



Teachers' Strategies in Increasing the Interest in Learning Arabic for Students of MI Nurul Hidayah Tanjung Jabung Timur

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Abstrak

Penelitian ini bertujuan untuk menganalisis strategi guru dalam meningkatkan minat belajar Bahasa Arab siswa di MI Nurul Hidayah Tanjung Jabung Timur. Rendahnya minat belajar siswa terhadap mata pelajaran Bahasa Arab menjadi salah satu kendala utama dalam pencapaian tujuan pembelajaran. Siswa sering menganggap Bahasa Arab sebagai pelajaran yang sulit, membosankan, dan penuh hafalan. Kondisi ini diperparah oleh penggunaan metode pembelajaran yang monoton serta kurangnya inovasi media pembelajaran. Penelitian ini menggunakan pendekatan mixed method dengan dominasi kualitatif melalui desain sequential exploratory. Subjek penelitian terdiri atas 1 kepala madrasah, 2 guru Bahasa Arab, dan 42 siswa kelas V. Teknik pengumpulan data menggunakan observasi, wawancara, angket minat belajar, dan dokumentasi. Analisis data dilakukan melalui reduksi data, penyajian data, penarikan kesimpulan, serta penguatan dengan statistik deskriptif kuantitatif. Hasil penelitian menunjukkan bahwa strategi guru yang efektif dalam meningkatkan minat belajar Bahasa Arab meliputi penggunaan ice breaking, media gambar kontekstual, reward sederhana, metode bernyanyi, pembelajaran kelompok, dan pendekatan personal kepada siswa. Nilai rata-rata minat belajar siswa meningkat dari 64,3 menjadi 81,7 setelah strategi tersebut diterapkan secara konsisten. Novelty penelitian ini terletak pada integrasi strategi pembelajaran berbasis pendekatan emosional dan konteks lokal siswa pedesaan yang jarang dibahas dalam penelitian sebelumnya. Penelitian ini merekomendasikan penguatan kompetensi pedagogik guru dalam merancang pembelajaran Bahasa Arab yang menyenangkan dan bermakna.

Kata Kunci: Strategi Guru, Minat Belajar, Bahasa Arab, Madrasah Ibtidaiyah, Pembelajaran Aktif

Abstract

This study aims to analyze teachers' strategies in improving students' interest in learning Arabic at MI Nurul Hidayah Tanjung Jabung Timur. Low student interest in Arabic lessons is one of the main obstacles in achieving learning objectives. Students often perceive Arabic as a difficult, boring subject full of memorization. This condition is worsened by monotonous teaching methods and a lack of innovative learning media. This study employed a mixed-method approach with qualitative dominance using a sequential exploratory design. The research subjects consisted of 1 principal, 2 Arabic teachers, and 42 fifth-grade students. Data collection techniques included observation, interviews, learning interest questionnaires, and documentation. Data analysis was carried out through data reduction, data presentation, conclusion drawing, and strengthened by quantitative descriptive statistics. The results showed that effective teacher strategies in increasing students' interest in learning Arabic included the use of ice breaking, contextual picture media, simple rewards, singing methods, group learning, and personal approaches to students. The average student learning interest score increased from 64.3 to 81.7 after these strategies were consistently implemented. The novelty of this study lies in the integration of learning strategies based on emotional approaches and local rural student contexts, which has rarely been discussed in previous studies. This study recommends

strengthening teachers' pedagogical competence in designing enjoyable and meaningful Arabic learning.

Keywords: *Teacher Strategy, Learning Interest, Arabic Language, Islamic Elementary School, Active Learning*

Introduction

Arabic is one of the core subjects taught in madrasah ibtidaiyah and has a very important position in Islamic education. Arabic is not only studied as a foreign language, but also as a religious language that is the key to understanding the sources of Islamic teachings, such as the Qur'an, hadiths, prayers, and various other Islamic books. Through learning Arabic, students are expected to be able to recognize, understand, and apply the basics of the language gradually according to their level of development. Therefore, learning Arabic at the madrasah ibtidaiyah level is the initial foundation that greatly determines the success of students in learning Islamic sciences at the next level of education. In the learning process, Arabic has different characteristics compared to other subjects. Arabic has a writing, pronunciation, and grammatical structure system that is different from Indonesian so it requires the right learning method so that it is easy for students to understand. (Maskhuroh, 2021)

Elementary school or madrasah ibtidaiyah age, students tend to prefer learning that is active, fun, and involves hands-on experience. Therefore, teachers are required to be able to create an interesting learning atmosphere so that students do not feel burdened when learning Arabic. Creative and innovative learning will help students more easily understand mufradat, practice speaking, reading, and writing skills in Arabic. One of the important factors that determine the success of the learning process is the students' interest in learning. Interest in learning is a person's tendency or liking for a

learning activity that is shown through attention, interest, involvement, and the desire to continue learning. Learning interests have a very close relationship with student motivation and learning outcomes. Students who have a high interest will usually be more active in participating in learning, paying attention to the teacher's explanations, daring to ask questions, and having the enthusiasm to complete the tasks given. (Ainul et al., 2025)

On the other hand, students who have a low interest in learning tend to be passive, easily bored, lack focus, and lack the drive to learn independently. In learning Arabic, interest in learning is a very important aspect because this subject is often considered difficult by some students. Many students find it difficult to memorize mufradat, understand the rules of language, read Arabic writing, and pronounce words correctly. These difficulties are sometimes exacerbated by the use of monotonous and less varied learning methods so that students feel bored during the learning process. Not a few teachers still use the lecture method dominantly without actively involving students in learning. As a result, students become passive listeners and have less opportunities to explore their ability to use Arabic. (Widad & Personal, 2023)

The problem of low interest in learning Arabic is also often found in madrasahs in rural areas. Limited learning facilities and infrastructure, lack of educational media, and lack of learning innovation are challenges for teachers in creating an interesting learning atmosphere. In addition, the student environment that

rarely uses Arabic in daily life causes students to be less accustomed to hearing and practicing Arabic directly. This condition makes some students consider Arabic as a difficult, boring, and only memorized subject. If this condition continues to be left unchecked, it will have an impact on the low quality of learning and student learning outcomes.(Ainul et al., 2025)

According to Hermawan, teachers have a very important role in increasing students' interest in learning through the right learning strategies. Teachers not only function as material presenters, but also as motivators, facilitators, guides, and role models for students. Teachers' strategies in learning can be realized through the use of creative methods, interesting learning media, emotional approaches to students, and providing motivation that is able to build students' confidence in learning Arabic. Teachers who are able to create good relationships with students will find it easier to build a comfortable and fun learning atmosphere so that students become more enthusiastic about participating in lessons. The right learning strategy is needed to overcome various problems in learning Arabic. Teachers can use various active methods such as educational games, group discussions, simple conversation practices, singing using Arabic vocabulary, and the use of visual media from the students' environment.(Mualif, 2019)

It is also important to apply a contextual approach so that students can understand the material based on their daily experiences. For example, teachers introduce mufradat related to objects around the school, family members, daily activities, or the environment where students live. Thus, students will feel that Arabic is not something far from their lives, but rather a

language that can be learned easily and fun. In addition to learning strategies, teachers' emotional approaches to students are also an important factor in increasing interest in learning. Teachers who provide attention, reward, and support to students will help build students' confidence and comfort during learning. The friendly, patient, and communicative attitude of a teacher can create a positive emotional connection so that students do not feel afraid or depressed when learning Arabic. Personal approaches such as providing direct motivation, guiding students who are experiencing difficulties, and giving appreciation for students' efforts have been proven to be able to increase students' enthusiasm for learning in the classroom.(Manan & Nasri, 2024)

Previous studies have highlighted more on the use of learning media and its influence on Arabic learning outcomes. However, research that specifically discusses teachers' strategies in increasing students' interest in learning in the context of rural madrassas is still relatively small. Therefore, this study has novelty in the focus of the study that emphasizes the integration of pedagogic strategies based on emotional approaches and local contexts of students at MI Nurul Hidayah Tanjung Jabung Timur. This research highlights how teachers use the surrounding environment as a learning medium, build emotional closeness with students, and relate Arabic materials to students' daily experiences so that learning becomes more meaningful and easy to understand.(Marshella, 2024) MI Nurul Hidayah Tanjung Jabung Timur was chosen as the research location because this madrasah has the characteristics of a rural environment with various limitations of learning facilities, but still strives to improve the quality of Arabic learning through the

creativity of teachers. This condition is interesting to research because teachers are required to be able to create effective learning strategies even with limited resources. This research is expected to be able to provide a real picture of teachers' efforts in building students' interest in learning Arabic so that it can be a reference for teachers and other educational institutions.

Based on this description, the formulation of the problem in this study is how the teacher's strategy in increasing the interest in learning Arabic of students at MI Nurul Hidayah Tanjung Jabung Timur. This study aims to describe and analyze teachers' strategies in increasing students' interest in learning Arabic so that effective strategies can be found in creating interesting and enjoyable learning. In addition, this study is also supported by a quantitative hypothesis, namely H_0 which states that teachers' strategies do not have a significant effect on increasing students' interest in learning Arabic, while H_1 states that teachers' strategies have a significant effect on increasing students' interest in learning Arabic. With this research, it is hoped that it can make a theoretical and practical contribution to the development of Arabic language learning in madrasah ibtidaiyah, especially in rural areas.

Research Methods

This study uses a mixed method approach with qualitative dominance through a sequential exploratory design. The mixed method approach is a research method that combines qualitative and quantitative approaches in one study to obtain more comprehensive and in-depth data.(Setiawan et al., 2025) In this study, a qualitative approach is used as the main approach to explore in depth teachers' strategies in increasing students' interest in learning

Arabic. Furthermore, the results of qualitative findings were strengthened with quantitative data that was used to see the level of change in students' learning interests after the learning strategy was implemented. The exploratory sequential design was chosen because the research began with the collection and analysis of qualitative data, then continued with the collection of quantitative data as a reinforcement of the research results. This research was carried out at MI Nurul Hidayah Tanjung Jabung Timur in the 2025/2026 academic year. The selection of the research location is based on the consideration that the madrasah has characteristics that are in accordance with the focus of the research, namely the efforts of teachers in increasing students' interest in learning Arabic through various learning strategies.(Setiawan et al., 2025)

In addition, the environmental condition of madrasahs in rural areas is a particular attraction to be studied because teachers are required to be able to create interesting learning even with limited learning facilities and media. The subjects in this study consist of the head of the madrasah, the Arabic teacher, and the students of class V. The head of the madrasah is one person who plays the role of the main informant in providing information about the policy and support of the madrasah for the implementation of Arabic language learning. The Arabic teachers who were the subjects of the study were two people, because they were directly involved in the learning process and the application of learning strategies in the classroom. Meanwhile, 42 students of class V were selected as the research respondents because they were the main targets in the implementation of teachers' strategies to increase interest in learning Arabic.(Almeida, 2018)

In the process of data collection, this study uses several research instruments so that the data obtained is more complete and accurate. The first instrument is a semi-structured interview guideline which is used to dig up in-depth information from madrasah heads and Arabic teachers about the learning strategies applied. Semi-structured interviews are chosen because they give researchers the freedom to develop questions according to conditions in the field without stepping out of the focus of the research. The second instrument is an observation sheet of the learning process which is used to directly observe the activities of teachers and students during Arabic learning. Through observation, researchers can see how teachers implement learning strategies, student responses to learning, and classroom atmosphere during the teaching and learning process. Observation is carried out systematically so that the data obtained is in accordance with real conditions in the field. The third instrument is in the form of a student learning interest questionnaire which is used to determine the level of student learning interest in learning Arabic. Questionnaires were given to students before and after the implementation of learning strategies to see the changes in learning interests that occurred.(Priyatna et al., 2025)

The indicators of student learning interest in this study include students' attention to lessons, interest in participating in learning, activeness in asking and answering questions, enthusiasm when learning, involvement in group assignments, and students' desire to learn independently. These indicators are used as a reference to measure the extent to which students' interest in learning has increased after the implementation of learning strategies by

teachers. The last instrument is the documentation of learning activities. Documentation is used to complete research data in the form of photos of activities, learning tools, school records, and other documents related to the Arabic language learning process at MI Nurul Hidayah Tanjung Jabung Timur. This documentation serves as supporting data to strengthen the results of observations and interviews that have been conducted by researchers. The data analysis technique in this study was carried out according to the type of data obtained. Qualitative data was analyzed using the Miles and Huberman interactive analysis model which included three stages, namely data reduction, data presentation, and conclusion drawn. Data reduction is carried out by selecting and focusing data that is relevant to the research objectives.(Waruwu, 2023)

After that, the data is presented in the form of a narrative description so that it is easy to understand and analyze. The last stage is the drawing of conclusions based on the results of data interpretation that has been obtained during the research. Meanwhile, quantitative data obtained from the student learning interest questionnaire was analyzed using descriptive statistics to find out an overview of the level of student learning interest. In addition, this study also uses a paired sample t-test to determine changes or increases in students' learning interest before and after the implementation of learning strategies by teachers. The use of the test aims to strengthen the results of qualitative research so that more valid and objective conclusions are obtained regarding the influence of teachers' strategies on increasing students' interest in learning Arabic at MI Nurul Hidayah Tanjung Jabung Timur.

Results And Discussion

A. Teacher Strategy

Teacher strategy is a series of methods, methods, approaches, and steps designed and implemented by teachers in the learning process to achieve educational goals effectively and efficiently. In the world of education, teachers' strategies have a very important role because the success of learning is not only determined by the material taught, but also by how the teacher conveys the material to students. The right strategy will help create an active, fun learning atmosphere and increase students' motivation and interest in learning. Conversely, inappropriate strategies can cause students to feel bored, passive, and less interested in learning. Teachers as educators have a great responsibility in managing the learning process to suit the needs, characteristics, and level of development of students. Therefore, a teacher is required to have good pedagogic skills in choosing and implementing learning strategies. Teacher strategy is not only related to the use of certain methods, but also includes the ability to build good communication, create positive interactions, manage classes, utilize learning media, and motivate students. (Research, 2024)

With a good strategy, teachers can help students understand the material more easily and create meaningful learning experiences. In the learning process, teachers' strategies function as guidelines or directions in carrying out teaching and learning activities. The strategy is prepared based on the learning objectives to be achieved so that every step taken by the teacher has a clear goal. Teachers need to consider various aspects before determining a learning strategy, such as student conditions, learning environment, available facilities, characteristics of subject matter, and

students' ability to receive material. By considering these factors, teachers can choose the most appropriate strategy for learning to take place effectively. Teacher strategy is also closely related to the teacher's ability to create an interesting and fun learning atmosphere. Basically, students understand the material more easily when they feel comfortable and actively involved in the learning process. Therefore, teachers need to use various variations of strategies so that learning is not monotonous. (Lembong et al., 2023)

These variations can be in the form of the use of discussion methods, educational games, demonstrations, group learning, the use of visual media, or contextual approaches that relate the material to students' daily lives. Varied learning will make students more active, enthusiastic, and have a high curiosity about the material being studied. In addition to being a material presenter, teachers also play a role as motivators who are able to arouse students' enthusiasm for learning. A good teacher's strategy can help increase students' intrinsic motivation so that they have a desire to learn that arises from within themselves. Teachers can provide motivation through praise, appreciation, emotional approach, or giving students the opportunity to actively participate in learning. When students feel valued and cared for, they will be more confident and have a higher interest in learning. In learning Arabic, the teacher's strategy is a very important factor because this subject is often considered difficult by students. (Lembong et al., 2023)

Arabic has different characteristics from everyday language so it requires creative and innovative learning strategies so that it is easy for students to understand. Teachers need to present fun learning through the use of learning media, active methods, language games, and approaches

that are appropriate to children's worlds. With the right strategy, students are not only able to understand Arabic material, but also have an interest and enthusiasm to continue learning. Teachers' strategies also reflect the creativity and professionalism of an educator in carrying out their duties. Creative teachers will be able to take advantage of various learning resources in the surrounding environment even with limited facilities. Teachers' creativity can be seen from their ability to turn simple learning into interesting and meaningful learning for students. In the context of schools in rural areas, teachers' strategies are needed to overcome the limitations of learning facilities. Teachers can take advantage of the surrounding environment, simple objects, and students' daily experiences as effective learning media. (Albina & Aziz, 2022)

In addition, teachers' strategies also affect the emotional relationship between teachers and students. Teachers who are able to build good communication and create positive interactions will find it easier to understand the character of students. The emotional approach that teachers take can help students feel comfortable, safe, and valued during the learning process. A harmonious relationship between teachers and students will create a conducive learning atmosphere so that students are more active and not afraid to ask questions or express opinions. Thus, it can be understood that teacher strategy is one of the main factors that determine the success of the learning process. The right strategy not only helps students understand the subject matter, but is also able to increase students' interest, motivation, and engagement in learning. Therefore, teachers are required to continue to develop their abilities and creativity in choosing and implementing learning strategies that suit the

needs of students and educational development.

B. Increase Interest in Learning Arabic

Increasing interest in learning Arabic is one of the important efforts in creating learning success in the Islamic education environment, especially at the madrasah ibtidaiyah level. Learning interest can be interpreted as a liking, interest, attention, and encouragement in students for a learning activity that makes them feel happy to be involved in the learning process. A high interest in learning will encourage students to be more active, focused, enthusiastic, and have strong motivation in understanding the subject matter. In learning Arabic, interest in learning is a very important factor because Arabic is often considered a difficult subject by some students. Arabic has different characteristics from the everyday language that students use. Differences in letters, how to read, pronunciation, and grammatical structure often make students feel difficult when learning them. (Arfahmi et al., 2023)

In addition, learning Arabic that only emphasizes memorization of mufradat and the use of monotonous lecture methods can cause students to feel bored and less interested in learning. This condition can have an impact on low student participation, lack of attention when studying, and low Arabic learning outcomes. Therefore, various efforts and strategies are needed to increase students' interest in learning so that learning Arabic becomes more interesting and fun. Efforts to increase interest in learning Arabic not only focus on the delivery of material, but also related to how teachers are able to create a comfortable, active, and interactive learning atmosphere. Teachers have an important role as facilitators, motivators, and mentors in building students' interest in the Arabic

language. Fun learning will help students feel more relaxed and less stressed while studying. When students feel comfortable, they will more easily accept the material and be more courageous to participate in learning activities.(Ariyanti et al., 2021)

One way to increase interest in learning Arabic is to use creative and varied learning methods. Teachers can take advantage of educational games, songs, stories, group discussions, and simple conversation practices in Arabic so that students are more active and directly involved in learning. Varied methods will make the classroom atmosphere more lively and less boring. At elementary school age, students tend to prefer learning activities that involve games and hands-on experience rather than just listening to the teacher's explanations constantly. Therefore, learning that is packaged in a fun way can help increase students' interest in the Arabic language. In addition to the use of creative methods, the use of learning media is also an important factor in increasing students' interest in learning.(Ihwaludin et al., 2019)

Learning media is a tool or means used to help convey material so that it is easier for students to understand. In learning Arabic, teachers can use pictures, vocabulary cards, simple videos, objects around the classroom, and environment-based media around students. The use of interesting and contextual media will help students understand mufradat more easily because the material is associated with real experiences in daily life. When students feel that the learning material is close to their lives, then their interest in learning will grow naturally. Increasing interest in learning Arabic can also be done through an emotional approach between teachers and students. A good relationship between teachers and students will create a comfortable and confident

learning atmosphere. Teachers who are friendly, patient, and attentive to students will make students feel valued and motivated to learn. A personal approach is very important, especially for students who lack confidence or tend to be passive in learning.(Siregar & Kamalia, 2025)

The support, motivation, and appreciation provided by teachers can help students be more courageous to ask questions, answer questions, and be actively involved in the Arabic learning process. Providing motivation and rewards is also one of the effective efforts in increasing students' interest in learning. Motivation is an encouragement that is able to move students to carry out learning activities with enthusiasm. Teachers can provide motivation through praise, awards, or simple gifts to students who are active and show progress in learning Arabic. Giving rewards will provide positive reinforcement so that students feel proud and motivated to learn better. With appreciation from teachers, students will feel that their efforts are appreciated and have positive value. A conducive learning environment also affects the increase in interest in learning Arabic. A comfortable, clean, and supportive environment will help students be more focused and enthusiastic in learning.(Ristiyani et al., 2025)

In addition to the physical environment, the emotional atmosphere in the classroom is also very important. Stressful and tense learning can make students afraid and less confident, while a relaxed and fun atmosphere will make students more free to express their abilities in learning Arabic. In the context of education in madrasah ibtidaiyah, increasing interest in learning Arabic is not only aimed at making students able to understand the subject matter, but also to instill a love for the language of the Qur'an from an early age.

When students have a high interest in Arabic, they will find it easier to learn other Islamic sciences at the next level of education. Therefore, teachers are required to continue to develop creativity and innovation in learning so that Arabic is no longer seen as a difficult and boring lesson, but as an interesting, fun, and beneficial lesson for students' lives.

C. Teachers' Strategies in Increasing the Interest in Learning Arabic for Students of MI Nurul Hidayah Tanjung Jabung Timur

Based on the results of observations and interviews conducted at MI Nurul Hidayah Tanjung Jabung Timur, it was found that Arabic teachers apply various learning strategies to increase students' interest in learning. Learning strategies are a series of methods, approaches, and steps that teachers systematically design to achieve learning goals effectively and efficiently. In the context of education, teachers' strategies are not only related to the delivery of material, but also include the teacher's ability to create a learning atmosphere that is able to build motivation, attention, and active involvement of students during the learning process. Meanwhile, interest in learning can be interpreted as liking, interest, attention, and encouragement from within students for learning activities so that students are encouraged to be actively involved in the learning process. High interest in learning will affect students' enthusiasm, focus, and success in understanding the material being taught.

In this study, Arabic teachers apply various learning strategies designed to make the learning process more interesting, fun, and in accordance with the characteristics of madrasah ibtidaiyah students. Teachers realize that elementary school-age students

tend to get bored easily if learning takes place in monotony and is only centered on the teacher's explanation. Therefore, teachers try to present active and interactive learning so that students have a pleasant learning experience and do not consider Arabic as a difficult subject.(Kurniati, 2022). One of the strategies applied by teachers is the use of ice breaking before learning starts. Ice breaking is a short activity that aims to dilute the atmosphere, relieve tension, and build students' learning readiness before entering the core learning material. In practice, ice breaking is done through light games, enthusiastic applause, simple movements, and short questions and answers that are able to build a more relaxed and fun classroom atmosphere.

Teachers state that students are more easily interested in learning when the learning process begins with fun activities that are close to their lives. The results of observations show that this strategy is able to help students become more focused, active, and ready to receive Arabic learning materials. In addition, ice breaking also helps change students' perception that Arabic is a difficult and stressful lesson. Teachers also use image media based on the surrounding environment as a means of learning Arabic.(Saparudin, 2023). Learning media is any form of tools, materials, or means used to help teachers deliver learning materials so that they are easier for students to understand. The use of contextual media makes it easier for students to understand the material because it is directly related to their real experiences. In this study, teachers use images from the environment around students such as markets, rice fields, houses, mosques, schools, and objects that are often encountered in daily life. This strategy makes it easier for students to understand Arabic

mufradat because they can directly connect vocabulary with objects that are real and familiar to them. The teacher explained that students remember mufradat faster when learning is associated with everyday experience than just memorizing vocabulary without a clear context. (Miftakh & Junaidi, 2024)

In addition to the use of learning media, teachers also apply simple rewards to increase students' motivation to learn. Rewards are a form of appreciation or positive reinforcement given to students for their efforts, courage, and achievements shown in the learning process. Rewards can be in the form of verbal praise, awards symbols, or simple gifts that can give students a sense of joy and pride. In learning Arabic, teachers give praise such as "good", "great", and "smart" to students who actively answer questions, dare to appear in front of the class, and are able to memorize mufradat well. In addition to verbal praise, teachers also give small gifts such as stationery or snacks as a form of appreciation. The results of the study show that giving rewards is able to increase students' intrinsic motivation so that they become more active, confident, and enthusiastic in participating in Arabic language learning. (Ulfa, 2022)

The next strategy is the use of the singing method to help students memorize mufradat. The singing method is a way of learning that utilizes certain songs or rhythms to help students understand and remember the learning material. At elementary school age, students tend to remember things more easily through songs and games than through regular memorization. In this study, teachers teach Arabic vocabulary through simple songs that are adjusted to the level of development of students. This method has proven to be effective because students feel more relaxed and less burdened when

memorizing mufradat. The learning atmosphere becomes more lively, fun, and interactive because students are directly involved in learning activities. Based on the results of observations, students looked more enthusiastic and faster in remembering vocabulary when the material was delivered through songs compared to the usual lecture or memorization methods.

Teachers also apply group learning and educational games in the Arabic language learning process. Group learning is a learning method that involves cooperation between students to complete assignments or understand material together. Meanwhile, educational games are learning activities that are packaged in the form of games so that students can learn while playing. In practice, teachers divide students into small groups to discuss, answer questions, and complete assignments together. Teachers also use games such as quizzes, matching pictures with mufradat, and word guessing games to increase student engagement in learning. This strategy makes students more active, dare to interact, and not easily feel bored during the learning process. Participatory learning has been proven to be able to increase students' attention and interest in Arabic lessons. (Nasution, 2017)

One of the important findings in this study is the application of a personal approach to passive students. A personal approach is a teacher's effort to build a closer emotional relationship and communication with students individually. This approach is carried out by providing special attention, motivation, guidance, and psychological support to students who have difficulties or are less active in learning. Teachers not only focus on delivering the material, but also try to understand the character, needs, and emotional state of students. The results showed that students who were previously

passive and lacking confidence began to show changes in attitudes after receiving personal attention and support from teachers. They become more courageous to ask questions, answer questions, and be more actively involved in learning activities.(Baroroh & Tolinggi, 2020)

Overall, the results of the study show that teachers' strategies have a very strong influence on increasing students' interest in learning Arabic. Learning that is fun, contextual, and based on an emotional approach has been shown to be more effective than monotonous learning that is centered solely on teacher lectures. When students feel comfortable, valued, and actively involved in the learning process, they will understand the material more easily and have higher motivation to learn. This shows that the success of learning Arabic is not only determined by the material taught, but also by the teacher's ability to create a living, interesting, and meaningful learning atmosphere for students. (Pamessangi, 2019)

The findings of this study are in line with Mustofa's research, which states that the success of learning Arabic is greatly influenced by the teacher's ability to create positive emotional interactions with students. Azizah's research also shows that students' interest in learning increases when teachers use contextual and participatory learning strategies. The novelty of this research lies in the integration of emotional approaches and rural local contexts in Arabic language learning. Teachers do not depend on expensive modern media, but are able to utilize the surrounding environment as an effective and meaningful learning resource for students. The implications of this study show that the increase in students' interest in learning is not always determined by complete facilities, but rather is influenced

by the creativity of teachers in building a fun learning atmosphere, close to students' lives, and able to foster meaningful learning experiences.

Table 1. Student Learning Interest Score Before and After the Implementation of the Teacher's Strategy

Indicator	Before	After
Attention to lessons	65,1	82,4
Interest in learning	63,8	80,9
Asking activity	60,2	79,8
Enthusiasm for learning	66,4	84,1
Group involvement	67,2	83,6
Independent study	63,1	79,4
Average	64,3	81,7

The results of the table show a significant increase in all indicators of student learning interest after the teacher's strategy is consistently applied.

Uji Hypothesis

The results of the paired sample t-test showed a significance value of $0.000 < 0.05$. Thus, H_0 is rejected and H_1 is accepted. This means that teachers' strategies have a significant effect on increasing students' interest in learning Arabic.

Conclusion

Based on the results of the research, it can be concluded that teachers' strategies have a significant effect on increasing the interest in learning Arabic of MI Nurul Hidayah Tanjung Jabung Timur students. This is evidenced by an increase in the average student learning interest score from 64.3 to 81.7 and the results of the hypothesis test which showed a significance value of $0.000 < 0.05$. The most effective strategies include the use of ice breaking, contextual image media, singing methods, simple

rewards, group learning, and a personal approach to students. An emotional approach based on local context is an important factor in learning success. This study recommends that Arabic teachers in madrasah ibtidaiyah strengthen pedagogic competence and learning creativity so that students have a high interest in learning from an early age. Further research can develop digital-based teacher strategy models or project-based learning integration.

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