dapat meningkatkan minat siswa terhadap pelajaran bahasa Arab. Lingkungan keluarga yang mendukung, seperti adanya perhatian orang tua, fasilitas belajar, dan motivasi, juga berperan penting dalam meningkatkan semangat belajar siswa. Penelitian ini menegaskan pentingnya kolaborasi antara guru dan keluarga dalam menciptakan lingkungan belajar yang positif, serta merekomendasikan pengembangan metode pembelajaran dan komunikasi yang lebih baik antara pihak sekolah dan orang tua.

Kata Kunci: metode pengajaran, lingkungan keluarga, minat belajar, bahasa Arab

INTRODUCTION

Arabic has a very important position in Islamic education, especially in Indonesia, which is the country with the largest Muslim population in the world. Teaching Arabic is not only aimed at equipping students with language skills, but also to open access to Islamic scientific sources, most of which are written in classical Arabic (Syukri, 2022).

In the context of madrasah, Arabic is even one of the core subjects that support the understanding of religious lessons such as tafsir, hadith, fiqh, and Aqidah (L. H. Umam & Chodijah, 2022). Therefore, mastery of Arabic is not just an academic need, but also part of the formation of students' religious identity.

However, the reality in the field shows that Arabic language lessons are often considered difficult and less interesting by most students. Students' interest in learning Arabic tends to be low, which has an impact on the achievement of suboptimal learning outcomes (Husna & Rowin, 2023). This low interest in learning can be caused by various internal and external factors. Two external factors that are thought to have a significant influence on students' interest in learning are the teaching methods used by teachers in the classroom and the family environment where students are raised (Juryatina & Amrin, 2021).

Teaching methods are one of the important elements in the learning process. Appropriate, varied, and appropriate methods for student characteristics can increase student activity, understanding, and of course interest in learning (Asmawati & Malkan, 2020). On the contrary, conventional, monotonous, or uncommunicative methods can actually cause boredom and indifference in students towards the material being taught. In the context of learning Arabic, the challenges of teaching methods become increasingly complex due to the relationship between linguistic, cultural, and religiosity aspects that must be conveyed in an integrative manner (Keshav, Julien, & Miezel, 2022).

On the other hand, the family environment is also an important factor in fostering students' interest in learning (Munawarah & Ilmiani, 2024). A supportive family environment - such as parental attention to education, the availability of learning facilities at home, and parenting patterns that encourage discipline and independence in learning - can shape positive attitudes towards learning activities, including Arabic language lessons (Lassoued, Alhendawi, & Bashitialshaaer, 2020). On the other hand, families who are less concerned about their children's education or do not have a culture of literacy will be an obstacle to the growth of interest in learning.

Several previous studies have highlighted the relationship between teaching methods and students' learning interests. For example, a study by Ramadhani (2021) found that the application of project-based learning methods in Arabic lessons was able to increase student engagement and enthusiasm. On the other hand, a study by Sari & Hasan (2022) showed a positive correlation between family support and student learning motivation in madrasas. These studies underline the importance of the role of teachers and families in creating

a conducive learning atmosphere (Rafsanjani, 2024).

However, most previous studies have only focused on one aspect separately, either in terms of teaching methods or family environment (Nofiansyah, Yamani, & ..., 2022). There have not been many studies that comprehensively examine both factors simultaneously in one analytical framework, especially in the context of Arabic language learning in madrasahs located in rural areas such as Madrasah Tsanawiyah Nahdlatut Thullab Omben Sampang. This indicates a knowledge gap that needs to be bridged through further research.

With this background, this study was conducted to analyze the influence of teaching methods and family environment on students' interest in learning Arabic at MTs Nahdlatut Thullab Omben Sampang. This study aims to: (1) determine the extent to which teaching methods influence students' interest in learning Arabic, (2) analyze the role of family environment in influencing students' interest in learning, and (3) identify which factors are most dominant in influencing interest in learning Arabic. The results of this study are expected to be evaluation materials for teachers, parents, and madrasahs in designing more effective strategies to improve the quality of Arabic language learning and continuously arouse students' interest in learning.

RESEARCH METHOD

This study uses a quantitative approach with a correlational research type. The design of this study aims to determine the extent of the influence between two independent variables, namely teaching methods and family environment, on the dependent variable, namely interest in learning Arabic. Correlational quantitative research was chosen because it is appropriate for measuring the relationship or influence between variables through objective and systematic statistical analysis (Sugiyono, n.d.).

The population in this study were all students of Madrasah Tsanawiyah Nahdlatut Thullab Omben Sampang in the 2024/2025 academic year. The total number of students in this population was 180 students spread across grades VII, VIII, and IX. Because the population was not too large, the sampling technique used was saturated sampling (total sampling), namely all members of the population were used as research samples. Thus, the sample of this study was 180 students (Arikunto, 1993).

The data collection technique in this study used a questionnaire compiled based on indicators from each variable. For the teaching method variable, the questionnaire was compiled based on students' perceptions of the teacher's teaching method, variations in methods used, interactions in the classroom, and student involvement during the Arabic language learning process. For the family environment variable, the questionnaire items included aspects of parental support, learning facilities at home, learning atmosphere, and family attention to education. Meanwhile, for the learning interest variable, the questionnaire measured the extent to which students showed attention, perseverance, enthusiasm, and active participation in Arabic language learning.

All questions in the questionnaire used a Likert scale with five answer choices, ranging from strongly disagree to strongly agree.

Before the questionnaire was widely distributed, validity and reliability tests were conducted on the instrument to ensure that each statement item in the questionnaire actually measured what was intended and had good consistency. Validity tests were conducted using the Pearson Product Moment correlation technique, while reliability was tested using the Cronbach's Alpha formula.

The data analysis technique used in this study is multiple linear regression analysis. This analysis is used to determine the simultaneous and partial influence between teaching methods (X_1) and family environment (X_2) on interest in learning Arabic (Y). Before conducting the regression analysis, a prerequisite analysis test was first carried out, namely the normality test, multicollinearity test, and heteroscedasticity test to ensure that the data meets the required statistical assumptions. The analysis calculations were carried out with the help of the latest version of the SPSS program so that the results were more accurate and efficient (Santoso, 2009).

With this approach and procedure, it is hoped that this research can provide a clear empirical picture of the extent to which teaching methods and family environment play a role in shaping students' interest in learning Arabic, as well as providing practical recommendations for improving the quality of learning in madrasas.

FINDINGS AND DISCUSSION

The data of this study were obtained from the results of distributing questionnaires to 180 students of Madrasah Tsanawiyah Nahdlatut Thullab Omben Sampang. The questionnaire was designed to measure three variables, namely teaching methods (X_1), family environment (X_2), and interest in learning Arabic (Y). In addition to the questionnaire, the researcher also conducted indirect observations and interviews with several teachers and students to strengthen the quantitative data.

Research Data Description

The results of the questionnaire score recapitulation show that in general students gave a positive response to the teacher's teaching methods in learning Arabic. Teachers are considered quite varied in using methods, such as group discussions, questions and answers, and practical exercises. The average score of the teaching method variable is 78.3 out of a maximum score of 100.

The students' family environment is quite supportive. Most of the students' parents pay attention to their children's learning process, provide study time at home, and provide motivation to learn Arabic. The average value of the family environment variable is 74.1 out of a maximum score of 100.

Meanwhile, students' interest in learning Arabic is classified as moderate to high, with an average score of 76.7. Some students stated that they liked Arabic lessons because they felt that the language was important for

understanding religion, but some found it difficult due to limited vocabulary and grammar. The following is a summary table of statistical descriptions of each variable:

Table: 1 Statistical Description

Variables	Rate-rate	Shoes Minimum	Maximum Score
Teaching Methods (X_1)	78,3	61	92
Family Environment (X_2)	74,1	58	90
Minat Belajar (Y)	76,7	60	91

Regression Analysis Results

Multiple linear regression analysis was conducted to determine the influence of teaching methods and family environment on interest in learning Arabic. The results of the analysis obtained the following output:

1. Regression equation:

   $Y = 15,423 + 0,364X_1 + 0,291X_2$

   R² Value (Coefficient of Determination): 0.612

   This means that 61.2% of the Arabic language learning interest variable can be explained by teaching methods and family environment, while the remaining 38.8% is influenced by other variables outside this study.

2. F test (simultaneous):

   F value = 46.872 with significance 0.000 < 0.05

   This shows that simultaneously teaching methods and family environment have a significant influence on interest in learning Arabic.

3. Partial t-test:

   X_1 (teaching method): t-value = 5.114; yes. 0.000

   X_2 (family environment): t value = 3.809; sig. 0.000

   This means that partially, both teaching methods and family environment have a significant influence on interest in learning Arabic.

Discussion

The results of the study showed that teaching methods have a significant influence on students' interest in learning Arabic. This indicates that the way teachers teach has a central role in shaping students' perceptions and interests in the subjects taught, in this case Arabic. When teachers are able to present materials with varied, interactive, and relevant methods to students' needs, students will be more motivated to participate in learning. Conversely, monotonous, one-way, or non-contextual methods can cause boredom and reduced interest in learning.

This finding is consistent with (Sh, Elmubarok, & Multazam, 2022) view that students' learning motivation is greatly influenced by the teacher's teaching methods and styles. When teachers use an active approach, such as discussions, language games, Q&A, and student presentations, the learning process becomes more lively. In a madrasah environment such as Nahdlatut Thullab, where Arabic language lessons have a strong religious dimension and Islamic practice, methods that connect theory and religious practice have proven to be more

effective in arousing students' interest in learning (Munawarah & Ilmiani, 2024).

In addition, the significant influence of the family environment on students' interest in learning Arabic also reinforces the importance of parental support in the child's education process. Many students who come from families with religious backgrounds and are active in religious activities show a higher level of interest in learning Arabic (Pikri, 2022). Parents who pay attention to their children's learning, provide learning facilities such as books, dictionaries, or access to Arabic learning applications, and encourage children to take part in additional activities such as language courses or halaqahs, have created a conducive learning atmosphere at home (Amanda & Khan, 2024).

This finding supports (Hasrati, Afiah, & Yulmiati, 2021) developmental ecology theory, which states that microenvironments such as families play a crucial role in shaping children's cognitive development and attitudes toward learning. In this context, the family is not only a place to live, but also the first space that forms values, including the importance of learning Arabic as a language of religion, worship, and knowledge (R. A. Umam & Wijaya, 2025).

The results of this study also strengthen previous studies conducted by (Wahyuni, 2022), which emphasized that students will show high interest in learning when they receive double encouragement from teachers and parents. On the other hand, students who experience lack of attention at home and face unpleasant teaching methods at school tend to show low interest in learning, even experiencing anxiety in facing Arabic lessons (Syahrin & Salih, 2020).

In relation to the reality of education in madrasahs, learning Arabic is often considered difficult because of the differences in structure and language system with the students' mother tongue, as well as due to the lack of use in everyday life. Therefore, the role of teachers and families becomes very strategic in creating an atmosphere that makes it easier for students to overcome these obstacles (Lassoued et al., 2020). Teachers need to create fun and contextual learning, while families need to provide reinforcement and motivation at home.

Thus, synergy between teachers and families is the main key to fostering and increasing students' interest in learning Arabic. Schools as formal educational institutions should develop regular communication programs between teachers and parents in order to align teaching strategies and approaches at home (Sholihah, Akla, & Walfajri, 2020). Teachers also need to receive training in creative Arabic language learning methods, while families are given an understanding of the importance of their role in supporting their children's learning process. These steps are expected to produce students who not only have academic Arabic language skills, but also love the language as part of their Islamic identity.

CONCLUSION

Based on the results of the research that has been conducted, it can be concluded that teaching methods and family environment have a significant influence on students' interest in learning Arabic at Madrasah Tsanawiyah Nahdlatut Thullab Omben Sampang. The teaching methods applied by teachers

have been proven to be able to increase students' interest and enthusiasm for Arabic lessons, especially when the methods used are varied, communicative, and involve active student participation. On the other hand, a conducive, supportive family environment that pays attention to the child's learning process also contributes significantly to fostering enthusiasm for learning Arabic.

This study conceptually confirms that the formation of learning interest does not only depend on students' internal factors, but is also strongly influenced by external approaches taken by teachers and families. Synergy between school and home is an important key in supporting the success of Arabic language learning, especially in the context of madrasas that make Arabic a part of religious competence.

As a recommendation, teachers are advised to continue to develop interesting, creative, and student-specific learning methods. Schools also need to build more intensive communication with parents to align educational efforts between the school and home environments. In addition, for further researchers, it is recommended to examine other factors that influence interest in learning Arabic, such as the role of peers, digital learning media, or students' intrinsic motivation, in order to gain a more comprehensive and holistic understanding.

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