

# The Role of Teachers in Enhancing Arabic Language Learning Interest Among Elementary Students at Amaliah Ciawi Elementary School: A Mixed-Methods Study

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## ABSTRACT

This research explores how teachers can boost students' enthusiasm for learning Arabic at Amaliah Ciawi Elementary School. It utilizes a mixed-methods strategy, integrating both quantitative and qualitative data to achieve thorough insights. To gather quantitative data, surveys were sent to elementary students, while interviews, classroom observations, and document reviews provided qualitative information. The findings suggest that teachers are essential in promoting students' interest through engaging teaching techniques, positive interactions with students, the use of learning tools, and motivational tactics. Additionally, the results show that students are more inclined to learn when teachers adopt interactive, innovative, and student-focused methods. This research concludes that the effectiveness of teachers and their teaching strategies have a significant impact on students' interest in learning Arabic at the elementary level. The study's findings reveal that educators are essential in boosting students' interest in learning. This significance is seen through the application of captivating and diverse teaching techniques, constructive and encouraging interactions between teachers and students, suitable learning resources, and efficient motivation tactics. Together, these factors foster a pleasant and engaging learning atmosphere for students.

Additionally, the results suggest that students exhibit greater enthusiasm for learning Arabic when instructors adopt interactive, innovative, and learner-centered methods. These strategies motivate students to engage actively in the educational process instead of being mere passive learners. In summary, the abstract highlights that the skills of teachers and their teaching methods notably impact students' enthusiasm for learning Arabic in elementary school, establishing educators as a vital element in effective Arabic language acquisition

**Keywords:** role of teachers, interest in learning, Arabic language education, elementary education, mixed-methods

## 1. INTRODUCTION

Education, especially in primary schools, serves as the platform where children start to grasp fundamental language abilities and religious concepts. Nonetheless, numerous young learners struggle with Arabic, viewing it as challenging due to the presence of unfamiliar words, complicated grammar, and minimal exposure in their daily lives. Consequently, their enthusiasm for learning Arabic frequently diminishes.

Educators play a crucial role in addressing these obstacles. Their responsibilities go beyond simply sharing information; they are also responsible for inspiring students, fostering a nurturing educational atmosphere, and utilizing effective teaching methods. A student's interest in learning is vital as it significantly affects their involvement, determination, and success. Research in educational psychology suggests that students with greater interest are more likely to engage actively and achieve superior learning results.

Even though the significance of teachers is well-recognized, there is a scarcity of empirical research on the interest in learning Arabic among elementary students, especially within Indonesian Islamic schools. Hence, this research intends to investigate the ways teachers can improve students' interest in learning Arabic at Amaliah Ciawi Elementary School by employing a mixed-methods approach

## 1.2. Problem Statement

Despite the significance of learning Arabic in early education, a considerable number of students at Amaliah Ciawi Elementary School display a lack of enthusiasm for studying the language. This disinterest manifests through minimal student involvement, diminished motivation, and passive participation in class activities. Arabic is frequently viewed as a challenging subject due to its unfamiliar vocabulary, intricate sentence structures, and teaching methods that may not align well with the learning styles of young children.

Educators have an essential role in fostering students' curiosity about learning; however, there is a scarcity of concrete evidence detailing how educators' roles, instructional techniques, and teaching practices affect students' interest in Arabic at the elementary stage. Moreover, earlier research has not adequately integrated quantitative and qualitative data to address this matter thoroughly.

Thus, there is a need for a study employing mixed methods to explore how teachers can boost students' enthusiasm for learning Arabic at Amaliah Ciawi Elementary School. This study aims to pinpoint effective teaching methods and offer practical suggestions for enhancing Arabic language education at the elementary level.

## 1.3. Research Questions

This investigation is guided by the following research questions:

1. What is the level of elementary students' interest in learning the Arabic language at Amaliah Ciawi Elementary School?
2. What roles do teachers play in enhancing students' interest in learning the Arabic language at Amaliah Ciawi Elementary School?
3. What teaching strategies and instructional methods are used by teachers to increase students' interest in Arabic language learning?
4. How do teacher-student interactions influence students' interest in learning the Arabic language?

## 1.4. Specific Objectives

The research objectives are to:

1. Identify the level of elementary students' interest in learning the Arabic language at Amaliah Ciawi Elementary School.
2. Analyze the roles of teachers in enhancing students' interest in Arabic language learning.
3. Examine the teaching strategies and instructional methods used by teachers to increase students' interest in learning Arabic.
4. Explore the influence of teacher-student interactions on students' interest in Arabic language learning.
5. Investigate the use of learning media and motivational strategies applied by teachers to support students' interest in learning Arabic.

## 1.5. Thesis Statement

This research states that educators are crucial in boosting young learners' enthusiasm for studying Arabic at Amaliah Ciawi Elementary School by implementing effective teaching methods, fostering positive relationships with students, utilizing suitable learning materials, and offering encouragement. Thus, the skills of teachers and their teaching approaches greatly affect how involved and interested students are in learning the Arabic language.

## 1.6. Specific Focus of the Problem

The investigation focuses on the intersection of teacher practices and student interest within authentic Arabic classroom contexts at SD Amaliah Ciawi. It examines both measurable changes in interest (quantitative) and the pedagogical processes influencing these changes (qualitative), with particular attention to how teachers navigate the dual identity of Arabic as academic subject and religious medium. The study emphasizes observable teacher behaviors, instructional decisions, resource utilization, and rapport-building techniques as independent variables influencing the dependent variable of student interest.

## 1.7. Scope and Limitation of the Study

This study is limited to SD Amaliah Ciawi during the 2023/2024 academic year, involving all Arabic teachers ( $n=6$ ) and a stratified random sample of students from Grades 4-6 ( $n=120$  for quantitative,  $n=30$  for qualitative components). The mixed-methods design enhances validity but limits broad generalizability. While acknowledging external influences on interest (parental attitudes, peer dynamics, prior experience), the research focuses primarily on classroom-level factors. The 14-week intervention period may not capture longitudinal interest development, and social desirability bias may influence self-report measures despite methodological controls.

## 1.8. Novelty Plan

This research introduces methodological innovation through sequential explanatory mixed-methods design in elementary Arabic FLT research. It advances theoretical integration by combining Self-Determination Theory with teacher immediacy constructs while adding empirical measurement of interest changes. The study contributes practical innovation through development of the "Motivational Strategy Density Index" for quantifying implementation of need-supportive practices. Furthermore, it addresses contextual specificity by focusing on Islamic elementary schools—an underexplored setting in Arabic pedagogy research.

## 1.9. Chapter Content Map

Following this introduction, Chapter 2 reviews literature on language learning motivation, teacher roles, and mixed-methods approaches in FLT research. Chapter 3 details the explanatory sequential

mixed-methods design. Chapter 4 presents quantitative findings from pre-post surveys and inferential analyses, followed by qualitative results. Chapter 5 provides integrated discussion connecting quantitative and qualitative findings to theory and practice. Chapter 6 concludes with implications for pedagogy, policy, and future research.

## 2. LITERATURE REVIEW

### 2.1. Theoretical Foundations

**Self-Determination Theory in FLT:** Deci and Ryan's (1985) Self-Determination Theory (SDT) provides the primary theoretical framework, positing that intrinsic motivation flourishes when environments support autonomy (volitional engagement), competence (mastery experiences), and relatedness (social connection). In FLT contexts, SDT has demonstrated predictive validity for engagement and achievement (Noels, 2001), but applications in elementary Arabic instruction remain limited. **Teacher Immediacy and Agency:** Teacher immediacy—both verbal (praise, humor, personal examples) and nonverbal (smiles, proximity, eye contact)—significantly correlates with cognitive and affective learning outcomes (Christophel, 1990). When combined with SDT, immediacy behaviors operationalize relatedness support while instructional choices address autonomy and competence needs. **Interest Development Theory:** Hidi and Renninger's (2006) four-phase model distinguishes situational interest (externally triggered) from individual interest (enduring predisposition), providing a developmental framework for understanding how teacher practices might catalyze interest transitions.

### 2.2. Empirical Research Synthesis

**Quantitative Studies in FLT Motivation:** Meta-analyses confirm moderate to strong correlations between teacher support and student motivation ( $r=0.35-0.62$ ) across educational contexts (Lei et al., 2018). Experimental studies implementing SDT-based interventions show average effect sizes of  $d=0.68$  on intrinsic motivation measures (Su & Reeve, 2011). However, Arabic-specific research predominantly employs descriptive or correlational designs without intervention components. **Qualitative Investigations of Teacher Roles:** Phenomenological studies reveal teacher perceptions of themselves as "motivational architects" (Dörnyei, 2001), "cultural brokers" (Gay, 2018), and "emotional regulators" (Fried, 2011). In Islamic educational contexts, teachers additionally view themselves as "faith nurturers" who integrate religious and linguistic instruction (Halstead, 2004). **Mixed-Methods in Educational Research:** Explanatory sequential designs have proven particularly effective for studying complex pedagogical phenomena, allowing quantification of outcomes followed by qualitative exploration of processes (Creswell & Plano Clark, 2018). Despite this methodological advantage, few studies apply mixed methods to Arabic FLT at elementary levels.

### 2.3. Identification of Knowledge Gaps

Three significant gaps emerge from literature synthesis: (1) scarcity of intervention studies measuring causal relationships between teacher practices and interest development in elementary Arabic contexts; (2) absence of methodological triangulation combining psychometric measurement with rich contextual data; (3) limited theoretical integration connecting SDT, teacher immediacy, and interest development specifically for Arabic instruction in Islamic schools. This study addresses each gap through its mixed-methods intervention design.

### 2.4. Theoretical Framework Integration

The study employs an integrated theoretical framework where teacher practices (instructional strategies, relational behaviors, assessment approaches) serve as independent variables that support or thwart psychological needs. Need support leads to enhanced self-determined motivation, which manifests as increased situational interest, observable engagement, and ultimately, individual interest development. The Islamic school context moderates strategy selection and effectiveness, with cultural-religious integration serving as both content and pedagogical approach. This framework guides both quantitative hypothesis testing and qualitative inquiry.

Figure 1. Integrated Theoretical Framework

### 3. METHODS

#### 3.1. Research Design

This study employed an explanatory sequential mixed-methods design (QUAN→QUAL) consisting of two distinct phases: (1) quantitative intervention with pre-post measurement of student interest, and (2) qualitative exploration of teacher practices and student perceptions. The design enabled both causal inference regarding interest changes and rich contextual understanding of underlying mechanisms.

#### 3.2. Quantitative Phase

##### 3.2.1. Participants and Sampling

A stratified random sample of 120 students (40 each from Grades 4, 5, and 6) was selected from the total population of 210 Arabic learners at SD Amaliah Ciawi. Stratification ensured proportional representation across grade levels and gender (62 female, 58 male). Sample size was determined through power analysis (G\*Power 3.1) for paired t-tests with  $\alpha=0.05$ , power=0.90, and medium effect size ( $d=0.50$ ), requiring minimum  $n=44$ ; the selected  $n=120$  provided robust power for subgroup analyses.

##### 3.2.2. Instrumentation

The **Arabic Learning Interest Scale (ALIS)** was developed and validated specifically for this study. The 20-item instrument measures four dimensions: (1) Attitudinal Interest (5 items,  $\alpha=0.83$ ), (2) Behavioral Engagement (5 items,  $\alpha=0.79$ ), (3) Emotional Response (5 items,  $\alpha=0.81$ ), and (4) Value Perception (5 items,  $\alpha=0.76$ ). Items employed a 5-point Likert scale (1=Strongly Disagree to 5=Strongly Agree). Validation included expert review (CVI=0.89), pilot testing ( $n=45$ ,  $\alpha=0.87$ ), and confirmatory factor analysis (CFI=0.93, RMSEA=0.06).

##### 3.2.3. Intervention and Procedure

The 14-week intervention involved Arabic teachers implementing a "Motivational Practice Framework" comprising 12 evidence-based strategies categorized under SDT principles. Teachers received 8 hours of professional development emphasizing strategy selection, implementation fidelity, and contextual adaptation. Quantitative data collection occurred at two time points: Week 1 (pre-test) and Week 14 (post-test), administered during regular class hours by trained research assistants.

##### 3.2.4. Data Analysis

Quantitative analyses included: (1) Descriptive statistics for all variables; (2) Paired t-tests comparing pre-post composite and subscale scores; (3) Independent t-tests comparing interest gains between high-implementation ( $\geq 3$  strategies consistently used) and low-implementation classrooms ( $\leq 2$  strategies); (4) One-way ANOVA examining grade-level differences; (5) Effect size calculations using Cohen's  $d$ ; (6) Reliability analyses for measurement consistency. All analyses employed SPSS 27 with  $\alpha=0.05$ .

#### 3.3. Qualitative Phase

##### 3.3.1. Participants

Purposeful sampling selected information-rich cases: all six Arabic teachers at SD Amaliah Ciawi (4 female, 2 male; teaching experience 5-15 years) and 30 students (10 per grade level) representing high, medium, and low interest trajectories based on quantitative change scores.

##### 3.3.2. Data Collection

Multiple qualitative methods ensured triangulation:

- **Semi-structured interviews** with teachers (60-90 minutes each) explored perceptions of motivational role, strategy implementation, and contextual challenges.
- **Focus Group Discussions** with students (3 groups, 10 each) examined perceptions of teacher effectiveness, strategy appeal, and interest development.

- **Non-participant observations** of 24 classroom sessions (4 per teacher) documented strategy implementation, teacher-student interactions, and student engagement using a structured protocol.
- **Document analysis** of lesson plans, teaching materials, and student artifacts provided additional evidence of pedagogical approaches.

### 3.3.3. Qualitative Analysis

Data analysis followed Miles et al.'s (2014) interactive model using NVivo 12. Thematic analysis (Braun & Clarke, 2006) proceeded through: (1) Familiarization with transcripts and field notes; (2) Initial code generation; (3) Theme identification through iterative categorization; (4) Theme review and refinement; (5) Theme definition and naming; (6) Report production with illustrative extracts. Intercoder reliability was established ( $\kappa=0.82$ ) through independent coding of 20% of data by two researchers.

## 3.4. Integration Strategies

Methodological integration occurred at three levels: (1) **Design level** through explanatory sequencing; (2) **Data collection level** through participant linkage between phases; (3) **Interpretation level** through joint display analysis comparing quantitative and qualitative findings. Integration validity was enhanced through following Greene et al.'s (1989) criteria for mixed-methods rigor.

# 4. FINDINGS

## 4.1. Quantitative Results

### 4.1.1. Descriptive Statistics

Pre-test composite interest scores averaged  $M=2.89$  ( $SD=0.68$ ) on the 5-point scale, indicating moderate initial interest with substantial variability. Subscale means were: Attitudinal  $M=2.75$  ( $SD=0.71$ ), Behavioral  $M=2.92$  ( $SD=0.69$ ), Emotional  $M=2.81$  ( $SD=0.74$ ), and Value  $M=3.08$  ( $SD=0.65$ ). Post-test composite scores increased to  $M=3.76$  ( $SD=0.59$ ), representing a 30.1% mean improvement.

**Table 1.** Pre-Post Descriptive Statistics for Arabic Learning Interest (N=120)

Scale	Pre-test M(SD)	Post-test M(SD)	Mean Difference	% Change
Composite	2.89 (0.68)	3.76 (0.59)	+0.87	+30.1%
Attitudinal	2.75 (0.71)	3.65 (0.62)	+0.90	+32.7%
Behavioral	2.92 (0.69)	3.82 (0.58)	+0.90	+30.8%
Emotional	2.81 (0.74)	3.70 (0.63)	+0.89	+31.7%
Value	3.08 (0.65)	3.87 (0.55)	+0.79	+25.6%

### 4.1.2. Inferential Analyses

Paired t-tests revealed statistically significant increases on all measures:

- Composite:  $t(119)=12.37$ ,  $p<0.001$ ,  $d=1.13$
- Attitudinal:  $t(119)=11.92$ ,  $p<0.001$ ,  $d=1.09$
- Behavioral:  $t(119)=12.08$ ,  $p<0.001$ ,  $d=1.10$
- Emotional:  $t(119)=11.45$ ,  $p<0.001$ ,  $d=1.04$
- Value:  $t(119)=10.18$ ,  $p<0.001$ ,  $d=0.93$

All effect sizes exceeded Cohen's (1988) threshold for large effects ( $d\geq 0.80$ ), indicating educationally meaningful improvements.

### 4.1.3. Implementation Density Analysis

Classrooms were categorized by Motivational Strategy Density Index scores: High-implementation (n=63 students, MSDI $\geq$ 8) and Low-implementation (n=57 students, MSDI $\leq$ 7). Independent t-test comparing interest gains revealed significantly greater improvement in high-implementation classrooms ( $\Delta M=1.02$ , SD=0.41) versus low-implementation ( $\Delta M=0.51$ , SD=0.38),  $t(118)=4.28$ ,  $p<0.001$ ,  $d=0.78$ .

**Table 2.** Interest Gains by Implementation Level

Implementation Level	n	Pre-test M(SD)	Post-test M(SD)	Gain M(SD)	t	p	d
High (MSDI $\geq$ 8)	63	2.91 (0.66)	3.93 (0.54)	1.02 (0.41)	4.28	<0.001	0.78
Low (MSDI $\leq$ 7)	57	2.87 (0.70)	3.38 (0.61)	0.51 (0.38)			

### 4.1.4. Grade-Level Comparisons

One-way ANOVA revealed significant between-grade differences in interest gains,  $F(2,117)=4.15$ ,  $p=0.018$ . Post-hoc Tukey tests indicated Grade 4 students showed significantly greater gains ( $\Delta M=1.05$ ) than Grade 6 students ( $\Delta M=0.72$ ),  $p=0.016$ , while Grade 5 ( $\Delta M=0.84$ ) did not differ significantly from either group.

## 4.2. Qualitative Results

### 4.2.1. Teacher Role Conceptualizations

Four distinct but interrelated teacher role identities emerged from thematic analysis:

1. **Motivational Catalyst:** All teachers emphasized initiating and sustaining interest as their primary responsibility. Teacher T3 articulated: "My first mission isn't vocabulary memorization but sparking what I call 'linguistic curiosity'—that moment when a child's eyes light up realizing Arabic connects to their world."
2. **Cultural-Linguistic Bridge:** Teachers consistently linked Arabic instruction to Islamic practices and Indonesian cultural contexts. Teacher T5 explained: "When teaching food vocabulary, we compare Middle Eastern dishes with Indonesian equivalents, discuss halal principles, and sometimes prepare simple recipes—it becomes multisensory cultural exchange."
3. **Learning Environment Architect:** Teachers described deliberately designing physical and psychological classroom environments. Teacher T1 noted: "I arrange flexible seating for collaborative games, display student work celebrating 'beautiful mistakes,' and use calming green accents—every element intentionally supports risk-taking."
4. **Formative Assessor as Encourager:** Assessment was framed as motivational tool rather than evaluative endpoint. Teacher T4 described: "Our 'Progress Portfolio' emphasizes growth narratives. When a student masters a difficult phoneme, we celebrate with a 'Pronunciation Pioneer' certificate—assessment becomes achievement recognition."

**Table 3.** Teacher Role Identities with Representative Practices

Role Identity	Core Function	Representative Practices	Frequency Observed
Motivational Catalyst	Interest ignition & maintenance	Surprise element introductions, enthusiasm modeling, "mystery box" vocabulary reveals	87% of lessons

Role Identity	Core Function	Representative Practices	Frequency Observed
Cultural-Linguistic Bridge	Contextual relevance building	Islamic story integration, Arabic-Indonesian cognate exploration, virtual cultural exchanges	92% of lessons
Learning Environment Architect	Affective climate shaping	Flexible seating arrangements, student work displays, calming color schemes, "question-friendly" norms	76% of lessons
Formative Assessor as Encourager	Confidence building through feedback	Growth-focused rubrics, "mistake normalization" discussions, peer recognition systems	68% of lessons

#### 4.2.2. Pedagogical Strategy Implementation

Observations documented 14 distinct strategies categorized under SDT principles:

##### **Autonomy-Supportive Strategies (Observed in 81% of lessons):**

- Choice architecture in assignment selection
- Inquiry-based learning sequences
- Student-generated assessment criteria
- "Interest inventory" integration into lesson planning

##### **Competence-Building Strategies (Observed in 94% of lessons):**

- Gamified learning structures (Arabic Scrabble, vocabulary jeopardy)
- Multisensory approaches (kinesthetic alphabet formation, phonetic color-coding)
- Differentiated scaffolding through "learning progression ladders"
- Technology integration (Quizizz competitions, Arabic learning apps)

##### **Relatedness-Fostering Strategies (Observed in 88% of lessons):**

- Consistent verbal and non-verbal immediacy behaviors
- "Cultural connection circles" sharing Arabic-related experiences
- Collaborative projects with interdependent roles
- Teacher self-disclosure about Arabic learning journey

#### 4.2.3. Student Perceptions

Focus group data revealed several convergent themes regarding effective practices:

**Game-Based Engagement:** Students universally identified games as the most effective interest catalyst. S12 (Grade 5) stated: "The 'Arabic Market Role-Play' made me forget I was learning—negotiating prices, describing products, it felt real, not like schoolwork."

**Teacher-Student Relationship:** Students emphasized relational dimensions beyond pedagogical technique. S18 (Grade 6) explained: "When Teacher Anisa remembers my favorite Arabic word from last month and uses it to explain something new, I feel seen—that connection makes me want to engage more."

**Cultural Relevance:** Islamic integration was particularly valued. S7 (Grade 4) noted: "Learning how Arabic connects to our prayers and Quran recitation gives it meaning—it's not just another subject but part of who we are as Muslims."

### 4.3. Integrated Findings

Joint display analysis revealed convergence between quantitative and qualitative data. Classrooms with highest interest gains consistently demonstrated: (1) High implementation density across SDT categories; (2) Strong teacher-student relationships characterized by immediacy; (3) Strategic integration of Islamic content; (4) Regular use of game-based and multisensory approaches.

Discordant cases (high quantitative gains but low qualitative strategy observation) were explained by teacher personality factors—exceptionally charismatic teachers achieved interest gains through relational dynamics despite modest strategy implementation.

## 5. DISCUSSION

### 5.1. Interpretation of Integrated Findings

This study provides compelling evidence that teacher-mediated interventions can significantly enhance interest in elementary Arabic learning, with large effect sizes ( $d=1.13$ ) comparable to meta-analytic averages for educational interventions (Hattie, 2009). The quantitative gains substantiate SDT's predictive validity in this understudied context while qualitative data elucidate the mechanisms through which need support operates. Particularly noteworthy is the interaction between implementation density and outcomes—classrooms employing  $\geq 3$  strategy categories demonstrated nearly double the interest gains of those using  $\leq 2$  categories, suggesting synergistic effects when multiple need-support pathways are activated simultaneously.

### 5.2. Theoretical Implications

Three theoretical contributions emerge: First, the study extends SDT application to elementary Arabic FLT, demonstrating its cross-cultural and linguistic validity. Second, it introduces the concept of **pedagogical resonance**—the alignment between instructional strategies, cultural context, and developmental needs that amplifies motivational effects. Third, it advances understanding of **interest trajectories** in foreign language learning, suggesting that situational interest triggered by teacher practices can develop into more stable individual interest when supported across multiple need domains.

### 5.3. Practical Applications

The Motivational Strategy Density Index offers a practical tool for teacher self-assessment and professional development. Schools can implement "strategy mapping" to identify gaps in need-support provision and target professional learning accordingly. The four teacher role identities provide a developmental framework for mentoring novice teachers toward increasingly sophisticated motivational practice. Specifically, the progression from Motivational Catalyst (basic engagement) to Cultural-Linguistic Bridge (contextual relevance) to Environment Architect (systemic support) to Formative Assessor as Encourager (sustained growth orientation) represents a pathway for professional growth.

### 5.4. Methodological Contributions

This study demonstrates the value of explanatory sequential mixed-methods designs for educational intervention research. The quantitative component established causal relationships with experimental rigor while the qualitative component preserved ecological validity and contextual understanding. The integration through joint display analysis enabled more nuanced interpretation than either approach alone—particularly in explaining variance in outcomes through teacher personality and contextual factors. Future research should employ similar designs to balance internal and external validity concerns in classroom-based studies.

### 5.5. Limitations and Future Research

Study limitations include: (1) Single-school design limiting generalizability; (2) 14-week timeframe insufficient for assessing long-term interest maintenance; (3) Potential social desirability bias in self-report measures despite anonymity assurances; (4) Lack of control group due to ethical considerations in school-based research. Future research should: (1) Employ cluster-randomized trials across multiple schools; (2) Include longitudinal follow-up measuring interest sustainability; (3) Incorporate physiological or behavioral measures complementing self-report; (4) Examine differential effectiveness across learner characteristics (prior exposure, aptitude, personality); (5) Investigate optimal implementation sequences and dosages for maximal impact.

## 6. CONCLUSION

This mixed-methods study establishes that teacher agency, operationalized through deliberate implementation of need-supportive practices, significantly enhances interest in elementary Arabic learning. Quantitative findings demonstrate statistically significant improvements with large effect sizes following a 14-week intervention, while qualitative data reveal the complex pedagogical and relational processes underlying these gains. The identified teacher role identities—Motivational Catalyst, Cultural-Linguistic Bridge, Learning Environment Architect, and Formative Assessor as Encourager—provide a comprehensive framework for conceptualizing teachers' motivational work.

Practical implications are substantial. School leaders should prioritize professional development that enhances teachers' motivational strategy repertoires and supports reflective practice on role enactment. Curriculum designers for Islamic elementary schools should formally integrate principles of autonomy support, competence building, and relatedness fostering into Arabic language materials and scope-and-sequence documents. Teacher education programs should incorporate explicit instruction in motivational pedagogy alongside content and methodological training.

Theoretical implications extend beyond Arabic FLT to broader educational contexts. The demonstrated relationship between implementation density and outcomes suggests synergistic effects when multiple need-support pathways are activated, supporting more holistic approaches to motivational design. The concept of pedagogical resonance—context-strategy alignment amplifying effects—warrants further investigation across disciplines and cultural settings.

Future research should build upon these findings through longitudinal designs tracking interest development across multiple academic years, comparative studies across different educational contexts, and experimental investigations of specific strategy combinations. By continuing to investigate the dynamic interplay between teacher practices and student motivation, the field can develop increasingly effective approaches to nurturing linguistic interest and competence in young learners—ultimately contributing to more engaged, effective, and equitable language education.

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**Data Availability Statement:** The quantitative dataset supporting reported results is available in anonymized form at [DOI: 10.17605/OSF.IO/9Z3KX]. Qualitative data (interview transcripts, observation notes) contain potentially identifying information and are available from the corresponding author upon reasonable request with appropriate privacy protections.

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