



## The Influence of Learning Motivation on Arabic Learning Outcomes of Students at Madrasah Aliyah Nurul Jadid, Probolinggo

Pengaruh Motivasi Belajar terhadap Hasil Belajar Bahasa Arab Siswa Madrasah Aliyah Nurul Jadid, Kota Probolinggo

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### ABSTRACT

This research examines the influence of learning motivation on Arabic language learning outcomes among students at Madrasah Aliyah Nurul Jadid Paiton, Probolinggo Regency. The study employs a quantitative approach with correlation design involving 120 students selected through stratified random sampling. Data collection utilized motivation questionnaires and Arabic learning achievement tests. Statistical analysis revealed a significant positive correlation ( $r = 0.742$ ,  $p < 0.01$ ) between learning motivation and Arabic learning outcomes. The findings indicate that intrinsic motivation contributes 55% to learning success, while extrinsic motivation accounts for 45%. Students with high motivation demonstrated superior performance in vocabulary mastery, grammatical understanding, and communicative competence. The research suggests that educators should implement motivational strategies including goal-setting activities, positive reinforcement, and culturally relevant instructional materials to enhance student achievement in Arabic language learning.

**Keywords:** learning motivation, Arabic language, learning outcomes, madrasah aliyah, Islamic education

### ABSTRAK

Penelitian ini mengkaji pengaruh motivasi belajar terhadap hasil belajar bahasa Arab siswa Madrasah Aliyah Nurul Jadid Paiton, Kabupaten Probolinggo. Penelitian menggunakan pendekatan kuantitatif dengan desain korelasional melibatkan 120 siswa yang dipilih melalui stratified random sampling. Pengumpulan data menggunakan kuesioner motivasi dan tes prestasi belajar bahasa Arab. Analisis statistik menunjukkan korelasi positif signifikan ( $r = 0,742$ ,  $p < 0,01$ ) antara motivasi belajar dan hasil belajar bahasa Arab. Temuan mengindikasikan bahwa motivasi intrinsik berkontribusi 55% terhadap keberhasilan belajar, sedangkan motivasi ekstrinsik menyumbang 45%. Siswa dengan motivasi tinggi menunjukkan performa superior dalam penguasaan kosakata, pemahaman gramatikal, dan kompetensi komunikatif. Penelitian menyarankan pendidik mengimplementasikan strategi motivational meliputi aktivitas penetapan tujuan, penguatan positif, dan materi pembelajaran relevan budaya untuk meningkatkan prestasi siswa dalam pembelajaran bahasa Arab.

**Kata Kunci:** motivasi belajar, bahasa Arab, hasil belajar, madrasah aliyah, pendidikan Islam

## A. INTRODUCTION

Arabic language education in Indonesian Islamic educational institutions represents a fundamental component of religious and cultural literacy development. Within the context of madrasah aliyah, Arabic serves not merely as a foreign language subject but as an essential medium for accessing Islamic knowledge, understanding religious texts, and participating in global Islamic discourse (Arsyad, 2003). The significance of Arabic language proficiency extends beyond academic achievement, encompassing spiritual development and cultural identity formation among Muslim students in Indonesia. However, contemporary challenges in Arabic language instruction have revealed persistent gaps between educational objectives and actual student performance, raising critical questions about the factors influencing learning success.

Learning motivation emerges as a pivotal psychological construct that significantly impacts educational outcomes across diverse academic disciplines. Dörnyei and Ushioda (2011) conceptualize motivation as the dynamic process that initiates, directs, and sustains goal-oriented behaviors in learning contexts. Within second language acquisition frameworks, motivation encompasses both the desire to learn and the sustained effort invested in the learning process. The multidimensional nature of motivation includes cognitive, affective, and behavioral components that collectively shape student engagement and achievement. Understanding these motivational dynamics becomes particularly crucial in Arabic language learning, where linguistic complexity and cultural distance may present additional challenges for Indonesian learners.

The educational landscape at Madrasah Aliyah Nurul Jadid Paiton, Probolinggo Regency, reflects broader patterns observed throughout Indonesian Islamic education. Established as a prestigious Islamic boarding school institution, this madrasah serves approximately 850 students who pursue integrated religious and general education curricula. Arabic language instruction occupies a central position within the academic program, with students engaging in daily language learning activities encompassing grammar (nahwu-sharaf), conversation (muhadatsah), reading comprehension (muthala'ah), and composition (insya'). Despite comprehensive instructional programs and qualified teaching staff, achievement variations among students suggest that factors beyond instructional quality significantly influence learning outcomes.

Preliminary observations at the research site indicate substantial heterogeneity in student motivation levels and corresponding academic performance. Gardner (2010) distinguishes between integrative motivation, characterized by genuine interest in the target language and culture, and instrumental motivation, driven by practical goals such as academic requirements or career advancement. In the madrasah context, students demonstrate varying motivational orientations reflecting their diverse educational aspirations, family backgrounds, and personal interests in Arabic language mastery. Some students exhibit strong intrinsic motivation rooted in religious commitment and cultural affinity, while others approach Arabic learning primarily as an obligatory curricular requirement.

The theoretical relationship between motivation and learning outcomes has received extensive scholarly attention within educational psychology and second language acquisition research. Self-Determination Theory, as articulated by Ryan and Deci (2000), posits that intrinsic motivation fosters deeper engagement and superior learning outcomes compared to extrinsic motivation. This theoretical framework suggests that students who perceive Arabic learning as personally meaningful and autonomously chosen demonstrate greater persistence, cognitive engagement, and academic achievement. Conversely, students motivated primarily by external pressures or obligations may exhibit surface-level learning approaches and diminished long-term retention.

Empirical investigations in Indonesian educational contexts have documented significant correlations between student motivation and academic achievement across various

subjects. Sadirman (2018) emphasizes that motivation functions as the energizing force driving students toward learning goals and sustaining effort despite challenges or setbacks. In Arabic language education specifically, Hermawan (2014) identifies motivation as a critical success factor that mediates between instructional quality and learning outcomes. These findings underscore the necessity of investigating motivational influences within specific institutional and cultural contexts to develop evidence-based pedagogical strategies.

The contemporary relevance of this research stems from ongoing efforts to enhance Arabic language education quality throughout Indonesia's Islamic educational system. Despite curriculum reforms, teacher training initiatives, and resource investments, student proficiency levels frequently fall short of institutional expectations and national standards. Brown (2007) argues that effective language instruction must address not only cognitive and linguistic dimensions but also motivational and affective factors that shape learning experiences. By examining the motivational dynamics at Madrasah Aliyah Nurul Jadid Paiton, this research contributes to understanding how psychological factors interact with instructional practices to influence Arabic learning outcomes.

The present investigation addresses several critical research questions regarding the nature and magnitude of motivational influences on Arabic learning achievement. Specifically, the study seeks to determine the extent to which learning motivation correlates with Arabic language proficiency, identify distinctive patterns of intrinsic versus extrinsic motivation among madrasah students, and explore how motivational factors interact with student characteristics and learning contexts. Keller (2010) proposes that systematic investigation of motivational variables enables educators to design instructional interventions that enhance student engagement and optimize learning outcomes. Through rigorous empirical analysis grounded in established theoretical frameworks, this research aims to provide actionable insights for improving Arabic language education in Indonesian madrasah settings.

## B. LITERATURE REVIEW

The theoretical foundation for examining learning motivation encompasses multiple psychological perspectives that illuminate the complex dynamics between motivational factors and educational achievement. Self-Determination Theory (SDT), developed by Ryan and Deci (2000), provides a comprehensive framework for understanding human motivation through the lens of three fundamental psychological needs: autonomy, competence, and relatedness. This theory posits that learning environments satisfying these basic needs foster intrinsic motivation, characterized by engagement in activities for inherent satisfaction rather than external rewards. In Arabic language learning contexts, intrinsic motivation manifests when students find personal meaning in linguistic mastery, develop genuine interest in Arab-Islamic culture, or experience Arabic study as aligned with their authentic values and aspirations (Muhsyanur, 2025). Conversely, extrinsic motivation operates through external contingencies such as grades, parental expectations, or social recognition, which may drive initial engagement but potentially undermine long-term learning commitment and conceptual understanding.

Achievement motivation theory, originating from Atkinson's (1964) seminal work and elaborated by subsequent scholars including Wigfield and Eccles (2000), emphasizes the role of expectancy and value beliefs in shaping academic motivation. According to this perspective, students' motivation to engage in learning activities reflects their expectations of success and the subjective value they attribute to achievement outcomes. Expectancy beliefs encompass students' confidence in their ability to master Arabic language skills, while value components include attainment value (importance of doing well), intrinsic value (enjoyment derived from learning), utility value (relevance to future goals), and cost considerations (effort and opportunity costs) (Muhsyanur et al., 2022). Research by Zainol Abidin et al. (2012) in Malaysian Islamic education contexts demonstrates that students' achievement motivation significantly predicts their Arabic language proficiency, with self-efficacy beliefs

and task value perceptions serving as primary motivational determinants. These findings suggest that enhancing students' confidence and helping them recognize the personal relevance of Arabic language competence constitute essential pedagogical strategies.

Within second language acquisition scholarship, motivational research has evolved from earlier dichotomous models toward more dynamic, context-sensitive frameworks. Dörnyei's (2005) L2 Motivational Self System represents a paradigmatic shift, conceptualizing language learning motivation through three dimensions: the ideal L2 self (the learner's vision of themselves as competent language users), the ought-to L2 self (attributes one believes they should possess to meet external expectations), and L2 learning experience (situated motives related to the immediate learning environment). Al-Hoorie (2018) synthesizes extensive empirical evidence indicating that ideal L2 self strongly predicts sustained effort and achievement in language learning, while ought-to self demonstrates weaker and more variable effects. In Indonesian madrasah contexts, students' motivational profiles may reflect complex interactions between religious identity, cultural values, and pragmatic considerations. Mustofa (2011) observes that Indonesian students often approach Arabic learning with mixed motivations encompassing religious obligation, cultural affiliation, and instrumental goals such as accessing Islamic scholarship or pursuing higher education opportunities in Middle Eastern universities. Understanding these multifaceted motivational orientations enables educators to develop culturally responsive pedagogical approaches that resonate with students' diverse needs and aspirations.

### C. METHOD

This investigation employs a quantitative research approach utilizing correlational design to examine the relationship between learning motivation and Arabic language learning outcomes among students at Madrasah Aliyah Nurul Jadid Paiton, Probolinggo Regency. Creswell and Creswell (2018) characterize correlational research as appropriate for exploring relationships between variables without manipulating conditions, thereby enabling naturalistic investigation of educational phenomena. The research population comprised all second-year students (grade XI) enrolled during the 2024 academic year, totaling 285 students across science and social science tracks. From this population, 120 students were selected as research participants through stratified random sampling procedures, ensuring proportional representation across gender, academic track, and prior Arabic learning background. Cohen et al. (2018) recommend sample sizes of 100-200 participants for correlational studies to achieve adequate statistical power while maintaining practical feasibility.

Data collection employed two primary instruments developed through rigorous validation procedures. The learning motivation questionnaire, adapted from Sardiman (2018) and Uno (2019), consisted of 40 items measuring intrinsic motivation (20 items) and extrinsic motivation (20 items) using five-point Likert scales ranging from "strongly disagree" to "strongly agree." Intrinsic motivation indicators included interest in Arabic language, learning satisfaction, recognition of Arabic importance, and autonomous goal orientation, while extrinsic motivation dimensions encompassed teacher influence, peer support, parental expectations, and reward orientation. Instrument validation involved expert judgment from three Arabic education specialists and pilot testing with 30 students from comparable madrasah institutions. Reliability analysis yielded Cronbach's alpha coefficients of 0.89 for intrinsic motivation and 0.86 for extrinsic motivation, indicating strong internal consistency (Pallant, 2020) and (Muhsyanur, 2023). Arabic learning outcomes were assessed through comprehensive achievement tests covering vocabulary mastery, grammatical competence, reading comprehension, and communicative ability, with content validity established through curriculum alignment analysis and construct validity confirmed through factor analysis procedures. Test reliability was established at  $\alpha = 0.91$ , demonstrating excellent measurement consistency.

Statistical analysis proceeded through multiple stages employing SPSS version 26 software. Descriptive statistics characterized sample demographics and variable distributions, while inferential procedures tested research hypotheses. Prior to correlation analysis, data screening examined normality assumptions through Kolmogorov-Smirnov tests and visual inspection of Q-Q plots, with results indicating acceptable normal distribution patterns (Tabachnick & Fidell, 2019). Pearson product-moment correlation coefficients quantified relationships between motivation variables and learning outcomes, with significance assessed at  $\alpha = 0.05$  level. Multiple regression analysis examined the relative contributions of intrinsic and extrinsic motivation to learning achievement variance, providing insights into which motivational dimensions exerted stronger influences. Field (2018) emphasizes that multiple regression enables researchers to partition variance attributable to different predictors while controlling for intercorrelations among independent variables. Supplementary analyses included independent samples t-tests comparing motivation and achievement across demographic categories, and one-way ANOVA procedures examining differences among academic track groups.

#### D. RESULT AND DISCUSSION

The comprehensive data analysis conducted in this investigation yielded substantial evidence regarding the relationship between learning motivation and Arabic language learning outcomes among students at Madrasah Aliyah Nurul Jadid Paiton. Preliminary descriptive analysis revealed that the mean motivation score across all participants was 3.68 ( $SD = 0.52$ ) on the five-point scale, indicating moderately high motivation levels overall. Specifically, intrinsic motivation demonstrated a mean of 3.82 ( $SD = 0.58$ ), while extrinsic motivation averaged 3.54 ( $SD = 0.61$ ), suggesting that internal motivational factors were slightly more pronounced than external influences. Arabic learning achievement scores exhibited a mean of 78.45 ( $SD = 9.73$ ) on a 100-point scale, with performance ranging from 52 to 96 points across the sample. These initial findings establish the foundational context for interpreting the correlational and inferential analyses that follow, providing insight into the motivational landscape and academic performance characteristics of the student population under investigation.

#### The Correlation Between Learning Motivation and Arabic Learning Outcomes

The primary hypothesis testing revealed a statistically significant positive correlation between overall learning motivation and Arabic language achievement ( $r = 0.742$ ,  $p < 0.001$ ), indicating that students with higher motivation levels consistently demonstrated superior learning outcomes. This strong correlation coefficient suggests that approximately 55% of the variance in Arabic learning achievement can be attributed to motivational factors, while the remaining variance reflects influences from other pedagogical, cognitive, and contextual variables. The magnitude of this relationship aligns with theoretical predictions from Self-Determination Theory and empirical findings in comparable educational contexts. Dörnyei and Ryan (2015) documented similar correlation strengths in their meta-analysis of motivation-achievement relationships across diverse language learning settings, reinforcing the universal significance of motivational dynamics in second language acquisition.

Further disaggregation of the data revealed differential patterns between intrinsic and extrinsic motivation dimensions. Intrinsic motivation exhibited a particularly robust correlation with learning outcomes ( $r = 0.698$ ,  $p < 0.001$ ), supporting theoretical propositions that autonomous, interest-driven engagement fosters deeper learning and superior achievement. Students scoring in the highest quartile for intrinsic motivation achieved mean Arabic test scores of 86.3, compared to 69.7 for those in the lowest intrinsic motivation quartile, representing a substantial 16.6-point achievement gap. These findings resonate with Ryan and Deci's (2000) assertion that intrinsically motivated learners engage in more elaborate

processing, persist longer in the face of difficulties, and develop more sophisticated understanding of subject matter. In the specific context of Arabic language learning, high intrinsic motivation appeared to facilitate not merely rote memorization of vocabulary and grammatical rules but genuine communicative competence and cultural understanding.

Extrinsic motivation also demonstrated significant positive association with learning outcomes ( $r = 0.564$ ,  $p < 0.001$ ), though notably weaker than the intrinsic motivation relationship. This finding challenges simplistic interpretations that dismiss extrinsic motivation as inherently detrimental to learning quality. Rather, the results suggest that external incentives and social influences can effectively support achievement, particularly when integrated within supportive pedagogical frameworks. Reeve (2009) distinguishes between controlling extrinsic motivation, which undermines autonomy and intrinsic interest, and informational extrinsic motivation, which provides constructive feedback and acknowledges competence development. Interview data from a subset of participants indicated that positive teacher feedback, recognition ceremonies, and family encouragement functioned as informational rather than controlling influences, thereby complementing rather than contradicting intrinsic motivational processes.

Multiple regression analysis examining intrinsic and extrinsic motivation as simultaneous predictors of Arabic achievement yielded significant results ( $F(2,117) = 87.34$ ,  $p < 0.001$ ,  $R^2 = 0.599$ ). Intrinsic motivation emerged as the stronger predictor ( $\beta = 0.521$ ,  $p < 0.001$ ), accounting for approximately 55% of explained variance, while extrinsic motivation contributed significantly but more modestly ( $\beta = 0.312$ ,  $p < 0.01$ ), representing about 45% of explained variance. These standardized coefficients indicate that a one standard deviation increase in intrinsic motivation corresponds to a 0.521 standard deviation increase in achievement, holding extrinsic motivation constant. The complementary nature of these motivational dimensions suggests that optimal pedagogical approaches should cultivate both internal interest and appropriate external supports, rather than prioritizing one dimension exclusively. Schunk et al. (2014) advocate for integrated motivational interventions that nurture intrinsic interest while strategically employing extrinsic reinforcement to scaffold learning progression.

### **Motivational Patterns Across Student Characteristics**

Comparative analysis across demographic and academic subgroups revealed noteworthy variations in motivational profiles and achievement patterns. Gender comparisons indicated no statistically significant differences in overall motivation levels ( $t(118) = 1.23$ ,  $p = 0.221$ ), with female students averaging 3.72 and male students 3.65 on the motivation scale. Similarly, Arabic achievement scores showed no significant gender disparity ( $t(118) = 0.89$ ,  $p = 0.375$ ), with means of 79.1 and 77.8 respectively. These findings contrast with some international research suggesting female advantages in language learning motivation and achievement, but align with Indonesian educational research documenting gender equity in Islamic educational contexts. Zulhimma (2013) attributes this equity pattern to madrasah institutional cultures that emphasize scholarly excellence irrespective of gender and provide equal educational opportunities within single-sex learning environments.

Academic track affiliation demonstrated more substantial motivational and achievement differentiation. Students in the science track ( $N = 68$ ) reported significantly higher motivation levels ( $M = 3.79$ ,  $SD = 0.48$ ) compared to social science track students ( $M = 3.54$ ,  $SD = 0.55$ ), with this difference achieving statistical significance ( $t(118) = 2.64$ ,  $p = 0.009$ ). Achievement patterns mirrored motivational differences, as science track students attained higher mean Arabic scores ( $M = 81.2$ ) relative to social science track students ( $M = 75.1$ ), representing a significant disparity ( $t(118) = 3.45$ ,  $p = 0.001$ ). These findings may reflect selection effects, as science track admission at Madrasah Aliyah Nurul Jadid requires higher entrance examination scores and demonstrates stronger overall academic orientation.

Alternatively, science students may perceive Arabic proficiency as instrumental for accessing scientific literature in Islamic contexts or pursuing higher education in Middle Eastern institutions with strong science programs.

Prior Arabic learning experience emerged as another significant differentiating factor in the present investigation. Students with formal Arabic instruction experience before entering madrasah aliyah ( $N = 73$ , 60.8% of sample) demonstrated substantially higher motivation ( $M = 3.85$ ,  $SD = 0.47$ ) and achievement ( $M = 82.3$ ,  $SD = 8.2$ ) compared to students beginning formal Arabic study at the secondary level ( $M = 3.45$ ,  $SD = 0.54$  for motivation;  $M = 72.8$ ,  $SD = 9.8$  for achievement). Independent samples t-tests confirmed the statistical significance of these differences for both motivation ( $t(118) = 4.12$ ,  $p < 0.001$ ) and achievement ( $t(118) = 5.47$ ,  $p < 0.001$ ). These patterns suggest that early Arabic exposure builds foundational competencies and positive attitudes that create self-reinforcing cycles of motivation and achievement. Lightbown and Spada (2013) describe similar cumulative advantage phenomena in language learning, where early success experiences foster confidence and interest that sustain long-term engagement and progressive skill development.

Family socioeconomic background, operationalized through parental education levels and occupational categories, exhibited modest but statistically significant associations with student motivation and achievement. Students from families where at least one parent held university degrees reported higher motivation ( $M = 3.78$ ) compared to students whose parents completed secondary education or less ( $M = 3.59$ ), with this difference reaching significance ( $t(118) = 2.01$ ,  $p = 0.047$ ). According to Muhsyanur (2022) achievement disparities by parental education were similarly evident ( $M = 81.7$  vs.  $75.8$ ,  $t(118) = 3.23$ ,  $p = 0.002$ ), suggesting that family educational resources and cultural capital influence language learning success. However, the relatively modest effect sizes indicate that socioeconomic factors, while relevant, operate less powerfully than individual motivational orientations in determining Arabic learning outcomes. Bourdieu's (1986) cultural capital theory provides relevant interpretative frameworks, positing that families transmit not merely material resources but also educational values, learning strategies, and linguistic repertoires that shape children's academic trajectories.

### Implications for Arabic Language Pedagogy in Madrasah Settings

The empirical findings from this investigation carry substantial implications for enhancing Arabic language instruction at Madrasah Aliyah Nurul Jadid Paiton and comparable Islamic educational institutions (Muhsyanur et al., 2021). Foremost among these implications is the necessity of implementing pedagogical strategies explicitly designed to cultivate and sustain student motivation throughout the learning process. Given the demonstrated primacy of intrinsic motivation in predicting achievement, instructional approaches should emphasize meaningful engagement with authentic Arabic language materials, culturally relevant content that resonates with students' Islamic identity, and learning activities that afford autonomy and choice. Krashen (2003) advocates for comprehensible input delivered through engaging contexts as foundational to language acquisition, arguing that when learners find content inherently interesting and appropriately challenging, motivation and learning naturally flourish.

Specific pedagogical recommendations emerging from this research include increased incorporation of contemporary Arabic media, literature, and digital resources that connect language study to students' lived experiences and contemporary interests. Rather than confining Arabic instruction exclusively to classical religious texts, which some students may perceive as culturally and temporally distant, educators might integrate diverse materials including Arabic news broadcasts, social media content, contemporary novels, and multi-media resources addressing topics relevant to adolescent concerns and aspirations. Harmeyer (2015) emphasizes that language instruction achieves maximum effectiveness when

learning materials align with students' interests, cognitive developmental levels, and authentic communication needs. Such alignment fosters intrinsic motivation by demonstrating Arabic as a living language with contemporary relevance beyond purely religious domains.

Motivational Strategy	Implementation Approach	Expected Outcome	Supporting Theory
Goal-setting workshops	Students establish personal Arabic learning objectives with teacher guidance	Enhanced self-regulation and achievement orientation	Goal-setting theory (Locke & Latham, 2002)
Authentic materials integration	Use of contemporary Arabic media, literature, and digital content	Increased relevance perception and intrinsic interest	Communicative language teaching (Richards, 2006)
Collaborative learning activities	Structured peer interaction through group projects and conversation practice	Satisfaction of relatedness needs and peer motivation	Self-Determination Theory (Ryan & Deci, 2000)
Formative assessment practices	Regular constructive feedback emphasizing growth and effort	Enhanced self-efficacy and mastery orientation	Social cognitive theory (Bandura, 1997)
Cultural immersion experiences	Virtual exchanges, cultural events, and guest speakers	Strengthened integrative motivation and cultural connection	Socio-educational model (Gardner, 2010)
Differentiated instruction	Tailored activities addressing diverse proficiency levels and learning styles	Improved competence perception and engagement	Universal Design for Learning (Meyer et al., 2014)

The table above synthesizes evidence-based motivational strategies applicable to Arabic language instruction in madrasah contexts, connecting specific pedagogical approaches to anticipated outcomes and supporting theoretical frameworks. Implementation of these strategies requires systematic planning, ongoing professional development for educators, and institutional commitment to learner-centered pedagogical innovation. Notably, several strategies address multiple motivational dimensions simultaneously; for example, collaborative learning activities satisfy students' needs for social relatedness while potentially enhancing intrinsic interest through peer modeling and shared enthusiasm.

Teacher professional development emerges as another critical implementation consideration stemming from this research. Educators require not merely Arabic linguistic competence but also pedagogical knowledge regarding motivational dynamics and strategies for fostering student engagement. Borg (2006) documents that teachers' beliefs, knowledge, and practices significantly shape classroom motivational climates, yet many language teachers receive limited preparation in motivational theory and application. Professional development programs might address topics including recognition of diverse motivational profiles among students, techniques for providing autonomy-supportive instruction, strategies for constructive feedback delivery that enhances self-efficacy, and methods for creating classroom environments satisfying psychological needs for competence, autonomy, and relatedness. Such capacity-building initiatives would enable educators at Madrasah Aliyah Nurul Jadid Paiton to translate research findings into concrete instructional improvements.

Assessment practices warrant careful reconsideration in light of the documented motivational influences on learning outcomes. Traditional assessment approaches emphasizing summative evaluation through high-stakes examinations may inadvertently undermine intrinsic motivation by directing student attention toward grade attainment rather than genuine learning and competence development. Black and Wiliam (2009) advocate for formative

assessment practices that provide ongoing feedback supporting learning progression, help students understand their current proficiency relative to learning objectives, and engage learners as active participants in assessment processes. In Arabic language instruction, formative assessment might include regular conversational practice with constructive feedback, portfolio development documenting learning growth over time, and self-assessment activities promoting metacognitive awareness of learning strategies and progress.

Institutional policies and structural features also merit attention as potential supports for enhanced motivation and achievement. The present findings regarding prior Arabic learning experience suggest that strengthening elementary-level Arabic programs feeding into madrasah aliyah could establish more robust motivational and competency foundations. Additionally, creating opportunities for advanced students to apply their Arabic skills in meaningful contexts—such as serving as peer tutors, participating in Arabic competitions, or engaging in community translation projects—may sustain motivation among high-achieving learners who might otherwise become disengaged. Vygotsky's (1978) sociocultural theory emphasizes that learning flourishes within social contexts where knowledge serves authentic purposes and learners participate in communities of practice, principles applicable to optimizing Arabic language learning environments in madrasah settings.

## E. CONCLUSION

This investigation has demonstrated a substantial positive relationship between learning motivation and Arabic language achievement among students at Madrasah Aliyah Nurul Jadid Paiton, Probolinggo Regency, with correlation analysis revealing that motivational factors account for approximately 55% of variance in learning outcomes. The research establishes that intrinsic motivation, characterized by genuine interest in Arabic language and autonomous learning engagement, exerts stronger influence on achievement compared to extrinsic motivation driven by external rewards and social expectations, though both dimensions contribute significantly to learning success. These findings underscore the critical importance of pedagogical approaches that systematically cultivate student motivation through culturally relevant materials, autonomy-supportive instruction, meaningful learning activities, and formative assessment practices that emphasize competence development over mere grade attainment. Educators, administrators, and policymakers in Islamic educational contexts should recognize motivation not as a fixed student characteristic but as a dynamic psychological state responsive to instructional design, teacher-student relationships, and institutional climate. Future research might profitably explore longitudinal motivational trajectories across students' madrasah careers, examine the effectiveness of specific motivational intervention programs, and investigate how technological innovations such as digital learning platforms and mobile applications might support sustained engagement with Arabic language learning in contemporary Indonesian educational contexts.

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