

# Minat dan Motivasi Penyandang Tunanetra Terhadap Pembelajaran Bahasa Arab = The Interest and Motivation of the Visually Impaired in Learning Arabic

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## Abstrak

Bahasa Arab merupakan salah satu bahasa yang memiliki pengaruh terbesar di dunia. Kedudukannya sebagai bahasa Al-Quran, beragam literatur keilmuan, bahasa resmi lebih dari 22 negara, hingga sebagai bahasa resmi PBB membuat penguasaannya menjadi hal yang sangat penting, baik nasional maupun internasional. Tidak heran, banyak orang Indonesia kini mulai melirik Bahasa Arab, tak terkecuali difabel tunanetra. Lantas, penelitian ini mencoba menganalisis minat dan motivasi tunanetra terhadap pembelajaran Bahasa Arab, dengan harapan melaluinya mampu menjelaskan mengenai minat dan motivasi tunanetra terhadap pembelajaran Bahasa Arab. Melaluinya, diharapkan penelitian ini mampu membuka sudut pandang baru sekaligus menambah wawasan bagi yang membaca, sekaligus juga dapat menjadi pertimbangan bagi lembaga pendidikan bahasa tunanetra atau lembaga pendidikan bahasa yang memiliki murid tunanetra kedepannya. Penelitian ini ditulis dengan pendekatan deskriptif kualitatif dan autoetnografi serta metode pengumpulan data studi pustaka dan wawancara dengan narasumber 5 orang pembelajar Bahasa Arab tunanetra, dengan menggunakan kerangka teori yang disampaikan oleh Ajzen (1988) dalam Dwisavitri (2019) mengenai unsur-unsur minat yang dibagi ke dalam unsur perasaan, perhatian, dan motif, beserta teori motivasi Gardner (1972) dalam Kholid (2017) yang membagi motivasi menjadi motivasi integratif dan motivasi instrumental. Dari penelitian yang telah dilakukan, dapat dilihat bahwa ketiga unsur tersebut baik perasaan, perhatian, hingga motif, memegang peranan yang penting dalam mempengaruhi minat tunanetra mempelajari Bahasa Arab. Sementara itu dalam motivasi sendiri, motivasi instrumental terbukti lebih tinggi pengaruhnya terhadap motivasi belajar tunanetra mempelajari Bahasa Arab, meski motivasi integratif pun memiliki pengaruh yang cukup besar.

.....The Arabic language is one of the languages that has the greatest influence across the world. Its position as the language of the Koran, various scientific literature, the official language of more than 22 countries, and as one of the official language of the UN, makes mastering it very important, both nationally and internationally. It's not surprising that many Indonesians are now starting to considering learning Arabic, including the visually impaired. This research tries to analyze the interest and motivation of the visually impaired in learning Arabic, with the hope that through it it will be able to explain the interest and motivation of the visually impaired in learning Arabic. Through this, it is hoped that this research will be able to open new perspectives as well as increase insight for those who read this research, as well as being a consideration for language education institutions for the visually impaired or language education institutions that have visually impaired students in the future. This research was written using a qualitative descriptive and autoethnographic approach as well as literature studies and interview data collection method with 5 visually impaired Arabic language learners as sources, using the theoretical framework presented by Ajzen (1988) in Dwisavitri (2019) regarding the elements of interest which are divided into elements of feelings, attention, and motives, along with Gardner's (1972) motivation theory in Kholid (2017) which divides motivation into integrative motivation and instrumental motivation. From the research that has been carried

out, it can be seen that these three elements, including feelings, attention, and motives, play an important role in influencing the interest of the visually impaired in learning Arabic. Meanwhile, in terms of motivation itself, instrumental motivation is proven to have a higher influence on the motivation to learn for the visually impaired to learn Arabic, although integrative motivation also has quite a large influence.