



The Influence of Internal and External Factors on Students' Interest in Learning Arabic at UINSI Samarinda

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Abstract

Learning the Arabic language presents unique challenges in higher education, particularly for students in the Arabic Language Education Department at UINSI Samarinda (Saepudin, 2012). This research aims to analyze the partial and simultaneous effects of internal factors (X_1) and external factors (X_2) on students' interest in learning Arabic (Y). This study employed a quantitative research design utilizing multiple linear regression analysis and a purposive sampling technique. A sample of 75 third-semester students from the Arabic Language Education Study Program participated in this study (Arikunto, 2000). Data were collected using questionnaires, observations, surveys, interviews, and documentation. Data analysis revealed that internal factors had a significant positive partial effect on learning interest ($t_{count} = 3.385 > t_{table} = 1.993, p = 0.002$). In contrast, quantitative testing showed that external factors had a significant negative partial impact ($t_{count} = -2.294 < t_{table} = 0.432, p = 0.000$). However, qualitative interview findings confirmed that external factors, such as teaching techniques and peer interactions, positively supported student motivation (Purwanto, 2014). Furthermore, simultaneous regression testing demonstrated that internal and external factors together did not exert a positive simultaneous effect ($F_{count} = 6.229 > F_{table} = 3.12, p = 0.003$). These findings emphasize the dominant role of internal factors, particularly student motivation, readiness, and cognitive engagement in sustaining interest in learning Arabic.

Keywords: Arabic learning interest, external factors, internal factors, UINSI Samarinda

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A. Introduction

Arabic language education holds a prominent position in Indonesia's Islamic education system, dating back to the historical entry of Islam into the archipelago (Rosyidi & Ni'mah, 2011). Because Arabic is integral to Islamic worship, religious literature, and academic studies, educational institutions have systematically embedded Arabic language instruction into their curricula (Rosyidi & Ni'mah, 2011). Effective language instruction requires paying close attention to individual learner differences (Saepudin, 2012). In East Kalimantan, improving national education standards involves addressing learning strategies for diverse student bodies, particularly in higher education settings like Universitas Islam Negeri Sultan Aji Muhammad Idris (UINSI) Samarinda (Saepudin, 2012).

Despite institutional support, learning Arabic in university settings presents significant psychological and environmental challenges (Slameto, 2020). Students enrolled in the Arabic Language Education (PBA) program exhibit varying degrees of motivation and interest (Amida, 2021). As coursework progresses, academic challenges such as translation difficulties, complex grammatical structures (*Nahwu-Shorof*), and external commitments frequently impact student enthusiasm (Ibrahim, 1962). Interest is defined as a psychological tendency that directs attention and action toward people, activities, or situations, accompanied by feelings of pleasure (Muliani, 2022). Student learning interest is shaped by two core dimensions: internal factors originating within the learner and external factors originating from the environment (Slameto, 2020).

While previous empirical studies have investigated factors influencing academic achievement such as Mahmud (2022) in Makassar or Varera (2018) in Yogyakarta there remains an empirical gap regarding how internal and external factors interact to influence Arabic learning interest among university students in East Kalimantan. Therefore, this study investigates the partial and simultaneous impacts of internal and external factors on student interest in learning Arabic at UINSI Samarinda (Yuliara, 2016).

B. Literature Review

A robust theoretical frame is essential to analyze student motivation and academic interest (Slameto, 2020). Learning interest serves as an internal driving force that directs student behavior toward academic success (Al-Fil, 2019). According to Slameto (2020), learning interest and outcomes are jointly conditioned by internal and external variables.

Internal factors (X₁) encompass psychological and physiological elements inherent to the student, including cognitive capacity (IQ), natural language talent/aptitude, physical health, fatigue, readiness, and personal attention (Purwanto, 2010; Slameto, 2020). Cognitive development directly influences a student's grasp of Arabic grammar and vocabulary (Ruswati, 2011). Aptitude accelerates language acquisition skills (Reza, 2014), while readiness and attention sustain long-term engagement during university lectures (Slameto, 2020).

External factors (X₂) represent environmental influences, including educational background, economic status, lecturer teaching techniques, peer relationships, organizational activities, and social media exposure (Slameto, 2020). In Arabic language learning, prior background in pesantren or Madrasah Aliyah

provides foundational advantages in vocabulary (mufrodat) and grammar (tashrifan) (Nurlaili, 2022). Furthermore, family economic status and lecturer instructional strategies provide structured support that can enhance learning interest (Winata, 2013; Purwanto, 2014).

C. Method

The Method section describes in detail how the study was conducted. A complete description of the methods used enables the reader to evaluate the appropriateness of the method. This study utilized a quantitative research design using multiple linear regression analysis, supplemented by descriptive qualitative interviews to triangulate findings (Sugiyono, 2021).

The study population comprised all active students in the Arabic Language Education (PBA) Department at UINSI Samarinda (Sugiyono, 2021). Applying Yamane's formula with a 5% margin of error to the active student population produced a sample size of 75 third-semester students (Sugiyono, 2021): $n = N / (1 + N(e)^2) = 93 / (1 + 93(0.05)^2) \approx 75$ students"

Data collection instruments included Surveys & Closed Questionnaires: Measured using a 5-point Likert scale (Sugiyono, 2021). Sub-variables were screened prior to questionnaire administration (Adiyanta, 2019). Interviews: Structured interviews conducted with 10 representative students to gather context on quantitative results (Adiyanta, 2019). Observation and Documentation: Academic records, course syllabi, and administrative data (Arikunto, 2000).

Instrument validity was verified via Pearson's Product-Moment correlation ($r_{count} > r_{table} = 0.2272$), and internal consistency was confirmed using Cronbach's Alpha ($\alpha > 0.60$) across all variables (Ghozali, 2016). Data were processed using SPSS version 26 (Ghozali, 2016). Classical assumption tests were satisfied before performing multiple linear regression, t-tests (partial testing), and F-tests (simultaneous testing) (Yuliara, 2016; Ghozali, 2016)..

D. Findings

The overall mean response scores across the research variables demonstrated high levels of internal influence and student learning interest (Slameto, 2020).

Table 1. Descriptive Summary of Research Variables

Variable	Total Indicators	Mean Score	Percentage Category
Internal Factors (X ₁)	15 items	4.755	High Influence (71.52%)
External Factors (X ₂)	12 items	4.222	Moderate Influence (47.65%)
Learning Interest (Y)	16 items	4.402	High Interest (83.00%)

The multiple linear regression equation was formulated as follows (Yuliara, 2016; Sugiyono, 2021):

$$Y = 28.875 + 0.450X_1 + 0.056X_2 + e$$

Table 2. Multiple Linear Regression and Coefficients Output

Model	Unstandardized B	Std. Error	Beta (β)	tcount	Sig.	Tolerance	VIF
(Constant)	28.875	6.461	-	4.469	0.000	-	-
Internal Factors (X_1)	0.450	0.133	0.3385	3.385	0.002	0.812	1.232
External Factors (X_2)	0.056	0.025	-0.2294	-2.294	0.000	0.812	1.232

1. **Regression Constant (28.875):** Indicates that if internal and external factors are zero, the base learning interest score is 28.875 (Yuliara, 2016).
2. **Internal Factors (X_1):** A 1-unit increase in internal factors increases Arabic learning interest by 0.450 points (45.0%) (Yuliara, 2016).
3. **External Factors (X_2):** Shows a small positive coefficient parameter (+0.056) in the equation, but displays a negative partial t-statistic (-2.294) due to inter-variable variance (Ghozali, 2016).

Hypothesis Testing

Table 3. Summary of Partial (t-test) and Simultaneous (F-test) Results

Hypothesis Test	Statistical Value	Critical Table	Significance	Decision	Conclusion
Partial $X_1 \rightarrow Y$ (H_1)	$t_{count} = 3.385$	$t_{table} = 1.993$	$p = 0.002$	Accept H_1	Significant Positive Effect
Partial $X_2 \rightarrow Y$ (H_2)	$t_{count} = -2.294$	$t_{table} = 0.432$	$p = 0.000$	Reject H_2	Significant Negative/Inverse Effect
Simultaneous $X_1, X_2 \rightarrow Y$ (H_3)	$F_{count} = 6.229$	$F_{table} = 3.120$	$p = 0.003$	Reject H_3	No Positive Simultaneous Effect

Coefficient of Determination (R^2): The correlation coefficient $R = 0.405$ indicates a moderate relationship (Yuliara, 2016). The Adjusted R^2 value of 0.506 indicates that internal and external factors account for **50.6%** of the variance in Arabic learning interest, while the remaining **49.4%** is influenced by unmeasured external variables (Ghozali, 2016).

E. Discussion

The empirical findings confirm that internal factors exert a dominant positive effect on student interest in learning Arabic ($t_{count}=3.385>t_{table}=1.993$, $p=0.002$) (Ghozali, 2016). Students with strong personal determination, cognitive readiness, and focused attention consistently maintain high learning interest regardless of academic pressure (Slameto, 2020). This result aligns with research by Varera (2018), who observed that internal student dynamics accounted for the primary

variance in academic achievement. Similarly, Mahmud (2022) emphasized that internal student motivation directly predicts learning commitment. Conversely, the quantitative analysis revealed a significant inverse partial impact for external factors ($t=-2.294$) (Ghozali, 2016). In university environments, excessive reliance on external environmental stimuli such as peer social groups or campus organizational workloads can distract students from focused language practice (Sitinjak & Kadu, 2016). As Sitinjak and Kadu (2016) noted, external environmental variables do not automatically translate into positive learning motivation unless mediated by self-regulation. However, interview triangulations revealed that structured external supports remain valuable supplementary resources when effectively managed by students (Purwanto, 2014).

Finally, the simultaneous test demonstrated that internal and external factors together did not yield a positive combined effect ($F=6.229, p=0.003$) (Ghozali, 2016). This indicates that internal drive and external environmental conditions operate through distinct mechanisms rather than synergistically (Ghozali, 2016). When internal motivation is low, favorable external conditions are insufficient to sustain student interest in complex language tasks (Slameto, 2020).

F. Conclusion

This study concludes that internal factors are the primary driver of student interest in learning Arabic among third-semester students in the PBA Department at UINSI Samarinda (Slameto, 2020). Internal factors exert a strong, statistically significant positive partial effect ($t_{count} = 3.385, p = 0.002$) (Ghozali, 2016). External factors display an inverse quantitative effect ($t_{count} = -2.294$), though qualitative interviews highlight their descriptive utility in supporting daily study habits (Purwanto, 2014; Sitinjak & Kadu, 2016). Combined, internal and external factors do not produce a positive simultaneous enhancement ($F_{count} = 6.229$) (Ghozali, 2016). Educational practitioners and university lecturers should prioritize strengthening student intrinsic motivation, self-directed learning readiness, and cognitive engagement strategies to maximize long-term language learning success (Slameto, 2020).

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