

## Student Learning Activity in Arabic Language Learning Reviewed from Students' Perceptions of Arabic Language Teachers

Halma Irawan, Moch.Bahak Udin By Arifin

<sup>1 2</sup> Universitas Muhammadiyah Sidoarjo - Indonesia  
Corresponding Author : [Halmairawan03@gmail.com](mailto:Halmairawan03@gmail.com)

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### ABSTRACT

This study aims to describe students' learning engagement in Arabic language learning and examine the factors influencing it based on students' perceptions of their Arabic teachers. This research employed a qualitative approach using observation and interviews as data collection techniques. The data were analyzed using the interactive model of Matthew B. Miles and A. Michael Huberman, which includes data reduction, data display, and verification. Data validity was ensured through source and technique triangulation. The findings revealed that students' learning engagement at MTs Nurul Mi'raj Ndwel varied across different indicators. Based on students' perceptions of their teachers, several factors influencing learning engagement were identified, including interaction management, clarity of teacher explanation, task assignment and guidance, use of learning media, and equal participation in group discussions. The study concludes that understanding students' perceptions can serve as an evaluation tool for teachers to improve instructional strategies in order to enhance students' learning engagement.

**Keywords:** Learning Engagement, Students' Perception, Arabic Teacher

### INTRODUCTION

Activity Learning is a series of activities involving students and teachers to achieve the goals of the teaching and learning process through a reciprocal relationship between the two. The purpose of teaching and learning activities between students and teachers in the learning process is to develop the competencies of both students and teachers <sup>1</sup>. Student learning success can be seen from the active involvement of students physically, mentally, and socially in learning activities <sup>2</sup>. Student learning success can also be seen from changes in student attitudes who tend to have a high desire to learn, as well as having a strong sense of self-confidence. Student learning activity can also be shown in the form of enthusiasm and enthusiasm for learning when learning takes place <sup>3</sup>. In Dian Ariyanto's book, Sriyono reveals that learning activity is a combination of all forms of activities related to the physical and spiritual which

<sup>1</sup> Hamzah et al., "The Creativity of Arabic Subject Teachers in Increasing the Learning Activity of Class XI Students of Ma Nuhayah Pambusuang, Balanipa District, Polewali Mandar Regency During the Covid-19 Pandemic," *Naskhi Journal: Journal of Arabic Language and Education Studies* 3, no. 1 (2021): 48–56, <https://doi.org/10.47435/naskhi.v3i1.557>.

<sup>2</sup> Ila Listiyani and Muhammad Nurul Yamin, "The Effect of Quizizz Gamification and Learning Activity on Islamic Religious Education (PAI) Learning Outcomes at Muhammadiyah Mlangi Elementary School in the 2022/2023 Academic Year Ila," *Journal of Guidance and Counseling* 7, no. 3 (2023): 773–86, <https://doi.org/10.31316/gcouns.v7i03.5029>.

<sup>3</sup> M.Azizudin, "The Influence of the Make a Match Learning Model on Student Learning Outcomes on Pantun Material in Indonesian Language Subjects," in *UIN KH Abdurrahman Wahid Pekalongan.*, vol. 3, no. 2 (2023), <https://doi.org/10.24952/ibtidaiyah.v3i2.10170>.

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include the activity of reason, senses, and emotions. Therefore, the role of teachers is very important in supporting students' physical and spiritual activity in learning <sup>4</sup>.

In the Indonesian education curriculum, Arabic is one of the foreign languages learned because it is not the everyday language of the Indonesian people. The presence of Arabic as a foreign language in learning often receives a negative response from students in terms of interest in learning it because it is considered difficult to master. So this affects the response and activeness of student learning in learning activities. In this case, teachers must play an active role in increasing active student learning responses during the learning process. Students are given responsibility for learning, while teachers have the responsibility to shape student initiatives by encouraging student initiative, motivation, and a sense of responsibility for learning <sup>5</sup>. Student learning activity can be influenced by several factors. Muhibbin Syah divides these factors into three types, namely internal factors, external factors, and learning approach factors. One factor that causes students to be reluctant to be active in class is the teacher's teaching method <sup>6</sup>. So this will create student perceptions based on learning experiences with the teacher. Student perceptions of teachers are one of the external factors that influence student learning activity <sup>7</sup>.

Perception arises from the results of human interpretation of an object based on their own world and the choices they make in their own lives <sup>8</sup>. Perception is the process of channeling messages or information into the human brain through sensory stimuli, which will shape a person's behavior <sup>9</sup>. From the above view, it can be concluded that student perception of the teacher is the channeling of messages or information through the five senses of students based on each individual's (student's) perspective on an object (teacher). The distribution of this information is processed in the human or student's mind so that it produces a response that influences the behavior of an individual in learning activities. Each individual's perception is different, because they have different perspectives on an object <sup>10</sup>. This can be seen in some students who are happy and active in the learning process led by the teacher, and there are also those who are not happy and passive with the learning process brought by the same teacher, especially in learning Arabic which seems difficult because it is not the students' everyday language.

The problem of student learning engagement in Arabic is that students have difficulty understanding Arabic as a foreign language. Teachers' ability to manage learning is one factor that influences student learning engagement. As in research conducted by Dinda Lestari, which

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<sup>4</sup> Muh. Ikhsan, *The Relationship Between Arabic Extracurricular Activities and the Activeness of Learning Arabic among Students of Islamic Senior High School, Muhammadiyah Development Islamic Boarding School, Tana Toraja Regency*, no. 0 (2023): 1–23.

<sup>5</sup> Sukma Dewi, "The Relationship Between Class Teachers' Communication Skills and Student Learning Activity at SD Negeri 47 Seluma" (2022).

<sup>6</sup> Kristanto, Sigit Santoso, and Elvia Ivada, "The Influence of Students' Perceptions of Teachers' Teaching Skills, Learning Independence, and Peer Environment on Students' Learning Motivation," *Journal of Accounting and Finance Education Development* 2, no. 2 (2021): 149–60.

<sup>7</sup> Binti Ni'matul Bariroh, "The Relationship Between Students' Perceptions of Teacher Creativity and Learning Motivation with the Learning Activity of Class X Students in Islamic Religious Education Subjects at Sman 1 Tanjunganom" (undergraduate, IAIN KEDIRI, 2020), <https://etheses.iainkediri.ac.id/1456/>.

<sup>8</sup> Hermina Skolastika Janu and Septi Budi Sartika, *The Relationship Between Student Perceptions of Teacher Performance and Learning Activeness on Cognitive Learning Outcomes of Grade 8 Th Secondary School Students [The Relationship Between Student Perceptions of Teacher Performance and Learning Activeness on Learning Outcomes]*, 2023, 1–8, <https://doi.org/DOI:10.21070/ups.2723>.

<sup>9</sup> Abdullah Shaleh, "Students' Perceptions of E-Learning-Based Arabic Language Learning at Ahmad Dahlan Junior High School, Jambi City," *AD-DHUHA: Journal of Arabic Language Education and Islamic Culture* 2, no. 1 (2021): 14–24.

<sup>10</sup> Rohmad Nurohkqin, "The Influence of Students' Perceptions Regarding Teacher Teaching Skills and Learning Activeness on Learning Outcomes in Class X Accounting Students of SMKN 1 Pedan Klaten" (2020).

revealed problems with student learning engagement in Arabic, indicated by students not taking Arabic learning seriously, lacking enthusiasm in learning, and some students even ignoring the teacher when explaining the learning material. This is caused by a lack of creativity and teacher ability in managing learning <sup>11</sup>.

Regarding perceptions of teachers, Siti Nurqaidah revealed that indicators from the results of student perceptions of teachers in learning activities are divided into three possible forms of student responses in learning activities <sup>12</sup>. Among them, *the first* is shown by the attitude of accepting learning well, which is shown by silent behavior, full attention, and interacting with the teacher through questions and answers. The second attitude *is* indifference which is shown by an attitude between accepting and rejecting learning. While the *third attitude* is the attitude of rejection from students which is shown by negative behavior, such as playing while learning is in progress, distracting the class, insulting the teacher, to disrupting learning activities.

In previous research conducted by Hamzah et al., which revealed that student learning activity in Arabic learning is influenced by the creativity of Arabic language teachers <sup>13</sup>. So it can be concluded that teachers are very influential in determining the active and passive attitudes of students in the learning process in the classroom. In addition, research conducted by Sari Maharani et al., which discusses student perceptions of teacher abilities and performance. In their research, it shows that student perceptions of teachers have an influence on student learning success in the classroom <sup>14</sup>. Another study conducted by Miftachul Chasyanah which discusses "The relationship between student perceptions of teacher professional competence and active participation in scouting extracurricular activities with learning outcomes in the subject of aqidah akhlak for grade VII students at MTS Negeri 3 Sukoharjo in the 2022/2023 academic year" in this study shows that there is a significant relationship between student perceptions of teacher professional competence and student learning outcomes <sup>15</sup>. Sri Wulandari's opinion also reveals that students' positive perceptions of teachers can influence positive student learning outcomes as well as shown by positive student behavior in the classroom. Conversely, students' negative perceptions of teachers also influence their learning responses in class, as evidenced by their passive responses <sup>16</sup>. Several studies have shown that students' perceptions of teachers influence their learning success in class, which in this case is indicated by an increase in student learning outcomes. Furthermore, several previous studies have also shown that the level of student learning activity is influenced by teacher creativity in learning activities.

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<sup>11</sup> Dinda Lestari Hamka, Mantasiah R, and Enung Mariah, "Analysis of Difficulty Factors in Reading Arabic Texts for Seventh Grade Islamic Junior High School Students in Makassar City," *Pinisi Journal of Education* 1, no. 2 (2021): 196–205.

<sup>12</sup> Siti Nurqaidah and Ayu Hendra, "Students' Perceptions of Teacher Efficacy and Learning Behavior with Student Learning Outcomes," *Educativo: Jurnal Pendidikan* 1, no. 1 (2022): 158–66, <https://doi.org/10.56248/educativo.v1i1.23>.

<sup>13</sup> Hamzah et al., "The Creativity of Arabic Subject Teachers in Increasing the Learning Activity of Class XI Students of Ma Nuhayah Pambusuang, Balanipa District, Polewali Mandar Regency During the Covid-19 Pandemic."

<sup>14</sup> Sari Maharani et al., "Students' Perceptions of Teachers' Classroom Management Skills at SMK Negeri 1 Painan," *Journal of Educational Administration and Leadership* 2, no. 1 (2021): 36–40, <https://doi.org/10.24036/jeal.v2i1>.

<sup>15</sup> Miftachul Chasyanah, "The Relationship Between Students' Perceptions of Teacher Professionalism and Activeness in Participating in Scout Extracurricular Activities and Learning Outcomes in the Subject of Aqidah and Akhlak for Grade VII Students at Mts Negeri 3 Sukoharjo," no. 1 (2023).

<sup>16</sup> S. Wulandari, "Student Perceptions of the Implementation of Islamic Religious Education Learning at SMA Negeri 1 Sumbul" (2019).

What distinguishes previous research from the research conducted by this researcher lies in the focus of the problem to be studied. Previous research shows that understanding student learning activity is examined from the perspective of teacher ability and creativity in learning activities. This shows that previous research places teachers as an objective factor that influences student learning activity. Meanwhile, the increase in learning activity also shows different variations. Therefore, the focus of this study is to understand student learning activity based on students' perceptions of Arabic teachers. Thus, this study can answer the problem related to why there are variations in student learning activity in Arabic learning with the same conditions and learning strategies from Arabic teachers. This problem will be examined by understanding student perceptions of Arabic teachers, which are directly related to student learning activity in Arabic learning. The novelty of this study lies in the variables used, namely student perceptions of teachers, which serve as a bridge to understanding student learning activity in Arabic learning.

MTS Nurul Mi'Raj Ndewel is one of the Islamic educational institutions in West Manggarai, NTT. Based on initial field observations, one interesting phenomenon that often occurs in Arabic language learning is the difference in students' perspectives on Arabic teachers, which directly affects their learning activity in learning. This is shown by several students when participating in Arabic language learning showing a sense of joy and liking towards learning Arabic. This joy and liking are shown by students' enthusiasm during learning, for example actively asking and answering questions from the teacher, taking notes on learning materials and showing other positive attitudes. Meanwhile, some students tend to show negative attitudes in participating in Arabic language learning, for example by being unfocused with learning, unable to answer questions from the teacher, and tending to be silent when there is material that is not understood. This phenomenon shows the variation in students' Arabic language learning activity in learning activities, which indicates that the importance of understanding student learning activity in Arabic language learning is not only from the perspective of teacher learning strategies, but also the need for an analysis of factors that influence student learning activity in Arabic language learning based on students' perceptions of Arabic language teachers.

The urgency of this research is important to improve the quality of Arabic language teaching by understanding students' perceptions of teachers. Students' perceptions of teachers can influence their learning engagement in class. The results of this research can be used as evaluation material for teachers in implementing appropriate learning methods, being able to adapt interactive learning approaches, and increasing student engagement in the learning process. The purpose of this research is to determine students' learning engagement in Arabic language learning and analyze the factors that influence student learning engagement in terms of their perceptions of Arabic language teachers. The author hopes that this research can be used as evaluation material for Arabic language teachers to help students improve their learning engagement in class.

## **RESEARCH METHODS**

This study uses a qualitative approach. Qualitative research is used to understand and seek the meaning behind the apparent behavior of the selected research subjects<sup>17</sup>. In this case, the focus of the researcher's research is student learning activity in Arabic learning as viewed from students' perceptions of Arabic teachers. Data collection techniques in this study were obtained from the results of observations, interviews and documentation. Observation as the

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<sup>17</sup> Moch. Bahak Udin By Arifin and Nurdyansyah, *Textbook of Research Methodology* (nd), <https://doi.org/DOI:%2520https://doi.org/10.21070/2018/978-602-5914-19-5>.

researcher's initial step to determine student learning activity is shown by observing student behavior during learning activities. The researcher used a participatory observation technique, namely involving the researcher directly in observing events and student responses during learning activities in the classroom<sup>18</sup>. Observations conducted by researchers use a type of structured observation, namely observations that have been designed regarding what is observed, when and where it is<sup>19</sup>. Furthermore, data collection is obtained through in-depth interviews with students. This aims to explore information about student perceptions of Arabic teachers as a factor that influences student learning activity in Arabic learning. Interviews were conducted using interview guides that have been prepared by researchers previously. Students interviewed were students who were categorized as active and passive in each indicator of learning activity. Then documentation as supporting data for researchers in conducting their research. There are two types of data collected in this study: primary data and secondary data. Primary data consists of observations and interviews, while secondary data consists of documentation and student learning outcome documents.

This research will be conducted at MTS Nurul Mi'raj Ndewel, with 15 eighth-grade students and an Arabic language teacher as the subjects. using purposive sampling techniques based on their involvement in the Arabic learning process, taking into account variations in the tendencies of students' learning activity, as well as Arabic teachers as supporting informants. Data validation using source triangulation techniques and techniques by comparing data from observations of student learning activity and interviews regarding perceptions of Arabic teachers.

The data obtained from the research results will be analyzed descriptively using the Miles and Huberman model<sup>20</sup>. The Miles and Huberman research model goes through three stages, namely *first* Data reduction, this stage is the process of selecting, matching and grouping data obtained from the results of observations, interviews and documentation that are in accordance with research needs. In the reduction stage, researchers identify student learning activity by looking at the active and passive behavior of students when participating in Arabic language learning through observation data and understanding student perceptions of Arabic language teachers through student interview data. The findings of student activity and perception data towards Arabic language teachers will be grouped into thematic categories, namely grouping student activity based on learning activity indicators. Meanwhile, data from perception results will be grouped into perception factors. Next, the data was categorized into themes of learning activity and the factors that influence it. *Second*, data presentation. After grouping the data appropriately, the data was presented in narrative text in the form of tables, words, and images. The purpose of this data presentation was to identify patterns and relationships in the research data, enabling researchers to draw appropriate conclusions from the research results. *Third*, data verification, at this stage the researcher concludes the findings and patterns found, this conclusion is temporary and can change if there is evidence found that supports the next stage of data collection.

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<sup>18</sup> Ridwan, "Social Perceptions and Attitudes in Arabic Language Learning at Al-Ikhwan Islamic Boarding School, Pemasang," *Bashrah* 4, no. 1 (2024): 1–11, <https://doi.org/10.58410>.

<sup>19</sup> Husnul Amaliyah and Moch. Bahak Udin By Arifin, "The Role of Teachers in Improving the Quality of Learning in the Independent Curriculum in Elementary Madrasahs," *UMSIDA Preprints Server*, 2022, 1–8, <https://doi.org/10.21070/ups.5777>.

<sup>20</sup> Amaliyah and Arifin, "The Role of Teachers in Improving the Quality of Learning in the Independent Curriculum in Elementary Madrasahs."

## RESULTS AND DISCUSSION

### Student Learning Activity in Arabic Language Learning

Research has been conducted at MTS Nurul Mi'raj Ndedwel by observing learning activity during 3 meetings. Assessment of students' Arabic learning activity at MTS Nurul Mi'raj Ndedwel is based on criteria that indicate learning activity, including: (1) Question and answer activities in class between students and teachers, (2) doing assignments, (3) daring to express opinions during discussions, (4) taking notes from teacher explanations, (5) focused and orderly in learning.

From several criteria for assessing student learning activity above, it was found in the observation data of the active learning of Arabic language of VIII students of MTS Nurul Mi'raj Ndedwel which can be seen in table 1 below.

**Table 1.** Results of Observations on the Active Learning of Arabic by Students at MTS Nurul Mi'raj Ndedwel

No	Student Learning Activity Criteria (Activity Indicator)	Number of active students	Number of Inactive Students
1.	Questions and answers between students and teachers	7 students	8 students
2.	Carry out a task	7 students	8 Students
3.	Active in group discussions	11 students	4 Students
4.	Take notes on the teacher's explanation	10 Students	5 Students
5.	Focus and be orderly in following the learning	9 Students	6 Students

Analysis of the activeness of Arabic language learning of students at MTS Nuru mi;raj Ndedwel in observation activities can be seen in the analysis table of activeness of Arabic language learning in Figure 2.

**Figure 2.** Analysis of the activeness of Arabic language learning of MTs Nurul Mi'raj Ndedwel students

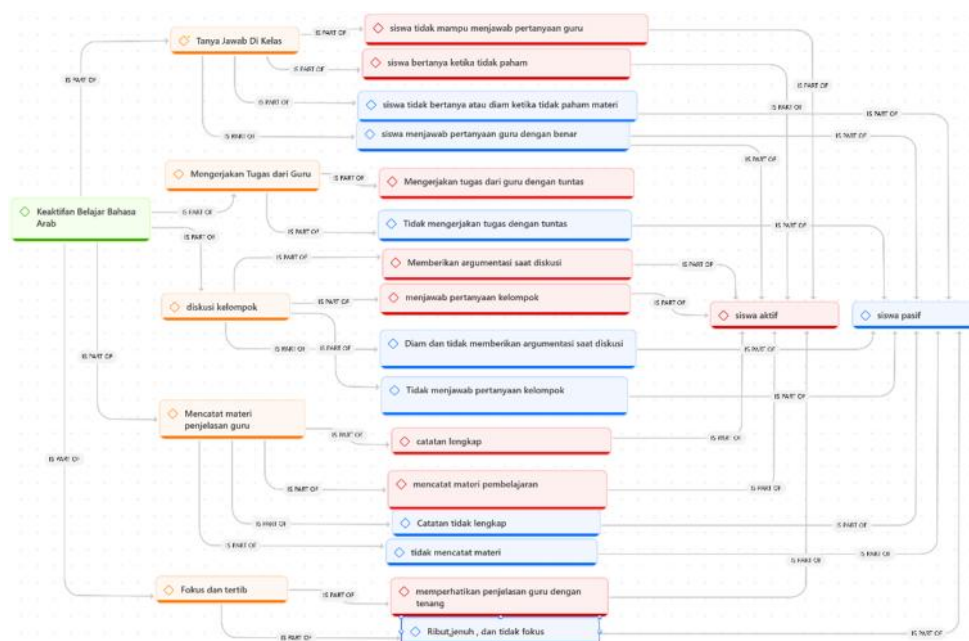


Table 1 shows the Arabic language learning activity of eighth-grade students at MTS Nurul Mi'raj Ndewel. Meanwhile, Figure 2 displays the results of the analysis of student learning activity as indicated by student responses in each learning activity indicator so that students can be declared as active or passive students. The following is an explanation related to the activity in each learning activity indicator.

In the criteria of activeness with Question and Answer Activities in table 1 shows that the number of students who fall into the active category is 7 students and the passive category is 8 students. Activeness Response can be seen in figure 2. Active students show their active response in question and answer activities is with the ability of students to answer questions correctly and students tend to ask questions to the teacher when they do not understand the material. While the passive student response is not being able to answer questions from the teacher and tends to be silent when they do not understand the material. This data shows that student activeness in question and answer activities is able to give rise to two-way interactions between students and teachers so that the learning atmosphere becomes more active <sup>21</sup>.

The indicator of completing assignments also shows variations in student learning activity. An active student response to this indicator is that students are able to complete assignments correctly and completely, while a passive student response is that students do not complete assignments completely and correctly. This data shows that students' responsible attitudes in completing assignments can be concluded as a form of learning activity indicated by student learning independence <sup>22</sup>. The indicator of student activity in discussions shows non-uniformity in student activity. This indicator shows a high category of activity from all activity indicators. In this case, most students are active and enthusiastic in discussion activities. An active student response in discussion activities is that students are able to convey ideas and opinions in discussions, while a passive student response is that students tend to be silent and do not participate in conveying opinions and ideas in discussion activities. An active student response in this discussion activity involves two or more individuals who interact verbally and face to face with the aim of exchanging information, self-management or problem solving, so that interaction in discussion activities forms student learning activity <sup>23</sup>.

The indicator of noting the teacher's explanation shows variations in learning activity, with active student responses being noting the teacher's explanation and material with complete notes, while passive student responses are not noting the teacher's explanation material and not having complete notes. Activeness in note-taking activities requires active listening, sustained attention, and the ability to focus on filtering information <sup>24</sup>. This activity directly involves student activity. The Focus and Orderly Learning Indicator also shows different levels of student activity, with active responses shown by students with a quiet, focused, and quiet attitude during learning. Meanwhile, passive student responses are shown by boredom, boredom, and playing during learning. A focused attitude in learning is full concentration on

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<sup>21</sup> Vania Immanuella, Year Tantu Patricia Rezeki, and Yubali Ani, "Application of Question and Answer Method in Accommodating Student Learning Activity," *Edukatif: Jurnal Ilmu Pendidikan* 5, no. 4 (2023): 1784–89, <https://doi.org/10.31004/edukatif.v5i4.4224>.

<sup>22</sup> Freska Indriana Permatasari and Moh Chairil Asmawan, "Students' Activeness, Independence, and Group Work in Project Based Learning," *Didaktika: Jurnal Kependidikan* 13, no. 3 (2024): 3251–60.

<sup>23</sup> Rosadi, "Implementation of the Peer Discussion Method to Increase Student Learning Activity," *Action Research Journal Indonesia* 3, no. 1 (2021): 1–9.

<sup>24</sup> Alham Al-Sharman et al., "Exploring the Impact of Note Taking Methods on Cognitive Function among University Students," *BMC Medical Education* 25, no. 1 (2025), <https://doi.org/10.1186/s12909-025-07593-x>.



of their perceptions show that the management of learning interactions by teachers is a factor that influences student learning activity. This finding is based on the results of student interviews regarding student perceptions of Arabic language teachers. The results show that active students have the perception that one of the activities that supports students to actively interact with teachers is through question and answer activities and discussion activities. These activities encourage active students to engage in positive interactions during learning activities.

Meanwhile, passive students have different perceptions that affect their level of activity. From the results of interviews with passive students revealed that although in learning activities there are always question and answer activities and group discussions, the opportunity to express opinions tends to go to students who understand the learning material better, so that students who do not understand the learning material tend to be silent and passive when there are question and answer activities. From these two perceptions, it is concluded that active students have a positive perception with the management of learning interactions by teachers through question and answer and discussion activities. Meanwhile, passive students have the perception that in question and answer and discussion activities, all students are required to be given the opportunity to express their opinions, so that through communication in expressing opinions, it can increase interaction between students and teachers. So in this case, the teacher must be a facilitator to regulate the interaction process in learning activities, in this case the teacher gives space to all students to express their opinions in learning activities.

From the description of the results of students' perceptions of Arabic teachers above, it can be concluded that students' active responses in Arabic learning are influenced by the teacher's management of interactions in question and answer activities. This is in line with the research findings of Siti Nurqaidah, who revealed that the implementation of students' positive perceptions of teachers is the emergence of interactions between students and teachers in learning activities, indicated by question and answer activities<sup>28</sup>. In addition, other research has revealed that good management of interactions between teachers and students can increase student learning engagement<sup>29</sup>.

## **2. Clarity and Speed of Teacher Explanation**

The clarity and speed of the teacher's explanation of the material is one of the factors that influence student learning activity in Arabic learning. This is closely related to student activity in completing assignments and taking notes on learning materials from the teacher. From the results of student perceptions regarding the clarity and speed of teacher explanations, it shows different variations from each student's perception. Students tend to be active in doing assignments and taking notes on learning materials have the perception that they are happy and easy to understand when the teacher delivers material with a fast but clear intonation and pronunciation of Arabic vocabulary with clear pronunciation. So this encourages students to understand Arabic more quickly and clearly. In addition, active students also enjoy the teacher's teaching method which delivers material concisely using the note-taking method.

Meanwhile, according to the perception of passive students in the activities of doing assignments and taking notes on learning materials, it was revealed that the explanation of the material by the teacher who seemed fast had an impact on the lag in understanding the material by students. So that when doing assignments, students tend not to understand. In addition, this lag in understanding has an impact on incomplete student notes on the material. Passive students will understand more easily if the delivery of the material is not too fast. From the differences in student perceptions of the clarity of the explanation of the material by the teacher,

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<sup>28</sup> Nurqaidah and Hendra, "Students' Perceptions of Teacher Efficacy and Learning Behavior with Student Learning Outcomes."

<sup>29</sup> Hai-long Sun, Ting Sun, and .al, *The Influence of Teacher – Student Interaction on the Effects of Online Learning : Based on a Serial Mediating Model*, 13, no. March (2022), <https://doi.org/10.3389/fpsyg.2022.779217>.

it is necessary to vary the intonation in delivering the material by the teacher in order to realize the differences in student perceptions of the clarity and speed of the teacher's explanation. The speed of the teacher's explanation also directly affects student adjustments in taking notes on learning materials<sup>30</sup>. Students' perspectives or perceptions of the clarity and speed of delivery of material by the teacher can be linked to Gagne's information processing theory, which highlights how students receive, process, store, and remember information<sup>31</sup>. This theory shows that understanding students' perceptions of the clarity and speed of delivery of material by helping teachers adjust teaching strategies, especially in the speed and clarity of delivering material.

### **3. Providing motivation and assignment guidance by teachers**

Providing motivation and task assistance by teachers is one of the factors that influence student learning activity. This is related to student activity in doing assignments. The teacher's attitude in giving assignments to students can give rise to student perceptions. The results of the study show that student activity in doing assignments also shows two categories of student activity, namely active and passive. From the results of interviews with active students, they have the perception that teachers always provide exercises and assignments to measure students' understanding of the material, in addition, teachers also always provide feedback by appreciating each student's answer with appreciation in the form of grades and prizes. This makes students more enthusiastic and motivated to pursue good grades when doing assignments. These results show that providing motivation significantly through feedback in the form of prizes, praise and satisfactory grades can increase students' active involvement in learning<sup>32</sup>.

Meanwhile, students who were passive in completing assignments revealed that their understanding of Arabic language material lagged behind, leading to poor grades when completing assignments. Based on the statements of passive students, feedback from teachers in the form of assignment guidance and review of material is needed so that they can adapt their understanding to those of active students. The research data above is consistent with other research findings that providing assignment guidance and review of material can improve student understanding and increase student engagement in learning<sup>33</sup>.

### **4. Use of Learning Media by Teachers**

Learning Media is one of the factors that support student activeness in learning activities. From the results of interviews with students, the learning media used by teachers is Arabic textbooks. The majority of students have the perception that the learning media used seems boring and too monotonous. So that when participating in learning, students look bored and saturated. Therefore, there needs to be variation and innovation in learning media to support student learning activity<sup>34</sup>. Teachers' understanding of student perceptions regarding the use of learning media can help teachers develop interactive learning media. This statement refers to the findings of other studies which reveal that positive perceptions tend to encourage

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<sup>30</sup> Deborah Dezure, Matthew Kaplan, and Martha A. Deerman, *Research On Student Notetaking: Implications For Faculty And Graduate Student Instructors*, n.d.

<sup>31</sup> Asriani, Kartika Ayu Sari, and Ismi Walardha, "Students' Perceptions of the Clarity of Teacher Reinforcement of Material," *JUPERAN: Journal of Education and Learning* 4, no. 01 (2025): 99–106.

<sup>32</sup> Maninder Singh et al., "Impact of Cognitive-Behavioral Motivation on Student Engagement," *Heliyon* 8, no. 7 (2022), <https://doi.org/10.1016/j.heliyon.2022.e09843>.

<sup>33</sup> Ni Ketut Erawati and Made Harum Astarini, "Implementation of Scaffolding as an Effort to Improve Students' Mathematics Learning Activities," *Journal of Mathematics and Science Education* 13, no. 1 (2024): 1–12.

<sup>34</sup> Iqbal Sulthon Mubarroq and Moch By Udin Bahak, "Analysis of Difficulty Factors in Learning Arabic at Madrasah Aliyah Darul Fikri Sidoarjo," *UMSIDA Preprints Server*, 2025, 1–12, <https://doi.org/10.21070/ups.7141>.

students to be more active, interested, and enthusiastic about participating in learning. Conversely, less positive perceptions can reduce the level of enthusiasm for learning because students view the media used as less relevant or uninteresting<sup>35</sup>.

### **5. Equalizing participation in group discussions**

One way for teachers to encourage student engagement in Arabic language learning is by implementing group discussion methods among students. This method can increase active interaction between students and students through the delivery of ideas and thoughts from each group in discussion activities. However, discussion activities are not just group assignments, teachers need to pay full attention to the progress of discussion activities to achieve the expected goal of student learning activity.

Based on the results of interviews with students who appeared passive in discussion activities, they were asked about their passive responses in discussion activities, revealing that the passive responses shown were a lack of confidence in students expressing opinions in discussion activities, because they were dominated by students who had good cognitive understanding. This problem shows that there needs to be an equal distribution of student participation in discussion activities to train student participation in discussion activities so that the objectives of student learning activity can be met evenly, because productive interactions depend on the active and equal participation of all group members and equal interaction in discussion activities can also achieve learning satisfaction from students<sup>36</sup>. In this case, the teacher is expected to be a facilitator who provides opportunities for all students to express their opinions in discussion activities as a means to train students' confidence in expressing opinions in class.

From the explanation of the factors of students' active learning of Arabic above, which are reviewed from students' perceptions of Arabic teachers, it shows that each student has a different perception of Arabic teachers. Understanding the perceptions of each student towards Arabic teachers is a means to find out the factors that influence students' active learning in learning Arabic. Therefore, it is important for teachers to understand students' perceptions of teachers both in learning management, interaction, learning media, class management and other learning activities. The purpose of understanding students' perceptions by teachers is as evaluation material for teachers in improving learning strategies, learning media, and communication in learning so that learning objectives can be achieved well and completely.

## **CONCLUSION**

After conducting an analysis of student learning activity reviewed from student perceptions of Arabic language teachers, the following two conclusions were obtained: first, the learning activity of students at MTS Nurul Mi'raj Ndewel West Manggarai shows different variations in activity in each learning activity, in this case there are some students who still show an active attitude in learning activities and some other students also still show a passive attitude in other learning activities. Second, from the first conclusion that shows variations in learning activity, factors were found that influence Arabic learning activity reviewed from student perceptions of Arabic language teachers. These factors include: 1) The way teachers manage learning interactions, 2) Factors of clarity and speed of teacher explanations, 3) factors

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<sup>35</sup> Julistin Prilianis Dakhi and Dichi Akbar Wahyudi, "The Influence of Students' Perception of the Use of Teacher Learning Media on Students' Learning Enthusiasm in Grade IV Elementary Schools," *JIIIC: Jurnal Intelek Insan Cendikia*, 2026, 1218–24.

<sup>36</sup> Sebastian Strauß and Nikol Rummel, "Promoting Regulation of Equal Participation in Online Collaboration by Combining a Group Awareness Tool and Adaptive Prompts . But Does It Even Matter?," *International Journal of Computer-Supported Collaborative Learning*, 2021, 67–104, <https://doi.org/10.1007/s11412-021-09340-y>.

of giving and accompanying assignments, 4) factors of using learning media, 5) equal participation in group discussions.

The research results also revealed that teachers have participated in supporting student learning activity, this is indicated by the results of student perceptions that are categorized as active students, for example through support for learning motivation, and good teaching strategies. However, there needs to be a re-evaluation based on the results of perceptions from passive students. From these two conclusions, it shows the importance of understanding student perceptions of teachers to know the factors of student learning activity. Teachers can evaluate students' Arabic learning activity by understanding students' perceptions of teachers. From the results of student perceptions, teachers can improve the management of interactions and participation in learning, the way teachers explain materials, the way teachers give assignments, and the use of learning media with the aim that student learning activity can be met evenly.

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