

## Arabic Language Teaching Method Selection Strategy Based on Student Characteristics

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### Abstract

Arabic language teaching in Indonesia faces complex challenges, mainly due to the diversity of learner characteristics that include age, educational background, intelligence level, learning style, and motivation. The selection of teaching methods that do not consider these characteristics often becomes an obstacle in the learning process. This research aims to examine the strategy of selecting effective and adaptive Arabic teaching methods based on learners' characteristics. The research method used is library research with a descriptive qualitative approach. Data were collected through a review of various relevant scientific literature, then critically analyzed to find the relationship between the characteristics of learners and the teaching methods used. The results show that a deep understanding of learners' characteristics is very important in determining the right method, such as direct, communicative, audiolingual, or task-based methods. Method selection strategies that are based on the real needs of students can increase the effectiveness, engagement, and success of Arabic language learning. This research is expected to be a practical reference for teachers in designing a more inclusive and sustainable learning process.

**Keywords:** *Arabic language, teaching methods, learner characteristics, learning strategies, qualitative approach*

### Abstrak

Pengajaran Bahasa Arab di Indonesia menghadapi tantangan yang kompleks, terutama karena keberagaman karakteristik peserta didik yang mencakup usia, latar belakang pendidikan, tingkat kecerdasan, gaya belajar, dan motivasi. Pemilihan metode pengajaran yang tidak mempertimbangkan karakteristik ini sering menjadi penghambat dalam proses pembelajaran. Penelitian ini bertujuan untuk mengkaji strategi pemilihan metode pengajaran Bahasa Arab yang efektif dan adaptif berdasarkan karakteristik peserta didik. Metode penelitian yang digunakan adalah studi kepustakaan (library research) dengan pendekatan kualitatif deskriptif. Data dikumpulkan melalui telaah terhadap berbagai literatur ilmiah yang relevan, kemudian dianalisis secara kritis untuk menemukan keterkaitan antara karakteristik peserta didik dan metode pengajaran yang digunakan. Hasil penelitian menunjukkan bahwa pemahaman yang mendalam terhadap karakteristik peserta didik sangat penting dalam menentukan metode yang tepat, seperti metode langsung, komunikatif, audiolingual, atau berbasis tugas. Strategi pemilihan metode yang didasarkan pada kebutuhan nyata siswa dapat meningkatkan efektivitas, keterlibatan, dan

keberhasilan pembelajaran Bahasa Arab. Penelitian ini diharapkan menjadi referensi praktis bagi guru dalam merancang proses pembelajaran yang lebih inklusif dan berkelanjutan.

**Kata kunci:** *Bahasa Arab, metode pengajaran, karakteristik pelajar, strategi pembelajaran, pendekatan kualitatif*

## Introduction

Teaching Arabic as a foreign language has long been taught in Indonesia, both formally and informally, from elementary school to university. This is because Arabic has a very important function for Indonesian society, namely as a language of religion, culture, science, and also as a language of communication with Arab nations.<sup>1</sup> Teaching Arabic in Indonesia faces complex challenges, both in terms of student background, infrastructure, and teacher competence. One of the main keys to successful learning lies in choosing a teaching method that suits the characteristics of students.

The characteristics of students include age factors, educational background, intelligence level, learning style, learning motivation, and socio-cultural conditions. Each student brings uniqueness that demands flexible and adaptive teaching strategies. Therefore, teachers are required to not only master the teaching material, but also be able to recognize student characteristics holistically.

In the national education process, student characteristics are a crucial main element in teaching competence. Understanding student characteristics is a must for educators, even understanding this is one of the benchmarks of a teacher's professionalism. As part of competence, student characteristics are not only seen as cognitive variables, but must also be understood, mastered, and applied in the teaching and learning process, both for teachers in elementary, secondary, and tertiary education. Variations in education levels only reflect differences in student categories. Knowing student characteristics, including in tertiary education, is very important and cannot be ignored. If ignored, learning outcomes will not be optimal. In further developments, student character development becomes increasingly difficult to realize. Based on this, according to Janawi, educators or teachers need to dive into the world of children, potential, interests, talents, learning motivation and other problems related to children.<sup>2</sup>

The right teaching method will make it easier for students to understand Arabic language rules, enrich vocabulary, and improve language skills both orally and in writing. However, choosing a method without considering the condition of the student can actually be an obstacle in the learning process. Choosing the right teaching method is very important; if it is not in line with the condition of the student, it can hinder learning. Effective strategies improve vocabulary and language skills, while inappropriate methods can cause difficulties in understanding and using Arabic. The right teaching method will make it easier for students to understand Arabic language rules, enrich their vocabulary, and improve their language skills both orally and in writing. However, choosing a method without considering the condition of the students can actually be an obstacle in the learning

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<sup>1</sup> Ubaid Ridho, "Evaluasi Dalam Pembelajaran Bahasa Arab," *An Nabighoh Jurnal Pendidikan Dan Pembelajaran Bahasa Arab* 20, no. 01 (2018): 19.

<sup>2</sup> Janawi Janawi, "Kompetensi Guru: Citra Guru Profesional" (Alfabeta, 2019).

process. Many teachers still use one method rigidly, without considering the diversity of students' learning styles in the classroom. In fact, each student has different needs and abilities, both in terms of language mastery, speed of understanding the material, and interest in the lesson.<sup>3</sup>

For example, the grammar translation method that emphasizes too much on memorization and analysis of language structures can be difficult for beginner students who are not yet familiar with grammatical terms. On the other hand, the communicative method that is too free can be confusing for students who need clear structure and guidance. Therefore, teachers need to conduct an initial assessment of student characteristics, such as age, educational background, learning goals, and learning style preferences. Thus, teachers can choose or combine the most appropriate methods, be it direct methods, audiolingual, communicative, or task-based learning approaches.

This study aims to examine in depth how to choose an effective Arabic language teaching method strategy based on the characteristics of students, and to provide practical guidance for teachers in the learning process. So far, many studies on Arabic language teaching methods have only focused on the effectiveness of one particular type of method, such as the direct method, communicative method, or grammar-translation method, without considering the conditions and characteristics of students who are very diverse. In fact, in classroom learning practices, a teacher is faced with a complex reality, where each student has a different learning background, learning style, interests, and level of ability.

Previous studies, such as those conducted by Hasan and Melyyani<sup>4</sup>, have shown that the success of Arabic language learning is not only influenced by the method used, but also by the suitability of the method to the needs of students. However, these studies have not elaborated much on how teachers can systematically choose teaching methods based on identifying student characteristics. This is what is new (novelty) of this study, namely by offering an approach to selecting methods based on student character in a real and applicable way, not just theoretically.

Thus, this study not only provides a conceptual contribution in the field of Arabic language education, but also seeks to bridge the gap between theory and practice in the field. The results of this study are expected to help teachers in making more appropriate, flexible, and adaptive pedagogical decisions to the reality of students in the classroom. With a planned strategy based on student characteristics, the Arabic language learning process is expected to be more effective, inclusive, and sustainable.

## Method

This study uses a descriptive qualitative approach with a library research method. All data were collected through searching and reviewing various relevant written sources,

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<sup>3</sup> Febry Ramadani S and R Umi Baroroh, "Strategies And Methods Of Learning Arabic Vocabulary/ Strategi Dan Metode Pembelajaran Kosakata Bahasa Arab," *Ijaz Arabi Journal of Arabic Learning* 3, no. 2 (2020): 291-312, <https://doi.org/10.18860/ijazarabi.v3i2.10062>.

<sup>4</sup> Hasan Hasan and Melyyani Melyyani, "Pembelajaran Bahasa Arab Dengan Metode Eksplorasi Kolaborasi Dan Kolaboratif Learning," *Al Qalam: Jurnal Ilmiah Keagamaan Dan Kemasyarakatan* 16, no. 6 (2023): 2431, <https://doi.org/10.35931/aq.v16i6.1681>.

such as scientific books, national and international journals, research reports, and academic articles related to Arabic language learning, learning strategies, and student characteristics. This approach was chosen to explore in depth various theories and previous findings that can be used as a basis for formulating strategies for selecting effective teaching methods.

The research process begins with the source identification stage, namely selecting literature that is relevant to the focus of the study. After that, the data obtained is classified by grouping information based on main themes, such as Arabic language teaching methods, student characteristics, and adaptive strategic approaches. Furthermore, the classified data is analyzed critically to find the relationship between student characteristics and the application of appropriate teaching methods. The final stage of this process is the preparation of a synthesis, namely designing a framework for a strategy for selecting applicable and contextual teaching methods based on the results of the literature analysis.

Through this approach, the study seeks to build a comprehensive understanding of how teachers can choose the right Arabic language teaching methods, taking into account various dimensions of learner characteristics. The results of this study are expected to be not only conceptual, but also provide practical contributions to the development of more effective and adaptive Arabic language learning.

## **Result and Discussion**

The selection of teaching methods that are appropriate to the characteristics of students is one of the determining factors for the success of Arabic language learning. In educational practice, there is often a mismatch between the approach used by teachers and the real needs of students in the classroom. This has an impact on low student participation, weak understanding of the material, and lack of motivation to learn. Therefore, it is important for teachers to understand that the diversity of students requires teaching strategies that are not uniform and not general, but are adjusted contextually.

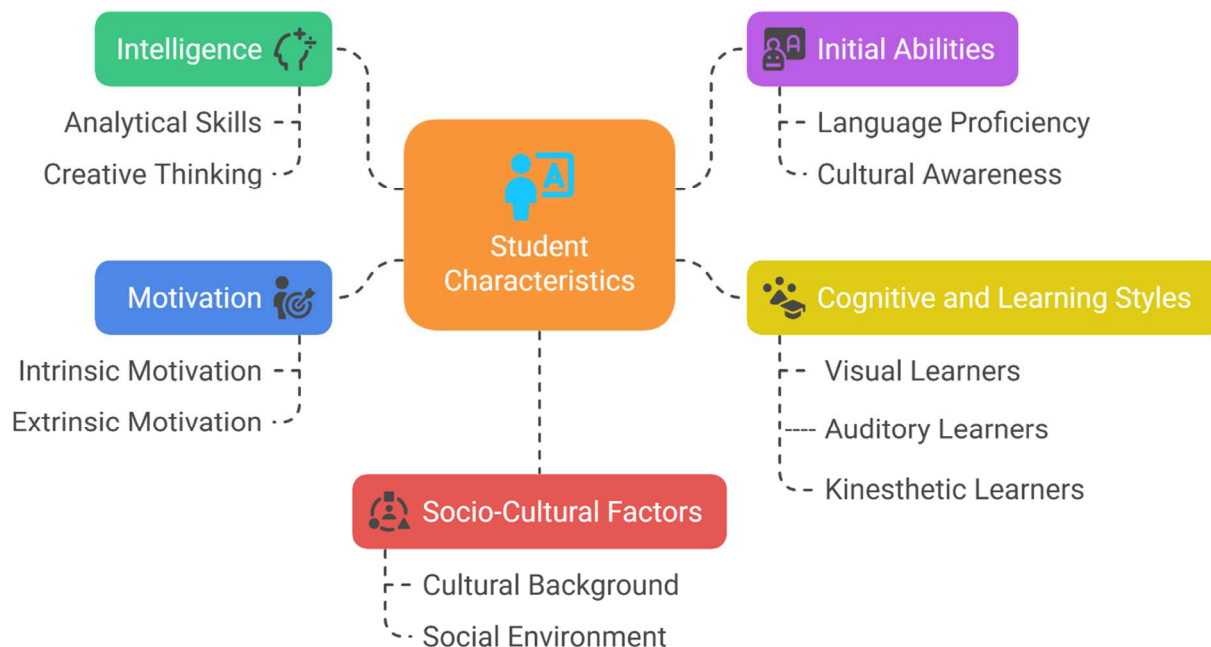
The characteristics of students that need to be considered include educational background, age, learning readiness, learning style, and psychological and social factors. When teachers are able to recognize and understand these factors in depth, they can design a more targeted learning approach. Teaching that is designed based on an understanding of students tends to be better able to create a conducive learning atmosphere, because the material and method of delivery will be more easily accepted, understood, and applied by students.

In addition, the selection of methods based on student characteristics also reflects careful planning and pedagogical awareness from the teacher. This process not only considers what will be taught, but also to whom the learning is given. In other words, teaching strategies must be built on the basis of understanding who the students are, not just based on teaching habits alone. Through such an approach, Arabic language teaching will be more meaningful and impactful, both in the cognitive and affective aspects of students.

### **Characteristics of Students in Arabic Language Learning**

Characteristics of students that can be identified as factors that greatly influence the learning process and outcomes are intelligence, initial abilities, cognitive styles, learning styles, motivation, and socio-cultural factors. Information about the level of development of

students' intelligence is very necessary as a basis for choosing learning components such as learning objectives, materials, media, learning strategies and evaluations. In the context of Arabic language learning, differences in these characteristics are important factors in determining the strategies and approaches used by teachers.



Student characteristics that can be identified as factors that greatly influence the learning process and outcomes are intelligence, initial abilities, cognitive styles, learning styles, motivation, and socio-cultural factors. Information about the level of development of students' intelligence is very necessary as a basis for selecting learning components such as learning objectives, materials, media, learning strategies and evaluations.<sup>5</sup> Each student brings a unique background, experience, and learning style to the classroom. In the context of Arabic language learning, these differences in characteristics are important factors in determining the strategies and approaches used by teachers.

First, in terms of learning style, students can be categorized as visual, auditory, or kinesthetic learners. Visual learners tend to easily understand information through images, colors, and other visual representations. Auditory learners are more responsive to verbal explanations, discussions, and audio recordings, while kinesthetic learners absorb information better through physical activity or direct practice.

- I. Visual: Visual learning style is learning through seeing, looking, observing, and the like. More precisely, the visual learning type is learning by seeing something, either in the form of pictures or diagrams, performances, or videos. People with this type prefer to learn or receive information by seeing or reading. After seeing

<sup>5</sup> Thomas Armstrong, *Multiple Intelligences in the Classroom* (Alexandria: ASCD, 2009).

or reading, these people will find it easier and faster to digest information and process new information received.<sup>6</sup>

- II. Auditory: Auditory learners rely on their learning success through their ears (hearing organs). Students who have an auditory learning style can learn faster by using verbal discussions and listening to what the teacher says. They can digest information conveyed well through tone of voice, pitch (high or low), speed of speech and other auditory things. Written information is sometimes difficult for auditory learners to absorb. Students with this learning style can usually memorize more quickly by reading texts out loud and listening to tapes.<sup>7</sup>
- III. Kinesthetic: Kinesthetic learners tend to speak slowly, respond to physical attention, touch physically to get attention, stand close when talking to people, are physically oriented and move around a lot, have large early muscle development, learn through manipulation and practice, memorize by walking and looking, use their fingers as pointers when reading, use a lot of body language, cannot sit still for long periods of time, cannot remember geography unless they have been there, use action words, like plot-oriented books, they reflect action with body movements when reading, may have poor writing, want to do everything. like games that keep them busy.<sup>8</sup>

Second, the level of student motivation also determines the effectiveness of learning. Students who have intrinsic motivation, such as the desire to understand religious teachings in depth, tend to be more active in learning Arabic. This motivation usually arises from personal drive, religious values, or future hopes related to mastering Arabic. In contrast, students who learn because of extrinsic factors, such as curriculum demands, academic grades, or pressure from the environment, tend to need a more varied and enjoyable approach so that they can be actively involved.

Learning motivation is also influenced by the following aspects:

- I. Relevance of material: Students will be more motivated if the learning material is felt to be useful and related to their daily lives.
- II. Previous learning experiences: Students who have positive learning experiences tend to show higher enthusiasm than those who have experienced difficulties or failures in learning Arabic.
- III. Social environment: Support from family, peers, and teachers can influence the extent to which students are enthusiastic about learning.
- IV. Teacher teaching style: The way teachers deliver material, build interactions, and create a conducive classroom atmosphere plays a major role in fostering or inhibiting student motivation.

Third, the language background of students also influences the Arabic learning process. Students who have previously studied other foreign languages, such as English, tend to have better linguistic sensitivity. This is because they are already familiar with grammatical

<sup>6</sup> S Shoimatul Ula, *Revolusi Belajar : Optimalisasi Kecerdasan Melalui Pembelajaran Berbasis Kecerdasan Majemuk* (Yogyakarta: Ar-Ruzz Media, 2020).

<sup>7</sup> Junierissa Marpaung, "Pengaruh Gaya Belajar Terhadap Prestasi Belajar Siswa," *KOPASTA: Jurnal Program Studi Bimbingan Konseling* 2, no. 2 (2016): 13–17, <https://doi.org/10.33373/kop.v2i2.302>.

<sup>8</sup> DePorter Bobbi & Mike Hernacki, *Quantum Learning : Membiasakan Belajar Nyaman Dan Menyenangkan* (Bandung: PT Mizan Publika, n.d.).

concepts, sentence structures, and basic linguistic terms that are also found in Arabic. Previous foreign language learning experiences can help them understand the differences and similarities between languages, so that the process of acquiring Arabic is faster and more efficient. In addition to foreign language experience, several other factors that help shape students' language backgrounds include:

- I. Family and social environment: Students who come from families or communities that are familiar with Arabic (for example, due to regular religious activities) have an initial advantage in terms of vocabulary and pronunciation.
- II. Access to Arabic media: Students who are accustomed to hearing songs, lectures, or videos in Arabic have an advantage in terms of oral comprehension (listening comprehension) compared to those who have not been exposed to it at all.
- III. Previous learning experiences: Students who have positive experiences in learning Arabic at previous levels tend to be more confident and enthusiastic when taking lessons at the next level.

### **Various Arabic Language Teaching Methods**

In the Arabic language learning process, choosing the right method greatly affects the achievement of learning objectives. Teachers are not only tasked with delivering material, but must also create a learning atmosphere that suits the needs and characteristics of students. Therefore, various methods have been developed and used in teaching Arabic, each with its advantages and disadvantages. The selection of this method must be done contextually, taking into account age factors, learning styles, student backgrounds, and the learning objectives themselves.

#### **I. Grammar Translation Method**

The Grammar Translation Method is one of the oldest language teaching methods that focuses on understanding grammar and translating texts from and to the target language. In the context of teaching Arabic, students will be taught the rules of nahwu (syntax) and sharaf (morphology) extensively, as well as vocabulary through a list of words that need to be memorized. The main exercises include translating sentences or paragraphs from Arabic to the student's mother tongue and vice versa. This method is often considered suitable for students with an analytical learning style because of its emphasis on language rules and structures, and is more effective for older students who may have the cognitive ability to understand abstract grammatical concepts.<sup>9</sup>

#### **II. Direct Method**

The Direct Method attempts to teach Arabic without using the student's native language. All instruction, explanations, and interactions are conducted entirely in Arabic. The goal is to create an immersive learning environment in which students learn the language through direct association between words and concepts, rather than through translation. Emphasis is placed on speaking and listening skills, with grammar taught inductively (through examples, rather than explicit rules). This method is considered effective for young students because of its communicative and practical approach, resembling the way children learn

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<sup>9</sup> J C Richards and T S Rodgers, *Approaches and Methods in Language Teaching*, Approaches and Methods in Language Teaching (Cambridge University Press & Assessment, 2014).

their native language. The use of visual aids and demonstrations is very common in this method.<sup>10</sup>

### III. Audiolingual Method

The audiolingual method is a method based on a structural approach to language teaching. As an implication, this method emphasizes the study and description of a language to be learned by starting from the sound system (phonology), then the word formation system (morphology), and the sentence formation system (syntax). Because it concerns the overall structure of the language, in this case, the stress system, tone, and others are also emphasized. So the purpose of the language is to pay attention to the pronunciation of words, and to intensive practice (drill). In fact, this drill is usually used as the main text in the teaching and learning process. Drill is a language teaching technique used by all language teachers at times to force students to repeat and pronounce sentence patterns well without error.<sup>11</sup>

### IV. Communicative Method (Communicative Language Teaching CLT)

The Communicative Method focuses on developing students' communicative competence in Arabic, namely the ability to use Arabic effectively in various real communication contexts. Learning involves activities that encourage interaction such as simulations, role plays, discussions, and tasks that require collaboration. Emphasis is placed on fluency and the ability to convey meaning, although accuracy is also considered. This method is suitable for all ages because of its flexibility in designing activities that are relevant to the needs and interests of learners. The communicative method or Communicative Language Teaching (CLT) is also a primary strategy in teaching foreign languages, including Arabic. This approach emphasizes the function of language as a tool to convey meaning, not merely memorizing grammatical structures or rules. CLT is oriented towards the use of language in real contexts, where learners are trained to understand and respond actively to messages.<sup>12</sup>

### V. Total Physical Response Method (TPR)

The TPR method (Total Physical Response Method) is seen as an appropriate method for teaching foreign languages for the initial stage where learning prioritizes direct activities related to physical activities and movement.<sup>13</sup>

Total Physical Response (TPR) is a language teaching approach that emphasizes the involvement of physical movement in response to verbal instructions. In teaching Arabic, the teacher gives commands in Arabic that must be responded to by students through physical actions, such as standing (قُمْ), sitting (اجْلِسْ), opening a book (اِفْتَحِ الْكِتَابَ), and so on. This approach aims to build an

<sup>10</sup> D Larsen-Freeman and M Anderson, *Techniques and Principles in Language Teaching*, 3rd editio, Teaching Techniques in English as a Second Language (Oxford University Press, 2013).

<sup>11</sup> Sardiyannah, "Pendekatan Dan Metode Audio Lingual (Analisis Metode Sam'iyah Safawiyah)," *Jurnal Kajian Pendidikan Dan Bahasa Arab* Vol. 1, no. No.1 (2019): Hlm. 14-20.

<sup>12</sup> Mu Ida Fadhilah and Qomi Jauhari, "IMPLEMENTASI PEMBELAJARAN BAHASA ARAB BERBASIS PRAKTIK LANGSUNG PENDEKATAN COMMUNICATIVE LANGUAGE TEACHING UNTUK MENINGKATKAN KEPERCAYAAN DIRI SISWA MA TARBIYATUL BANIN BANAT TUBAN," *Maharaat Lughawiyat: Jurnal Pendidikan Bahasa Arab* 4, no. 1 SE-Articles (March 25, 2025), <https://doi.org/10.18860/jpba.v4i1.14824>.

<sup>13</sup> Richards and Rodgers, *Approaches and Methods in Language Teaching*.

understanding of meaning directly through action, before students are required to speak or write. This method is very suitable for early age or beginner students because it is fun, stimulates active participation, and helps reduce anxiety in learning a foreign language. By involving kinesthetic activities, TPR supports visual and kinesthetic learning styles, and strengthens memory through associations between language and movement. In addition, this method helps students build an understanding of vocabulary and sentence structure naturally and contextually.

### Method Selection Strategy Based on Student Characteristics

The selection of the right teaching method in the context of Arabic language acquisition is a crucial factor in determining the success of target language acquisition by students. That cognitive development is a development in the intellectual aspect that includes thinking abilities such as having a strong memory, the ability to reason, ideate, imagine, create and solve problems.<sup>14</sup> Learning strategies in this case include approaches, procedures, methods, models and techniques used in presenting curriculum materials/content.<sup>15</sup> This methodological decision is not arbitrary, but must be based on a comprehensive analysis of the individual and collective characteristics of learners. This approach aims to optimize students' cognitive, affective, and psychomotor engagement, which in turn will facilitate increased comprehension, mastery of grammar (nahwu and sharaf), vocabulary expansion (mufradat), and development of essential Arabic language skills (listening \*[istima'], speaking [kalam], reading [qira'ah], and writing [kitabah]). This strategy is based on four key dimensions of learner characteristics:

#### 1. Age and Stage of Cognitive Development

The age of learners is a fundamental predictor that reflects their stage of cognitive development, which is very relevant in the process of second language acquisition. Early Childhood and Elementary Learners (Pre-operational to Concrete Operational): Learners at this stage (for example, in Madrasah Ibtidaiyah or equivalent) learn optimally through concrete interactions and sensory-motor experiences. Therefore, effective teaching methods include:

- I. Visual Methods: Utilization of illustrated flashcards to introduce mufradat, simple animated Arabic videos, or physical demonstrations that accompany verbal instructions. De Porter<sup>16</sup> explains that Visual people are good spellers and can see the actual words in their minds. The teaching method used by teachers should be more focused on moving demonstrations and giving objects related to the lesson.
- II. Role-Playing: Involving students in simple Arabic dialogue simulations (ta'aruf [introduction], tahiyyah [greeting]) to practice communicative

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<sup>14</sup> Erita Rahmaniari, Maemonah Maemonah, and Indri Mahmudah, "Kritik Terhadap Teori Perkembangan Kognitif Piaget Pada Tahap Anak Usia Sekolah Dasar," *Jurnal Basicedu* 6, no. 1 (2021): 531-39, <https://doi.org/10.31004/basicedu.v6i1.1952>.

<sup>15</sup> Uly Shifa Chairani, "Analisis Pengembangan Kurikulum Bahasa Arab Di MIN 01 Banda Aceh," *Al Bariq : Jurnal Pendidikan Bahasa Arab*, 5, (1), 2024 5, no. 1 (2024): 1-16.

<sup>16</sup> DePorter Bobbi & Mike Hernacki, *Quantum Learning : Membiasakan Belajar Nyaman Dan Menyenangkan*.

expressions. Role-playing is a way of presenting learning material or subject matter by demonstrating, showing, or showing a situation.<sup>17</sup>

- III. Movement-Based Learning (Total Physical Response/TPR): Integrating Arabic verbal commands with physical responses from students, facilitating understanding without the pressure of initial production. This approach takes advantage of their natural tendency to learn through observation, imitation, and physical activity. The TPR method also supports more inclusive learning. Students who have difficulty in conventional language learning, such as through reading and writing methods, can more easily follow learning with a movement-based approach.<sup>18</sup>

Adolescent and Adult Learners (Formal Operational): Students in this phase (e.g., in Madrasah Tsanawiyah, Aliyah, College, or advanced level) have developed cognitive capacity for abstract, logical, and hypothetical-deductive thinking. They are able to analyze complex language structures and apply grammatical rules systematically. Methods that stimulate complex thinking become more applicable:

- I. Critical Discussion: Involving students in in-depth discussions of authentic Arabic texts (literature, history, contemporary articles) to develop comprehensive understanding and argumentation skills. Requires students to develop their thinking skills so that there needs to be a way of thinking that is directed and clear. Critical thinking skills are very much needed in problem solving or in trying to find solutions to problems.<sup>19</sup>
- II. In-depth Linguistic Analysis: Focusing on deductive or inductive analysis of syntax (Nahwu) and morphology (Sharaf), enabling logical understanding of grammatical rules.
- III. Case Study: Using Arabic discourse as a case study for pragmatic, sociolinguistic, or critical analysis.
- IV. Academic Writing Project: Encouraging the production of essays, research reports, or short articles in Arabic, practicing writing skills coherent and cohesive. These methods encourage the development of high-level language skills as well as critical and analytical thinking skills.

## 2. Learning Motivation (Intrinsic and Extrinsic)

Students' learning motivation is a strong determinant of the success of Arabic language acquisition. Motivation can come from within (intrinsic) or from outside (extrinsic). Intrinsic motivation is a drive that arises from within an individual to achieve a certain goal. Intrinsic motivation is also said to be motives that become active or function so

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<sup>17</sup> Ari Yanto, "METODE BERMAIN PERAN (ROLE PLAYING) UNTUK MENINGKATKAN HASIL BELAJAR SISWA PADA MATA PELAJARAN IPS," *Jurnal Cakrawala Pendas* I, no. 1 (2015): 53-57, <http://repository.unisma.ac.id/handle/123456789/4681>.

<sup>18</sup> Rio Pranata Indik Syahrabanu, "Pengembangan Kemampuan Bahasa Inggris Dan Keterampilan Olahraga Melalui Metode Total Physical Response (TPR) Dalam Perspektif Multiple Intelligences Pada Siswa SMP," *Jurnal Dunia Pendidikan* 3, no. November (2023): 67-78, <http://jurnal.stokbinaguna.ac.id/index.php/JURDIP/article/view/2083>.

<sup>19</sup> Marwah Sholihah and Nurrohmatul Amaliyah, "Peran Guru Dalam Menerapkan Metode Diskusi Kelompok Untuk Meningkatkan Keterampilan Berpikir Kritis Siswa Kelas V Sekolah Dasar," *Jurnal Cakrawala Pendas* 8, no. 3 (2022): 898-905, <https://doi.org/10.31949/jcp.v8i3.2826>.

that they do not need external stimulation, because from within the individual there is already a drive to do something.<sup>20</sup> Intrinsic Motivation Related to Religion and Interest: In many contexts, especially in Indonesia, a large number of students learn Arabic with strong intrinsic motivation, often rooted in religious goals (for example, the desire to understand the Qur'an, Hadith, classical Islamic literature, or to communicate in a pesantren environment) or personal interest in Arabic culture. For students with this kind of motivation, methods that facilitate interpretive discussions of Arabic religious texts (e.g., verses of the Qur'an, Hadith, or yellow books), as well as deepening the semantic meaning and cultural context of Arabic vocabulary and phrases, will be very successful. Learning can encourage semantic and pragmatic exploration, connecting language learning with students' spirituality and personal goals.

Extrinsic motivation is a drive that arises from the external environment that can influence individuals to do something. In another sense, according to Nawawi<sup>21</sup>, a work driver that comes from outside the worker as an individual in the form of a condition that requires him to carry out his work optimally. Extrinsic Motivation This motivation comes from external factors, such as grades, recognition, prizes, or academic demands. For students who are driven by extrinsic motivation, teaching strategies can include:

- I. Rewards and Recognition: Giving praise, high marks, or small prizes for certain achievements in learning Arabic
- II. Clear and Measurable Goals: Setting specific, measurable, achievable, relevant, and time-bound learning goals (SMART goals) to provide direction and a sense of accomplishment.
- III. Constructive Competition: Conducting competition-based activities between students or groups, such as vocabulary quizzes, Arabic speech contests, or class rankings, to stimulate learning enthusiasm.
- IV. Connection to Practical Benefits: Explicitly demonstrating how Arabic language acquisition can lead to tangible benefits in the future (e.g., scholarship opportunities, careers in the Middle East, hands-on understanding of Islamic sources of knowledge). Utilizing a combination of intrinsic and extrinsic motivation creates a more dynamic learning environment and encourages continued student engagement.

### 3. Individual Learning Styles

Each student has consistent cognitive preferences in how they receive, process, and organize information, known as individual learning styles. Common models of learning styles include visual (learning through seeing), auditory (learning through hearing), and kinesthetic (learning through doing).

- I. Instructional Differentiation: Identifying students' dominant learning styles allows for the implementation of effective instructional differentiation strategies.

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<sup>20</sup> Rena Rismayanti, Muhammad Aththar Rayhan, Qois Khairullah El Adzim, Lu'lu Alikadhiya Fatihah, "Pengaruh Motivasi Instrinsik Dan Motivasi Ekstrinsik Terhadap Proses Pembelajaran Mahasiswa Universitas Pendidikan Indonesia," *Jurnal Pendidikan, Sains Dan Teknologi* 2, no. 2 (2023): 251-61, <https://doi.org/10.47233/jpst.v2i2.742>.

<sup>21</sup> Hadari Nawawi, "Manajemen Sumber Daya Manusia," n.d.

- This requires the integration of multiple learning methods within a single Arabic language session or unit.
- II. Visual Learners: Effective methods include using Arabic vocabulary infographics, authentic Arabic conversation videos with subtitles, grammatical concept maps, flow charts, or colorful, visually appealing vocabulary cards.
  - III. Auditory Learners: Will benefit greatly from listening to recordings of native speakers, Arabic songs or anasyids, as well as active participation in oral discussions, oral drilling, and memorizing vocabulary/sentences through listening.
  - IV. Kinesthetic Learners: Will learn better through physical and interactive activities such as writing Arabic calligraphy, playing interactive language games that involve movement, or simulating dialogues where they have to move and physically interact with the environment and peers.

### **Implications in the Classroom**

Implementing the strategy of choosing a way to teach Arabic according to student characteristics requires practical steps that can be implemented in the classroom. The teacher's task is not only limited to delivering material, but also playing a role as a learning designer who understands student dynamics and adjusts the approach appropriately. Therefore, there are several important things that must be considered in daily teaching practices.

First, teachers must conduct an initial assessment to identify student character. This assessment can be in the form of observation, questionnaires, short interviews, or simple diagnostic tests to explore the learning background, dominant learning style, motivation level, and student ability in Arabic. This data is the basis for designing adaptive learning, and avoiding a uniform and less effective approach. Assessments are not only carried out at the beginning of the semester, but also need to be updated periodically to adjust to changes that occur during the learning process.

Second, the learning design needs to be adjusted to the needs and character of students. Teachers must design materials, methods, and learning activities flexibly, for example by combining a structural approach (such as understanding rules) and a communicative approach (such as speaking practice). This integration allows students to master Arabic not only in theory, but also in the context of its direct application. In addition, variations in methods can prevent boredom and increase student engagement in the classroom.

Third, it is highly recommended to use relevant learning media. Media such as learning videos, interactive audio, animation, to digital applications that can help deliver material in a more interesting and easier to understand way. This technology can also reach various learning styles, such as visual and auditory, and provide opportunities for students to learn independently outside of class hours.

Finally, teachers need to prepare learning modules that are adaptive and designed based on student characteristic groupings. This module allows teachers to provide different materials or activities according to groups of students who have different learning styles, motivations, or ability levels. Thus, the learning approach becomes more personal, effective, and inclusive. Overall, these implications emphasize that the strategy for selecting Arabic

teaching methods is not just a teaching technique, but a conscious and structured effort to make the learning process a meaningful experience for each student.

### Conclusion and Suggestion

Arabic language teaching in Indonesia cannot be separated from the reality of student diversity, both in terms of age, educational background, thinking ability, motivation, learning style, and also the existing social culture. In this case, the choice of a good teaching method cannot be done haphazardly or only based on habits, but must be based on a deep understanding of the characteristics of individuals and groups of students.

The findings of this study indicate that each Arabic language teaching method such as grammar translation, direct, audiolingual, communicative, or total physical response (TPR) methods have their own advantages and disadvantages that can only be maximized if applied according to the profile of the students being taught. For example, children with a kinesthetic learning style will benefit more from the TPR method and the use of visual media, while students who are more mature and have high intrinsic motivation tend to be more interested in methods that provide intellectual challenges, such as text analysis and interpretive discussions. The selection of the right method is also closely related to the success of teachers in designing teaching strategies that suit the needs and potential of students. This strategy includes an initial assessment of student characteristics, the use of a varied and integrated learning approach, the use of relevant technology and media, and the preparation of adapted and contextual learning modules.

Thus, the selection of Arabic language teaching methods based on student characteristics is not just a technical decision, but is part of a reflective, professional, and human-focused pedagogical practice. This approach allows teachers to create a more inclusive, interactive, and meaningful learning process, and encourages students to develop competencies in Arabic more comprehensively, both in cognitive, affective, and psychomotor aspects. Through a deep understanding of student character and the application of appropriate strategies, it is hoped that Arabic language teaching can be more effective, raise students' enthusiasm for learning, and produce learners who are able to use Arabic actively and functionally in various life situations.

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