# COMPARISON OF LEARNING INTEREST OF CLASS XI IPA-IPS ON ARABIC LANGUAGE LEARNING AT SMA IT WAHDAH ISLAMIYAH MAKASSAR

*Siti Fatimah Azzahra, Muhammad Wakka, and Rosmiati*

**Abstract:** This study aims to determine the learning interest of class XI IPA-IPS students towards Arabic language learning at SMA IT Wahdah Islamiyah Makassar, then find out the comparison of the learning interest of class XI IPA-IPS students towards learning Arabic at SMA IT Wahdah Islamiyah Makassar. This research is a quantitative research using a comparative approach. The sampling technique of this study is random sampling with a sample of 42 students. Data collection techniques using questionnaires and documentation. The results of the descriptive analysis obtained the average value of interest in learning Arabic for grade XI IPA students of 56.28 and interest in learning Arabic for grade XI IPS students of 52.14. Based on the results of the hypothesis test (independent sample test) sig value. (2-tailed) of 0.101 and the previously established significant level of 0.05. Then it can be concluded that $H_0$ is accepted and $H_a$ is rejected because the sig (2-tailed) value is 0.101 > 0.05. Thus, there is no significant comparison between students' learning interest in class XI IPA and IPS.

**Keywords:** learning interest; learning; Arabic language

**Abstrak:** Penelitian ini bertujuan untuk mengetahui minat belajar siswa kelas XI IPA-IPS terhadap pembelajaran bahasa Arab di SMA IT Wahdah Islamiyah Makassar, kemudian mengetahui perbandingan minat belajar siswa kelas XI IPA-IPS terhadap pembelajaran bahasa Arab di SMA IT Wahdah Islamiyah Makassar. Penelitian ini merupakan penelitian kuantitatif dengan menggunakan pedekatan komparatif. Teknik penarikan sampel penelitian ini yaitu random sampling dengan jumlah sampel sebanyak 42 siswa. Teknik pengumpulan data dengan menggunakan angket dan dokumentasi. Hasil analisis deskriptif diperoleh nilai rata-rata minat belajar bahasa Arab siswa kelas XI IPA sebesar 56,28 dan minat belajar bahasa Arab siswa kelas XI IPS sebesar 52,14. Berdasarkan hasil uji hipotesis (uji independent sample test) nilai sig.(2-tailed) sebesar 0,101 dan taraf signifikan yang ditetapkan sebelumnya sebesar 0,05. Maka dapat disimpulkan bahwa $H_0$ diterima dan $H_a$ ditolak karena nilai sig (2-tailed) 0,101 > 0,05. Dengan demikian, tidak ada perbandingan yang signifikan antara minat belajar siswa pada kelas XI IPA dan IPS.

**Kata kunci:** minat belajar; pembelajaran; bahasa Arab

## Introduction

Education is an effort carried out by individuals or groups of individuals through developing potential in a formal institution. In practice, an institution creates a conducive environment for achieving educational goals (Setiawan et al., 2021). By carrying out teaching and learning activities, students and educators achieve educational goals, where learning is an activity that aims to change a person's behavior. This can be influenced by several factors. In general, it can be divided into three, namely family factors, community environmental factors, and school environmental factors (Afni & Jumahir, 2020). Therefore, the role and responsibilities of teachers are very important for the development of students. So, interest in learning is an important factor that an educator should know in their teaching and learning activities (Khaironi, 2017). Thus, teachers as motivators and facilitators in the learning process must maintain and continue to make changes and improvements in quality, ability or professionalism, which determines success in the learning process (Safaruddin, 2020). In this regard, interest is an interest or liking for an activity, without any feeling of compulsion. Interest in learning consists of two words, namely interest and learning.

The word interest etymologically comes from the English language, namely "interest" which means liking, attention (inclination of the heart towards something), desire (Mujianto, 2019). Students who are interested in a particular topic tend to focus their minds and pay more attention when the topic is discussed during the learning process. Based on the explanation above, it can be concluded that interest in learning is very important for students during learning activities, which of course leads to changes in their behavior. The change in behavior in question refers to the change from ignorance to knowledge that students have. Student interest in learning is the student's desire and ability to be active and focused in learning, which will ultimately bring positive changes in students' knowledge, attitudes and speaking skills, as well as providing joy in the process of this change (Syaparuddin et al., 2020).

This student interest in learning has an impact on students' overall abilities, which means it is not limited to certain learning, of which learning Arabic is one of them. Learning Arabic is the process of acquiring Arabic

language skills, including the ability to speak, listen, read and write in the language (Aziza & Muliansyah, 2020). Learning Arabic is a mandatory subject in Islamic schools and Islamic boarding schools. Arabic has special features because Arabic is the language of Islamic law, it is also said to be the language of the Qur'an because the Qur'an is written in Arabic (Arib & Mokodenseho, 2023; Bahren & Mokodenseho, 2023; Al-Ayubi et al., 2023). As Allah says in QS. az-Zukhruf (43): 3 "Indeed, we have made the Qur'an in Arabic so that you can understand (it)".

Therefore, by learning Arabic, an individual or in this case Muslims can understand the contents of the holy book Al-Qur'an and the verse above can be used as motivation to learn and deepen Arabic, both for spiritual needs and linguistic abilities and intelligence. The individual. One of the important points in studying the Qur'an is the formation of moral character, which will always be relevant to developments in society (Karim & Rosmiati, 2023). Thus, it is important for Islamic Education Institutions to make Arabic Language Education a subject that students must study.

This is in line with the basics of education where the aim and function of education is an effort to educate and develop the potential of students so that they achieve physical and spiritual intelligence (Setiawan et al., 2021). In connection with this, basically learning Arabic is a subject that strengthens or stimulates students' skills in communicating verbally or in writing fluently and expresses information, thoughts, feelings, and develops religious knowledge, general and socio-cultural knowledge. In planning Arabic language learning, teachers must pay attention to choosing forms of learning that are adapted to the conditions, characteristics and abilities of students so that learning takes place according to the expected goals.

Arabic is one of the mandatory local content subjects at SMA IT Wahdah Islamiyah Makassar, so the quality of the learning process at SMA IT Wahdah Islamiyah Makassar needs to be improved in all aspects, especially those closely related to students. In this case, teachers need to provide attention and motivation so that students have enthusiasm for Arabic language subjects, so that students make Arabic a subject of interest. So, in this research, the author describes and describes the comparison of interest in learning among students in class XI IPA and IPS.

## Method

This research is a type of quantitative research with a comparative quantitative approach. Quantitative research is a quantitative approach where the data is numerical and processed using statistical methods. Comparative research is a research method that aims to compare two or more groups, variables, or phenomena in order to identify differences or similarities between them. The aim of using this method is to determine the comparison of students' learning interest in learning Arabic. Located at SMA IT Wahdah Islamiyah Putri Makassar located on Jl. Antang Raya No. 48, Antang, Manggala District, Makassar City, South Sulawesi, the population in this study were all students of SMA IT Wahdah Islamiyah Makassar with a total of 276 students with the selected sample size being 15% of the population of 42 students. By using primary and secondary data types, researchers collected data for this research.

Primary data is data directly collected by researchers themselves. Primary data can be in the form of opinions of subjects (people) individually or in groups, results of observations of an object (physical), events or activities, and test results. Secondary data is a source of research data obtained by researchers indirectly through intermediary media (obtained and recorded by other parties). Secondary data generally takes the form of evidence, notes or historical reports that have been compiled in published and unpublished archives (documentary data).

Observation, questionnaires, documentation (documentation notes) are data collection techniques in this research. Researchers carry out validity and reliability tests before carrying out data analysis to test/measure the validity, authenticity and consistency of the research instruments used in the research. Validity is a measure that shows the levels of validity or authenticity of an instrument. The technique for testing item validity using Pearson correlation is by correlating the item score with the total score. Then significant testing is carried out with criteria using r table at a significance level of 0.05 with a two-sided test, if the value is positive and r count > r table then the item can be declared valid, if r count < r table then the item is declared invalid (Supranto, 2009).

$$r_{xy} = \frac{N\sum xy - (\sum x)(\sum y)}{\sqrt{\{N\sum x^2 - (\sum x)^2\}\{N\sum y^2 - (\sum y)^2\}}}$$

Information :
r: correlation between independent and dependent variables
N: number of sample values
x: score of item x
y: score of item y

Meanwhile, instrument reliability refers to how consistent an instrument is in making measurements. Testing the reliability of the instrument uses the Alpha Cronbach formula because this research instrument is in the form of a questionnaire and a multilevel scale.

Cronbach's Alpha formula is as follows:

$$r_{11} = \left(\frac{n}{n-1}\right)\left(1 - \frac{\sum \sigma_t^2}{\sigma_t^2}\right)$$

Information:
$\boldsymbol{r_{11}}$ : reliability value
n : number of items
$\sum \sigma_t^2$ : the amount of variance in the scores for each item
$\sigma_t^2$ : total variance.

If the alpha value is > 0.7, it means that the reliability is sufficient (*sufficient reliability*) meanwhile if alpha > 0.80 this suggests that all items are reliable and all tests consistently have strong reliability or some people interpret it as follows:

If alpha > 0.90 then reliability is perfect. If alpha is between 0.70 – 0.90 then reliability is high. If alpha is 0.50 – 0.70 then reliability is moderate. If alpha < 0.50 then reliability is low. If alpha is low, it is likely that one or more items are unreliable (Syahrul & Martini, 2018).

Next, the researcher carried out data analysis in accordance with the research objectives and proposed hypotheses. The analysis techniques used in this research are described as follows:

1. Descriptive Statistical Test

The steps taken for descriptive statistical tests are as follows:

a. Sort the data values from largest data to smallest data
b. Determine the data range (range) with the formula:

Range = highest data – lowest data

c. Determine the number of interval classes with the formula:

$$K = 1 + 3.33 \log n$$

Information:

K = number of classes

N = number of data(Supranto, 2009)

d. Calculate the length of the class

$$P = \frac{R}{K}$$

Information:

P = class length

R = range

K = number of classes

e. Arrange data into a frequency table.

Before compiling the data into a frequency table, the minimum value in the first class is first determined (Nuryadi et al., 2000). The next stage is to create a trend table for each category frequency table calculated using the following formula:

Low = X < M – 1.SD

Medium = M – 1. SD ≤ XM + 1. SD

Height = X ≥ M + 1. SD

2. Prerequisite Test

a. Normality test

The purpose of the normality test is to find out whether the research data obtained is normally distributed or close to normal, because good data is data that resembles a normal distribution (Gunawan, 2017). If the probability value is ≥ 0.05 then the data is declared to be normally distributed, conversely if the probability value is <0.05 then the data is declared to be abnormally distributed.

b. Homogeneity Test

The homogeneity test was carried out to see whether the data from the two groups had equal variance or not. This test is carried out using the F test, namely:

$$F = \frac{{s_1}^2}{{s_2}^2}$$

Information:

$s_1{}^2$: Largest variance

$s_2{}^2$: Smallest variance

F: Homogeneity of variance (Subana and Mursetyo Rahadi, 2000)

When $F_{count}$< Ftable then the data is declared homogeneous, conversely if Fcount ≥ Ftable then the data is declared not homogeneous.

3. Hypothesis testing

Hypothesis testing is a statistical procedure used to make decisions regarding statements related to the data and population studied (Gunawan, 2017). To compare learning interest between the two samples, for data that was normally distributed and homogeneous, a t test was carried out.

The t-test formula used is:

$$t = \frac{\bar{x}_1 - \bar{x}_2}{\sqrt{\frac{s_1^2}{n_1} + \frac{s_2^2}{n_2} - 2r\left(\frac{s_1}{\sqrt{n_1}}\right) + \left(\frac{s_2}{\sqrt{n}2}\right)}}$$

Information:

$\overline{x_1}$ =The average value of the 1st sample

$\overline{x_2}$ =2nd sample mean value

$s_1^2$ =1st sample variant

$s_2^2$ =2nd sample variant

$s_1$ =1st sample standard deviation

$s_2$ =2nd sample standard deviation

$n_1$ =Number of samples 1st

$n_2$ =2nd sample size

If t count < t table then $H_0$ is rejected and conversely if t-count > t table then $H_0$ is accepted.

## Results and Discussion

### Results

1. Testing questionnaire data

a. Validity test

To constitute a series of tests carried out to determine the validity or validity of an instrument research variable, a validity test is used. Based on the results of the validity test, the data shows that there are three statement items on the variable student interest in learning (X) towards learning Arabic (Y) which have a calculated r that is smaller than the r table (0.367) and a significance level above 0.05 so that the statement items are declared invalid.

b. Reliability test

Reliability testing is a tool for measuring the reliability, accuracy or consistency of a questionnaire. A questionnaire is said to be reliable if a person's answers to statements are consistent or stable over time. A variable is said to be reliable if it provides a Cronbach Alpha value > 0.60. The Cronbach's Alpha value for the variable student interest in learning (X) towards learning Arabic (Y) has a Cronbach Alpha value above 0.60 so it can be concluded that this research is reliable.

2. Descriptive statistical test

Descriptive statistical tests were used to describe data or describe the learning interest of class Descriptive analysis using applications *IBM SPSS Statistics version 23 for windows*. Based on the results of descriptive statistical tests, data was obtained which showed that the maximum score of interest in learning for class XI IPA students in learning Arabic was 69 and the minimum score was 46. The average score for class XI IPA was 56.28. The standard deviation in class XI IPA is 6.357. The variance value for class XI IPA is 40.414 and the range value is 23.

From the data that has been obtained, the next step is to calculate the frequency distribution using the formula:

a. Calculating the number of interval classes

K = 1 + 3.3 Log n
= 1 + 3.3 Log 21
=5.363323673 rounded to 5

b. Calculating Data Ranges
   R = Maximum Value – Minimum Value
   R = 69 – 46
     = 23
c. Calculating class length
   P = Data Range/Number of Interval Classes
   P = 23/5
   P = 4.6 rounded to 5

From the results of the calculations above, a distribution table can then be prepared as follows:

Table 1. Frequency distribution of learning interest data for class XI IPA students

| Score | | Frequency | Percent | Valid Percent | Cumulative Percent |
|---|---|---|---|---|---|
| Valid | 46-50 | 4 | 19.0 | 19.0 | 19.0 |
| | 51-55 | 5 | 23.8 | 23.8 | 42.9 |
| | 56-60 | 7 | 33.3 | 33.3 | 76.2 |
| | 61-65 | 4 | 19.0 | 19.0 | 95.2 |
| | 66-70 | 1 | 4.8 | 4.8 | 100.0 |
| | Total | 21 | 100.0 | 100.0 | |

Based on the table above, the learning interest of class XI IPA can be categorized as follows:

a. Low Category = X < (M-1.SD)
   =X < (56.28 – 1. 6.35)
   = X < 49.93 rounded to 50

b. Medium Category = (M-1.SD) to (M+1.SD)
   = (56.28 – 1. 6.35) to (56.28+1. 6.35)
   =49.93 to 62.63 rounded 50 to 63
c. High Category = X > (M+1.SD)
   = X > (56.28+1. 6.35)
   = 63

From the above calculations, a frequency table of learning interest categories for class XI IPA students can be created as follows:

Table 2. Frequency of learning interest categories for class XI IPA students

| Score | Category | Frequency | Percent | Valid Percent | |
|---|---|---|---|---|---|
| X < 50 | Low | 4 | 19.0 | 19.0 | 19.0 |
| 50-63 | Currently | 13 | 61.9 | 61.9 | 81.0 |
| >63 | Tall | 4 | 19.0 | 19.0 | 100.0 |
| | Total | 21 | 100.0 | 100.0 | |

Based on table 2, the data obtained shows that the low category has a frequency of 4 with a percentage of 19%, the medium category has a frequency of 13 with a percentage of 61.9% and the high category has a frequency of 4 with a presentation of 19%. These results indicate that the tendency of students' interest in studying in class XI IPA is in the medium category.

Table 3. Presentation of learning interest indicators for class XI IPA students

| Indicator | Amount | Percentage |
|---|---|---|
| Like | 328 | 28% |
| Interest | 348 | 29% |
| Attention | 284 | 24% |
| Involvement | 222 | 19% |
| Total | 1182 | 100% |

Based on table 3, the data shows that in the interest in learning indicator there are 27.7% of students who enjoy learning Arabic, in the interest indicator there are 29.4% of students who are interested in learning Arabic, in the attention indicator there are 24% of students who have attention to Arabic language learning and in the involvement indicator there are 18.8% who are active in learning Arabic.

Furthermore, based on the results of descriptive statistics showing data on the learning interest of class XI IPS students, the maximum value of learning interest for class namely 52.14. The standard deviation in class XI IPS is 9.344. The variance value for class XI IPS is 87.329 and the range value is 40.

From the data that has been obtained, the next step is to calculate the frequency distribution using the formula:

a. Calculating the number of interval classes
   K = 1 + 3.3 Log n
   = 1 + 3.3 Log 21
   =5.363323673 rounded to 5
b. Calculating data ranges
   R = Maximum Value – Minimum Value
   = 75 – 35
   = 40
c. Calculating class length
   P = Data Range / Number of Interval Classes
   = 40/5
   = 8

From the calculation results in above, a distribution table can then be prepared as follows:

Table 4. Frequency distribution of learning interest data for class XI IPS students

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|---|---|---|---|---|---|
| Valid | 35-42 | 3 | 14.3 | 14.3 | 14.3 |
| | 43-50 | 7 | 33.3 | 33.3 | 47.6 |
| | 51-58 | 6 | 28.6 | 28.6 | 76.2 |
| | 59-66 | 4 | 19.0 | 19.0 | 95.2 |
| | 67-75 | 1 | 4.8 | 4.8 | 100.0 |
| | Total | 21 | 100.0 | 100.0 | |

Based on table 4 above regarding the frequency of interest in studying in class XI IPS, it can be categorized as follows:

a. Low Category = X < (M-1.SD)
   =X < (51.14 – 1. 9.34)
   = X < 41.8 rounded to 42
b. Medium Category = (M-1.SD) to (M+1.SD)
   = (51.14 – 1. 9.34) to (51.14.28+1. 9.34)
   =41.8 to 60.48 rounded 42 to 60
c. High Category = X > (M+1.SD)

= X > (51.14+1. 9.34)
= 60

From calculations in above, a frequency table of learning interest categories for class XI IPS students can be made as follows:

Table 5. Frequency of learning interest categories for class XI IPS students

| Score | Category | Frequency | Percent | Valid Percent | Cumulative Percent |
|---|---|---|---|---|---|
| X < 42<br>42-60<br>>60 | Low<br>Currently<br>Tall | 2<br>16<br>3 | 9.5<br>76.2<br>14.3 | 9.5<br>76.2<br>14.3 | 9.5<br>85.7<br>100.0 |
| | Total | 21 | 100.0 | 100.0 | |

Based on tableabove, the data shows that the low category has a frequency of 2 with a percentage of 9.5%, the medium category has a frequency of 16 with a percentage of 76.2% and the high category has a frequency of 3 with a presentation of 14.3%. These results indicate that the tendency of students' interest in studying in class XI IPS is in the medium category.

Table 6. Presentation of learning interest indicators for class XI IPS students

| Indicator | Amount | Percentage |
|---|---|---|
| Like | 312 | 28.5% |
| Interest | 316 | 28.9% |
| Attention | 259 | 23.7% |
| Involvement | 208 | 19.0% |
| Total | 1095 | 100% |

Based on table 6, the data obtained shows that the interest in learning of class 23.7% of students are interested in learning Arabic and in the involvement indicator there are 19.0% who are active in learning Arabic.

3. Normality test

The normality test is one of the requirements for carrying out a mean difference test-average using the independent sample t-test. The normality

test is a test used to test data from a variable distribution with the aim of finding out whether the data or variable is normally distributed. Because the data is less than 50, the normality test used is Shapiro Wilk.

The basis for decision making is that if the significance value is > 0.05, then the residual value is normally distributed, if the significance value is < 0.05 then the residual value is not normally distributed. Based on the results of the normality test, Shapiro Wilk's significant value in the IPA class is 0.620, based on decision making, this value is >0.05, so the data is normally distributed. Meanwhile, Shapiro Wilk's significance value in the IPS class is 0.962, based on decision making, this value is > 0.05, so the data is normally distributed.

4. Homogeneity test

The homogeneity test of students' learning interest was carried out based on the results of data obtained in the form of a questionnaire. Homogeneity test was carried out for mfind out whether the data obtained is homogeneous or not. The following are the results of the homogeneity test using the *SPSS Statistics application version 23 for windows*. Based on the results of the test of homogeneity of variances, it can be seen that the significance value of the learning interest variable in class XI IPA-IPS is homogeneous.

5. Hypothesis testing

The hypothesis test used in the research is the independent sample t test. This test is carried out to find out whether there is a difference in the average of two unpaired samples. Based on the results of the normality test, it is known that the student learning interest data is normally distributed. Therefore, an independent t test was carried out using the application *SPSS Statistics version 23 for windows*.

The following is the hypothesis that the researchers previously set:
$H_a$: There is a comparison of students' learning interest between class XI IPA and IPS in Arabic language subjects at SMA IT Wahdah Islamiyah Makassar.
$H_o$: There is no comparison of students' learning interest between class XI IPA and IPS in Arabic language subjects at SMA IT Wahdah Islamiyah Makassar.

Table 7. Independent sample t test results

Independent samples test

| | | Levene's Test for Equality of Variances | | t-test for Equality of Means | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| | | F | Sig. | Q | df | Sig. (2-tailed) | Mean Difference | Std. Error Difference | 95% Confidence Interval of the Difference |
| | | | | | | | | | Lower |
| Student Learning Interests | Equal variances assumed | 2,074 | 158 | 1,680 | 40 | ,101 | 4.14286 | 2.46637 | -,84187 |
| | Equal variances not assumed | | | 1,680 | 35,246 | ,102 | 4.14286 | 2.46637 | -,86290 |

Based on table 7, the equal variances assumed value is above the sig. (2-tailed) value of 0.101 and the previously determined significance level is 0.05. So, it can be concluded that H0 is accepted and Ha is rejected because the sig (2-tailed) value is 0.101 > 0.05, thus it can be concluded that there is no significant comparison between students' learning interest in class XI IPA-IPS. From the table above, it can be seen that the value of t-count = 1.680 while the value of t-table = 2.021, meaning that the value of t-count < t-table (1.680 < 2.021). Then it can be seen that the mean difference value is 4.14306. This value shows the difference between the average learning interest of class XI IPA and IPS students.

## Discussion

### Description of the Learning Interests of Class XI IPA-IPS Students

Based on the results of research that has been carried out at Wahdah Islamiyah IT High School by distributing questionnaires to 21 class XI IPA students and 21 class XI IPS students. As for the results of the descriptive statistical test, the data obtained from the learning interest of class. According to the results of calculating the learning interest of class. These results show that the tendency of students' interest in studying in class XI IPA at SMA IT Wahdah Islamiyah is in the medium category at data range 50-63. Based on the indicators and measurements of learning interest, it can be concluded that students' interest in learning Arabic in class Arabic, in the attention indicator there are 24% of students who are interested in learning Arabic and in the involvement indicator there are 18.8% who are active in learning Arabic.

Meanwhile, the data obtained from the learning interest of class. According to the calculation results in table 4.12, there are 2 students in the low category of interest in learning in class 3%. These results show that the tendency of students' interest in studying in class.

Based on the indicators and measurements of learning interest, it can be concluded that students' interest in learning Arabic in class Arabic, in the attention indicator there are 23.7% of students who are interested in learning Arabic and in the involvement indicator there are 19.0% who are active in learning Arabic.

### Comparison of Learning Interests of Class XI IPA-IPS Students

Based on the results of descriptive statistical tests on class XI IPA-IPS students, it can be seen that there is a difference in the average score obtained in class. To prove this, a hypothesis test is carried out. The type of hypothesis test used is the independent t test using an application *SPSS version 23 for Windows*.

Based on the results of the independent t test data, the learning interest of class XI IPA-IPS students was obtained by the t $value_{count}$= 1.680 while the ttable value = 2.021, meaning that the tcount value is smaller than the ttable value (tcount < ttable = 1.680 < 2.021). Seen in table 4.18, the sig (2-tailed) value is 0.101 and the previously determined significance level is 0.05. So it

can be concluded that H0 is accepted and Ha is rejected because the sig (2-tailed) value is 0.101 > 0.05, thus the basis for decision making in the independent t test can be concluded that H0 is accepted and Ha is rejected, thus it can be concluded that there is no significant comparison between students' learning interest in class XI IPA and IPS. The mean difference value is 4.14306. This value shows the difference in the average learning interest of class XI IPA and IPS students.

From these results, several factors were also found that influence students' interest in learning, such as teachers' mastery in delivering material and the use of learning methods. This is evidenced by the students saying "I felt bored when the Arabic lesson was going on because the learning method was not interesting enough" there were also those who said "I had difficulty understanding the learning material because the way the teacher explained the material was too fast". Learning methods are also very influential because students will be moreattention and interest in learning if the learning method used by the teacher is not monotonous. Not only learning methods must be developed in the teaching and learning process, but learning media also need to be considered in the teaching and learning process because students are more enthusiastic about learning if the learning media is also supportive.

Another factor that influences students' interest in learning is educational background. Not all students at SMA IT Wahdah Islamiyah are alumni of Islamic boarding schools. This differentiates students' ability to understand learning material because there are some students who may have studied Arabic before and there are also those who have never studied Arabic. This factor can be a driving force for students to increase their interest and motivation in learning Arabic.

## Conclusion

Based on the results of data analysis regarding the comparison of class XI IPA-IPS students' interest in learning Arabic at SMA IT Wahdah Islamiyah Makassar. It can be concluded: (1) Class XI IPA students' interest in learning Arabic received an average score of 56.28 and this score was included in the medium category with a percentage of 61.9%. (2) The results of learning interest in class are significantly different from the learning interest of class XI IPA-IPS students. This research is useful for schools,

students and future researchers, it is hoped that schools will improve the quality of learning by increasing teachers' abilities and strategies in managing classes using effective teaching methods. Furthermore, students are expected to increase their interest in learning and spend time studying Arabic outside of study hours. also utilize mobile phone technology as a medium for learning Arabic as their learning resource. For future researchers who want to study this topic, this research only examines the comparison of students' learning interests, so it is recommended that further researchers should use this research as input and reference material for further and in-depth research.

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**Siti Fatimah Azzahra[1], Muhammad Wakka[2], and Rosmiati[3]**
[1,2,3]Universitas Muslim Indonesia, Indonesia
Correspondence: [1]110220200021@student.umi.ac.id