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Demotivation of Pesantren-based Madrasah Students in *Takallum al-'Arabiyyah*

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Abstract

Motivation is a key factor to language learning success. On the other hand, demotivation will hinder the process and success of learning and mastering Arabic. By finding factors that can trigger demotivation, teachers and students can avoid demotivation and can motivate students appropriately. This study aims to determine the factors that cause students' demotivation in speaking Arabic at the Karawang Islamic boarding school-based madrasah by involving 100 students of 9th -grade of Madrasah Tsanawiyah. To explore this demotivating phenomenon, the researcher used mixed methods at the data collection stage, then analyzed the data using qualitative methods. The results of this study indicate that among the factors that cause demotivation are: 1) teachers, 2) textbooks, 3) friends, and Arabic language learning environment. In addition, new things were found from the perspective of this pesantren-based madrasah student, namely the context of the pesantren tradition which was a factor in the occurrence of students' demotivation in mastering Arabic. Madrasah students who are also santri in Islamic boarding schools are accustomed and comfortable with patterns of learning Arabic in Islamic boarding schools such as lalaran, ngalogat, sorogan, and bandongan. When students accept different madrasah learning patterns, they feel uncomfortable and it's causing demotivation.

Keywords: Arabic language, demotivation, madrasah

Introduction

Motivation is a key factor in the success of Arabic learning. Gardner states that motivation plays an important role in various ways in the process of learning a foreign language (Gardner, 2012). Ely's research even proves that highly motivated learners have higher competence and succeed (Albab, 2019; Ely, 1986).

In general, research related to motivation in language learning focused to foster motivation or positive influences that encourage the interest of language learners. In fact, language learners may lose interest in foreign language learning or demotivation conditions (Dörnyei, E. Ushioda, 2011). As with success, failure to learn Arabic is also associated with demotivation.

Demotivation according to Dörnyei and Ushioda is a specific external forces that can reduce or diminish the motivational basis of a behavioural intention or an ongoing action (Dörnyei, E. Ushioda, 2011). A demotivated learner is someone who has been motivated but then loses interest in learning for several reasons. According to Wakilifard, demotivation may cause failure in learning (Wakilifard et al., 2019). Demotivation has become a frequent phenomenon in Arabic learning in madrasah. Ainin mentioned that lately there is a phenomenon of demotivation in Arabic learning at the level of primary and secondary education, especially in Madrasah Ibtidaiyah (MI), Madrasah Tsanawiyah (MTs), and Madrasah Aliyah (MA) (Ainin, 2011).

This demotivation is also suspected to occur in Arabic learning students at MTs based pesantren in Karawang. Learning Arabic in madrasah based on pesantren has a more special context than madrasahs in general because of several things. First, the purpose of learning Arabic students in this madrasa is different from other madrasa students. The dominance of pesantren patterns against madrasah affects the main purpose of students in learning Arabic, namely to explore Islamic religion. So, they ruled out the purpose of Arabic as the language of communication. Second, teaching methods are applied to students collaboratively between *active learning methods* and conventional methods such as *lalaran*, *sorogan*, and *bandungan*. Third, the learning environment of MTs students has traditional characteristics. This traditional learning environment is influenced by the dominance of the typical culture of pesantren salaf. The pattern and tradition of this pesantren then have an impact on the attitude and way of student learning habits in Madrasah.

However, the specialty (specificity) of the context of learning MTs students based on this pesantren, does not necessarily support the achievement of optimal student achievement in Arabic language learning in Madrasah, especially the ability to speak Arabic. Although some linguists emphasize the purpose of learning Arabic is the ability to speak Arabic. It is based on al-Hazimi's opinion in Yazid who says that language is essential "*kalam*" or speaking (Al-Naqah, 1985; Hady, 2019). This opinion indicates that the success of learning Arabic is a speaking skill (Fauzan, 2004; Thu'aimah, 2006).

Furthermore, to find out the cause of the low achievement of Arabic practice students, the author made observations through closed questionnaires to 100 students in 9th grade. The results showed that the factors that led to the difficulty of learning Arabic and the practice of Arabic according to students were not in the complexity of Arabic but rather in the loss of interest (100%), the complexity of Arabic (85%), and learning support facilities (80%).

From the observation of Arabic practice problems in this madrasah shows that students' difficulty in mastering Arabic comes from student motivation. Students who initially want to master Arabic and follow Arabic learning, then get certain learning factors so that the motivation they have is lost or called demotivation.

Demotivation has been widely researched in second language learning (B2). One of the goals of the study was to look for factors that led to demotivation and measure demotivation engagement to the resulting language skills. Among previous demotivation studies were Sakai and Kikuchi who identified demotivation factors in learning English as a foreign language or EFL (*English as Foreign Language*) in Japan (Kikuchi, 2009). His research showed demotivation factors including: loss of interest, teachers, and failure. Several other studies conducted show that the factor that causes demotivation is the teacher problem (Ebadi & Gheisari, 2016; Gorham & Christophel, 1992). Song underlined that teachers play an important role in the demotivation that occurs in students (Song, 2005). Hasegawa stated that there is a relationship between the demotivation of students and poor teacher behavior (Hasegawa, 2004). Similarly, Zhang concluded that demotivating factors in the context of the EFL include teacher indifference to lessons and students, unfair assessment, and boring teacher presentation (Zhang, 2007).

In another study, Tanaka mentioned that demotivation affects proficiency and affects peer demotivation conditions (Tanaka, 2017). So by avoiding demotivation can improve the quality and success of Arabic learning (Falout et al., 2009; Yadav & BaniAta, 2013). Meanwhile, research related to demotivation in language learning is more widely studied in English as B2. Considering English to be an international language used for communication between nations.

The study of demotivation of other foreign languages such as Arabic has been done by Aladdin in his research entitled *Demotivating factors in the Arabic Language Classroom: What demotivates non-Muslim Malaysia Learner when it comes to learning Arabic?* In his findings, Aladdin found nine factors that cause demotivation to occur. The two dominant factors include the difficulty of Arabic itself and factors related to the teacher. This demotivation research is also expected to help Arabic teachers to improve the teaching and learning process and avoid demotivation traps (Aladdin, 2013).

In Indonesia, research related to demotivation has also been researched by Saepul Islam in the title *Faktor Demotivasi Pembelajaran Bahasa Arab dalam Perspektif Siswa Madrasah*. From his research, it was found that four factors caused Madrasah Cianjur students to demotivate in Arabic learning, namely: 1) Complexity of Arabic, 2) Materials and Methods, 3) Learning facilities and facilities, and 4) personality factors of teachers. Research is expected to help create fun Arabic learning can also increase student motivation (Islam, 2015).

The phenomenon of demotivation is something that needs to be studied and considered by teaching practitioners. This is a complex issue and there has not been much discussion about this (Tabatabaei & Molavi, 2012). Ainin asserts that if this demotivation phenomenon is allowed, then the learning of Arabic will live meaningless names (Ainin, 2011). In fact, in the context of education in madrasah, Arabic subjects should be the main subjects in achieving the vision and mission of madrasah. Examining the factors causing this demotivation will result in better Arabic learning and improve the teaching quality of Arabic teachers in Indonesia.

Based on the background above, this study is intended to examine more deeply the phenomena and factors that cause demotivation of Arabic learning, especially Arabic language practices that occur in Madrasah Tsanwiyyah based pesantren in Karawang. This research has a different context and culture than previous studies. Students of pesantren-based madrasah learn Arabic with the aim of exploring religion. In contrast to other foreign language learners who have the goal of mastering foreign languages as a means of communication. In addition, the tradition of pesantren that influences students in learning Arabic in Madrasah becomes a new thing in research demotivating Arabic learning in Indonesia.

Research on the demotivation factors against pesantren-based madrasah students is considered necessary because Arabic language learning materials are one of the compulsory subjects both in madrasah and pesantren. By knowing factors of demotivation, it is possible to seek remotivation of Arabic learning. Researching the factors that cause this demotivation will be useful for both students and teachers. With the findings of demotivation factors, students and teachers can avoid this demotivation happening or can also motivate students appropriately to achieve success learning Arabic. In addition, being aware of the risks that weaken motivation is very important for both teachers and learners.

Method

This type of research is a combination or *mixed-method* with a concurrent triangulation strategy (Creswell, 2013). In the first step, researchers collect quantitative data and qualitative data is done at the same time. Then the second step of researchers analyze quantitative data first, continued to analyze qualitative data to answer the formulation of problems in this study. Quantitative data in this study is intended as material for *crosscheck* with qualitative data and not to be correlated, but used for the process of triangulation of data.

Since the theme of demotivation is still a new thing in the realm of research and there is no complete theory, it is very important to start research by exploring phenomena that occur using qualitative methods. The purpose of this qualitative method is to find descriptive information about the source of demotivation. For example, Oxford in 1998 used content

analysis of 250 essays. Dörnyei in the same year used structured interviews in his research (Muhonen, 2004).

The data collection technique used is an open questionnaire in the form of short essays and interviews. Madrasah students, as well as boarding school students, became the source of data in this study. A total of 100 students of 9th graders wrote short notes about the factors that led to demotivation in Arabic practice. Meanwhile, *in-depth interviews* were conducted with 5 students of Arabic learners in madrasahs that were used as research objects.

In the process of processing research data, the results of the interview are analyzed qualitatively. While the results of a short essay are analyzed and presented in the form of a description. The results of a short essay will be tabulated and then analyzed based on demotivation factors in foreign language learning. Furthermore, tabulating data will be categorized based on the frequency of statements submitted so as to produce an overview of the causes of demotivation.

Include in these subsections the information essential to comprehend and replicate the study. Insufficient detail leaves the reader with questions; too much detail burdens the reader with irrelevant information. Consider using appendices and/or a supplemental website for more detailed information.

Participant (Subject) Characteristics

Appropriate identification of research participants is critical to the science and practice of psychology, particularly for generalizing the findings, making comparisons across replications, and using the evidence in research syntheses and secondary data analyses. If humans participated in the study, report the eligibility and exclusion criteria, including any restrictions based on demographic characteristics.

Research Design

Specify the research design in the Method section. Were subjects placed into conditions that were manipulated, or were they observed naturalistically? If multiple conditions were created, how were participants assigned to conditions, through random assignment or some other selection mechanism? Was the study conducted as a between-subjects or a within-subject design?

Results and Discussion

In this section, researchers will provide data taken from the results of questionnaire filling and interviews of Pesantren-based Madrasah Tsanawiyah (MTs) students related to demotivation factors. The eight demotivation factors asked were based on the statements listed in Dörnyei (2001).

Table.1 Category of frequency of demotivation factors according to Madrasah students

	Demotivating Factors	Frequency	Percentage
1	Teacher	63	20.5 %
2	School facilities	40	13.0 %
3	Student experience in the past	35	11.4 %
4	Students' negative attitudes towards the Arabic language or their community	12	3.9 %
5	The compulsory nature of Arabic lessons in school	17	5.5 %
6	Influence of other languages learned	42	13.6 %
7	Attitudes of classmates	47	15.3 %
8	Textbooks	52	16.9 %
	Total	308	100%

1. Teacher related factor

The conclusion of the data drawn from questionnaires and interviews is summarized in table 2. A total of 63 students who filled out questionnaires (20.5%) wrote yes if teachers were a factor in the loss of their motivation in Arabic practice. Researchers also found that 26 students who filled out questionnaires (8.4%) gave more specific comments about teachers as a contributing factor to demotivation. In addition, there were 3 students interviewed giving their views on demotivation factors related to teachers.

All student comments are then categorized into 3 points. The categories are 1) teacher uses *nahwu and shorof* approaches in teaching, 2) teacher communication style, and 3) teacher instruction style.

Another important finding is that all students interviewed stated that they are more comfortable learning Arabic in *sorogan, langgam, bandongan, and lalaran* method as they learn in boarding schools. By the time students are taught Arabic in the classroom by teachers with practical and applicative teaching methods, they are not used to even feeling uncomfortable. The discomfort then led to a decrease in motivation in learning Arabic.

This shows that students who are lived in pesantren are not comfortable learning Arabic by scholastic methods. The traditions and culture of pesantren instilled in students madrasahh have an influence on the habits and ways of learning students in Madrasahh and

Table 2. Demotivation Factors Related to Teachers

	Questionnaire	Interview
Arabic Grammar	Feel the learning of Arabic focused on Shorof and Nahwu only	-
Teacher Communication Style	Unfriendly Too serious Lecture Just read the teaching book Not teaching using Arabic	Not clear in teaching Discuss other subject topics So do not focus on teaching Arabic
Teacher Intruction Style	Giving punishment if you can't answer the question Too fast	Feel surprised because of given the problem first and given an explanation at the end When students ask a questions, the teacher tells to look for independent answers on the teaching book. Students feel learning Arabic insight is limited to teaching books only.

become one of the factors causing demotivation.

It is undeniable that teachers have an important role in motivating students in learning (Krashen, 1987; Sanusi, et al., 2020). Therefore, the teacher must be able to adjust the right method for his students. Teachers in pesantren-based teachers are not only required to achieve arabic learning goals that encourage students to have Arabic language skills both receptively and productively (Dirjen Pendis, 2019). but they play a role in adjusting teaching methods for students who are at the same time are santri in boarding school or pesantren.

2. Facilities-related factors

Students of this pesantren-based madrasa have school facilities within the boarding school environment. In general, the school facilities are excellent, spacious and complete. But in this madrasah, there is no language laboratory and library. The class building madrasah itself is used alternately with other institutions in one shade of the Foundation in boarding school.

Despite having a classroom that is quite 7x8 square meters for each class group that averages 25 students, all students interviewed stated that the temperature of the classroom was too high. Heat makes learning uncomfortable. But there was only one student interviewed who said the absence of air conditioning caused a loss of motivation to learn.

A total of 40 students (13%) who filled out questionnaires said yes if classroom facilities and schools were the cause of their loss of motivation. In addition, some students added specific comments related to classroom facilities as a cause of demotivation. The data is summarized and displayed in table 3.

Table 3. Demotivation Factors Related to Facilities

	Questionnaire	Interview
Air Conditioning	Feel the room temperature is very hot.	There is no AC.
Joint Building	Noisy Messy Don't like separate buildings with other madrasah students.	Devider between classes with <i>rolling doors</i> causing the sound of another room to be heard Buildings used alternately with junior high school (SMP) institutions

3. Factors Related to Student Experience

About 85% of the total 9th graders have learned Arabic since elementary school. They say that the experience of learning Arabic in the past was different from today. At the time of elementary school either in Madrasah Ibtidaiyyah, Islamic Elementary School, or Madrasah Diniyyah they learned Arabic practically with the introduction of many Arabic vocabularies. Thus, they practice Arabic directly.

In contrast to now, students learn Arabic more complexly with Arabic grammar. Students in this madrasah also have the goal of learning Arabic that is different from before, namely to explore religion by having the ability to read Arabic religious books or *Kitab Kuning*. Thus, their motivation in Arabic speaking practice decreased.

The purpose of student learning to explore this religion is inseparable from the influence of traditional pesantren patterns that focus on the use of Arabic as a tool rather than as a language communication. In the end, a lack of Arabic-speaking environment was formed for the students. Two out of 5 students interviewed said they lost confidence in speaking Arabic because they were bullied by classmates.

Another 35 students (11.4%) had some personal experience summarized in table 4. The student experience in learning Arabic certainly affects the confidence of students. Self-

confidence is also one of the success factors of students in learning (Asiyah et al., 2019) Conversely, loss of self-confidence can hinder student success and decrease learning motivation.

4. Factors related to negative attitudes

The attitude of the negative towards the Arabic language and the community of people

Table 4. Factors Related to Student Experience

	Questionnaire	Interview
Tests/ Tests	Feeling embarrassed to see the higher value of friends The test question tested is different from the material studied	Daily assesment values are always low
Communication	Verbal bullyng from friends while studying and speaking Arabic	Verbal bullyng from friends while studying and speaking Arabic

who use Arabic has the most important contribution among other factors to the demotivation of students. Only 12 students (3.9%) expressed disliking for Arabic and Arabic users. The following is an expression of students' negative attitudes towards language users written in questionnaires.

- I don't like to hear friends who speak Arabic, they look showy and *pretentious*.

Students' negative attitudes towards Arabic users indicate a lack of interest in welcoming foreign languages and cultures. Badrkoohi asserts that a lack of intercultural interest can lead to a lack of motivation in studying foreign languages (Badrkoohi, 2018)

As for all students who were interviewed all did not have an attitude negatively precisely on the contrary they have a very positive attitude towards the Arabic language and its users. Students' negative attitudes arise only when they are afraid of making mistakes in speaking Arabic so they do not want to speak Arabic.

5. Compulsory Nature of Learning Arabic

Based on questionnaire data, as many as 83 students (94.5%) of the total respondents agreed with the mandatory Arabic subjects in Madrasah. As for the results of the interview, all students expressed no objection to the required Arabic subjects in Madrasah. In fact, they learn Arabic not only in Madrasah but also must learn it in pesantren. Students reveal that:

- I enjoy learning Arabic in class than studying again at boarding school.
- I don't feel compelled to learn Arabic just because I'm required to go to school or because of the final exam.
- Actually, I want schools and boarding schools to require all students/students to speak Arabic.

6. Influence of other languages

Students at this Madrasah learn two foreign languages in the classroom namely Arabic and Inggris. However, Arabic became the second language studied intensively in pesantren-based madrasah. One student said he wanted to learn English, but that didn't make him lose motivation to learn Arabic.

A total of 42 students (13.6%) who filled out the questionnaire said the existence of first language interference (B1) namely Sundanese and Indonesian language decreased their motivation in Arabic practice. 5 students do not fill out questionnaires for this question. The expressions of the 3 students at the time of the interview are as follows:

- I'm easier when communicating using Sundanese. When I tried to speak Arabic it was often confused with Sundanese.

- When I speak Arabic still added *mah, tea, atub, si*, etc. mixed with Arabic
- Arabic is too complicated in word changes and derivation. When I want to say "I want to eat" it should be "*saakulu*", but I definitely say "*ana urid akul*".

However, there is only one student and one other person who doubts that B1 interference is the cause of the demotivation of Arabic learning.

7. Attitude of Classmates

Students in madrasah are all santri in boarding school. But not all of them come from the same boarding school. The female students come from two different pesantren. As for the male students come from one boarding school. Each class is homogeneously arranged for women's classes as many as 2 class groups and male's classes as many as 2 class groups. Since the student's classmates were also their dorm mates in the pesantren, the solidarity between them was very close.

Of the questionnaire data, as many as 47 students (15.3%) said that the influence of classmates made them lose motivation to learn. The influences that arise from classmates expressed by students in additional comments are:

- My friend is so noisy that I can't concentrate on learning
- When I was about to learn Arabic, my friend commented negatively "*cieeee diligent child, why are you learning really?*"
- I was embarrassed when I tried to speak Arabic, surely my friends mocked me.

However, at the time of the interview, there was only one person who stated the influence of classmates who did not support him in Arabic to be a trigger factor for demotivation. The other four people stated that:

- Sometimes my friends support my learning and sometimes do not.
- There are friends of mine who support me speaking Arabic, some who don't.
- I think *bodo amat* of friends who mock me in Arabic. It doesn't affect me trying to speak Arabic.

All students interviewed are eager to learn Arabic and have the ability to speak Arabic. In fact, they all agreed that Arabic became a mandatory language used in schools and boarding schools. At this time, the school environment especially and boarding school has not created an intensive language environment for the students.

8. Textbook-related factors

In Arabic learning students in the classroom use the same teaching book. The teaching book has been adapted to the latest Madrasah curriculum, KMA 2019, which encourages students to be proficient in Arabic in four skills; skills of listening (*maharat al-istima'*), reading skills (*maharat al-qiraah*), speaking skills (*maharat al-kalaam*), writing skills (*maharat al-kitabah*). In addition, all students also learn Arabic in boarding schools using the book of *jurumiyah*.

A total of 52 students (16.9%) wrote that teaching books do not make it easier for them to learn Arabic. Instead, teaching books make it difficult for them to learn Arabic. Almost all students wrote the same comments in the questionnaire, namely:

- The entire text in the teaching book uses Arabic. I was confused and couldn't understand.

Meanwhile, the students interviewed stated the same thing that the book uses *full* Arabic, but 3 students confirmed that the teaching book is enough to help them in their work. Learn Arabic especially with many examples of conversational dialogue (*muhadatsah*). All the students interviewed said that learning Arabic in pesantren they prefer than in class.

This becomes tends to be contradictory because learning in pesantren using yellow books that also speak *full* Arabic but they only complain about teaching books in difficult and more classes. I love language learning in boarding schools.

Teachers As The Dominant Factor Triggering Demotivation

The results of qualitative analysis of interview data are ultimately not much different from quantitative data that researchers have done earlier. Summary of the analysis of the trigger factors for the demotivation of pesantren madrasah students is presented in table 5 below:

Table 5. Trigger factors for the Demotivation of Pesantren-based Madrasah Students

1	Teacher's personality	Teaching is very serious Giving punishment when unable to answer questions
2	Teaching Method	Using training learning methods Glued to textbooks
3	Textbook	Text in textbooks using Arabic entirely
4	Friends and the Environment	No speaking environment is formed Friends mock as students learn language practices
5	Pesantren Learning Patterns	Methods of <i>sorogan</i> , <i>lalaran</i> , <i>bandongan</i> , and <i>mutholaah Kitab Kuning</i> in Arabic are tudents prefer to learn Arabic in class. Pattern of learning stories of memorization (level 1 / class VII), translating (level 2 / class VIII), and <i>tarkib</i> (level 3 / class IX) Arabic book prefers more students than madrasah curriculum

From the results of the study, it was found that teachers became the dominant factor in the emergence of demotivation of language practices among students of pesantren-based madrasahs. This is in contrast to previous research conducted by Islam on Madrasah Aliyah Negeri in Cianjur. Previous Islamic research found that the complexity factor of Arabic is a trigger for the decrease in student motivation in learning Arabic (Islam, 2015)

On the contrary, the results of this study point to previous research that states teachers as the dominant factor that causes demotivation of students in using Arabic fingers as a foreign language. Among the previous demotivation researchers who stated the linkage of teachers as a factor that led to demotivation were Dornyei (1998), Hasegawa (2004), Song (2005), and Zhang (2007). Dornyei stated that teachers both in terms of personality, methods, and commitment become factors that can demotivate students in Budapest who learn English or German as a foreign language. Zhang asserts that demotivation has a connection with teacher care, unfair judgment, and boring presentation (Zhang, 2007)

Teachers both from the personality aspect as well as teaching methods, textbooks, and classmates became the three dominant factors triggering student demotivation at a pesantren-based madrasah in Karawang. However, there is a new thing found in the case of madrasah students who live in pesantren, namely the pattern of pesantren learning that becomes a demotivation factor of students' Arabic learning in madrasah.

Impact of pesantren learning patterns on madrasah students

The madrasah studied in this study is in a traditional boarding school environment. Traditional boarding schools as in general have characteristics. In the aspect of the learning system, what is typical of pesantren is the method known as *ngalogat*, *bandongan*, *sorogan*, *lalaran*, *syamwir* and *muthalla'ah* (Aliyah, 2018; Fitriyah et al., 2019) Students in Madrasah who are also santri in boarding schools, at first want to master Arabic as a communication language. However, in the interview they said that;

"I want to learn Arabic to speak Arabic, it will make it easier for me to communicate with Arabs during Hajj or Umrah. I also want to be able to speak Arabic to continue studying and working in an Arab country. But after being taught the yellow book in pesantren, I better learn Arabic to be able to read the book first."

"Since madrasah Ibtidaiyyah (MI) I like to speak Arabic by mentioning objects using Arabic. At pesantren, I chose Madrasah Tsanawiyah school (MTs) to be more steeped in Arabic. Now, I want to learn Arabic to make it easier for me to memorize the Quran because I entered *kobong tahfidz*. If I can speak Arabic, Thank God it's a bonus for me."

"I am more comfortable and easy to learn Arabic with pesantren methods than studying in class"

From the first and second quotations, we can interpret that the trigger for the demotivation of Madrasah students in mastering Arabic as a communication language is the traditional values of pesantren. Students feel their obligation as santri must prioritize the deepening of religion so that learning Arabic aims to explore religious books. As for the mastery of Arabic in a collective manner which was originally their main goal was demotivated.

The last quote can be interpreted that the pattern of pesantren learning has an impact on the demotivation of students in Arabic-speaking practices. Pesantren learning patterns used include *lalaran*, *ngalogat*, *sorogan*, and *bandongan*. **Lalaran** or *muhafadhoh* is a mandatory activity of santri at level 1 or equivalent to class 7 MTs to memorize *nadzham* verses in the book of *Jurumiyyah* for *Nabwu* lessons and *matan al-Bina (Amsilatun at-Tashriif)* for *shorof* lessons. **Ngalogat** is a method of learning students by listening to teachers translate and explain the book of *Jurumiyyah* and *Matan al-Bina* then students record it. *Ngalogat* is applied to students who have been at level 2 or equivalent to the 8th grade of MTs and have finished memorizing the books of *Jurumiyyah* and *Matan al-Bina*. **Sorogan** is a method applied at level 3 or equivalent to class 9 MTs that students re-read the text that has been read by the teacher and his or her *tarkib* and explain the meaning of the text. The **bandongan** is a santri activity of all levels of listening to the teacher or Kiai read us yellow and interpret it and then students record it.

Students who are accustomed to the learning patterns of pesantren above then feel uncomfortable when studying with different madrasa learning methods. The discomfort of students with the learning methods used by this teacher then becomes a demotivating factor for students in learning Arabic. In addition to methods, the multilevel learning system applied in pesantren also makes students unfamiliar with the learning system in madrasahs. In madrasah textbooks, students at all levels are taught various teaching materials ranging from *mufradat*, *istima'*, *qiraah*, *qowa'id*, *kitabah*, and *kalam*. Meanwhile, students have become accustomed to the multilevel yellow book learning system where at the first level students are only taught to memorize books, the second level of students continue with focus translating books, and at the third level, new students are required to understand and have the ability to *tarkib kitab*. This is also one of the demotivation factors of students.

Lastly, friends and learning environments of students who in their daily lives preserve traditional values such as simplicity, selfless and responsible learning, and being bound by high solidarity (Geertz, 1981) cannot create a new environment, a language environment. Students' friends and learning environments do not support students in cultivating their motivation to master Arabic-speaking practices.

Conclusion

From the results of this study obtained information that the factors that led to the emergence of demotivation of Arabic-language practices in students of pesantren-based madrasahs can be separated from the context of pesantren itself. Arabic as a foreign language

is studied by students not limited to the personal desire to master Arabic as the language of international communication. However, Arabic is learned as a tool to achieve the goal of students living in pesantren, namely to explore religion. Pesantren systems and traditions are so strongly embedded in students' learning patterns that they are able to demotivate them in Arabic language learning in Madrasah.

Madrasah and textbook teachers became the dominant factors that triggered the demotivation of students in madrasahs. It is also inseparable from the experience of students in pesantren. The tradition of boarding schools that are rooted in students makes them feel unfamiliar with the learning patterns of teachers and textbooks used in madrasahs, giving rise to student demotivation in Arabic-speaking practices.

This inventory of pesantren-based madrasah-based demotivation factors can be an early foothold for relevant parties in finding ways to increase students' motivation in mastering Arabic as the language of international communication.

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