

The Influence of External Factors in Improving the Motivation of Arabic Language Learning of Arabic Language Education Students of UINSI Samarinda

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Abstract

In Arabic language learning at UINSI Samarinda, there are various obstacles. The researcher found that external factors influence students' success in understanding lecture material. These factors include students' Arabic education background, non-pesantren students, lack of daily use of Arabic vocabulary, and low learning motivation. The external factors studied are divided into two categories: social environmental factors (characteristics, family, and friends) and non-social environmental factors (geography and weather). The sample consisted of 21 eighth-semester students from the Arabic Education Program for the 2024/2025. The research method used simple quantitative linear regression with data collected through questionnaires and analyzed using IBM SPSS version 27.0. The t-test results showed a calculated t-value of 7.575, which is greater than the table value of 1.721, indicating a significant effect. The correlation coefficient (R) is 0.352, and the coefficient of determination (R²) is 0.124, meaning external factors contribute 12.4% to students' learning motivation. In conclusion, there is a positive and significant influence of external factors on the motivation to learn Arabic among students at UINSI Samarinda. Therefore, the alternative hypothesis (H_a) is accepted, and the null hypothesis (H₀) is rejected.

Keywords: External Factors, Learning Motivation, Arabic Language

Abstract

Dalam pembelajaran bahasa Arab di UINSI Samarinda, terdapat berbagai hambatan. Peneliti menemukan bahwa faktor eksternal memengaruhi keberhasilan mahasiswa dalam menerima materi kuliah. Faktor tersebut meliputi latar belakang pendidikan bahasa Arab, mahasiswa dari non-pesantren, kurangnya penggunaan kosakata Arab sehari-hari, dan rendahnya motivasi belajar. Faktor eksternal yang diteliti dibagi menjadi dua kategori, yaitu faktor lingkungan sosial (karakteristik, keluarga, dan teman) serta faktor lingkungan non-sosial (geografi dan cuaca). Sampel penelitian terdiri dari 21 mahasiswa semester 8 Program Pendidikan Bahasa Arab tahun akademik 2024/2025. Metode penelitian menggunakan regresi linear kuantitatif sederhana dengan pengumpulan data melalui kuesioner dan analisis data dibantu oleh IBM SPSS versi 27.0. Hasil uji t menunjukkan nilai t hitung sebesar 7,575, lebih besar dari nilai t tabel 1,721, yang menandakan pengaruh signifikan. Nilai korelasi (R) adalah 0,352 dan koefisien determinasi (R²) sebesar 0,124, artinya faktor eksternal berkontribusi sebesar 12,4% terhadap motivasi belajar mahasiswa.

Kesimpulannya, terdapat pengaruh positif dan signifikan faktor eksternal terhadap motivasi belajar bahasa Arab di kalangan mahasiswa UINSI Samarinda. Oleh karena itu, hipotesis alternatif (Ha) diterima dan hipotesis nol (Ho) ditolak.

Keywords: *Faktor Eksternal, Motivasi Belajar, Bahasa Arab*

Introduction

Arabic is the oldest language in the world ¹ in growth and development is not known with certainty, but the oldest Arabic text was found two centuries before Islam ². Arabic has existed in Indonesia since the entry of Islam into Indonesia because all Muslim worship is chanted in Arabic³, so that until now many Islamic educational institutions have maintained the existence of Arabic language teaching and learning that has been applied by educators to their students ⁴.

Arabic language learning has been stated in Samarinda Mayor Regulation Number 22 of 2014 concerning the Determination of Local Content Lessons at the Education Level Article 6 Chapter IV which reads: "Local Content Lessons are organized by Education Units with types of local content including: Language Field of Study, in the form of: Local Language, English, Arabic, and German.

Arabic is the oldest language in the world, in growth and development is not known with certainty, but the oldest Arabic text was found two centuries before Islam ⁵. Arabic has existed in Indonesia since the entry of Islam into Indonesia because all Muslim worship is chanted in Arabic ⁶.

¹ Ainun Salida and Zulpina Zulpina, "Keistimewaan Bahasa Arab sebagai Bahasa Al-Quran dan Ijtihadiyyah," *Jurnal Sathar* 1, no. 1 (June 2023): 23–33, <https://doi.org/10.59548/js.v1i1.40>.

² Akhiril Pane, *URGENSI BAHASA ARAB; BAHASA ARAB SEBAGAI ALAT KOMUNIKASI AGAMA ISLAM*, 2, no. 1 (n.d.).

³ Salma Roidah, Siti Hamida, and Rizka Widayanti, *The Relevance Between Ability to Memorizing al-Qur'an and the Qira'ah Skills of Students at the Tahfidz Insan Mulia Punggur Islamic Boarding School | Keterkaitan Antara Kemampuan Menghafal al-Qur'an dan Keterampilan Qira'ah Santri Pondok Pesantren Insan Mulia Punggur*, n.d.

⁴ Rahmat Iswanto, "Pembelajaran Bahasa Arab dengan Pemanfaatan Teknologi," *Arabiyatuna: Jurnal Bahasa Arab* 1, no. 2 (December 2017): 139, <https://doi.org/10.29240/jba.v1i2.286>.

⁵ Salida and Zulpina, "Keistimewaan Bahasa Arab sebagai Bahasa Al-Quran dan Ijtihadiyyah."

⁶ Salamah Noorhidayati, Hibbi Farihin, and Thoriqul Aziz, "MELACAK SEJARAH DAN PENGGUNAAN NAGHAM ARABI DI INDONESIA," *QOF* 5, no. 1 (June 2021): 43–58, <https://doi.org/10.30762/qof.v5i1.3592>.

Many obstacles and barriers that occur during Arabic language learning at Sultan Aji Muhammad Idris Samarinda State Islamic University, many factors affect the success of students in receiving and digesting the delivery of lecturers due to the background of Arabic language education students UINSI Samarinda non boarding school, lack of use of Arabic vocabulary in everyday life, lack of motivation ⁷. Based on preliminary studies that have been conducted by researchers at UINSI Samarinda, it shows that most students have different motivations for Arabic lessons, this is mostly found because it is influenced by external factors ⁸.

External factors are divided into two types, namely social environmental factors and non-social environmental factors. The social environment can be family, friends, and characteristics. While the non-social environment such as geographical and weather conditions ⁹. From the facts that occur in the field mentioned above, of course, there needs to be a more serious thought to find out, what efforts need to be made to increase motivation to learn Arabic, and what obstacles occur in efforts to increase motivation to learn Arabic. This will be a question that needs to be answered through this research.

Method

This study uses a quantitative correlation approach with a simple linear regression type of research. This approach was chosen because the researcher wanted to know the effect of the independent variable on the dependent variable. External factors with student characteristics, family, friends, geography and weather . The research was conducted at the Arabic Language Education (PBA) Sultan Aji Muhammad Idris State Islamic University Samarinda. The research subjects were active students in semester 8 of the 2024/2025 academic year, who had taken Arabic language courses.

The data collection technique was carried out using a questionnaire. The questionnaire consists of two parts, namely: (1) external factors which include characteristics, students, family, friends, geography and weather; ¹⁰ and (2) the level of

⁷ Hikami Rafsanjani, Muh. Haris Zubaidillah, and M. Ahim Sulthan Nuruddaroini, "Problematika Mahasiswa dalam Manajemen Skill Berbahasa Arab pada Perguruan Tinggi di Kalimantan," *Jurnal Basicedu* 6, no. 3 (May 2022): 5166–80, <https://doi.org/10.31004/basicedu.v6i3.3072>.

⁸ Chikanti Fajriani Amanda, "Pengaruh Faktor Internal Dan Eksternal Terhadap Minat Belajar Pada Mahasiswa Pendidikan Bahasa Arab UINSI Samarinda," 2023, n.d.

⁹ Ibrahim M Jamil, S Ag, and M Pd, *FAKTOR-FAKTOR YANG MEMPENGARUHI PRESTASI BELAJAR ANAK*, no. 1 (2017).

¹⁰ Ainil Huda, *PENGARUH PERANAN TEMAN SEBAYA, DISIPLIN BELAJAR DAN MOTIVASI BELAJAR TERHADAP HASIL BELAJAR EKONOMI SISWA KELAS X DI SMA NEGERI 1 LEMBAH MELINTANG KABUPATEN PASAMAN BARAT*, n.d.

motivation to learn Arabic ¹¹. In addition to the questionnaire, semi-structured interviews were also used to strengthen and explain the quantitative data in more depth.

The data analysis technique used simple linear regression analysis. This approach was chosen because the researcher wanted to determine the effect of the independent variable on the dependent variable, testing the relationship between external factors and learning motivation. The entire analysis process was carried out with the help of the latest version of SPSS.

Result and Discussion

Questionnaire Results of External Factors on Learning Motivation

To support the analysis of the influence of external factors on motivation to learn Arabic in Arabic Language Education students of UINSI Samarinda, researchers used an instrument in the form of a questionnaire ¹². This questionnaire was prepared with the aim of obtaining information directly from students regarding external aspects that affect their learning motivation. The implementation of the questionnaire was carried out directly to the respondents in order to obtain accurate and relevant data ¹³.

The aspects observed in this questionnaire include five main components, namely individual student characteristics, family influence, relationships with peers, geographical conditions of residence, and weather factors. These five aspects were chosen because they are considered to have significant potential in influencing students enthusiasm and consistency in learning Arabic.

		N	%
Cases	Valid	26	100,0
	Excluded	0	,0
	Total	26	100,0

a. Listwise deletion based on all variables in the procedure.

Tabel 1. Reliability Test

¹¹ Eka Oktayani, Putri Andriani, and M Firman Al Ikhsan, *ANALISIS MOTIVASI BELAJAR SISWA DI ERA KURIKULUM MERDEKA*, 5, no. 1 (2025).

¹² Sunarti Rahman, *PENTINGNYA MOTIVASI BELAJAR DALAM MENINGKATKAN HASIL BELAJAR*, 2021.

¹³ Bagus Wahyu Purnomo, Anik Kirana, and Sri Suratni, "Meningkatkan Motivasi Belajar dan Hasil Belajar melalui Model Pembelajaran Kooperatif Tipe STAD," *Jurnal Pendidikan Matematika dan Integrasinya* 2, no. 2 (July 2024), <https://doi.org/10.62426/pi.v2i2.69>.

Based on the table above, all respondent data as many as 26 cases are declared valid (100%) without any excluded data, which means that there are no blank values on the statement items. The use of the listwise deletion method shows that all respondents answered each question completely, so the data is suitable for further analysis. The integrity of this data confirms that the instruments used in the study have met the eligibility requirements for the reliability test.

Simple Linear Regression Test

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	,352 ^a	,124	,077	5,55205

a. Predictors: (Constant), External Factors

Tabel 2. Reability Test

The regression analysis results show that the R value of 0.352 indicates a positive relationship between external factors and student learning motivation, although in the low category. The R Square value of 0.124 indicates that the contribution of external factors in explaining variations in student learning motivation is only 12.4%, while the remaining 87.6% is explained by other factors outside this model. The Adjusted R Square value of 0.077 indicates an adjustment to the number of predictors and samples used, which still shows a low but statistically relevant effect.

This finding is in line with the results of research by Ningsih who found that “the social and geographical environment has a limited influence on student enthusiasm for learning at the tertiary level” (Ningsih, 2019, p. 82). Although the influence is limited, external factors still play a role as a supporting element in shaping learning motivation, especially in terms of family support, peers, and learning environment conditions. However, this study also shows that internal variables such as self-motivation, learning strategies and academic goals may be more dominant.

Test t

The t-test decision is based on the significance value (p-value). If $p < 0.05$, then the mean difference is considered significant and the null hypothesis (H_0) is rejected; if $p > 0.05$, the null hypothesis (H_0) is accepted which means there is no significant difference.

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	18,717	6,967		2,687	,013
	Motivasi Belajar	1,049	,139	,840	7,575	,000

a. Dependent Variable: Learning Motivation

Tabel 3. Test t

The regression test results show that the coefficient of the Learning Motivation variable is 1.049 with a t value of 7.575 and a significance of 0.000 (<0.05), so that the null hypothesis (Ho) is rejected and the alternative hypothesis (Ha) is accepted. This finding confirms the results of previous research which states that “learning motivation has a significant contribution to the academic achievement of language education students”¹⁴ This result is also in line with McClelland's achievement needs theory which states that motivational drives play an important role in encouraging a person to achieve optimal academic performance. On the other hand, this finding contradicts Fitriyani's research which found that “high learning motivation is not always in line with academic achievement if it is not accompanied by appropriate learning strategies”¹⁵. Therefore, this study not only confirms existing motivation theories, but also opens up opportunities to further develop the analysis model by considering mediating variables such as learning strategies or environmental support.

Conclusion and Suggestion

This study still has limitations because it only uses a quantitative approach and focuses on external factors without considering internal factors that also affect student learning motivation. The instrument used in the form of a questionnaire has not been able to capture in depth the experience or perception of students towards their environment. In addition, the limited scope of respondents also makes the results of this study cannot be widely generalized.

For future development, it is recommended that future research use a mixed approach (quantitative and qualitative) so that the data obtained is richer and more in-depth. Researchers should also add other variables such as learning strategies, academic

¹⁴ Miftahussaadah Miftahussaadah and Subiyantoro Subiyantoro, “Paradigma Pembelajaran dan Motivasi Belajar Siswa,” *ISLAMIKA* 3, no. 1 (January 2021): 97–107, <https://doi.org/10.36088/islamika.v3i1.1008>.

¹⁵ Zakiah Mardiah Nasution et al., *ANALISIS FAKTOR-FAKTOR PENTING DALAM PROSES PEMBELAJARAN BAHASA ARAB: MOTIVASI, MINAT DAN HAMBATAN*, 6, no. 1 (2025).

goals, and psychological factors. Further research can involve more participants from various study programs or universities, and use more complex analysis methods such as mediation or moderation tests. Thus, the understanding of learning motivation will become more complete and applicable.

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