WOMEN STUDENT MOTIVATION IN LEARNING ARABIC LANGUAGE DURING THE COVID-19 PANDEMIC

Nurhasnah

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Abstract

This study aims to determine the motivation of female students to learn Arabic in online-based learning in class X PK at MAN Lima Puluh Kota. There have been several types of research related to women's motivation in studying. Women were found to have a higher motivation than men in terms of studying. However, during the Covid-19 pandemic, women's learning motivation decreased. This paper uses mixed methods by using questionnaires and interviews as the research instrument. Based on processed data, female students' motivation during online learning decreased due to internal and external factors. Many students experience physical complaints of eye fatigue and complaints of difficulty resting due to piling up tasks, and other complaints such as headaches, body aches. The psychological complaints also include having technical problems and difficulty logging in, limited internet quota, and difficulty focusing on studying at home.

Keywords: Motivation, Internal Factors, External factors

Abstrak

Penelitian ini bertujuan untuk mengetahui motivasi siswa perempuan belajar bahasa Arab pada pembelajaran berbasis daring di kelas X PK di MAN Lima Puluh Kota karena melalui penelitian yang telah banyak dilakukan, perempuan memiliki motivasi yang tinggi dibandingkan laki-laki dalam belajar. Namun pada masa pandemic covid-19 motivasi belajar perempuan menurun.Metode Penelitian ini menggunakan metode campuran dengan teknikangket dan wawancara.Berdasarkan data yang telah diolah, ditemukan bahwa motivasi siswa perempuanselama pembelajaran daring mengalami penurunan karena faktor internal dan eksternal. Faktor internal yaitu keluhan fisik dan psikis yang dialami oleh siswa, perempuanselama pembelajaran daring. Keluhan fisik yang banyak dialami siswa adalah kelelahan pada mata dan keluhan sulit istirahat karena tugas yang menumpuk serta keluhan lainnya seperti sakit kepala, badan pegal-pegal dan lain-lain. Adapun keluhan psikis yaitu aplikasi yang sering error dan susah login, keterbatasan kuota internet dan kesulitan untuk focus dalam belajar sewaktu di rumah.

Kata Kunci : *Motivasi, Faktor internal, Faktor eksternal*

Introduction

The world is currently facing the Covid-19 pandemic, including Indonesia. The virus, which reportedly first emerged from Wuhan in China, has changed human life from various aspects. Not only economic, social, religious aspects but education aspects are also affected by this pandemic. The government has tried its best to do various ways to stop the chain of the spread of Covid-19. Various appeals were

widely spread, financial assistance was also mobilized to the affected communities.

One form of government appeal in the education sector is to change the teaching and learning process from a face-to-face system to being changed online or in a network (online). The government, through the general of Islamic Education, has made a circular letter number 567/03/2020 in order to prevent the spread of Covid-19 (Corona) in the Islamic education sector to carry out online education.[1]

Education is one of the crucial things in human life that must continue even amid the Covid-19 pandemic. Efforts to learn online that are encouraged by the government are the only solution. Teachers, students and parents must quickly change habits from the usual routine. Technology is very reliable in the learning process. Therefore, all parties are required to increase knowledge about technology. Learning can still be carried out through WhatsApp, Google Classroom, Edmodo, and others. Problems begin to arise if students do not have devices such as Android phones, as well as teachers must be able to adjust the syllabus and Learning Program Plans (RPP) as well as the media used. On the other hand, parents are getting overwhelmed because they are required to supervise and guide their children to do more and more tasks every day.

The various problems that arise above must be a concern that must be corrected immediately. To solve this, not all parties related to education are ready to do it, either technically or systemically. Online learning is still at the conceptual level, not yet as a way of thinking or as a learning paradigm. Online learning is only a method to change face-to-face learning through technology so that students and teachers can still communicate in the teaching and learning process, not by adding to the burden on students by giving a lot of assignments every day. Online learning should make students more creative in accessing as much information and sources of knowledge as possible, producing works, adding insight, having thinking skills and life skills.

On the other hand, technology is very widely used in life, such as cellphones, laptops and others. Therefore, the use of technology must be applied in the world of education. Today, students and teachers are already familiar with WhatsApp, Youtube, Facebook, and others. However, very few students use this technology to support their learning process.[2] During this pandemic, teachers are also required to create interactive and interesting media for students so that students can learn with enthusiasm and not feel bored.

The success of learning is strongly influenced by student motivation as expressed by Emda that the learning process will achieve success if students have good learning motivation. So, it can be said that it is a necessity that students must have motivation, both intrinsic motivation and extrinsic motivation.

Learning motivation consists of 2 variables, namely motivation and learning. Motivation according to Sudarwan is a strength, drive, spirit, need, or psychological mechanism that spurs the spirit of a person

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[1]Mimi Permani Suci, *Efektivitas Pembelajaran Berbasis Daring Pada Mata Kuliah Insya' di STAI Maarif Sarolangon, El-Jaudah: Jurnal Pendidikan Bahasa dan Sastra Arab,Vol.1.No.2, 2020,*(Sarolangon: Jurnal Pendidikan Bahasa dan Sastra Arab: 2020), hal. 60

[2]Li N, dkk. *Using Social Media for Collaboratif Learning in Higher Education, A Case Study UsingSocial Mediafor Collaborative Learning in Higher Education*, ACHI (2012) hal. 285-290

or group of people to achieve certain achievements by what they want.[3] Meanwhile, according to Hakim, motivation is an impulse of desire that causes a person to take action to achieve certain goals. According to Slameto, learning is a process of effort in order to get changes in behavior. Thus, learning motivation is all the driving force contained in students who give birth to intention in learning so that the desired goals can be achieved properly.

Two factors that influence motivation, namely internal and external factors.[4] Internal factors are also influenced by: first, ideals and aspirations. The ideals of students have a very important role in increasing learning motivation. The higher the ideals of students, the motivation in learning will increase, and if the aspirations of students are low, the motivation will also be low. Aspiration is also fundamental because it is a desire or desire that exists in students and is always the goal of the struggle that these students will carry out.

Second, the ability of students. The abilities possessed by students are also very influential on students' learning motivation. If students are able to learn Arabic, their motivation to learn Arabic will be high and vice versa.

Third, the condition of students. Conditions that are conditions that are being experienced physiologically also have an effect on students' learning motivation such as health and the five senses. For example, eyes that are not healthy, ears that do not hear will affect students' learning motivation.

Fourth, the Psychological State of Students: 1) Talent, is an ability contained in every individual which if always trained and developed by learning will form a skill and is very useful for achieving success; 2) Intelligence, can also be referred to as a psychophysical ability to react to stimuli or adapt to the environment in the right way. Intelligence is often associated with brain problems when it also includes interaction and connections between organs in the human body; 3) Attitude, including important in influencing students' learning motivation. When students learn in a supportive atmosphere, the teacher's method of teaching is also interesting and so will make students motivated, so that maximum results will be achieved, and vice versa; 4) Perception, is a student's perspective on learning, the benefits and advantages that are obtained when they want to learn also include those that will have an effect on their willingness to really study; 5) Interest, another element that is no less important that determines the enthusiasm of students in learning is interest. If students have a strong interest in Arabic lessons, they will take the learning process seriously. Likewise, if the opposite happens; 6) Dynamic elements in learning. Desires, memories, feelings, and the experience of students will also affect the motivation of students in learning, either directly or indirectly. Psychological conditions also greatly affect students' learning motivation, when they are happy, their learning motivation is definitely different from conditions when they are sad, angry, etc.

As for external factors, it means factors that exist outside of the students themselves which also have an influence on learning motivation. Among the external factors are as follows: 1) the atmosphere of the learning environment; 2) the social

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[3] Siti Suprihatin, *Upaya guru dalam meningkatkan motivasi belajar siswa*, Jurnal Promosi: Jurnal Pendidikan Ekonomi UM Metro, Vol. 3 no. 1 hal. 74

[4] Adhetya Cahyani dkk, *Motivasi Belajar Siswa SMA pada Pembelajaran Daring di Masa Pandemi Covid - 19*, Jurnal Pendidikan Islam, Vol.3, No.1, 2020, hal. 127

conditions of the school environment such as teachers, friends in class and so on; 3) The social environment of the community; 4) Family social environment; and 5) Non-social environment such as support, affection and family habits, as well as facilities and infrastructure provided by the school.

According to Wina Sanjaya,[5] There are several factors, both intrinsic and extrinsic, that affect the motivation of students in learning, including:

1. How much awareness of students to the needs that will encourage behavior or actions and their awareness of the learning targets they want to achieve.

2. The attitude of the teacher towards the class, meaning that teachers who are continuously able to stimulate students to take actions that lead to clear and useful goals will give birth to intrinsic properties. However, if the teacher only pays attention to unilateral stimuli, the extrinsic nature will dominate.

3. Effects of groups of students. If the group effect is too strong, then the motivation of students will tend to be extrinsic.

4. The situation and condition of the class also influence the emergence of certain characteristics in the learning motivation of students. Responsible free conditions will be more favorable and stimulate the emergence of intrinsic motivation compared to

conditions full of pressure and coercion

According to Baron & Bryne gender will have an indirect influence on the formation of attitudes and learning motivation of students.[6] It means that the attitudes and learning motivations of female and male students are different.

Base on the research conducted by Muhammad Putra Dinaga on students' learning motivation, he stated that women's motivation to learn was higher than men's with a percentage of 77.27% while the motivation of men was only 73.81%.[7]

Arabic lessons are one of the important subjects at Madrasah Aliyah Negeri Fifty Cities, especially in the Religious Program, because students are more directed to deepen religious knowledge. Arabic lessons referred to here are the process of delivering Arabic lessons by Arabic teachers to students so that students can accept, master, and develop their Arabic language. So, the teaching and learning process is mutual interaction between students and teachers and fellow students in the learning process. The interaction here contains elements of mutual give and take.[8]

Arabic learning for the MAN level consists of 4 maharah or skills, namely maharah kalam or speaking skills, maharah istima' or listening skills, maharah Qiraáh or reading skills, and maharah kitabah or

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[5] Wina Sanjaya, *Kurikulum dan Pembelajaran, Teori dan Praktek Pengembangan Kurikulum KTSP*, Jakarta : Kencana, (2013), hal. 15

[6] Hoang, T. N. *The Effect of Grade Level, Gender, and Ethnicity on Attitute And Learning Environment in Accounting Ni High School*. International Electronic Journal of Accounting Education. Vol. 3 juni 2008

[7] Muhammad Putra Dinaga Saragi, *Perbedaan Motivasi Belajar Siswa Berjenis Kelamin Perempuan dan Laki-Laki SMK Swasta Bandung*. Jurnal Penelitian Bimbingan dan Konseling.hal 75

[8] Departemen Agama, *Petunjuk Pelaksanaan Proses Belajar Mengajar*,(Jakarta: Depag, (1999) hal. 3

listening skills.[9] For maharah kalam, students are usually asked to practice talking with friends so that the teacher can see how students are able to speak.

The teaching and learning process for Arabic subjects at Madrasah Aliyah Negeri Fifty Cities is carried out online because Fifty Cities District is included in the orange zone. This is based on a circular letter from the Principal of MAN Lima Puluh Kota, Intan Marajo, following up on the results of the socialization of the ministerial decree by the Regional Office of the Ministry of Religion that Madrasas that are allowed to carry out face-to-face learning processes are schools located in green zone areas. This requires high student motivation because most of the students of MAN Lima Puluh Kota come from villages so that the facilities and infrastructure for online learning are inadequate. For this reason, researchers want to discuss online learning in terms of student motivation in participating in learning as well as other problems and obstacles in online learning.

Previous studies that examined the process of implementing Arabic language learning in a COVID-19 pandemic situation were first, Muhammad Mastur et al with the title of their research: Teacher's Efforts in Implementing Online Learning During the 2020 Covid-19 Pandemic. This research was conducted at MI Miftahul Huda Karangploso. The results of the study explain that teachers at MI Miftahul Huda carry out online learning activities by utilizing several available applications such as: Google Form, WhatsApp, Dragon Learn, Zoom Cloud Meeting, and Television Broadcast. Researchers also seek to reveal

several things that support and hinder the online learning process. Second: Mimi Permani Suci with the title of her research: The Effectiveness of Online-Based Learning in the Insha'l Course at STAI Maárif Sarolangun. In 2020. Researchers distributed questionnaires to 23 respondents and 13 respondents stated that online-based learning was less effective and preferred face-to-face learning. Third: Indah Yuni Astuti with the title: Differences in Learning Motivation of Female and Male Citizens in Implementing Package C Equality Education in 2018. The results of her research are that female citizens have higher learning motivation compared to male citizens. Female citizens have intrinsic and extrinsic motivation while males only have extrinsic motivation. The three studies above discuss online learning at the university and MI level. So, it can be said that no one has discussed learning at the Madrasah Aliyah level.

Method

This research applies mixed research methods. Mixed method is a research that applies the use of two methods, namely quantitative and qualitative (phenomenological) methods in the form of a single study. The research was conducted at MAN Kabupaten Lima Puluh Kota, which is located in Nagari Padang, Japan. The author examines the grade X GPA students. Data was collected through filling out questionnaires and interviews and documentation techniques, namely collecting data and information by recording or quoting from archives and documents or the principles needed to complete the data sought.

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[9]Kementrian Agama Republik Indonesia, *Bahasa Arab kelas X*, (Indonesia: Kementrian Agama, 2019) hal. 11

Discussion

Since the circular issued by the Ministry of Education and Culture No. 4 of 2020 that the learning process carried out by schools must be from their respective homes [10], then all schools are closed and replaced with online or online learning. This is certainly very influential on the enthusiasm of students in learning.

If you usually study at school together with friends and there are teachers who guide you online, studying from home does not have friends and teachers. The task of teachers is now mostly borne by their respective parents. The problem is that not all parents can explain the subject matter to their children. Then the factor of the closeness of parents and children also makes children less obedient to their parents. Sometimes parents are confused about telling their children to study but the child does not obey. This is natural because the environment for learning at home is not conducive, children sometimes get bored of studying alone. It's different if the teacher uses technology in learning such as zoom cloud meeting, or google classroom, children can still interact with the teacher and see directly the teacher and his friends. However, learning through zoom must be supported by a stable internet network and large data packages.

1. **Internal Factors That Influence the Learning Motivation of Female Students**

Researchers conducted research on class X PK at MAN Lima Puluh Kota, which consisted of 19 female students. Based on the results of interviews and

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[10]Luluk Humairo, *Penerapan media elektronik pada pembelajaran bahasa Arab*, Lahjaj Arabiyah: jurnal bahasa Arab dan pendidikan bahasa Arab, vol.1 No.2 Juli 2020

questionnaires distributed, the learning motivation of female students decreased during the COVID-19 pandemic, the cause coming from internal and external students. Internal factors obtained in online learning based on the authors' data show several physical complaints experienced by these students that affect their learning motivation, namely: tired eyes, drowsiness, disturbed appetite, difficulty resting, headaches, and body aches. The percentage can be seen in the following table:

Table 1. Physical Complaints of female students

No	Physical Stress	Percentage
1	Eyes Fatigue	45 %
2	Sleepy	5%
3	Disturbed Appetite	5 %
4	Insomnia	30%
5	Headache	5%
6	Physical fatigue	10 %

Source: research questionnaire

From the table above, it can be seen that most female students experience eye fatigue, which is around 45%. This is understandable because online learning makes the intensity of students using cell phones or laptops so high. This certainly affects the motivation of female students in learning. Then it's hard to take a break because there are around 30% of the tasks piled up. During online learning, the teaching and learning process that should be in class is replaced by studying at home. This is intended so that learning is still achieved, so that in addition to providing subject matter, female students are required to make the assigned tasks. This is done by the teacher in order to find out whether students

can understand the material given or not. But the effect is that students become overwhelmed in making assignments. As for other physical complaints, such as drowsiness, headaches and body aches, the percentage is not too high.

Female students of class X also experience psychological complaints PK. Psychological complaints are very influential on students' learning motivation. If students feel happy to learn and do not have a psychic burden, the motivation to learn will be high. There are several psychological complaints felt by female students during online learning, namely:

Tabel 2. Psychological Complaints

No	psychological complaints	Percenntage
1	Worried	10 %
2	Bosan	60%
3	Scared and Anxiety	30%

Source: research questionnaire

From the table above, it can be seen that 10 percent of female students feel restless. There are 60 percent of students who are bored and 30 percent of students who feel afraid and worried about the covid-19 virus. Students who feel bored are caused by not being able to study with their classmates and not being able to play together. There are also those who feel bored because the e-learning application often has errors.

In accordance with research written by Adhitya Cahyani et al, that learning motivation is also influenced by the physical and psychological state of students, it can be seen that with the number of student complaints in online learning, of course it greatly affects the learning motivation of

female students. Also, based on interviews with researchers with Arabic language teachers at MAN 50 Kota, it was said that female students' motivation dropped during the covid-19 pandemic. This is evidenced by the number of female students who are late in submitting assignments and the inactivity of female students in e-learning.

2. **External factors that affect students' learning motivation**

   a. **The efforts of Arabic teachers in online learning are less than optimal**

   The efforts of teachers in carrying out online learning at MAN 50 Kota are in line with government policies regarding education during the Covid-19 pandemic that the important priority for setting policies for implementing learning and learning principles during the pandemic is the safety and health of students, educators and education staff. , families and the school community as stated in the Decree of the Director General of Islamic Education No. 2791 of 2020 regarding the emergency curriculum reference in madrasas, namely: 1) learning can be carried out by means of limited face-to-face and or distance learning through online (online) or Offline (Off Network); 2) learning can be carried out in madrasas, homes and in the surrounding environment that is adapted to the situation and conditions of the existing madrasas; 3) the learning process applies scientific methods based on competence, skills, applicable and integrated; 4) learning must be developed creatively and innovatively in maximizing the growth of students' creative, critical, communicative and collaborative abilities; 5) learning must pay attention to the use value of learning activities for the real life of students, other people or the surrounding community and in the

environment where they live; 6) the learning carried out must prioritize the culture and empowerment of students as lifelong learners; 7) learning is carried out in order to refer to the values, namely to set a good example by having ethical, positive learning behavior, building the will and motivation in learning and working as well as being able to grow and develop the creativity of students in the teaching and learning process; 8) Learning that instills the principle that each of us is a teacher, each of us is a student and everywhere is a class; 9) Use of information and communication technology in order to improve the efficiency and effectiveness of the teaching and learning process; 10) the recognition of individual differences and the cultural background of students is a matter that must be a concern in the implementation of the teaching and learning process.

The learning motivation of female students is closely related to the teacher's efforts in providing subject matter and the use of learning media. If teachers are creative in providing subject matter and using existing applications, then this is an external factor that affects female students' motivation. Based on the results of observations and interviews of researchers with Arabic teachers[11], Researchers found that the efforts made by Arabic language teachers in utilizing technology and science were by using the following applications:

a)   E-learning

E-learning is an activity of the teaching and learning process using the latest electronic devices connected to the internet

to obtain learning materials that suit their needs.[12]

E-learning is the result of a new innovation that provides extraordinary benefits in changing the teaching and learning process, so that the teaching and learning process is not only done by listening to the teacher lecture in front of the class. However, students can also carry out other activities such as doing, observing, demonstrating, and so on.

Although learning is carried out through e-learning applications, teachers can also supervise activities carried out by students. For example, students enter the application and then open the teaching materials provided by the teacher. Teachers can find out who reads the teaching materials and who doesn't. The teacher can also find out whether students make the given task or not. So, by using this e-learning application the teacher can see all the activities carried out by students and can also assess students even through distance learning.

b)   WhatsApp (WA)

The WhatsApp application is an alternative mobile messaging application that uses an internet data connection or wifi without requiring additional costs other than internet data packages. WA has chat-related features, one of which is group chat or group chat. This feature is able to make several WA users carry out conversations in one chat room. Therefore, if one of the group participants sends a message or media to the group, all group participants will be able to receive and read simultaneously. This

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[11] Personal Interview with the teacher of MAN 50 Kota Rabu, 12 Agustus 2020.

[12] Syarifuddin, *Pengembangan Sistem Pembelajaran Online di SMK NU Unggaran*, (2017), hal.19.

feature can be used as a medium for students' independent learning resources.[13]

WA is the most effective and easy to use tool. Based on the results of research conducted WhatsApp applications are preferred by MAN 50 Kota students. This can be seen from the following table about online media that students prefer:

Table 3. Application used

No	Application	Percentage
1	E-Learning	10 %
2	Whatsapp	90 %

Source: research questionnaire

From the table above, about 90 percent of students choose to use whatsApp media. They prefer learning through the WhatsApp application rather than e-learning because e-learning applications often have errors and it is difficult to use the application, in contrast to the WA application which is easy to use and does not require much money.

Tabel 4. Learning model

No	Learning Model	Percentage
1	Online	5 %
2	Offline and Online	35 %
3	Offline	60 %

Source: research questionnaire

The table above provides information that students prefer face-to-face learning rather than online. Around 60% want face-to-face learning and only 5 percent of students choose to study online-only, the rest choose to learn with a combined face-to-face and online system. However, students still prefer face-to-face learning because they can interact directly with teachers and friends.

c)   Assigning Female Students to Make Videos

Most of the female students of class X PK already have cellphones, only 1 or 2 people do not. So, for learning speaking skills, the Arabic teacher asked female students to tell about themselves through the videos they made. Ideally for this task, students have conversations with their classmates to have a dialogue according to the theme being studied, but the Arabic teacher took the initiative to assign students to make videos because of the difficulty of interacting with one another. Students who don't have cellphones can borrow the cellphones of their parents or friends to make the video.

Researchers ask Arabic teachers through interviews,[14] Regarding the reason the teacher did not make their own learning videos, the teacher answered that the reason was to stimulate students' creativity in finding and creating their own work, because students with Madrasah aliyah level had to be able to learn independently.

Based on the results of the researcher's interviews with Arabic teachers and the questionnaire data that has been processed above, it can be seen that the teacher's efforts in cultivating the motivation of female students are still lacking in utilizing technology, this can be seen from the application used by the teacher, there are only two, namely e-learning. and WA, teachers should be able to use other applications for learning such as Youtube,

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[13]Abidah, *Peran Aplikasi WA sebagai media pembelajaran dalam mata kuliah metodologi penelitian*,

[14] Personal Interview with the teacher of MAN 50 Kota, Rabu, 12 Agustus 2020.

Zoom, and Google Meet to interact directly with students even if only through virtual or make interesting learning videos. Even though the teacher's efforts already exist by assigning students to make independent videos about learning, the teacher only relies on assignments without making their own learning videos.

b.   The Limited Internet Quota that Most Female Students Have

Most of the female students of class X PK MAN Lima Puluh Kota belong to economically disadvantaged families or with a lower-middle economy. The livelihoods of the parents are primarily farmers and laborers in the gambier fields.

Table 5. Parents Occupation

No	Students Name	Parent Occupation
1	Aisys Selviani Putri	Farmer
2	Alvi Zaturrahma	Farmer
3	Angelita Desalma	Teacher
4	Fitri Enanda	Gambier worker
5	Fransiska Eka Rahayu	Farmer
6	Ismaya Dewi	Merchant
7	Jesika Rieldi	Farmer
8	Marsa Tsurayya	Gambier worker
9	Mutiara Al-Rahmatika	Gambier worker
10	Mutiara Fajar Astra	heaver
11	Nelfia	Merchant
12	Nelfi Yanti	Gambier worker
13	Noni Fitri	Farmer
14	Putri Sakinaturrahma	Employee
15	Rahmawati Fitri	Farmer
16	Yuninza Adira Chania	Gambier worker
17	Yusra Susanti	Farmer
18	Zubaidah	Farmer
19	Zirratul Ismy	heaver

Source: research questionnaire

From the table above, it can be seen that the economic average of students is low. Sometimes it is difficult for them to pay school fees, especially to buy internet quota. There are even some female students who don't have cellphones. As for online learning, they really need a cellphone and sufficient internet quota. So that the student rides to study with a friend whose house is quite far away. This is certainly very influential on the motivation of these students in learning.

c.   E-Learning application often crashes and troubled to login

The E-learning application has just been used in the learning process at MAN Lima Puluh Kota regarding the Covid-19 problem. So female students do need adjustments to operate it, especially female students are known to be weak in technology compared to boys. Many female

students complain that e-learning applications are difficult to use because they often have errors and cannot login. This situation certainly affects the learning motivation of female students.

This is also acknowledged by the Arabic teacher interviewed by the author,[15] that the e-learning application has just been used in relation to the school's efforts to overcome online learning obstacles in MAN 50 Cities. This application because it is still new, according to the teacher, it still often makes errors and needs improvement so that further learning can be carried out optimally.

d. Female students have difficulty focusing in studying

Learning conditions at home are definitely not the same as learning conditions in the classroom. Studying at home makes female students have to be able to learn independently without reducing the quality of their learning in order to be able to understand the lesson well. Meanwhile, there are many distractions at home. These include lack of supervision by parents because parents also have activities that cannot be left behind, much work at home, and others.

Conclusion

Descriptive data shows that most female students admit that their learning motivation decreases during online learning. Among the factors that cause the decline in student motivation in learning are:

First, Internal Factors. The internal causes of students that affect the learning spirit of female students are eye fatigue, difficulty resting due to piled up tasks, body aches and others.

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[15] Personal Interview with the teacher of MAN 50 Kota Rabu, 12 Agustus 2020

Both External Factors. The external factors are the efforts of Arabic language teachers who have not been maximal in providing learning media, the limited internet quota of female students, e-learning applications that often have errors and female students who have difficulty focusing on studying at home.

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