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Does Lesson Duration Matter? Examining Its Effect on Students' Interest in Learning Arabic

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Abstract: Students' interest in learning Arabic at the junior secondary school level remains a significant challenge, particularly regarding the effective management of instructional time. Inadequate or suboptimal lesson duration may reduce student engagement and diminish their enthusiasm for learning Arabic. Therefore, this study aims to examine the effect of lesson duration on students' interest in learning Arabic at SMP Muhammadiyah 02 Medan. The research employed a quantitative approach using a survey method. The sample consisted of 47 students selected through a saturated sampling technique. Data were collected using a questionnaire that had met validity and reliability requirements and were analyzed through descriptive statistics, normality testing, linearity testing, and simple linear regression analysis. The findings revealed that both lesson duration and students' interest in learning Arabic were at a moderate level. The results of the simple linear regression analysis demonstrated that lesson duration has a positive and statistically significant effect on students' interest in learning Arabic, with a t-value of 2.204 and a significance level of 0.033 ($p < 0.05$). The regression equation obtained was $Y = 18.339 + 0.248X$, indicating that lesson duration contributes 9.7% to the variance in students' learning interest. These findings suggest that optimizing instructional time can enhance students' interest in learning Arabic. The study contributes empirical evidence highlighting the importance of effective lesson duration management as a practical strategy for improving Arabic language learning outcomes and fostering greater student engagement at the junior secondary education level.

Keywords: *Lesson Duration, Learning Interest, Arabic Language Learning*

Abstrak: Minat belajar bahasa Arab di kalangan siswa sekolah menengah pertama masih menjadi tantangan yang perlu mendapat perhatian, terutama terkait pengelolaan

waktu pembelajaran yang efektif. Durasi pembelajaran yang kurang optimal berpotensi memengaruhi keterlibatan dan ketertarikan siswa dalam mengikuti proses belajar bahasa Arab. Oleh karena itu, penelitian ini bertujuan untuk menganalisis pengaruh durasi waktu pembelajaran terhadap minat belajar bahasa Arab pada siswa SMP Muhammadiyah 02 Medan. Penelitian menggunakan pendekatan kuantitatif dengan metode survei. Sampel penelitian berjumlah 47 siswa yang dipilih melalui teknik sampling jenuh. Data dikumpulkan menggunakan angket yang telah memenuhi uji validitas dan reliabilitas, kemudian dianalisis melalui statistik deskriptif, uji normalitas, uji linearitas, dan regresi linear sederhana. Hasil penelitian menunjukkan bahwa rata-rata durasi waktu pembelajaran dan minat belajar bahasa Arab berada pada kategori sedang. Analisis regresi linear sederhana mengungkapkan bahwa durasi waktu pembelajaran berpengaruh positif dan signifikan terhadap minat belajar bahasa Arab, dengan nilai t sebesar 2,204 dan signifikansi 0,033 ($<0,05$). Persamaan regresi yang diperoleh adalah $Y = 18,339 + 0,248X$, dengan kontribusi pengaruh sebesar 9,7%. Temuan ini menunjukkan bahwa peningkatan dan pengelolaan durasi pembelajaran yang tepat dapat mendorong meningkatnya minat belajar siswa. Kontribusi penelitian ini terletak pada penyediaan bukti empiris mengenai pentingnya pengaturan waktu pembelajaran sebagai salah satu strategi untuk meningkatkan kualitas pembelajaran bahasa Arab di tingkat sekolah menengah pertama.

Kata Kunci: *durasi waktu pembelajaran, minat belajar, bahasa Arab*

Introduction

Education is the main pillar in shaping the quality of human resources of a nation. As mandated in Law Number 20 of 2003 on the National Education System, Article 3, national education functions to develop capabilities and shape the character and civilization of a dignified nation in the context of educating the life of the nation (Aprijal, 2020). One of the subjects that has a strategic role in the Islamic education system in Indonesia is the Arabic Language (Dimyati, 2006).

Arabic is an international language that serves as the official language of more than twenty countries and simultaneously functions as a unifying language for Muslims throughout the world, including in understanding the sources of Islamic teachings such as the Qur'an and Hadith (Aiman, U., & Rahmah Siregar, 2017). Therefore, Arabic language learning at the Junior High School (SMP) level becomes one of the important components that requires serious attention, particularly in Islamic-based schools such as Muhammadiyah Junior High School (Idris, M. S., dkk., 2024).

Although Arabic has a high strategic value, the reality in the field shows that this subject is often considered difficult by students due to differences in language systems, complex grammatical structures, and vocabulary that is unfamiliar in daily life (Rahman, S. A., & Maulani, 2024). This condition directly impacts the low learning interest of students. Research by (Azizah, N., & Maulana, 2021) revealed that the majority of junior high school students have an interest in learning Arabic in the moderate to low category, which is reflected in the lack of attention, minimal active participation, and a tendency to be passive during the learning process. Low learning interest in turn affects the less than optimal achievement of learning objectives, because without interest, learning activities tend to take place passively and lack meaningfulness (Fromkin, V., 2018).

Learning interest in this study is understood as the psychological manifestation of students toward Arabic language subjects, measured through four main indicators based on the theory of (Slameto, 2010). The first indicator is a sense of enjoyment, characterized by a positive mood and student enthusiasm when attending class without feeling pressured (Renninger, K. A., & Hidi, 2016). The second indicator is student involvement, which reflects the level of active participation of students in responding to the teacher as well as completing independent assignments (Putra, R. A., & Handayani, 2024). Furthermore, the indicator of attraction demonstrates a high level of curiosity to explore the subject matter such as vocabulary (*mufradat*) or conversation (*hiwar*) (Bloom, 1974). Lastly, the indicator of attention encompasses the concentration of mental activity and students' focus on the teacher's explanations throughout the duration of the learning process, including the ability of students to ignore distractions outside of learning activities (Yohana et al., 2025).

One of the external factors that influences the growth and development of learning interest is learning time duration (Schiefele, 2019). Learning time duration is an important component in the educational process that relates to the allocation and planned utilization of learning time to achieve learning objectives

(Lestari, 2014). The Time on Task theory proposed by (Carroll, 1963) asserts that the more time students genuinely spend actively engaged in learning activities, the greater the opportunity for students to build positive learning experiences, which in turn encourages the growth of enjoyment and interest toward the subject.

In the context of this study, learning time duration is not merely viewed as a number of lesson hours, but rather as a unified time management system that systematically influences students' cognition (Krashen, 1982). This learning time duration variable is measured through several essential indicators that encompass the length of learning time, namely the total allocation of minutes in a single meeting to ensure the delivery of Arabic language material is completed thoroughly, as well as the intensity of time which relates to the frequency of weekly meetings in order to enable the repetition of material to strengthen students' memory (Then, 2017).

Furthermore, the aspect of time utilization effectiveness also serves as an important indicator to assess the extent to which teachers use the available time for meaningful instructional activities compared to administrative matters (Al-Khayyat, 2020). Another indicator is the duration of active engagement, which measures the length of time students are directly involved in learning activities such as discussion and reading practice, as well as the adequacy of evaluation time, which ensures the appropriateness of time allocation for exercises and feedback so that students do not feel rushed in understanding the complexities of grammar (qawa'id) (Nisa, L. K., & Mutholib, 2024).

Adequate learning time duration provides students with the opportunity to understand the material, practice, and interact actively, so that a sense of enjoyment and interest toward the subject can grow naturally (Putra, R. A., & Handayani, 2024). Conversely, a duration that is too short causes the material to not be delivered optimally, while a duration that is too long without variation in activities has the potential to cause boredom, which ultimately reduces students' learning interest (Arends, 2020).

Specifically in the context of Arabic language learning, Rusydi Ahmad Thu'aimah, a leading expert in teaching Arabic to non-native speakers, asserts that time is one of the most crucial non-linguistic factors in Arabic language learning. Arabic has a high degree of linguistic complexity, encompassing a sound system (*ashwat*), vocabulary (*mufradat*), grammar (*qawa'id*), and script that are vastly different from the Indonesian language. This complexity demands an adequate allocation of learning time duration so that students can practice gradually and repeatedly through the four language skills, namely listening, speaking, reading, and writing (Thu'aimah, 1989).

Without sufficient time duration, students not only fail to master the material, but also lose the opportunity to build enjoyable learning experiences, so that their interest in learning Arabic does not develop optimally. This is reinforced by (Baharuddin, 2022) who found that limited learning time duration is the main obstacle that directly hinders the growth and development of students' interest in learning Arabic, particularly among eighth-grade students. Based on preliminary observations conducted at SMP Muhammadiyah 02 Medan, specifically among eighth-grade students of class VIII-2, it was found that students' interest in learning Arabic was still not optimal. Some students showed a lack of attention and low participation, which is partly suspected to be influenced by the short learning time duration, making it feel less effective in supporting students' understanding and fostering their interest in Arabic language learning.

A number of previous studies have examined variables relevant to this research. First, Lestari (2014) in her study entitled *The Effect of Learning Time and Learning Interest on Mathematics Learning Outcomes among Students of State Junior High Schools in Cipayung District* employed an *expose facto* survey method with two-way ANOVA analysis. The results showed that there was a significant effect of learning time on mathematics learning outcomes with a significance value of 0.038, as well as a significant effect of learning interest on mathematics learning outcomes with a significance value of 0.00. Nevertheless,

the study did not find a significant interaction effect between learning time and learning interest simultaneously on learning outcomes. This study positions learning time as an independent variable that influences learning outcomes, rather than as a variable that directly influences learning interest, and focuses on Mathematics at the general junior high school level, not on Arabic language subjects in Islamic-based schools.

Second, Aprijal, dkk. (2020) conducted a study on the Effect of Student Learning Interest on Student Learning Outcomes at Madrasah Ibtidaiyah Darussalam Sungai Salak, Tempuling District. This quantitative study involved 18 upper-grade students (grades IV, V, and VI) using observation and documentation techniques, analyzed using linear regression. The research findings indicated that there was a significant and positive effect between student learning interest and student learning outcomes, as evidenced by the calculated F-value (28.15) being greater than the F-table value (4.49) at the 5% significance level. This study positions learning interest as an independent variable that influences learning outcomes, and was conducted on Akidah Akhlak subjects at the Madrasah Ibtidaiyah level, thus differing from the present study which positions Arabic language learning interest as the dependent variable that is influenced by learning time duration.

Third, Nuktasyakila (2022) in her thesis examined the Effect of Learning Interest on Arabic Language Learning Outcomes of Madrasah Tsanawiyah Students. The study specifically investigated the contribution of learning interest to the achievement of Arabic language learning outcomes at the MTs level and found a positive and significant relationship between the two variables. Although this study shares similarities in the context of Arabic language subjects, its research focus still positions learning interest as a predictor of learning outcomes, rather than as a variable that is influenced by external factors such as learning time duration. Furthermore, the study has not specifically examined the context of Muhammadiyah-based schools in the city of Medan (Nuktasyakila, 2022).

Fourth, Windiani, dkk. (2024) examined the Effect of Arabic Language Learning Duration and Proficiency Level of PBA Students at UIN Sultan Maulana Hasanuddin Banten Through a Statistical Approach. This correlational quantitative study with 20 student respondents demonstrated that there was a significant relationship between learning duration and Arabic language proficiency level, with an F-value of 10.139 (sig. = 0.005) and a coefficient of determination $R^2 = 0.360$, meaning that 36% of the variation in proficiency can be explained by learning duration. Although this study is the most relevant in linking learning duration with Arabic language, its research subjects are university students and the dependent variable is the level of Arabic language proficiency, not learning interest. Thus, the study has not yet addressed the effect of learning time duration on the psychological dimension of learning interest, particularly among junior high school students (Windiani, 2024).

Fifth, Azizah and Maulana (2021) in their research on the Learning Interest in Arabic Language among Junior High School Students and the Factors Influencing It revealed that the majority of junior high school students have an interest in learning Arabic in the moderate to low category. The study identified various factors that influence learning interested, however it has not specifically and thoroughly analyze the contribution of learning time duration as an independent variable that directly influences Arabic language learning interest, nor was it conducted in the context of Muhammadiyah-based schools (Azizah, N., & Maulana, 2021).

Based on the review of previous studies, a significant gap remains in the literature. Existing research has predominantly examined learning time duration in relation to cognitive outcomes, such as academic achievement, learning outcomes, and language proficiency. Meanwhile, limited attention has been given to its potential influence on affective outcomes, particularly students' learning interest. Furthermore, although the Time on Task theory suggests that sufficient engagement time can foster positive learning experiences, empirical evidence linking learning time duration to learning interest remains scarce.

Therefore, the novelty of this study lies not merely in the research setting or subject matter, but in extending the application of Time on Task theory to examine learning interest as an affective outcome of instructional time allocation. By positioning learning time duration as a pedagogical predictor of Arabic language learning interest, this study contributes to a broader understanding of how instructional time may shape students' psychological engagement in the learning process.

Method

This study employed a quantitative approach with an ex post facto correlational research design. This approach was chosen because the learning time duration variable had occurred naturally in the school without any manipulation by the researcher (Cresswell, 2018).

The study was conducted at SMP Muhammadiyah 02 Medan, Jl. Pahlawan No. 67, Medan Perjuangan District, during the even semester of the 2025/2026 academic year. The population as well as the research sample consisted of all eighth-grade students totaling 47 individuals (VIII-1 = 24 students; VIII-2 = 23 students), determined using a total sampling technique because the population size was less than 100 individuals (Sugiyono, 2019).

Data were collected using a closed questionnaire with a Likert scale of 1–5 consisting of 18 statement items, namely 10 items for variable X and 8 items for variable Y, with each indicator represented by 2 statement items.

Instrument validity testing was conducted using Pearson Product Moment correlation with the assistance of the SPSS program. An item is declared valid if the significance value is < 0.05 or the correlation coefficient is greater than the r-table value. Reliability testing was conducted using the Cronbach's Alpha method. The instrument is declared reliable if the Cronbach's Alpha value is ≥ 0.60 , indicating that the internal consistency of the instrument falls into the good category.

The data collection techniques included: 1) distributing questionnaires to respondents, 2) preliminary observation of the Arabic language learning process, and 3) documentation of school data relevant to the study (Waruwu, 2023).

Data analysis was carried out in stages using the latest version of SPSS software with the following procedures: 1) Descriptive statistical analysis to determine the mean, standard deviation, minimum and maximum scores of each research variable. 2) Normality testing using the Shapiro–Wilk test because the sample size was less than 50 respondents. 3) Linearity testing through the Test for Linearity to ensure a linear relationship between the independent variable and the dependent variable. 4) Simple linear regression analysis with the equation model:

$$Y = a + bX$$

to determine the effect of learning time duration on Arabic language learning interest. The coefficient of determination (R^2) was used to determine the magnitude of the contribution of the independent variable to the dependent variable. The t-test was used to examine the significance of the effect of the independent variable on the dependent variable at a significance level of 5% ($\alpha = 0.05$).

Results And Discussion

The results of this study were obtained through data analysis using the Statistical Package for Social Science (SPSS) program. The analysis was carried out in stages, encompassing validity testing, reliability testing, descriptive statistical analysis, normality testing, linearity testing, and simple linear regression analysis to determine the effect of learning time duration on Arabic language learning interest.

Instrument Validity Testing

Validity testing was conducted to determine the feasibility of the statement items on the learning time duration variable (X) and Arabic language learning interest variable (Y) using Pearson Product Moment correlation, namely

by correlating the score of each statement item with the total variable score. The validity testing criteria were determined by comparing the calculated r-value with the r-table value at a significance level of 5% ($\alpha = 0.05$). An item is declared valid if the calculated r-value > r-table value, whereas if the calculated r-value < r-table value, the item is declared invalid.

Table 1. Instrument Validity Test Results

No	r Count	r Table	Result
X1	0,522	0,288	Valid
X2	0,522	0,288	Valid
X3	0,608	0,288	Valid
X4	0,355	0,288	Valid
X5	0,692	0,288	Valid
X6	0,399	0,288	Valid
X7	0,652	0,288	Valid
X8	0,355	0,288	Valid
X9	0,659	0,288	Valid
X10	0,659	0,288	Valid
Y1	0,643	0,288	Valid
Y2	0,643	0,288	Valid
Y3	0,594	0,288	Valid
Y4	0,595	0,288	Valid
Y5	0,643	0,288	Valid
Y6	0,643	0,288	Valid
Y7	0,619	0,288	Valid
Y8	0,625	0,288	Valid

Instrument Reliability Testing

Table 2. Reliability Test Results of Variable X and Variable Y

Variabel X :

Variabel Y :

Reliability Statistics

Cronbach's Alpha	N of Items
.872	10

Reliability Statistics

Cronbach's Alpha	N of Items
.851	8

Based on the SPSS analysis results, a Cronbach's Alpha value of 0.872 was obtained for the learning time duration variable consisting of 10 statement items. Meanwhile, the Arabic language learning interest variable consisting of 8 statement items obtained a Cronbach's Alpha value of 0.851. Since both Cronbach's Alpha values are greater than 0.70, all research instruments are declared reliable and possess a high level of internal consistency. Thus, the research instruments can be used consistently in data collection.

Descriptive Statistical Analysis

Descriptive statistical analysis was used to describe the characteristics of the research data, encompassing the number of respondents, minimum value, maximum value, mean, and standard deviation of each research variable.

Table 3. Descriptive Statistical Analysis Test Results

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Durasi Waktu Pembelajaran	47	26	43	33.87	3.965
Minat Belajar	68	20	34	26.93	3.150
Valid N (listwise)	47				

Based on the results of descriptive statistical analysis using SPSS, it was found that the learning time duration variable had a number of respondents (N) of 47, with a minimum value of 26 and a maximum value of 43. A mean value of 33.87 with a standard deviation of 3.965 indicates that the implementation of learning time duration falls into the moderate to high category, so that the majority of students participate in the learning process with a relatively adequate duration.

Meanwhile, the Arabic language learning interest variable had a minimum value of 20 and a maximum value of 34, with a mean value of 26.93 and a standard

deviation of 3.150. These values indicate that the level of students' interest in Arabic language learning falls into the fairly good category.

The Valid N (listwise) value of 47 indicates that all respondent data were analyzed completely across both research variables. In general, the descriptive statistical results show that the research data has a relatively stable distribution, as indicated by the standard deviation values that are smaller than the mean value of each variable.

Normality and Linearity Testing

The normality test aims to determine whether the research data are normally distributed or not. Normality testing is one of the requirements in the use of parametric statistical analysis, such as linear regression, because parametric analysis requires that the data used have a normal distribution. In this study, normality testing was conducted using the Shapiro–Wilk method, because the research sample size was less than 50 respondents (N = 47). The decision-making criteria in the normality test are as follows:

Significance value (Sig.) > 0.05 → data are normally distributed

Significance value (Sig.) < 0.05 → data are not normally distributed

Table 4. Normality Test Results

	Kolmogorov-Smirnova ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Durasi Waktu Pembelajaran	.085	47	.200*	.984	47	.754
Minat Belajar	.157	47	.005	.952	47	.053

Based on the SPSS analysis results, a Shapiro–Wilk significance value of 0.754 was obtained for the learning time duration variable and 0.053 for the Arabic language learning interest variable. Since both significance values are greater than 0.05, it can be concluded that the data on both research variables are normally distributed.

The linearity test aims to determine whether the relationship between the learning time duration variable (X) and the Arabic language learning interest variable (Y) has a linear relationship pattern. This test was conducted as one of the prerequisite analyses for simple linear regression, because the regression model can only be used if the relationship between variables demonstrates a linear pattern. Linearity testing was conducted using the Test for Linearity through the SPSS program by comparing the significance values of the Linearity and Deviation from Linearity components.

Simple Linear Regression Analysis

Simple linear regression analysis was conducted to determine the effect of school intensity as measured through learning time duration (X) on students' Arabic language learning interest (Y). This analysis was used to examine the direction of the relationship as well as the magnitude of the effect of the independent variable on the dependent variable.

Table 5. Simple Linear Regression Analysis Results

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	18.339	3.838		4.778	<.001
	XTOTAL	.248	.113	.312	2.204	.033

The regression model was used to examine the effect of learning time duration on learning interest.

Description: Y = Learning Interest X = Learning Time Duration a = Constant b = Coefficient of effect (indicating the direction and magnitude of the effect)

Based on the SPSS analysis results in the Coefficients table, the following regression equation was obtained:

$$Y = 18.339 + 0.248X$$

The constant value of 18.339 indicates that when learning time duration is considered constant or equal to zero, the learning interest value stands at 18.339. The regression coefficient of 0.248 is positive, indicating that every one-unit increase in learning time duration will be followed by an increase in Arabic language learning interest of 0.248. This demonstrates the existence of a positive relationship between the two variables.

Coefficient of Determination (R²)

The coefficient of determination was used to determine how large the contribution of the learning time duration variable is in explaining the variation in Arabic language learning interest.

Table 6. Coefficient of Determination (R²) Results

Statistic	Value
R	.312
R ²	.097
Adjusted R ²	.077
Standard Error of Estimate	3.027

As shown in Table 6, the coefficient of determination (R² = .097) indicates that learning time duration explains 9.7% of the variance in students' Arabic learning interest. Although the relationship is statistically significant, the explanatory power of the model is relatively small, suggesting that other factors account for the remaining 90.3% of the variance.

T-Test (Significance)

The t-test was conducted to determine whether learning time duration has a significant effect on Arabic language learning interest. The analysis results showed the following values:

- t -calculated = 2.204
- Sig. = 0.033

Decision-making criteria:

- Sig. < 0.05 → significant effect
- Sig. > 0.05 → not significant

Since the significance value of $0.033 < 0.05$, it can be concluded that learning time duration has a significant effect on students' Arabic language learning interest.

The descriptive statistical analysis indicated that the duration of Arabic language learning among students at SMP Muhammadiyah 02 Medan was moderate, with a mean score of 33.87. This finding indicates that the available instructional time provides students with sufficient opportunities to participate in learning activities. However, the effectiveness of instructional time depends not only on the amount of time allocated but also on how it is used in the classroom. According to the Time on Task theory, students who spend more time actively engaged in learning activities tend to experience better learning outcomes and more positive learning experiences (Carroll, 1963).

The analysis also revealed that students' interest in learning Arabic was in the moderate category, with a mean score of 26.74. This result suggests that students demonstrate a moderate level of enjoyment, involvement, attraction, and attention toward Arabic language learning. Learning interest is reflected in students' enthusiasm, attention, and active participation in learning activities (Brown, 2007). Therefore, the moderate level of interest found in this study indicates that students' engagement in Arabic language learning still has considerable room for improvement (Nation, 2022)

The results of the simple linear regression analysis demonstrated that learning time duration had a positive and statistically significant effect on students' Arabic language learning interest ($p = .033 < .05$). The regression

equation, $Y = 18.339 + 0.248X$, indicates that increases in learning time duration are associated with increases in students' learning interest. This finding supports the Time on Task theory, which posits that sufficient engagement time may provide students with greater opportunities to interact with learning materials and develop positive learning experiences (Harley, 2014). In the context of Arabic language learning, adequate instructional time is particularly important because students must master linguistic components such as vocabulary, grammar, pronunciation, and language skills through repeated practice (Alqahtani, 2015).

Nevertheless, the coefficient of determination ($R^2 = .097$) indicates that learning time explained only 9.7% of the variance in students' interest in learning Arabic. Although the relationship was statistically significant, the magnitude of the effect was relatively small. Therefore, the findings should be interpreted with caution, as statistical significance does not necessarily imply a strong practical contribution. These results suggest that learning time serves only as a minor predictor of students' interest in learning Arabic and should not be regarded as the primary factor influencing that interest (Ramli, 2012).

The relatively low explanatory power of the regression model further suggests that learning interest is influenced by numerous variables beyond learning time duration. The remaining 90.3% of the variance may be explained by factors that were not included in the present study, such as teacher competence, instructional methods, classroom climate, parental support, learning motivation, and peer influence (Sweller, 2011). Previous studies have consistently shown that learning motivation is one of the strongest predictors of student engagement and interest in learning, while supportive classroom environments and effective teaching practices can significantly enhance students' enthusiasm for learning activities (Schunk, D. H., 2014). Likewise, parental support and positive peer relationships have been found to contribute to students' academic attitudes and learning engagement (Eccles, J. S., & Roeser, 2011).

Based on these findings, it can be concluded that the duration of learning contributes positively to students' interest in learning Arabic, but its contribution remains limited. Consequently, efforts to improve students' interest in learning Arabic should not focus solely on increasing instructional time. Greater attention should also be directed toward improving teacher competence, implementing engaging instructional strategies, fostering a positive classroom climate, strengthening students' motivation to learn, and encouraging support from parents and peers. Future research is therefore recommended to incorporate these variables into a more comprehensive model to better explain the factors influencing students' interest in learning Arabic.

Conclusion

The findings indicate that both the duration of Arabic language learning and students' interest in learning Arabic at SMP Muhammadiyah 02 Medan fall within the moderate category. The simple linear regression analysis revealed that learning time duration has a positive and statistically significant effect on students' Arabic learning interest ($p < .05$). However, the coefficient of determination ($R^2 = .097$) shows that learning time duration explains only 9.7% of the variance in learning interest. Although the relationship is statistically significant, its practical contribution is relatively limited and should therefore be interpreted cautiously.

An important finding of this study is that more than 90% of the variance in students' learning interest is explained by factors other than learning time duration. This suggests that learning interest is a multidimensional construct influenced by various factors, including learning motivation, teacher competence, instructional methods, classroom climate, parental support, and peer influence. Therefore, learning time duration should be viewed as only one contributing factor rather than the primary determinant of students' interest in learning Arabic. Furthermore, because this study involved only 47 students from a single school and examined only one predictor variable, future research is

recommended to include larger and more diverse samples as well as additional variables to obtain a more comprehensive understanding of the factors influencing Arabic language learning interest.

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Author Contributions

Jesi Ramadani contributed to the conceptualization of the study, literature review, research design, data collection, data analysis, interpretation of findings, and preparation of the original manuscript draft.

Fatma Yulia contributed to the supervision of the research, methodology validation, data interpretation, critical review and editing of the manuscript, and overall project administration.

All authors have read and approved the final version of the manuscript and agree to be accountable for all aspects of the work, ensuring the accuracy and integrity of the research.

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