The Effect of Arabic Literacy Program and Learning Motivation on Arabic Language Learning Outcomes

Retisfa Khairanis[1], Munirul Abidin[2], Sulthan Al Aziz[3]
[12] UIN Maulana Malik Ibrahim, Indonesia
[3] Central South University, China
✉ Email: retisfakhairanis182001@gmail.com[1], munirul@bio.uin-malang.ac.id[2], slthaz15@gmail.com[3]

Abstract:
This study investigates the influence of an Arabic literacy program and learning motivation on students' Arabic learning outcomes at SMP IT Al Amin Padang. The persistent issue of low Arabic achievement highlights the urgency of exploring strategies integrating language literacy with motivational factors. Prior research has often examined these variables in isolation; however, studies that analyze their combined impact, particularly within Arabic language education, are still limited. This research addresses that gap by assessing how both variables jointly affect student performance. Employing a quantitative correlational approach, the study was conducted on 30 students selected through stratified random sampling. Data were gathered using a validated Likert-scale questionnaire to evaluate students' perceptions of the literacy program and their motivation, while academic records were used to assess Arabic learning outcomes. Data analysis included tests of validity and reliability, normality checks, and Pearson correlation analysis. Findings reveal a significant correlation between the literacy program, learning motivation, and student outcomes, with a coefficient of determination of 75.2%. The results suggest integrating literacy initiatives and motivational support can significantly improve Arabic learning. This study offers valuable insights for developing more effective Arabic language teaching strategies at the secondary education level.

Introduction

Arabic is one of the international languages that holds a significant position in both religious and academic contexts, especially for students in Islamic-based schools such as SMP IT Al Amin Padang. In this era of globalization and digitalization, mastering foreign languages, including Arabic, is an added value and a pressing necessity (Khairanis & Aldi, 2025). However, Arabic learning outcomes in many educational institutions remain suboptimal. This may be attributed to various factors, including teaching methods, student motivation, and support programs such as Arabic literacy initiatives (Zafirah et al., 2025). The Arabic literacy

program, which aims to cultivate habits of reading, writing, and understanding Arabic texts, is believed to enhance students' comprehension and language proficiency (Khairanis et al., 2023; Huda et al., 2024). Moreover, strong learning motivation also plays a crucial role in academic success (Bidari & Safitri, 2025). Therefore, it is essential to examine how these two factors—literacy programs and motivation—jointly influence Arabic learning outcomes, particularly within the context of integrated Islamic education (Agrasadya et al., 2024).

Various studies have shown that literacy is crucial in enhancing language skills, including in Arabic language learning. A well-designed Arabic literacy program can help students understand language structures, expand their vocabulary, and improve their ability to read and write Arabic texts (Hijriyah et al., 2024). In addition, learning motivation is also considered an essential internal factor that significantly influences students' success in the learning process. High levels of motivation encourage students to be more active, consistent, and diligent in participating in lessons and completing academic tasks (Yundayani & Alghadari, 2025). Arabic learning outcomes are influenced by various factors, including learning approaches, the learning environment, and students' psychological conditions, such as interest and motivation (Riyadi & Rozaanah, 2025). While literacy and motivation have been studied separately, few studies have explored their interrelationship within an integrated framework concerning Arabic learning outcomes (Aldi & Khairanis, 2024). Therefore, it is important to re-examine the roles of these two variables in a more holistic context to provide a comprehensive and applicable understanding of the educational field (Ghiasvand & Seyri, 2025).

The gap in the literature reveals that there is still a lack of studies that integrate Arabic literacy programs and learning motivation within a comprehensive analytical framework. Previous research tends to focus on one variable at a time or is conducted in general education settings rather than in integrated Islamic schools with distinct learning approaches and student characteristics (Anggraeni et al., 2025). Moreover, limited research has been conducted in Padang City, particularly at the Integrated Islamic Junior High Schools level, highlighting the importance of addressing this local context (Lahmi et al., 2025). This study addresses the need for more specific and contextualized empirical data by examining how these factors affect Arabic learning outcomes. As such, the research is expected to offer theoretical contributions and practical insights for designing more effective learning strategies in Islamic educational institutions.

The rationale for this research lies in the urgent need to improve the quality of Arabic language education in integrated Islamic schools, such as SMP IT Al Amin Padang. Mastery of Arabic in faith-based schools is essential as an academic skill and a means for a deeper understanding of religious teachings (Solahudeen et al., 2025). Therefore, key priorities are strengthening literacy programs and fostering learning motivation (Deslippe et al., 2025). From a scientific perspective, this study contributes to a deeper understanding of the relationship between internal factors (motivation) and external factors (literacy programs) influencing learning achievement. Additionally, the findings of this research can serve as a foundation for formulating educational policies at the school level, particularly in designing relevant literacy programs and strategies to enhance student motivation. On a practical level, this research is expected to serve as a reference for teachers, school principals, and Islamic education policymakers in improving the overall quality of Arabic language learning.

The novelty of this study lies in integrating two critical variables—Arabic literacy

programs and learning motivation—which are examined simultaneously about students' Arabic learning outcomes. Although literacy and motivation have been explored separately in prior studies, this research fills a gap by integrating both variables within the context of integrated Islamic education. Moreover, the study focuses on the specific local context of SMP IT Al Amin Padang, which features unique characteristics and learning approaches compared to mainstream schools, thereby contributing significantly to the development of Arabic learning strategies in Islamic educational settings. Using a quantitative correlational approach, this study investigates the extent to which these two factors comprehensively influence learning outcomes. Thus, the research is expected to provide new insights into Arabic language instruction and serve as a valuable reference for formulating more relevant and practical policies to improve Arabic language education in integrated Islamic schools.

Method

Despite the implementation of a literacy program and various efforts to enhance learning motivation at SMP IT Al Amin Padang, students' Arabic language learning outcomes remain inconsistent. This situation underscores the importance of exploring factors influencing students' academic performance, particularly in Arabic. To address this issue, the study adopts a quantitative approach using a correlational research design to examine the relationship and impact of the literacy program and learning motivation on students' academic outcomes (Gamage, 2025). Data were gathered through questionnaires and academic records, allowing for a structured and measurable analysis. This methodological choice objectively examines the links between variables (Qomusuddin & Romlah, 2022).

The data sources in this study were eighth-grade students at SMP IT Al Amin Padang, totaling 60 individuals, divided into three classes (A, B, and C), with 20 students in each. A sample of 30 students was selected using a stratified random sampling technique. This method ensured that each class was adequately represented in the study. In stratified random sampling, the population is divided into three strata based on class (A, B, and C), and 10 students were randomly selected from each stratum (Nguyen et al., 2021). Data were collected using a closed-ended questionnaire based on the Likert scale to measure students' perceptions of the Arabic literacy program and learning motivation, along with academic records to assess their Arabic learning outcomes (Daruhadi & Sopiati, 2024). The research instruments were validated to ensure their relevance and reliability in measuring the intended variables.

Statistical analysis techniques were selected and tailored to the objectives of the study. These included a validity test, reliability test, normality test, correlation coefficient analysis, and coefficient of determination analysis (Susanto et al., 2024). The validity test ensured that the research instruments accurately measured the variables, while the reliability test assessed the internal consistency of the instruments (Arbeni et al., 2025). The normality test was used to verify whether the data were normally distributed (Ahadi & Zain, 2023). Correlation coefficient analysis examined the relationships between variables (Jiang et al., 2024). Finally, the coefficient of determination analysis measured how much the independent variables influenced the dependent variable (Yanti & Akhri, 2021).

Results and Discussion
Result

Data for this study were collected through a questionnaire distributed to 30 students.

Each item in the questionnaire was tested for validity to determine whether it was relevant and capable of measuring the intended variables. The significance test was conducted by comparing the calculated r-value with the critical value from the r-table to assess the feasibility of each item. The evaluation was performed at a 0.05 significance level to ensure the validity of each item in the research instrument (Akbar et al., 2023).

The results of this study were obtained through direct data collection conducted by the researchers at SMP IT Al Amin Padang using a closed-ended questionnaire based on a Likert scale. Each student received an individual questionnaire sheet to complete in the classroom, with assistance provided by the researcher. In addition, the researchers documented the data collection process by taking photographs during the distribution and completion of the questionnaires. This documentation was intended to enhance the credibility of the research field's implementation.

Picture 1. Questionnaire filling activity by students in class

After collecting data from 30 students through the completed questionnaires, the next step is to analyse the instrument quality used. The analysis begins with a validity test to assess how each questionnaire item measures the intended variable. Subsequently, reliability testing, normality checks, and correlation analysis are conducted to examine the relationships between variables statistically.

Validity Test

Table 1. Validity Test

Total Item Correlation Coefficient			
	Arabic Literacy Program (X1)	Learning Motivation (X2)	Arabic Language Learning Outcomes (Y)	Description

	Pearson Correlation	.784	.772	.850	
	Sig. (2-tailed)	.000	,000	,000	Valid
	N	30	30	30	
Soal 2	Pearson Correlation	.789	.810	.870	
	Sig. (2-tailed)	.000	,000	,000	Valid
	N	30	30	30	
Soal 3	Pearson Correlation	.740	.791	.805	
	Sig. (2-tailed)	.000	,000	,000	Valid
	N	30	30	30	
Soal 4	Pearson Correlation	.775	.756	.819	
	Sig. (2-tailed)	.000	,000	,000	Valid
	N	30	30	30	
Soal 5	Pearson Correlation	.726	.793	.850	
	Sig. (2-tailed)	.000	,000	,000	Valid
	N	30	30	30	
Soal 6	Pearson Correlation	.714	.821	.830	
	Sig. (2-tailed)	.000	,000	,000	Valid
	N	30	30	30	
Soal 7	Pearson Correlation	.778	.734	.821	
	Sig. (2-tailed)	.000	,000	,000	Valid
	N	30	30	30	
Soal 8	Pearson Correlation	.813	.822	.807	
	Sig. (2-tailed)	.000	,000	,000	Valid
	N	30	30	30	
Soal 9	Pearson Correlation	.727	.818	.895	
	Sig. (2-tailed)	.000	,000	,000	Valid
	N	30	30	30	
Soal 10	Pearson Correlation	.788	.724	.831	
	Sig. (2-tailed)	.000	,000	,000	Valid
	N	30	30	30	
Soal 11	Pearson Correlation	.776	.792	.855	
	Sig. (2-tailed)	.000	,000	,000	Valid
	N	30	30	30	
Soal 12	Pearson Correlation	.741	.848	.839	
	Sig. (2-tailed)	.000	,000	,000	Valid
	N	30	30	30	

Based on the table above, the validity test results for the three variables—namely, the Arabic literacy program (X1), learning motivation (X2), and Arabic learning outcomes (Y)—indicate that all statement items in the instrument are valid. This is evidenced by the calculated r-values exceeding the critical r-value, where the r-table value for N = 30 at a 5% significance level (0.05) is 0.361. Thus, all items in the questionnaire are considered suitable for use, as they effectively measure the intended variables.

Reliability Test

Table 2. Reliability Test

Variable	CronbachAlpha	Description

Arabic Literacy Program (X1)	0.889		Reliable
Learning Motivation (X2)	0.874		Reliable
Arabic Language Learning Outcomes (Y)	0.901		Reliable

Based on the table above, the reliability test results show that all variables have a Cronbach Alpha value > 0.60, which means that this research instrument has sufficient internal consistency (Rosita et al., 2021). Thus, the questionnaire used is considered reliable and feasible to use to measure the Arabic literacy program, learning motivation, and students' Arabic learning outcomes.

Normality Test

Table 3. Normality Test

One-Sample Kolmogorov-Smirnov Test

		Unstandardized Residual
N		30
Normal Parameters[a,b]	Mean	.0000000
	Std. Deviation	8.74629
Most Extreme Differences	Absolute	.112
	Positive	.081
	Negative	-.112
Test Statistic		.112
Asymp. Sig. (2-tailed)		.168[c,d]

Based on the results of the normality test, the significance value is 0.168. Because the significance value (Asymp. Sig.) of 0.168> 0.05, it can be concluded that the residual data is normally distributed (Isnaini et al., 2025).

Correlation Coefficient Analysis

Tabel 4. Correlation Coefficient Analysis Results X1 and X2 Against Y

Correlations

		Arabic Literacy Program (X1)	Learning Motivation (X2)	Arabic Language Learning Outcomes (Y)
Arabic Literacy Program (X1)	Pearson Correlation	1	.788[**]	.796[**]
	Sig. (2-tailed)		.002	.002

	N	30	30	30
Learning Motivation (X2)	Pearson Correlation	.788**	1	.908**
	Sig. (2-tailed)	.002		.000
	N	30	30	30
Arabic Language Learning Outcomes (Y)	Pearson Correlation	.796**	.908	1
	Sig. (2-tailed)	.002		.000
	N	30	30	30

From the table above, it is evident that the Sig. (2-tailed) value between the Arabic Literacy Program (X1) and Arabic Language Learning Outcomes (Y) is 0.002, which is less than 0.05. This indicates a significant correlation between the literacy program variable and learning outcomes. Furthermore, the relationship between Learning Motivation (X2) and Arabic Language Learning Outcomes (Y) shows a Sig. (2-tailed) value of 0.000, also less than 0.05, indicating a significant correlation between learning motivation and students' learning outcomes (Edelmann et al., 2021).

In addition, the Pearson correlation coefficient between the Arabic Literacy Program and Learning Outcomes is 0.796, indicating a strong and positive relationship. The correlation between Learning Motivation and Learning Outcomes is 0.908, reflecting a powerful and positive relationship. This suggests that better implementation of the literacy program and higher student motivation will likely lead to improved Arabic language learning outcomes.

Coefficient of Determination Analysis

Tabel 5. Coefficient of Determination Analysis Results

		Model Summary		
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.873a	.760	.752	2.915
a. Predictors: (Constant), *Program Literasi Bahasa Arab*, *Motivasi Belajar*				

Based on the table above, the results of the coefficient of determination analysis show an adjusted R square value (coefficient of determination) of 0.752, indicating that the Arabic Language Literacy Program (X1) and Learning Motivation (X2) account for 75.2% of the variance in Arabic Language Learning Outcomes (Y). The remaining 24.8% is influenced by other factors not included in this research model. The coefficient of determination suggests that the influence of the two independent variables on learning outcomes is relatively strong. In

other words, the more effectively the Arabic Language Literacy Program is implemented and the higher the students' motivation to learn, the better the Arabic learning outcomes achieved by students at SMP IT Al Amin Padang.

Discussion

The Effect of the Arabic Literacy Program on Learning Outcomes

The results indicate that the Arabic literacy program significantly impacts students' learning outcomes. The correlation value between the Arabic literacy program variable (X1) and learning outcomes (Y) is 0.796, with a significance level of 0.002, less than 0.05, indicating a strong and positive relationship. This means that the better the literacy program implementation, the higher the students' academic achievement. The Arabic literacy referred to in this study includes activities such as reading Arabic texts, understanding their meaning, and writing exercises (Ilmiani et al., 2022). These activities expand vocabulary and enhance students' practical understanding of language structures. With improved reading and comprehension skills, students become more confident in solving problems and understanding the lessons delivered by their teachers.

The Effect of Learning Motivation on Learning Outcomes

Learning motivation also demonstrates a robust correlation with students' academic performance. This is evidenced by a correlation value of 0.908, with a significance level of 0.000 below 0.05. This finding confirms that intrinsic motivation—such as the drive for achievement, curiosity, and an awareness of the importance of the Arabic language—plays a critical role in learning success. Highly motivated students tend to be more active in class, complete their assignments on time, and show greater enthusiasm during lessons (Chans & Portuguez Castro, 2021). Moreover, motivation also fosters students' discipline and sense of responsibility. Therefore, motivation is not merely a supporting factor but a key determinant of academic achievement (Fahmi et al., 2025).

The Combined Effect of the Arabic Literacy Program and Learning Motivation on Learning Outcomes

When both independent variables—the Arabic literacy program and learning motivation—are considered together, the coefficient of determination analysis reveals that they account for 75.2% of students' Arabic learning outcomes. This means that the effectiveness of literacy initiatives and learning motivation can explain nearly three-quarters of academic achievement. These results show that interventions addressing cognitive aspects through literacy and affective aspects through motivation represent a highly effective strategy for improving learning outcomes. Other external factors, such as the learning environment, teaching methods, family support, and others, influence the remaining 24.8%.

These findings indicate that improving Arabic learning outcomes requires a comprehensive approach incorporating literacy development and motivational support (Rohmat, 2025). This is because Arabic, as a foreign language, demands ongoing mastery, which can only be achieved through consistent reading practice and sustained motivation. Students who are motivated and familiar with Arabic texts can more easily grasp the material content. This finding implies the importance of designing Arabic instruction beyond memorization, incorporating long-term literacy strategies. This conclusion is consistent with the findings of Annisa et al. (2025), which demonstrated that language literacy significantly affects students' text comprehension (Annisa et al., 2025). However, unlike that study, the

present research highlights the synergistic role of literacy and motivation as a dual approach to enhancing learning outcomes.

Based on these findings, it is recommended that schools—particularly SMP IT Al Amin Padang—integrate Arabic literacy programs into their instructional practices systematically and consistently. Teachers should receive training to develop engaging and contextually relevant literacy materials. At the same time, lessons should be designed to foster student motivation through interactive learning, the use of appropriate media, and constructive feedback. Conceptually, this research opens avenues for future studies to explore other contributing factors, such as learning styles, the role of teachers, or the effectiveness of project-based learning models. From a policy perspective, schools could adopt integrated thematic learning policies that combine literacy and motivation into a unified learning process, promoting sustainable improvements in students' Arabic language proficiency.

Conclusion

This research found that both the Arabic literacy program (X1) and learning motivation (X2) significantly influence students' Arabic learning outcomes (Y). The validity and reliability test results indicate that the instruments used in this study meet the necessary criteria to measure the variables effectively. In addition, the normality test confirms that the data are typically distributed, further supporting the credibility of the research findings. Overall, the results of this study demonstrate that better implementation of the Arabic literacy program and higher levels of student motivation lead to improved Arabic learning outcomes.

This research's contribution lies in its integration of two variables that affect Arabic learning outcomes: language literacy and learning motivation. Conceptually, this study enhances our understanding of how these two factors interact to improve students' language proficiency. Methodologically, it employs an in-depth quantitative approach to explore the relationship between these variables, offering a meaningful contribution to developing Arabic language learning models. Theoretically, the study provides new insights into the relationship between literacy and motivation in language education.

Although this study provides valuable insights, some limitations should be acknowledged. One such limitation is the small sample size of only 30 students, which may not sufficiently represent broader school populations. This study focused solely on two factors influencing Arabic learning outcomes, while other aspects may also play a significant role. Therefore, future research is encouraged to include larger sample sizes and consider additional factors that may affect student achievement, such as the learning environment, parental support, and technology integration in education.

Acknowledgment

References

Agrasadya, A., Latif, L., & Sunarto, A. (2024). INCREASING STUDENTS'LEARNING MOTIVATION AT THE RUMAH DHUAFA AULIA FOUNDATION TO PREPARE SUPERIOR HUMAN RESOURCES FOR A GOLDEN INDONESIA 2045. *International Journal of Engagement and Empowerment (IJE2)*, *4*(1), 131–135. https://doi.org/10.53067/ije2.v4i1.153

Ahadi, G. D., & Zain, N. N. L. E. (2023). Pemeriksaan Uji Kenormalan dengan Kolmogorov-Smirnov, Anderson-Darling dan Shapiro-Wilk. *Eigen Mathematics Journal*, 11–19. https://doi.org/10.29303/emj.v6i1.131

Akbar, R., Sukmawati, U. S., & Katsirin, K. (2023). Analisis Data Penelitian Kuantitatif: Pengujian Hipotesis Asosiatif Korelasi. *Jurnal Pelita Nusantara*, *1*(3), 430–448. https://doi.org/10.59996/jurnalpelitanusantara.v1i3.350

Aldi, M., & Khairanis, R. (2024). The Synergy of Religion and Malay Culture in Improving the Empowerment of Islamic Communities Towards Achieving SDGS. *PERADA*, *7*(2). https://doi.org/10.35961/perada.v7i2.1758

Anggraeni, A., Muhaemin, M., & Sulistiani, I. (2025). Prophetic Leadership in Islamic Schools: Transforming Teacher Performance and Student Achievement. *International Journal of Asian Education*, *6*(1), 17–28. https://doi.org/10.46966/ijae.v6i1.476

Annisa, A., Al-Ghozi, H. G., Dalimunthe, L. A. Z., & Nasution, S. (2025). Peran Literasi Agama dalam Meningkatkan Maharah Qira'ah di SMP Pahlawan Nasional Kota Medan. *Hikmah: Jurnal Studi Pendidikan Agama Islam*, *2*(1), 73–86. https://doi.org/10.61132/hikmah.v2i1.533

Arbeni, W., Windiani, A., Sihotang, D. S. B., Anggraini, N., Wulandari, S., & Nugroho, A. (2025). Test Reliability Analysis in Educational Evaluation: A Quantitative Approach to Consistency and Validity. *Holistic Science*, *5*(1), 59–64. https://doi.org/10.56495/hs.v5i1.838

Bidari, B., & Safitri, N. (2025). Motivasi Belajar Bahasa Arab Mahasantri Lulusan "Non-Pesantren" di Institut Dirosat Islamiyah Al-Amien (Idia) Prenduan. *Hikmah: Jurnal Studi Pendidikan Agama Islam*, *2*(1), 342–349. https://doi.org/10.61132/hikmah.v2i1.618

Chans, G. M., & Portuguez Castro, M. (2021). Gamification as a strategy to increase motivation and engagement in higher education chemistry students. *Computers*, *10*(10), 132. https://doi.org/10.3390/computers10100132

Daruhadi, G., & Sopiati, P. (2024). Pengumpulan data penelitian. *J-CEKI: Jurnal Cendekia Ilmiah*, *3*(5), 5423–5443. https://doi.org/10.56799/jceki.v3i5.5181

Deslippe, A. L., Bergeron, C., Wu, O. Y., & Cohen, T. R. (2025). Equalizing the Playing Field and Improving School Food Literacy Programs Through the Eyes of Teens: A Grounded Theory Analysis Using a Gender and Sport Participation Lens. *Nutrients*, *17*(4), 685. https://doi.org/10.3390/nu17040685

Edelmann, D., Móri, T. F., & Székely, G. J. (2021). On relationships between the Pearson and the distance correlation coefficients. *Statistics & Probability Letters*, *169*, 108960. https://doi.org/10.1016/j.spl.2020.108960

Fahmi, A. I. K., Degeng, M. D. K., & Soepriyanto, Y. (2025). The impact of the case-based learning model and learning motivation on learning outcomes. *Journal of Research in*

Instructional, 5(1), 258–270. https://doi.org/10.30862/jri.v5i1.612

Gamage, A. N. (2025). Research Design, Philosophy, and Quantitative Approaches in Scientific Research Methodology. *Sch J Eng Tech*, 2, 91–103. https://doi.org/10.36347/sjet.2025.v13i02.004

Ghiasvand, F., & Seyri, H. (2025). A collaborative reflection on the synergy of Artificial Intelligence (AI) and language teacher identity reconstruction. *Teaching and Teacher Education*, *160*, 105022. https://doi.org/10.1016/j.tate.2025.105022

Hijriyah, U., Edi, R. N., Erlina, E., Kesuma, G. C., & Saâ, T. (2024). INNOVATIVE APPROACHES TO ARABIC VOCABULARY LEARNING FOR ISLAMIC SENIOR HIGH SCHOOL STUDENTS WITH LECTORA INSPIRE. *Jurnal Pendidikan Islam*, *10*(2), 218–233. https://doi.org/10.15575/jpi.v10i2.28754

Huda, M. M., Mahfudhoh, R., Tsanawiyah, M., & Keras, N. (2024). *Enhancing Arabic Writing Skills Through the Genre-Based Approach in Senior High School*. 4(2), 121–134.

Ilmiani, A. M., Miolo, M. I., Hunainah, H., & Maghfurin, A. (2022). Building Literacy in Reading Foreign Language Books for Arabic Education Students. *Arabiyat: Jurnal Pendidikan Bahasa Arab Dan Kebahasaaraban*, *9*(1), 44–55. https://doi.org/10.15408/a.v9i1.20312

Isnaini, M., Afgani, M. W., Haqqi, A., & Azhari, I. (2025). Teknik Analisis Data Uji Normalitas. *J-CEKI: Jurnal Cendekia Ilmiah*, *4*(2), 1377–1384. https://doi.org/10.56799/jceki.v4i2.7007

Jiang, J., Zhang, X., & Yuan, Z. (2024). Feature selection for classification with Spearman's rank correlation coefficient-based self-information in divergence-based fuzzy rough sets. *Expert Systems with Applications*, *249*, 123633. https://doi.org/10.1016/j.eswa.2024.123633

Khairanis, R., & Aldi, M. (2025). The Role of Arabic in Strengthening Cultural Identityin the Digital Age. *CARONG: Jurnal Pendidikan, Sosial Dan Humaniora*, *1*(3), 119–130. https://doi.org/10.62710/annx2098

Khairanis, R., Putri, N., & Dinata, R. S. (2023). *THE CORRELATION BETWEEN GRAMMAR MASTERY AND READING ABILITY*. 554–564. https://ibicie.uinib.ac.id/index.php/ibicie/article/view/95

Lahmi, A., Halim, S., & Novigator, H. (2025). The Effect of Religious Extracurricularon Students' Spiritual and Social Attitudes at School. *Al-Hayat: Journal of Islamic Education*, *9*(1), 28–43. https://doi.org/10.35723/ajie.v9i1.58

Nguyen, T. D., Shih, M.-H., Srivastava, D., Tirthapura, S., & Xu, B. (2021). Stratified random sampling from streaming and stored data. *Distributed and Parallel Databases*, *39*, 665–710. https://doi.org/10.1007/s10619-020-07315-w

Qomusuddin, I. F., & Romlah, S. (2022). *Analisis data kuantitatif dengan program IBM SPSS Statistic 20.0*. Deepublish. https://books.google.co.id/books?hl=id&lr=&id=N7NNEQAAQBAJ&oi=fnd&pg=PP1&dq=Qomusuddin,+I.+F.,+%26+Romlah,+S.+(2022).+Analisis+data+kuantitatif+dengan+program+IBM+SPSS+Statistic+20.0.+Deepublish.&ots=Op-jZQe3_o&sig=10PkJgzNHudnQ9HKov5n8-BpPO0&redir_esc=y#v=onepage&q&f=false

Riyadi, S., & Rozaanah, R. (2025). Analysis of Arabic Language Learners' Motivation and Attitudes: An AMTB Study on Final-Semester Students at STAI As-sunnah Deli

Serdang. *Jurnal Al-Fawa'id: Jurnal Agama Dan Bahasa*, *15*(1), 141–157. https://doi.org/10.54214/alfawaid.Vol15.Iss1.793

Rohmat, B. (2025). *The Role Of Digital Literacy In Arabic Language Learning In The Era Of Industrial Revolution 4 . 0*. 541–550. https://doi.org/10.30868/im.v7i02.8197Rosita, E., Hidayat, W., & Yuliani, W. (2021). Uji validitas dan reliabilitas kuesioner perilaku prososial. *FOKUS: Kajian Bimbingan Dan Konseling Dalam Pendidikan*, *4*(4), 279–284. https://doi.org/10.22460/fokus.v4i4.7413

Solahudeen, O.-A. I., Oluwatosin, Y. I., ISSA, B. N., & Babatunde, A. S. (2025). Attitude of Islamic Studies Students towards Learning Arabic Language in Secondary Schools in Asa Local Government, Kwara State. *NPRC Journal of Multidisciplinary Research*, *2*(2), 197–210. https://doi.org/10.3126/nprcjmr.v2i2.76204

Susanto, P. C., Arini, D. U., Yuntina, L., Soehaditama, J. P., & Nuraeni, N. (2024). Konsep Penelitian Kuantitatif: Populasi, Sampel, dan Analisis Data (Sebuah Tinjauan Pustaka). *Jurnal Ilmu Multidisplin*, *3*(1), 1–12. https://doi.org/10.38035/jim.v3i1

Yanti, C. A., & Akhri, I. J. (2021). Perbedaan uji korelasi pearson, spearman dan kendall tau dalam menganalisis kejadian diare. *Jurnal Endurance*, *6*(1), 51–58. http://doi.org/10.22216/jen.v6i1.5256

Yundayani, A., & Alghadari, F. (2025). The reflective factors of students' determination for effective learning in higher education. *Eureka: Journal of Educational Research*, *3*(2), 115–127. https://doi.org/10.56773/ejer.v3i2.40

Zafirah, K. S., Khalid, S. M., & Nurmala, M. (2025). Arabic Language Learning in Cybernetic Theory Perspective: A Case Study of Hayfa Academy as an Effort to Improve SDGs4. *International Journal of Arabic Language Teaching*, *7*(01), 21–38. https://doi.org/10.32332/ijalt.v7i01.9986