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FACTORS ENCOURAGING AND DISCOURAGING ARABIC LEARNING MOTIVATION AT MA'HAD AL-JAMI'AH

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Abstract:

This study aims to identify factors that influence students' interest in choosing Arabic as a major at Ma'had Al-Jami'ah UIN Palangka Raya. This study was conducted to understand various aspects that encourage or hinder Arabic language learning. The research method used was a case study with interview and observation techniques. The results of the study show that teaching quality, social support, and the availability of adequate facilities are the main factors that increase learning interest, while monotonous teaching methods, time constraints, and a lack of social support are the main obstacles. These findings are expected to provide input for the Ma'had and other educational institutions in creating a learning environment that is more supportive of developing an interest in Arabic.

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A. Introduction

Arabic is one of the international languages that holds a special position in the world of Islam, education, and culture[1]. reveals that Arabic language proficiency is a key skill in Islamic religious colleges, as it supports understanding of Islamic teachings, such as the Qur'an, Hadith, and turats books[2]. Therefore, mastery of Arabic among students, especially students living at Ma'had Al-Jami'ah UIN Palangka Raya, is an integral part of the educational process that integrates academic and spiritual aspects[3]. However, reality shows that not all students have the same motivation to learn and study Arabic. The Arabic language specialization activities carried out regularly at Ma'had Al-Jami'ah UIN Palangka Raya are in line with the results of research by Syahruddin and Nurhayati (2019), which confirms that the creation of bi'ah lughawiyyah through routine activities is very effective in fostering interest and improving students' Arabic language skills. The active role of musyrif and musyrifah as mentors in these specialization activities is also in line with the findings of Siti Nuraeni (2021), who states that mentors have a strategic role in shaping language discipline and providing motivational encouragement for students to be more confident in using Arabic.

The problem of low motivation to learn Arabic not only has implications for students' academic achievement[4], but also affects the quality of Arabic language use as a means of communication in the Ma'had environment. In fact, language environments such as Ma'had Al-Jami'ah are designed to support the process of internalizing language naturally and contextually. When some students lose motivation or experience obstacles in learning, the Ma'had ecosystem's function as a place for language development does not run optimally.

Based on initial observations at Ma'had Al-Jami'ah UIN Palangka Raya, there appears to be a difference in the level of interest and enthusiasm in learning Arabic among students. Some show high enthusiasm, actively participate in learning, and make use of the available language facilities. However, others appear passive, less participatory, and show signs of demotivation, especially in speaking (kalam) or understanding complex Arabic

[1]Dian Febrianingsih, "Keterampilan Membaca Dalam Pembelajaran Bahasa Arab" 2 (2021).

[2]Mubarak Bamualim, "Kedudukan Dan Tujuan Evaluasi Pembelajaran Bahasa Arab," *Jurnal Al-Fawa'id : Jurnal Agama Dan Bahasa* 10, no. 2 (2020): 1–10, https://doi.org/10.54214/alfawaid.vol10.iss2.141.

[3]Raudhah Proud, To Be, and Professionals Jurnaltarbiyahislamiyah, "RAUDHAH Proud To Be Professionals JurnalTarbiyahIslamiyah" 7 (2022): 109–18.

[4]Bahasa Arab et al., "Jurnal Keislaman Dan Pendidikan" 4, no. September (2023): 51–55.

texts. This phenomenon shows that motivation to learn Arabic remains a complex issue even in an environment that structurally and culturally supports its learning[5].

The low level of interest among students in Arabic is evident from their minimal active participation in Arabic language programs organized by musyrif/ah. In daily practice, the use of Arabic is more often limited to formal situations such as during studies or other activities, rather than being a tool for daily communication [6]. An internal survey conducted by Ma'had Al-Jami'ah UIN Palangka Raya in 2024 revealed that only about 15% of students consistently use Arabic in their daily interactions. This is due to obstacles such as limited mastery of basic vocabulary, lack of confidence, and a social environment that does not encourage active use of Arabic [7]. Although Arabic language learning programs have been implemented, they have not been able to increase enthusiasm and motivation to learn evenly among students[8].

Arabic language learning activities at Ma'had generally include morning Muhadatsah, book studies, halaqah, muhadharah, and scientific discussions in Arabic[9]. However, not all of these programs run effectively due to limited interest and commitment among some students. This may occur because there is no clear mapping of the specific motivational factors that influence each individual. Therefore, analysis of motivating factors such as peer support, the example set by musyrif/ah, and religious encouragement is very much needed.

In addition to motivating factors, barriers to learning motivation are also important to identify[10]. Some of the obstacles often expressed by students include embarrassment when speaking Arabic, fear of making mistakes, high academic workload, and a lack of varied learning methods[11]. If these obstacles are not overcome, they can lead to apathy and even rejection of language activities, which are a hallmark of Ma'had Al-Jami'ah.

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[5]Nur Fuadi Rahman, "Motivasi Belajar Bahasa Arab (Studi Kasus Mahasiswa Pba Iain Palangka Raya" 10, no. 1 (2018): 22–35.

[6]Ika Oktaviani, "Dinamika Pembelajaran Dan Pemerolehan Bahasa Arab" 2, no. 6 (2024): 526–38.

[7]Muhammad Husni Shidqi, Adam Mudinillah, And Jurnal Education, "Pembelajaran Bahasa Arab Dengan Memanfaatkan" 9, No. 3 (2021): 170–76.

[8]Habib Ratu et al., "Meningkatkan Motivasi Dan Prestasi Belajar Matematika Siswa Melalui Kegitan Bimbingan Belajar" 2, no. 2 (2019): 189–98.

[9]A L Jami et al., "Santri Putri Di Upt Pesantren Kampus Ma'Had Santri Putri Di Upt Pesantren Kampus Ma'Had," 2018.

[10]Karlina Pakaya, Najamuddin Petasolong, and Firman Sidik, "Analisis Faktor Kesulitan Belajar Siswa Mata Pelajaran Akidah Akhlak Pada Siswa Kelas 3" 4, no. 1 (2024): 83–97.

[11]Imam Fauji et al., "Meningkatkan Hafalan Qur ' An Santri Pondok Pesantren Darul Qur ' An Kota," n.d., 111–23.

In the context of language education, learning motivation plays a central role. [12] state that motivation is a combination of the desire to learn, the effort to achieve goals, and a positive attitude towards the learning process. In the Ma'had environment, these aspects interact with unique spiritual and social values, so that overly technical research approaches are often unable to capture the overall dynamics that occur.

This issue is an interesting topic for further research. Researchers believe that a deeper understanding of the factors that drive and inhibit motivation to learn Arabic among students is necessary. Previous studies, such as those conducted by Septina & Samuel (2020), show that intrinsic and extrinsic motivational factors play a major role in the success of learning Arabic. However, most of these studies were conducted in a formal classroom setting, not in a boarding school system such as Ma'had. Therefore, Ma'had, as a language training institution, must constantly update its training strategies in order to foster strong and sustainable learning motivation among students. With this background, this study aims to analyze the factors that drive and inhibit motivation to learn Arabic at Ma'had Al-Jami'ah, focusing on the experiences and perceptions of students as the main subjects. It is hoped that the results of this study will contribute significantly to improving the quality of Arabic language learning and strengthening the scientific and religious identity of students in boarding school life.

B. Research Methode

This study uses a qualitative approach with a case study method to gain an in-depth understanding of the dynamics of Arabic language activities at Ma'had Al-Jami'ah UIN Palangka Raya. This approach was chosen because it allows researchers to explore various aspects, such as the implementation of activities, learning strategies, and the development of Arabic language skills among students. Case studies are used to intensively examine a phenomenon that occurs in a real-life context. The research was conducted at Ma'had Al-Jami'ah UIN Palangka Raya with students involved in Arabic language activities as the subjects.

[12]I Made Wahyu Ariyana and Ni Nyoman Ganing, "Kontribusi Bimbingan Belajar Dari Orang Tua Dan Motivasi Berprestasi Terhadap Kompetensi Pengetahuan IPS," *Mimbar Ilmu* 25, no. 1 (2020): 87, https://doi.org/10.23887/mi.v25i1.24480.

The main data was obtained from seven informants, consisting of four female students and three male students living at the Ma'had. Informants were selected purposively, taking into account gender balance and educational background as active students. In addition to primary data, this study also used secondary data in the form of Ma'had program documents, activity evaluation records, and internal regulations on Arabic language coaching, which served to strengthen and verify the information from the interviews.

Data collection was conducted using three main methods, namely participatory observation, in-depth interviews, and documentation. The observation was carried out over two months, from February to April 2025, to directly observe the learning process, interactions between students and musyrif/ah, as well as Muhadatsah and Muhadharah activities, which were part of efforts to increase learning motivation. Interviews were conducted using semi-structured guidelines to explore the experiences and motivations of informants, while documentation was used to examine activity materials, coaching schedules, and the results of Arabic language proficiency evaluations.

The data obtained was then analyzed using narrative analysis techniques with three main stages: (1) compiling stories based on the sequence of individual experiences, (2) identifying themes related to motivating and inhibiting factors, and (3) interpreting the meaning of common patterns that emerged. The validity of the data was ensured through technique triangulation, source triangulation, and member checking to ensure that the analysis results were consistent with the informants' actual experiences. The results of this study are expected to provide a comprehensive understanding of how students' interest in Arabic is formed, maintained, or even declines in the context of religious dormitory life.

C. Result of Research and Discussion

During the research process at Ma'had Al-Jami'ah, the researcher found that, although the Arabic language learning program had been systematically arranged with various supporting activities such as Muhadharah and Muhadatsah, not all mahasantri showed high interest and motivation to learn [13]. In daily activities, some mahasantri seem enthusiastic about using Arabic in interactions, while others tend to be passive or choose to use Indonesian. This symptom is especially evident in non-formal activities, such as

[13]Ners Kholis Khoirul Huda, "Penerapan Muhasabah Dengan Metode Terapi Mind Healing Technique Sebagai Upaya Untuk Motivasi Belajar Mahasantri Di Ma'had Al-Jami'ah Uin Raden Intan Lampung," 2024.

discussions after studies or during meals, where Arabic is not used, even though the environment has been designed to support its active use [14].

Based on data analysis, there are several striking patterns. First, the emotional relationship between musyrif/ah and mahasantri plays a major role in shaping a positive learning climate. Students tend to be more motivated when they feel valued and not pressured while studying. Second, academic pressure from lecture activities becomes a serious obstacle in maintaining consistent participation and interest in the Ma'had program. Third, monotonous learning methods tend to inhibit the active involvement of mahasantri, while varied approaches such as roleplay, simulation, or group discussion actually increase their enthusiasm for learning. Fourth, internal factors such as the fear of making mistakes when speaking in Arabic also reduce self-confidence and the desire to try.

This finding contains important meaning in the context of strengthening motivation to learn Arabic in a campus pesantren environment. Based on Deci & Ryan's Self-Determination theory in 2000, intrinsic motivation will flourish when three basic needs are met: competence, autonomy, and social connectedness. If musyrif/ah or teachers are able to create a learning atmosphere that fosters self-confidence (competence), provides space for exploration (autonomy), and builds supportive relationships (social connectedness), then learning motivation will increase significantly. This is in line with Alshammari's research in 2021 which found that teachers' motivational strategies greatly influence students' engagement in learning Arabic as a second language. Thus, the interpretation of the results of this study shows that increasing motivation to learn Arabic in Ma'had does not only require revamping the curriculum or schedule of activities, but further concerns the interpersonal approach of teachers, innovative learning strategies, and time management that is adaptive to students' academic load. When the learning system in Ma'had considers these psychological and social dimensions, then the interest in Arabic can grow naturally and sustainably in the mahasantri.

The students who follow the specialization program are actively involved in various forms of Arabic learning activities, such as muhādatsah (speaking practice), strengthening mufradāt (vocabulary), Arabic text discussions, memorization, speech practice, and daily assignments carried out using Arabic [15]. Participation in these activities forms a pattern of language habituation that not only has an impact on aspects of linguistic ability, but also on

[14]Desi Trikesumawati, "Peran Media Dalam Mendukung Pengembangan Motivasi Belajar Siswa Di Era Modern" 2, no. 1 (2025): 531–39.

[15]M Fairuz Rosyid, "DOI:10.15575/Jpba.V4i1.8185 Pengembangan Bī'ah" 4, no. 1 (2020): 25–40, https://doi.org/10.15575/jpba.v4i1.8185.

aspects of attitude, courage, and commitment of mahasantri in making Arabic a part of their lives[16]. In addition to observing the learning process, this research also examines how mahasantri interpret the experience. They are not just passive participants, but active actors who develop learning strategies, adjust to the dynamics of the environment, and form personal meanings for the process undertaken.

Social aspects also influence the formation of learning motivation, where interaction with fellow mahasantri, the role of the coach or musyrif/musyrifah, and a structured schedule system affect the comfort and effectiveness of learning[17]. Daily routines are designed not only to train language skills, but also to form a learning ethos, time discipline, and a sense of responsibility for the process undertaken collectively. The results of this study are expected to make a real contribution to the development of Arabic learning strategies that are more effective with the goals of Islamic education oriented towards the formation of a superior and competent person in the field of language. The factors that influence motivation to learn Arabic include:

Factors driving motivation to learn Arabic in Ma'had Al-Jami'ah

One of the most important elements in creating desire is interest [18]. This research examines the motivation of the mahasantri to learn Arabic as well as how they deal with the challenges of the language. The researcher's explanation of the points of questions asked to the data sources during the interviews is presented below. From the results of interviews conducted by researchers, it shows that the factors that support the development of interest include Internal Factors, which are included in internal factors are physical factors, psychological factors, and fatigue factors that encourage individual development in interest as a whole of individual traits that parents inherit to their children with all their potential through physical and psychological traits. For example, such as learning Arabic according to its level. This means that the Arabic learning process should be done in stages, starting from the most basic and easy material, then proceeding to a more difficult and complex level [19]. For example, the beginner level (mubtadi /beginner) focuses more on introducing hijaiyah letters, writing, reading, and introducing mufrodat (vocabulary). Next there is an intermediate level (mutawassith / intermediate) which is more focused on theory such as learning grammatical language (qawaid nahwu and

[16]Bahtiyar Rifa, "Model Pembelajaran Inovatif Ma ' Had Al -Jamiah Uin Sunan Ampel Surabaya ; Upaya Pengembangan Karakter Dan Pengalaman" 13 (2023): 371–95.

[17]Jurnal Teknologi et al., "Pemanfaatan Learning Management System (LMS) Untuk Meningkatkan Efektifitas Pembelajaran Jurnal Teknologi Pendidikan Dan Pembelajaran (JTPP)" 03, no. 01 (2025): 27–34.

[18]Ifni Oktiani, "Jurnal Kependidikan" 5, no. 2 (2017): 216–32.

[19]Hasna Qonita Khansa, "Strategi Pembelajaran Bahasa Arab," 2012, 53–62.

sharaf) which is more complex, or reading Arabic texts according to the rules. Finally there is the advanced level. (mutaqaddim/advance), at this level students are able to understand the science of balaghah (Arabic literature), analyze Arabic texts, and create writing in Arabic and then translate it. Furthermore, there are external factors, including environmental factors which are obstacles faced by mahasantri in increasing mahasantri' interest in learning [20].

Environmental factors are preparations of various things to support the development of interest [21]. Environmental factors consist of several parts, namely: family environment. The family environment plays an important role in supporting the success of learning Arabic for a mahasantri. One of the main factors is the parents' educational background [22]. Parents who have knowledge of Arabic, for example those with a background in Islamic boarding school or college education, are usually able to help children understand learning materials, especially in the aspects of nahwu, sharaf, and tafsir. The urge to learn Arabic at Ma'had Al-Jami'ah arises from various motivations, both from within and the influence of the surrounding environment. Personally, many mahasantri are encouraged because they want to understand Islamic teachings directly through the original source, have aspirations as educators or want to continue their studies in Arab countries, and realize the importance of Arabic in the world of science and da'wah. Meanwhile, the Ma'had environment helped shape the spirit of learning through the habituation of Arabic, the active role of the coaches (musyrif/ah), and the existence of daily programs such as routine conversations (muhadasah). Support in the form of disciplinary rules, friends who motivate each other, and the availability of supportive learning facilities are also important factors that strengthen the motivation to learn Arabic in this environment [23].

Factors inhibiting Motivation to Learn Arabic at Ma'had Al-Jami'ah

Students' motivation in learning Arabic at Ma'had Al-Jami'ah is often faced with a number of diverse and not simple challenges. One of the main obstacles faced is the lack of basic understanding of Arabic since the beginning of learning. Many of the mahasantri have not mastered the basic elements of the language, so they have difficulty understanding the material both orally and in writing. This makes them feel left behind

[20]Siti Maisaroh and Imam Mauluddin, "Gastronomi Makanan Tradisional Mbojo (Bima-Dompu) Dalam Pembelajaran Menulis Teks Narasi" 14, no. 2 (2025): 2873–86.

[21]Deni Kurniawan and S D Negeri Jerukwangi, "No Title" 5, no. 6 (2022): 373–78.

[22]Rian Deriyansah and Puri Pramudiani, "Pengaruh Latar Belakang Pendidikan Orang Tua Terhadap Hasil Belajar Siswa Sekolah Dasar" 8, no. 2 (2022): 634–40, https://doi.org/10.31949/educatio.v8i2.2297.

[23]Rina Ristiyani et al., "Pembelajaran Bahasa Arab Digital Di Mas Tahfidz" 04, no. 04 (2025): 2–7.

from their friends and lose confidence in participating in lessons. The fear of making mistakes when speaking in Arabic is also a factor that inhibits the active involvement of santri in learning activities. The fear of being corrected or negatively judged by teachers and classmates causes them to be reluctant to try speaking. If left unchecked, this psychological barrier can become a serious obstacle in mastering Arabic actively and communicatively. On the other hand, teaching methods that tend to be monotonous and lack two-way interaction also contribute to the decline in interest in learning. When learning is more teacher-centered and does not involve students actively, the learning atmosphere becomes rigid and boring [24].

The lack of variation in the learning approach makes students quickly lose interest in the material presented [25]. Another factor that weakens the spirit of learning is the lack of application of Arabic in the daily lives of students in the Ma'had environment. Although the use of Arabic is encouraged, in reality there are still many students who use Indonesian or local languages more often. This is exacerbated by the influence of friends who have less enthusiasm for learning, thus creating a social environment that does not support the practice of Arabic. In addition to the above factors, the dense daily activities of the students in Ma'had are also a burden. Routine activities such as studies, halaqah, cleaning, and other additional activities often take up time and energy. As a result, students feel tired and lack of rest time, which has an impact on their concentration and motivation in learning, especially when learning activities take place at night or for a long duration. Seeing these various problems, the Ma'had management should reflect and evaluate the teaching pattern and the life of the mahasantri as a whole. Efforts to increase learning motivation can be made by applying methods that are more interactive, fun, and pay attention to the psychological aspects of mahasantri. In addition, creating an environment that is consistent in the use of Arabic and ensuring that students get enough rest time are strategic steps in building.

[24]Diany Justina Laumakany, "Peran Guru Dalam Membangun Suasana Pembelajaran Yang Me Narik , Asik Dan Tidak Membosankan Di Kelas 4 Sekolah Dasar Eloi," 2022, 43–50.

[25]Muhammad Roviqi Firdaus, "Kreativitas Ustadz Dan Ustadzah Dalam Menumbuhkan Minat Belajar Tahsin Di Tpq Kiagus Arifin Skripsi," 2024.



Figure 1. Activity Implementation



Figure 2. Activity Implementation

Arabic language specialization activities at Ma'had Al-Jami'ah UIN Palangka Raya are one of the main programs in supporting the improvement of students' linguistic skills [26]. This program not only functions as a complement to the formal teaching and learning process, but also as a medium for forming an active, communicative, and educational Arabic language environment. Through this activity, the Ma'had shows its commitment in creating a generation of mahasantri who are able to master Arabic orally and in writing, and make the language a part of their daily lives.

As illustrated in the documentation in Figure 1 and Figure 2, this activity is regularly scheduled twice a week, namely every Thursday night and Thursday morning. This timing is intended so that the activity does not clash with the academic activities of the mahasantri on campus, but is still an important part of the process of character building and language competence. The place of implementation also varies, starting from the Ma'had courtyard and the corridor of the postgraduate round building, with the aim of creating a more relaxed learning atmosphere but still focused and meaningful. Learning in an open space provides freshness and freedom for students, so they are more comfortable in participating. This activity is directly guided by musyrif and musyrifah who have experience and ability in teaching Arabic. The coaches not only act as material teachers, but also as motivators and role models for students in language. The methods used in this

[26]Studi Di et al., "[Eva Ardinal: Manajemen Pembelajaran Bahasa …]" 13, no. 01 (2017): 83–95.

activity are quite varied, ranging from the introduction of new vocabulary, repetition of sentence structures, conversation exercises in the form of dialogs and demonstrations, to group discussions and educational games of a linguistic nature. With this approach, the mahasantri are invited not only to understand the theory, but also to practice directly in real interactions [27].

Through this activity, mahasantri are accustomed to thinking, responding, and communicating in Arabic [28]. This kind of habituation process is very important to build confidence and spontaneity in using Arabic in formal and informal situations. This activity also encourages the formation of comprehensive language skills, ranging from listening, speaking, reading, to writing [29] , all of which are built gradually and consistently. Not only that, this activity is also an informal evaluation tool for the coaches to observe the extent of the development of the mahasantri's Arabic language skills. Mahsantri who look active, enthusiastic, and quickly absorb the material will usually be directed to become tutors for other friends. Thus, this activity also fosters the spirit of togetherness, responsibility, and leadership among mahasantri. Furthermore, this program also contributes to the character building of mahasantri. Discipline in participating in activities, responsibility in using Arabic, and consistent language habits make mahasantri accustomed to living in Arabic culture. The use of Arabic is no longer limited to academic activities, but also becomes part of their daily communication in the Ma'had environment.

This activity strengthens the values of togetherness and cooperation [30]. Despite their different backgrounds, they learn to help each other understand and master Arabic. The learning atmosphere created is inclusive and collaborative, not competitive [31]. This is in line with the spirit of Islamic education which emphasizes solidarity and the spirit of sharing knowledge. Overall, the specialization of Arabic is not just an additional activity, but has become part of a comprehensive coaching system in Ma'had Al-Jami'ah. With a communicative, adaptive, and direct experience-based approach, this program is able to

[27]Noga Riza Faisol, "Moderasi Beragama Berbasis Humanisme Religius Untuk Menyikapi Politik Identitas Bagi Mahasantri Di Perguruan Tinggi Pesantren Jember" 6 (2024),https://doi.org/10.58577/dimar.v6i1.260.

[28]Achmad Mustofa and Imam Makruf, "Strategi Ma ' Had Aly Ar Rasyid Wonogiri Dalam Meningkatkan Kemampuan Bahasa Arab Mahasantriwati" 4, no. 3 (2025): 4136–42.

[29]Arina Putri and Mega Febriani, "Tantangan Berbicara Bahasa Inggris Pada Siswa Sekolah Dasar" 2 (2023): 510–16.

[30]Fentika Zahra Qoirunnisa and Nita Yuli Astuti, "Internalisasi Nilai-Nilai Moderasi Beragama Melalui Ritual Tahunan Manganan Jepara" 4 (2025): 25–34.

[31]Jurnal Ekonomi et al., "Pengaruh Seni Kaligrafi Dalam Menumbuhkan Kemandirian Finansial Bagi Mahasiswa" 2, no. 2 (2024), https://doi.org/10.59548/je.v2i2.176.

produce mahasantri who are not only proficient in Arabic, but also mature in character, ready to face academic and social challenges in the future. The hope is that through this coaching, Ma'had can continue to produce graduates who are able to make Arabic as a provision in treading the world of da'wah, education, and community service.

The results of in-depth interviews with several mahasantri revealed a variety of motivational dynamics that they experienced. One mahasantri revealed, "I like Arabic, but sometimes I am too tired after studying all day, so participating in Ma'had activities feels hard (mahasantri A, interview, 2025)". Student B said, "I am more enthusiastic if the teacher is fun, who invites discussion and does not immediately correct loudly when I say something wrong (student B, interview, 2025)". There are also those who stated that learning methods that emphasize memorization or text reading make them bored and do not feel challenged. This finding shows that motivation to learn Arabic in the Ma'had environment is not only determined by the program, but is also strongly influenced by interpersonal interactions and the teaching style of the musyrif/ah.

The statement above indicates that there is an imbalance between the structure of the learning program and the psychological and emotional responses of the mahasantri. Support from empathic musyrif/ah, fun learning approach, and integration between Ma'had activities and formal lectures at the faculty are important factors that determine the success of the Arabic language learning program. On the other hand, academic pressure from outside Ma'had, lack of self-confidence, and lack of interesting learning strategies are real inhibiting factors for learning motivation [32] .

D. Conclution

The results of this study indicate that the motivation to learn Arabic among Ma'had Al-Jami'ah students is influenced by various internal and external driving and inhibiting factors. The driving factors include positive emotional relations between musyrif/ah and mahasantri, interesting and interactive learning methods, and an environment that supports the active use of Arabic. Meanwhile, the inhibiting factors found include the academic load of regular lectures, low confidence in speaking Arabic, and learning approaches that tend to be monotonous. These findings illustrate the complexity of the

[32]Musdalifah Musdalifah, "Implementasi Pembelajaran Kooperatif Dalam Meningkatkan Motivasi Belajar Siswa Di Madrasah," *Al-Miskawaih: Journal of Science Education* 2, no. 1 (2023): 47–66, https://doi.org/10.56436/mijose.v2i1.221.

Arabic language learning process in a campus pesantren environment that depends not only on curriculum aspects, but also on affective and social aspects.

The meaning of the results of this study is very important in understanding that learning Arabic in a campus pesantren environment such as Ma'had Al-Jami'ah cannot only rely on a structural approach. Learning must pay attention to the affective and psychological dimensions of students. This result shows that the mismatch between the learning program and the psychological condition of students can have an impact on the low interest in the language, even though the environment has been designed in such a way. In other words, the importance of a humanistic approach in learning is the key to the success of language development programs in Ma'had.

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