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## The Role of Al-Mumtaz Application in Increasing Student' Arabic Learning Motivation in State Madrasah Tsanawiyah of Padang Panjang City

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### ABSTRACT

**Background.** Learning motivation is an important factor in educational success, including in learning Arabic at Madrasah Tsanawiyah Negeri Kota Padang Panjang. The Al-Mumtaz app has been designed to support the learning process by offering interactive and engaging methods. However, the effectiveness of this application in increasing student learning motivation has not been studied much.

**Purpose.** This study aims to examine the role of the Al-Mumtaz application in increasing students' motivation to learn Arabic at Madrasah Tsanawiyah Negeri Kota Padang Panjang. The main focus of this study was to find out the extent to which such applications can affect student learning motivation.

**Method.** This research uses quantitative methods with experimental design. The research sample consisted of 60 students of Madrasah Tsanawiyah Negeri Kota Padang Panjang who were divided into two groups: an experimental group using the Al-Mumtaz application and a control group using conventional learning methods. Data were collected through learning motivation questionnaires before and after the intervention, as well as in-depth interviews to support quantitative data.

**Results.** The results showed that there was a significant increase in student motivation in the experimental group compared to the control group. Students who use the Al-Mumtaz app show higher levels of motivation in terms of interest, activeness, and commitment to Arabic language learning.

**Conclusion.** Al-Mumtaz application significantly increases students' motivation to learn Arabic at Madrasah Tsanawiyah Negeri Kota Padang Panjang

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### KEYWORDS

Al-Mumtaz Application, Arabic, Learning Motivation

### INTRODUCTION

Learning Arabic at Madrasah Tsanawiyah Negeri Kota Padang Panjang often faces many challenges. Students often find it difficult and less motivated to learn this language that is considered foreign (Abdelaal, 2019). Low learning motivation can affect academic achievement and hinder Mastery of the language should be an important foundation in their education (Armitage, 2023).

The Al-Mumtaz application is designed as one of the solutions to increase student motivation in learning Arabic (Mudinillah & Rizaldi, 2021). The app offers a variety of interactive and interesting features that aim to make



learning more fun and challenging. The use of technology in education is growing rapidly, and apps like Al-Mumtaz have great potential to change the way students learn (Baanqud, 2020).

The importance of motivation in the learning process cannot be ignored. High motivation encourages students to be more excited, active, and engaged in learning (Amrina dkk., 2021). In the context of Arabic language learning, motivation is a key factor because the language requires not only cognitive abilities but also emotional involvement from students (Tao, 2022). Applications that can increase learning motivation have significant added value in supporting educational achievement (Ikhlas dkk., 2023).

Previous research has shown that the use of technology in learning can have a positive impact on student motivation and learning outcomes. Several studies indicate that interactive learning apps can make students more interested and motivated to learn (A. R. Salam, 2019). However, special research on the effectiveness of the Al-Mumtaz application in increasing motivation to learn Arabic in Madrasah Tsanawiyah Negeri Kota Padang Panjang is still limited.

This research focuses on the role of Al-Mumtaz application in increasing students' motivation to learn Arabic in Madrasah Tsanawiyah Negeri Kota Padang Panjang. This study will examine the extent to which these applications can affect student learning motivation and whether there are significant differences compared to conventional learning methods (Moteri, 2019). Through this research, it is hoped that a better understanding of the effectiveness of this application can be obtained in the context of Arabic language learning (M. Y. Salam & Adam Mudinillah, 2021).

Thus, this research not only contributes to the development of more effective learning applications but also provides insight for educators and policy makers in improving the quality of Arabic language education in Madrasah Tsanawiyah Negeri Kota Padang Panjang. The results of this research are expected to be a reference in the development of more innovative and effective learning strategies.

The effectiveness of the Al-Mumtaz application in increasing students' motivation to learn Arabic at Madrasah Tsanawiyah Negeri Kota Padang Panjang is still a big question mark. Comprehensive research on the specific impact of these apps on student motivation is limited. This leaves a knowledge gap that needs to be bridged through further research (Grigal, 2019).

Student interaction with technology-based learning applications such as Al-Mumtaz is often considered to be able to increase interest and motivation to learn (Herbert, 2020). However, there is not enough empirical data to support this claim specifically in the context of Arabic language learning in Madrasah Tsanawiyah Negeri Kota Padang Panjang. In-depth research is needed to reveal whether this application can really have a significant positive effect (Heitzer, 2021).

The variability in conventional learning methods used in Madrasah Tsanawiyah Negeri Kota Padang Panjang is also a factor to consider. Not all conventional approaches succeed in fostering high learning motivation in students. Knowing how Al-Mumtaz's application compares to these methods can provide clearer insight into the effectiveness of technology in Arabic language education (Dike, 2020).

The lack of research linking the use of the Al-Mumtaz application with increased motivation to learn Arabic in Madrasah Tsanawiyah Negeri Kota Padang Panjang shows a significant gap in the academic literature (Patry dkk., 2023). This study aims to fill the gap by examining specifically the impact of this application on student learning motivation. The results of this research are expected to make an important contribution in the development of more effective and innovative learning methods.

The use of technology in education, especially through learning applications such as Al-Mumtaz, is believed to have great potential to increase student motivation. Technology can provide a more interactive, engaging, and personalized learning experience, so as to attract deeper student interest. In the context of Arabic language learning, which is often considered difficult and boring by some students, this application can be an effective tool to overcome these challenges (Klein, 2019).

This study aims to test the hypothesis that the Al-Mumtaz application can increase students' motivation to learn Arabic in Madrasah Tsanawiyah Negeri Kota Padang Panjang. Using structured research methods, this study will compare the learning motivation of students who use the Al-Mumtaz application with those who use conventional learning methods. The results of this study are expected to provide empirical evidence regarding the effectiveness of Al-Mumtaz application in the context of Arabic language education.

Meeting these knowledge gaps is important to provide a solid foundation for the development and implementation of more effective educational technologies. By understanding the specific impact of Al-Mumtaz applications, educators and application developers can design learning strategies that are more effective and appropriate to the needs of students. This research can also help policy makers in making more informed decisions about the integration of technology in the Arabic language education curriculum in Madrasah Tsanawiyah Negeri Kota Padang Panjang.

## RESEARCH METHODOLOGY

This study used an experimental design with a quantitative approach to examine the effect of Al-Mumtaz application on students' Arabic learning motivation (Haan, 2020). This design was chosen because it allows researchers to control for variables and obtain valid and reliable data on the relationship between app use and student learning motivation. The study population was all students in MTsN Kota Padang Panjang. The research sample was taken using random sampling techniques to obtain an accurate representation. The total sample consisted of 60 students divided into two groups: 30 students as an experimental group using the Al-Mumtaz application, and 30 students as a control group using conventional learning methods.

The instrument used in this study was a pre-validated learning motivation questionnaire. This questionnaire measures various aspects of learning motivation, including interest, activeness, and commitment to learning Arabic (Kim, 2021). In addition, in-depth interviews were conducted to obtain qualitative data that support quantitative results. The research procedure began with the collection of initial data through a pre-experimental questionnaire to measure students' early learning motivation (Anamova, 2020). The experimental group was then given an intervention using the Al-Mumtaz application for one month, while the control group continued with conventional learning methods. After the intervention period, post-experiment questionnaires were filled out by both groups to measure changes in learning motivation. The data obtained were analyzed using descriptive and inferential statistics to determine the effect of Al-Mumtaz's application on student learning motivation.

## RESULT AND DISCUSSION

This study involved 60 students from Madrasah Tsanawiyah Negeri Kota Padang Panjang who were divided into two groups: an experimental group (30 students) who used the Al-Mumtaz application, and a control group (30 students) who used conventional learning methods. Preliminary data showed that the average learning motivation score before the intervention was 65.4 for the experimental group and 64.8 for the control group. After the intervention, the average learning

motivation score increased to 78.2 for the experimental group and remained at 65.0 for the control group.

Group	Motivation Score (Pre-Intervention)	Motivation Score (Post-Intervention)
Experiment	65,4	78,2
Control	64,8	65,0

**Tabel 1.** Score Test

These data showed a significant increase in learning motivation scores in the experimental group using the Al-Mumtaz app. The average learning motivation score in the experimental group increased by 12.8 points after using the app. In contrast, the control group that stayed with conventional learning methods showed no significant change in their motivation scores.

Qualitative data analysis from in-depth interviews showed that students who used the Al-Mumtaz app felt more interested and motivated in learning Arabic. Most of the students revealed that the interactive features and fun learning methods of this app make them more excited in learning. They also feel that this app helps them understand the material better than conventional methods.

This increase in learning motivation can be attributed to the advantages of the Al-Mumtaz application in presenting learning materials in a more interesting and interactive way. Students feel more involved in the learning process because the app provides immediate feedback and challenges that match their abilities. This contributes to an increase in interest and motivation to learn Arabic. The link between the use of the Al-Mumtaz app and increased learning motivation is very strong. Data shows that students who use this application have higher motivation compared to students who use conventional learning methods. The correlation between app usage and increased learning motivation shows that these apps are effective in increasing student engagement in Arabic language learning.

Case studies on students with low learning motivation before the intervention showed significant changes after using the Al-Mumtaz app. A student who initially had a motivation score of 50 before the intervention, increased to 75 after using the app for one month. This student confessed that the app helped them find a more enjoyable way of studying and motivated them to study harder. The significant increase in motivation scores in this case study confirms the effectiveness of the Al-Mumtaz app in helping previously undermotivated students. The app provides a supportive and engaging learning environment, which encourages students to increase their efforts in learning. This suggests that apps can be an effective tool for motivating students with varying levels of initial motivation.

The relationship between quantitative and qualitative data shows that the Al-Mumtaz application not only increases numerical motivation scores, but also improves students' perceptions of Arabic language learning. Students feel more positive and confident in learning, which is reflected in an increase in their motivation scores. This data underscores the importance of using a holistic approach in assessing the effectiveness of learning tools.

This research shows that the Al-Mumtaz application has a significant impact in increasing students' motivation to learn Arabic in Madrasah Tsanawiyah Negeri Kota Padang Panjang. The experimental group using the Al-Mumtaz app experienced an increase in learning motivation score of 12.8 points, while the control group showed no significant changes. Qualitative data from in-

depth interviews support these findings, in which students reported increased interest and engagement in Arabic learning after using the app (Chen, 2021). Case studies in students with low motivation before the intervention also showed significant improvement after the use of the app.

The results of this study are in line with previous research showing that the use of technology in learning can increase student motivation and engagement (Hakyemez, 2021). Other research conducted on various interactive learning apps also found similar results, where interactive features and direct feedback from apps contributed to increased learning motivation (Fokam, 2021). However, some studies state that not all learning applications provide positive results, depending on the design and implementation of the application. The Al-Mumtaz app seems to be successful because it is specifically designed to pique students' interest and provide an enjoyable learning experience.

The results of this study show that the integration of technology in Arabic language learning can be an effective solution to increase student learning motivation (Lomicka, 2021). The Al-Mumtaz application is an example of how technology can be utilized to make the learning process more interesting and fun (Zhang, 2022). This finding also signifies the importance of application design that suits the needs and interests of students to achieve optimal results. In addition, these results reflect the need for innovation in learning methods to face challenges in Arabic language education in schools (McMahon, 2019).

The implications of the results of this study are very important for the development of learning methods in Madrasah Tsanawiyah and other schools. The use of the Al-Mumtaz app can be applied as part of the curriculum to improve student motivation and learning outcomes in Arabic. Educators can use these findings to evaluate and adopt effective learning technologies in teaching foreign languages. This research also provides a basis for educational application developers to continue to innovate in creating tools that can increase student engagement and motivation.

The results of this study can be explained by several factors. The Al-Mumtaz app offers interactive features that make the learning process even more interesting for students. Direct interaction with learning content through the app allows students to learn actively, which increases their interest and engagement. In addition, direct feedback from the app helps students understand the material better, so they feel more confident in their learning abilities. The app is also designed to adjust to each student's learning pace, so they don't feel overwhelmed or bored.

Based on the findings of this study, the next step is to integrate the application of Al-Mumtaz more broadly in the Arabic learning curriculum at Madrasah Tsanawiyah Negeri Kota Padang Panjang. Training for educators on the use of this application also needs to be done to ensure effective implementation. Further research can be conducted to test the effectiveness of these applications over a longer period of time and in more diverse groups of students. In addition, app developers can continuously refine existing features based on feedback from students and educators to improve the effectiveness of this app in Arabic language learning.

## CONCLUSION

This research revealed that the Al-Mumtaz application significantly increased students' motivation to learn Arabic at Madrasah Tsanawiyah Negeri Kota Padang Panjang. The experimental group that used this application showed a much higher increase in learning motivation scores compared to the control group that used conventional learning methods. Qualitative results also support these findings, with students reporting increased interest and engagement in learning after using the app.



The main contribution of this study lies in empirical evidence that interactive technologies such as the Al-Mumtaz application can be an effective tool for increasing learning motivation. The app shows that good design can increase student engagement and interest, and provides guidance for educators and app developers in creating learning tools that fit students' needs. However, follow-up studies with larger samples and longer time periods are needed to test the sustainability of these positive effects and to explore the development of additional features that further improve learning outcomes.

## AUTHORS' CONTRIBUTION

Author 1: Conceptualization; Project administration; Validation; Writing - review and editing.

Author 2: Conceptualization; Data curation; In-vestigation.

Author 3: Data curation; Investigation.

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