LECTURERS' MOTIVATION AND ITS CORRELATION WITH STUDENTS' ACTIVITY IN THE ARABIC LEARNING PROCESS

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Abstract
This study aims to explore the extent to which lecturers can motivate students in the teaching and learning process and the effect of their motivation on students' activities in the Arabic learning process. Data were obtained from lecturers of four faculties at IAIN Pontianak and were analyzed with the percentage of non-participant observation and the product-moment correlation. The results showed that the lecturers used various methods and helped the students compete with each other in the teaching and learning process. It is also important to notice that the lecturers' motivation didn't have a significant effect on the students' activities in the Arabic learning process.

Keywords: lecturer, motivation, Arabic learning activities

INTRODUCTION
Education is a conscious effort to develop student’s competences maximally. Two integrated concepts of education are learning and interaction. Learning concept related to the students and teaching concept related to lecturers. There is an interaction between students and lecturers in a teaching and learning process. Students are the group of people who studied some disciplines while

1 Melvin L. Silberman, Active Learning 101 Cara Belajar Siswa Aktif (Bandung: Nusamedia, 2009), 27.
the lecturers are the people who give the learning process to the students. Teacher also act as teaching and learning facilitator that makes the teaching and learning process effectively.

Teaching and learning process involve few components such as students, lecturers, learning goals, learning contents\(^2\), teaching methods, media, and evaluations. The learning goals are positive behavior and attitude change from the students after doing teaching and learning process psychologically in behavior, motoric, and their life styles.

Lecturers must create a conducive teaching and learning process to minimize the problems in the teaching and learning process\(^3\). The problems in the teaching and learning process must be solved by the lecturers by discussing with peers and students. Lecturers are not the manager of the class, but a facilitator and act as a collaborator for students in solving student’s problems.

The goals of education stated in Undang-undang Republik Indonesia No 20 Year 2003 about National Educational System chapter 3, the generis goal of national education is giving the teaching and learning experiences through cognitive, affective, and psycho-motoric aspects\(^4\). In other word, the teaching and learning process is not only transferring values but also transferring skills.

Achieving the goal, the teaching and learning process in each discipline must be carried out systematically and intended to the teaching and learning goal. There are success factors of students such as external factors of students\(^5\), One of the external factors is teaching and learning process given by lecturers. In this teaching and learning process, lecturers must have some methods in conducting the teaching and learning maximally. One the methods is using the best strategy in presenting the subjects and completing the goals of subjects.

In Arabic teaching and learning, Arabic lecturers are also using speech, question and answer\(^6\), and recitation strategy to give the student’s understanding and acquiring the subjects but the scores remains low and cannot pass the minimum criteria.

This fact shows that there is a gap between the fact and the expectation in a teaching and learning process. To solve this problem, the lecturers as the educators must give some solution based on their ability in giving the best solution in solving this problem\(^7\).

Based on the observation about the teaching and learning process, it is found that in Arabic teaching and learning process is still not maximally because the lecturers still use speech method


\(^7\) Ali Ahmad Madkur wa Iman Ahmad Harīdi, *Ta‘lim al-Lugah al-Arabiyyah Li Gairi Națiqına Biha an Naḍariyahu Wa Ta‘ībiq* (Cairo: Darul Fikri al Araby, 2006), 57.
and the lecturers do not use any representative methods based on the subject and student’s participation in the teaching and learning process. It makes the student’s motivation and their achievement are low.

Related to this fact, it is strongly hypothesized that the causes of the low of student’s motivation and achievement because of the teaching and learning process is not carried out maximally. Melvin L. Siberman stated that:

“Teaching is not only the matter of telling something! Learning is not only transferring the knowledge to the student’s mind. Learning needs the physical and psychological involvement of students. Telling and practicing cannot give the student’s permanent learning experiences. Only active learning that makes students have some permanent learning experiences.”

The success factor in using a learning strategy based on subject matters” will increase the student’s motivation and participation that makes the student’s achievement raised in the subject matter being learned. So that, the use of good learning strategy in a teaching and learning process can makes the greater impact for the success of students in their learning process.

Lecturers have a very vital role in determining the learning quantity and quality that they teach in the classroom. Therefore, lecturers must consider and plan carefully to improve learning opportunities for students. The level of student participation and interaction that occurs in the teaching and learning process ultimately depends on the lecturers themselves. Good lecturers will always be self-reliant to implement strategies in order to get more efficient and innovative results. Lecturers must succeed as much as possible so that students are truly involved physically, mentally, intellectually and emotionally. Student activities are needed in teaching and learning activities, because students who are needed are more active.

In some university, the lecturer are more active because students are being passive and silent being only spectators, students who are considered as objects, who might be able to set the will of the educator and are considered to have the same ability. As Hisham Zaini said, lecturers must be good at feeding a large number of students at the same time by the food such as knowledge that has been prepared and presented by the lecturer, and students without protesting about the food being bitter, sweet or stale just swallow the food “knowledge”.

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10 Melvin L. Silberman, Active Learning 101, 115.
This happens maybe because of several factors such as because the lecturer does not consider who the students are, how to increase the interest, motivation and enthusiasm of students to learn, or because the lecturer is busy with routine tasks, or to find targets. To overcome the above reasons, a solution that can be done is to do various kinds of activities to motivate students so each student is enthusiastic involved in teaching and learning activities.\(^\text{12}\)

Dealing with the motives, there are several opinions such as the motive is a steering wheel in the form of energy that can move an action.\(^\text{13}\) Whereas motivation is a process for activating motives into actions or behavior to meet needs and achieve goals. The aim of the lecturer is to arouse student motivation so that he is willing to engage in learning activities.\(^\text{14}\) There are several ways that lecturers can do to motivate students such as lecturers must clarify the learning objectives to be achieved, lecturers must use a variety of learning methods; create a competitive situation. Carrying out continuous evaluation, the lecturer must set a good example.\(^\text{15}\) Another opinion stated, how to arouse student motivation is to put students as an important part in the teaching and learning process. That is because students are the targets of achieving learning objectives, besides being subject and learning object.\(^\text{16}\) Whereas according to Kunandar\(^\text{17}\) the method used to motivate is by the way the teacher or lecturer continually find out how students should learn.

From the opinions above, the way lecturers motivate students in this study include: lecturers must explain the objectives of the lesson clearly, lecturers must use variety learning methods, lecturers try to create competition among students;\(^\text{18}\) lecturers hold examinations regularly and notify students, lecturers give prizes to students who being excellent, lecturers give penalties to students who break the rules and violate campus discipline. By carrying out the activities mentioned above, it is expected to provide motivation to each student so that students are actively involved in the teaching and learning process in accordance with their talents, interests and abilities.\(^\text{19}\)


\(^{13}\) Nurhadi and Roekhan, *Dimensi-Dimensi Dalam Belajar Bahasa Kedua* (Bandung: Sinar Baru, 1990), 153.


\(^{15}\) Abdul Hamid, Uril Baharuddin, dan Bisri Mustofa, *Pembelajaran Bahasa Arab*, 39.

\(^{16}\) Abdul Hamid, Uril Baharuddin, dan Bisri Mustofa, *Pembelajaran Bahasa Arab*, 38.


The definition of activity according to Melvin L. Silberman\textsuperscript{20} is “the involvement of students in a learning that invites them to participate in all learning processes”. Another understanding raised by Abdul Alim Ibrahim\textsuperscript{21} is “intellectual and emotional involvement of students in teaching and learning activities, assimilation (absorbing) and accommodation (adjusting) cognitive in the achievement of knowledge, actions and direct experience in the formation of skills and appreciation and internalization of values in the formation attitude and values\textsuperscript{22}”. So the activeness of students in this context is the involvement of intellectual, emotional, physical and mental, both through experiencing, analyzing, doing and forming attitudes in an integrated manner so that later a balance is achieved in the formation of an attitude that is praiseworthy and appears in the act\textsuperscript{23}.

The types of activities in teaching and learning activities that can be seen are: (1) Visual activities (reading, paying attention to pictures doing experiments and demonstrations); (2) Oral activities (storytelling, poetry reading, question and answer discussion, singing); (3) Listening activities (listening to lecturers’ explanations, lectures, direction); (4) Drawing activities (drawing, making graphics, maps, diagrams, patterns, etc.); (5) Writing activities (writing, stories, making essays, making test reports, questionnaires and so on); (6) Motor activities (conducting experiments, making construction, modeling, repairing, playing, gardening, raising livestock); (7) Mental activities (responding, remembering, solving problems, analyzing, seeing relationships, make decisions); (8) Emotional activities (interested, bored, happy, brave, happy, nervous and so on\textsuperscript{24}).

The student activities that conducted research is limited to Arabic courses in the second semester at four faculties in the IAIN Pontianak. The reason is because learning Arabic helps students to learn to apply the process of rational analysis and critical thinking in consideration of the problem of language knowledge, and helps students to find potential abilities to continue learning into the language scope\textsuperscript{25}, in addition to learning Arabic can help provide an understanding of the objectives learning and linguistic knowledge and social problems of life through Arabic stories about the culture of the Arab community\textsuperscript{26}. So, by learning Arabic students are trained to discover their potential abilities and activities for effective cognitive and psychomotor aspects by understanding the socio-cultural environment of the people contained in the stories in Arabic.

\textsuperscript{20} Melvin L. Silberman, \textit{Active Learning 101}, 27.
\textsuperscript{21} Abdul Alim Ibrahim, \textit{Al-Muwajjih al-Fanni Li Mudarris}, 27.
\textsuperscript{23} Wajhiyah Tsabit al-Any, \textit{Al Fikr al-Tarbawi}, 338.
\textsuperscript{24} Wajhiyah Tsabit al-Any, \textit{Al Fikr al-Tarbawi}, 225.
\textsuperscript{26} Abdul Hamid, Uril Baharuddin, and Bisri Mustofa, \textit{Pembelajaran Bahasa Arab}, 28.

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material. The student activities here are limited to the activeness of students in asking for the material discussed\(^\text{27}\).

Based on these things, the objectives of this study are: (1) To find out the extent to which lecturers motivate second semester students in learning Arabic courses at four faculties in IAIN Pontianak. (2) To find out whether there is a relationship between the way of lecturers motivate with the activity of second semester students studying Arabic courses at four Faculties in the IAIN Pontianak

**METHOD**

The location of research is four faculties of IAIN Pontianak. The population is Arabic lecturer that teaching in the second semester of four faculties in the IAIN Pontianak. To collect data, both data about the way the lecturer motivates and data about student activities are gained through observation with an observation guide. Then the data were analyzed statistically, to describe the way of lecturer motivate used percentage statistics. To find out whether there is a relationship between the way the lecturer motivates and student activities in learning Arabic courses using Product Moment correlation.

**RESULT AND DISCUSSION**

Furthermore, the result of observation shows that there were 3 people of six respondents (58,33 %) explaining the learning objectives that need to be achieved when teaching, and the rest (41,67%), did not explain the learning objectives but directly presenting the material. In the use of various methods, it turns out that from the observations of 6 respondents, there were 4 people (70.83%) in teaching using more than one method, while the rest, 2 people (29.17%) still used one method. In teaching, the lecturers created an atmosphere of competition. So, from the observation results there are 2 people (25%) who have created an atmosphere of competition, while 4 people (75%) have not created competition.

Further ahead, for teachers who regularly hold examinations and notify the results to students, the observation displayed that 5 people (87,50 %) carried out the test, while 1 people (12,50 %) had not taken the test and had not given the test results to the students. Moreover, for lecturers who give awards to outstanding students, there were 5 people of 6 respondents (83,33%) giving awards to students, while the rest (16,67%) have not implemented yet. Meanwhile, for lecturers who give punishment to students who violated the rules, from the observation results 3 people (50%) have

carried out the punishment, while the others (50%) did not give punishment to students who violated discipline. It can be seen from the diagram below:

![Diagram activities]

The results show that there is no relationship between the way of giving motivation and the studying activities. It is indicating that there is no correlation between giving motivation by lecturers to students and the student activities in the learning process.

The analysis portrays that not all lecturers understand that by explaining the purpose of learning before presenting the material, it can increase motivation and attract students’ attention to the material given by the lecturer. This is proven by the existence of 41, 67% of respondents did not explain the purpose of learning for many reasons. If this condition happens continuously, it will clearly affect learning outcomes. As stated by Prasetya Irawan et al.28 “it is clearer what achievement the lecturer wants together with the students easier than they achieve it and could conclude whether the goals are achieved or not.” There must be a correlation between the clear objectives and the quality of learning. If the lecturer does not know exactly what he wants to achieve then the learning outcomes will not be satisfied.

Likewise, Melvin L. Silberman29 opinion that learning objectives are the beginning and estuary of teaching and learning activities, therefore lecturers must have a deep insight into teaching objectives. Suparman in Abdul Hamid et al.30 said learning goal is a vital component that must be realized by lecturer before giving lecturing. Because giving goals can increase student learning motivation.

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Furthermore, for the second aspect, using various methods in the learning process is one of the ways that motivates students. Apparently, the result including good criteria (70.83%). However, even though only 29.17% still use one method, because their reason with one method make easier to deliver the material and does not waste time in preparing another method, this should be a concern because the method is a systematic way used to achieve the objectives that have been set. The ability of a lecturer to choose and use the right method in teaching is very necessary because by understanding some of the weaknesses and involvement and strengths of a lecturer method it will be easier to make adjustments to the situations and conditions in the classroom. Teaching by using several methods in accordance with the objectives, materials and characteristics of students will certainly eliminate boredom, students will feel happy, excited and eager to follow the lessons given by lecturers.

Besides in teaching, it is not all lectures create a competitive situation that can increase motivation, then based on the results of data analysis shows there are only 25% who have not implemented the competitive criteria. There were 4 people (75%) who have not created a competitive situation with the reason of adding to the burden because it requires preparation, energy and time. Although the percentage of creating this competitive situation is small but it must still be considered because in general in every individual there is an effort to show themselves or want to be appreciated. This situation can actually be channeled to positive activities, for example by creating competitive situations that will encourage students to compete in achieving their learning goals. Student will be encouraged to study hard.

In holding a continuous test, it turns out the results are included in good criteria (87, 50%) and others have not carried out because the reason is very unable to prepare the questions (12.50%). From this fact it means that not all lecturers consider that continuous exams can increase student motivation. Even though the awareness of lecturers to conduct evaluations in the teaching and learning process is very necessary in order to achieve the desired goals. By holding these exams, a lecturer can correct his weaknesses. Student certainly have the right to know the results of their work and know their weaknesses and progress. Therefore, lecturers are really expected to correct the results of their students' work well and notify the results, so that students can be more active in achieving their goals and thus can motivate their learning.

Dealing in giving rewards to students who excel as one way to motivate students, then from the results of data analysis it turns out that from 6 respondents there were 4 people (83.33%) have implemented it, the rest (16.67%) has not yet given a prize with the reason they don’t have funds.

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31 Rusydi Ahmad Tuaimah, Al-Mahārūt al-Lugawīyyah (Cairo: Dar al-Fikr al-Arabi, 2009), 182.
32 Abdul Hamid, Uril Baharuddin, dan Bisri Mustofa, Pembelajaran Bahasa Arab, 54.
Giving gifts does not have to be with funds but praise, smiles, claps on the shoulder and so on are very meaningful for students. Prasetya Irawan et al stated that award and reward are positive motivational factors and the advantage is that students reduce fear and therefore generate positive motivation for learning.

In teaching process, lecturers should pay attention to the environment so that the learning atmosphere can run orderly. One way is to give punishment to students who violate campus discipline. For this aspect, it turns out that from 6 respondents, there were 3 people (50%) carried out. The rest (50%) have not implemented it because of their reason for fear of being reported to parents. From this fact it is clear that lecturers as educators, mentors and directors have not yet fully brought their children towards full maturity. Students should be introduced as early as possible to campus discipline. Anyone who violates discipline should be punished to be an example to other students. But the form of punishment must be adjusted to the level of age, development and the level of error.

It is well known that what determines a person's learning motivation, in addition to individual factors, is also a learning environment factor. An orderly, comfortable, neatly arranged class atmosphere will encourage students to be passionate about learning, but instead a noisy classroom atmosphere because students who are not disciplined will disrupt the learning process. Because the results of the study show that the way the lecturer motivates students does not contribute significantly to student activities in the teaching and learning process. Thus, further research is needed so that other more dominant factors that might affect student activities might be found. In other theory, Mc Greger developed the theory of Y which assumes that humans like to work (active), are responsible and able to regulate and direct themselves. In general, people have the potential to be mature and can motivate themselves. Looking at the results of this study it seems that students are closer to Y theory, where students are active because they are determined by themselves. This is in line with the opinion of Nana Sujana that 70% of student learning outcomes are influenced by the ability of students themselves and 30% are influenced by the environment.

But, if it is seen from every observation, the percentage of students who ask is very small. This is consistent with what was stated by Umi Machmudah et al, that "the success of students in learning is influenced by the quality of learning, the existence of textbooks, existence of learning

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aids and the influence of the environment”. Talking about the quality of learning, one cannot but have to go back to the quality of lecturers, because the main task of lecturers is to carry out teaching and learning activities. Teaching and learning activities are the core activities in the educational process, therefore lecturers must master knowledge, skills, theories about how to teach them, along with their supporting theories, and master information about how to motivate students to achieve their goals. In connection with how to motivate it turns out based on the results of research conducted by lecturers, there are still many who have not applied it in the teaching and learning process. Of the 10 ways to motivate, only 50% have been implemented.

From the description above, it is true that opinions say that student activities will be determined by factors within the student and factors that come from outside the student.

CONCLUSION

This study was designed to investigate the ways used by the lecturers to motivate students in the Arabic course at IAIN Pontianak and the effect of their motivation on the students' Arabic learning activities. The result of the investigation has shown that the lecturers used various teaching methods to motivate the students. They conducted a regular test and gave rewards for the outstanding students. The lecturers have also helped create a competitive atmosphere in the classroom, boost the students to be active during the learning process, and avoid punishment for those who break the rules. However, the result has also shown that there is no relationship between the lecturers' motivation and the students' Arabic learning activities; the motivation has no impact on them.

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