

Exploring Student Motivation in Arabic Language Learning at State Madrasah Aliyah Schools in Samarinda

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Abstract

Low student motivation remains one of the most persistent barriers to successful foreign language acquisition, particularly in Arabic language learning at madrasahs, where variations in teaching strategies often fail to fully engage learners. This study aims to analyze students' motivation in Arabic language learning and its role in promoting academic achievement at State Madrasah Aliyah 1 Samarinda and State Madrasah Aliyah 2 Samarinda. This research employed a descriptive qualitative approach with a multi-case study design. Data were collected through observation, interviews, and documentation involving Arabic language teachers of grades X–XII and selected high-achieving students. Data were analyzed using the Miles, Huberman, and Saldana interactive model, including data condensation, data display, and conclusion drawing. The findings reveal that both madrasahs implement the Merdeka Curriculum with distinct instructional characteristics: MAN 1 emphasizes game-based, engaging learning, while MAN 2 focuses on academically challenging instruction. Students' motivation is shaped by intrinsic and extrinsic factors, which in turn influence their competencies in vocabulary, speaking, grammar, and reading. Strengthening both motivation and instructional strategies is essential to improve learning outcomes.



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A. Introduction

Student learning motivation is one of the key factors that determine the success of foreign language learning, including Arabic language learning at Madrasah Aliyah Negeri (MAN) (Lamb et al., 2019). In the context of madrasah education, Arabic is not only positioned as a foreign language, but also as the language of Islamic religion, science, and culture (Fitri & dkk., 2025). However, the reality on the ground shows that students' motivation to learn Arabic is still diverse and tends to be low compared to other subjects. Many students view Arabic as a difficult subject due to differences in writing systems, phonology, and grammatical structures, as well as the lack of opportunities to use Arabic in daily life. This condition has an impact on low student participation in learning and achievement of Arabic language competencies (Suryadi, 2020).

The problem of motivation to learn Arabic cannot be separated from classroom learning practices, teacher competence, learning environment, and support of school institutions (Lestari, 2023). In many madrasahs, Arabic learning is still dominated by traditional methods that emphasize grammatical and translation aspects, while communicative and student-centered approaches have not been optimally implemented. As a result, the learning process tends to be monotonous and less able to foster students' interest and active involvement (Sari & Millah, 2023). In Samarinda City, especially in Madrasah Aliyah Negeri, this challenge is becoming increasingly important considering the demands to improve the quality of education and academic achievement of students in accordance with national education standards.

Theoretically, learning motivation is understood as the internal and external drives that direct students' behavior, perseverance, and involvement in the learning process (Pertiwi et al., 2024). Intrinsic motivation is related to students' interest, curiosity, and personal awareness in learning Arabic, while extrinsic motivation is related to external factors such as the role of teachers, the assessment system, the school environment, learning facilities, and the future orientation of students (Sari et al., 2022). These two types of motivation have an important role in shaping students' learning attitudes and behaviors, so they need to be studied in depth in the context of Arabic learning in madrasahs.

Although various previous studies have examined the motivation to learn Arabic from the aspects of learning style, intrinsic motivation, and teacher competence, most of these studies are still partial and focus on a single variable in one educational institution without considering the dynamics of the social context and differences in institutional characteristics comparatively. Previous studies have tended to place motivation as a purely individual or pedagogical factor, but have not fully integrated it with the school's social environment, academic culture, and different learning policies in two institutions in the same geographical area. In fact, differences in local contexts, learning climates, and institutional strategies are very likely to affect the construction of student motivation differently even though they are in the same city. Therefore, there is a significant research gap in examining the motivation to learn Arabic through a multi-case comparative approach. There have not been many studies that have simultaneously analyzed the intrinsic, extrinsic, and social context factors of schools in two madrasahs located in the same city. Therefore, this study fills this gap through a comparative multi-case study at two

MANs in Samarinda to understand the variation in motivation and competency achievement of students in a more contextual manner.

The theoretical study in this study includes three main aspects, namely learning motivation, Arabic language learning, and multi-case study approach, which are the conceptual foundation in analyzing research phenomena comprehensively and systematically. Motivation is an internal and external force that encourages individuals to carry out activities to achieve certain goals. In the perspective of Maslow's theory of needs, motivation develops as basic needs are met until self-actualization is achieved (Maslow, 1954), while Herzberg emphasizes the importance of intrinsic factors such as achievement and recognition in increasing learning satisfaction (Herzberg et al., 1959). Self-Determination Theory also asserts that autonomy and a sense of control over the learning process play an important role in fostering intrinsic motivation.

Motivation in learning is divided into two main types, namely intrinsic motivation and extrinsic motivation. Intrinsic motivation is a learning impulse that arises from within students without any external pressure or reward (Deci & Ryan, 1985). The intrinsic motivation indicators include: 1) the existence of personal interest and inclination towards the subject, 2) high curiosity and desire to understand the material in depth, 3) feeling happy, satisfied, and enjoying the learning process, 4) the drive to excel and develop self-abilities, 5) awareness of personal goals and ideals that encourage learning consistency.

Intrinsic motivation allows students to continue learning consistently even without outside rewards or encouragement.

Meanwhile, extrinsic motivation is a learning impulse that arises due to the influence of external factors. Indicators of extrinsic motivation include: 1) the role and support of teachers through learning methods, feedback, and academic rewards, 2) a conducive school environment and positive social relationships, 3) family support in the form of attention, guidance, and supervision of learning, 4) the availability of adequate learning facilities and facilities, 5) There are awards or consequences such as values, praise, and sanctions.

Arabic language learning is an educational process that aims to develop students' linguistic competence comprehensively, including listening, speaking, reading, and writing skills (Qomaruddin & Haq, 2022). In addition, learning Arabic also includes mastery of linguistic elements such as vocabulary (*mufradāt*), structure or grammar (*qawā'id*), pronunciation (*ashwāt*), and the ability to understand and produce texts in various communication contexts (Nisa et al., 2022). Thus, learning Arabic is not only oriented to theoretical aspects, but also to communicative and functional skills so that students are able to use Arabic effectively in academic and social situations.

Analytically, the quality of Arabic language learning can be assessed through three main indicators (Edy Rizki Molyono & Edy Murdani Z, 2024), namely: 1) Learning planning, which includes the formulation of objectives, the preparation of materials, the selection of methods and strategies, the use of media, and the preparation of learning tools that are in accordance with the needs and characteristics of students, 2) Implementation of learning, which includes the implementation of strategies in the classroom, teacher-student interaction, the use of communicative or activity-based approaches, and the management of a learning

atmosphere that supports active student involvement, 3) Learning evaluation, which includes the process of assessing learning outcomes, providing feedback, measuring competency achievement, and follow-up on continuous learning improvement.

These three indicators can be used as an analysis knife to assess the effectiveness of Arabic learning in madrasas, as well as to see their relationship with the achievement of student competencies. In practice, Arabic learning in Indonesia develops in religious, academic, and professional orientations, but still faces challenges in terms of teaching quality and methodological relevance. Therefore, strengthening the aspects of planning, implementation, and evaluation is the key to improving the quality of Arabic language learning systematically and contextually.

B. Method

This study uses a descriptive qualitative approach with a dual case study design, which aims to examine the dynamics of learning motivation and student competence in learning Arabic in two State Aliyah Madrasah (MAN) in Samarinda City, namely MAN 1 Samarinda and MAN 2 Samarinda (Wahyuni, 2021). The qualitative approach was chosen because it allows researchers to understand the phenomenon of Arabic language learning in depth in its natural context without manipulating existing variables. The dual case study design was used to obtain a more comprehensive understanding through the comparison of two madrasah contexts that have different policy backgrounds, academic cultures, and learning strategies (Sugiyono, 2016). The research subjects consisted of Arabic teachers who taught in grades X, XI, and XII, as well as a number of students in grade XII who were purposively selected based on differences in their level of learning motivation and achievement.

Data collection was carried out through three main techniques, namely participatory observation, in-depth interviews, and documentation (Creswell, 2014). Observation was used to directly observe the Arabic learning process in the classroom, while interviews were conducted with teachers and students to explore their experiences and views regarding learning motivation and Arabic learning practices. Documentation includes the collection of supporting data such as learning tools, student learning outcomes, as well as school policy and curriculum documents. The data obtained was then analyzed using the Miles and Huberman interactive analysis model which included the stages of data collection, data reduction, data presentation, and conclusion drawn, with verification through triangulation techniques to ensure the validity and reliability of the research results (Miles & Huberman, 1994).

Multi-case studies are one of the designs in qualitative research that is used to examine the same phenomenon in several research units or locations in depth and contextually (Moleong, 2017). This approach aims to understand the dynamics of a phenomenon in a real-life context, so that researchers can obtain a comprehensive picture of how the phenomenon arises, develops, and is influenced by different social environments. Multi-case studies allow for broader exploration than single case studies because they involve more than one case that is systematically analyzed.

Methodologically, multi-case studies are carried out through two stages of analysis, namely within-case analysis and cross-case analysis. In-case analysis aims to understand the characteristics and patterns that appear in each case in depth, while cross-case analysis aims to identify similarities, differences, and general patterns between cases. Through this approach, researchers can produce richer findings, increase the validity of findings through contextual comparisons, and build a stronger understanding of the factors that influence the phenomenon being studied.

This research is directed to examine the intrinsic and extrinsic learning motivation of students in learning Arabic at Madrasah Aliyah Negeri (MAN) in Samarinda City. Intrinsic motivation reflects students' internal drives, such as personal interest in the Arabic language, awareness of its religious and academic values, and a desire to understand Islamic sources. The extrinsic motivation is related to external factors, including the pedagogic and professional competence of Arabic teachers, learning strategies applied in the classroom, a conducive school learning environment, and the support of madrasah institutions through policies, facilities, and academic climate. By using MAN in Samarinda as a research context, this study seeks to comprehensively describe how the relationship between intrinsic and extrinsic factors shapes students' learning motivation in Arabic learning contextually and empirically.

C. Findings and Discussion

Arabic Language Learning at Madrasah Aliyah Negeri 1 and Madrasah Aliyah Negeri 2 Samarinda

1. Learning Planning

Based on the results of interviews with Arabic teachers and direct observation of the learning process in the classroom, data was obtained that Arabic learning at MAN 1 was planned in stages according to the class level and student characteristics. In the first class, the teacher emphasizes strengthening basic vocabulary by utilizing visual media and learning technology, then continues with the introduction of language rules and practice the use of language in a simple context in the next class, until the final class is directed to understanding and analyzing religious and social texts. The results of the observation show that there is active interaction between teachers and students as well as the use of learning media to support learning engagement. In general, the planning and implementation of learning is in line with the achievement of targeted competencies in madrasahs.

Based on interviews with teachers and several students as well as observations of teaching and learning activities in the classroom, it is known that Arabic learning at MAN 2 is carried out systematically by paying attention to the level of difficulty of the material and the readiness of students. Teachers start with the strengthening of the basic language, then develop a deeper understanding of the rules and train students to understand texts that are relevant to academic needs and religious activities in the madrasah. Observations show that teachers use various media such as vocabulary cards and learning videos to help students' understanding, as well as provide structured explanations in the delivery of material. This shows that there is an integration between planning and implementation of learning.

The findings from interviews and observations in the two madrassas show that Arabic language learning is carried out through targeted planning and implementation that is adjusted to the context of madrasah life. The differences that arise are more variations in pedagogical strategies according to the characteristics of students and teachers' teaching styles. Theoretically, this condition is in line with contextual learning approaches and learning motivation theories that emphasize the importance of student active involvement as well as the relevance of the material to the learning environment (Vroom, 1964). Thus, the effectiveness of Arabic learning is greatly influenced by the harmony between planning, implementation, and dynamics of interaction in the classroom.

The findings of the study show that the Arabic language learning planning in MAN 1 and MAN 2 Samarinda has been arranged gradually and systematically according to the level of cognitive development of students. This pattern reflects the principle of scaffolding in the theory of social constructivism put forward by Lev Vygotsky, in which learning is given in stages from the simple to the complex through the support of the teacher. In MAN 1, the emphasis on strengthening vocabulary through visual media and technology shows that there are efforts to build students' prior knowledge as the basis for further competency development (Schunk, 2020). Meanwhile, MAN 2 emphasizes more on mastery of rules and text analysis that reflects a more in-depth cognitive approach. Both of these approaches can theoretically be explained through Jean Piaget's theory of cognitive development which asserts that learning must be adapted to the stage of intellectual development of students (Ormrod, 2016). Thus, gradual and structured learning planning shows conformity with modern pedagogical principles that place students as active subjects in the process of knowledge construction.

Furthermore, the effectiveness of learning planning in this study is not only determined by the structure of the material, but also by the quality of learning interactions and the use of media that support student engagement (Deci & Ryan, 1985). This is in line with the motivational theory Self-Determination Theory developed by Edward L. Deci and Richard M. Ryan, which emphasizes the importance of fulfilling students' basic psychological needs, namely autonomy, competence, and relatedness, in increasing intrinsic motivation. The use of varied learning media and active interaction between teachers and students in both madrassas shows that there are efforts to meet these needs. In addition, the difference in pedagogical strategies between MAN 1 and MAN 2 indicates that learning motivation is not universal, but is strongly influenced by the institutional context and academic culture that develops in each school (William, 2018). Thus, these findings reinforce the view that adaptive learning planning, contextual, and oriented to students' psychological needs is a key factor in improving the quality of Arabic language learning effectively and sustainably.

2. Learning Implementation

Based on the results of interviews with Arabic teachers and direct observations in the classroom, the implementation of Arabic learning at MAN 1 shows a varied and gradual approach according to the grade level. In the initial class, teachers teach basic vocabulary through visual media such as pictures and videos as well as educational games to increase student engagement. In the next class, learning began to be directed to the introduction of language rules and practice the use of

language in simple conversations by utilizing vocabulary cards and learning applications. In the final grade, learning is focused on understanding religious texts with the help of technology to clarify meanings. The results of the observation showed that there was active student participation and a fairly dynamic interaction between teachers and students during the learning process.

Based on interviews and learning observations at MAN 2, the implementation of Arabic learning is carried out systematically with an emphasis on understanding the structure of the language in stages. In the first class, the teacher introduces the basics of sentence structure and simple rules to help students read basic texts. In the next class, the material develops on deepening the rules and practicing understanding the text with group discussions and the use of learning media. In the final class, learning is focused on analyzing more complex texts by applying the rules of nahwu and sharaf in understanding the meaning and structure of sentences. Observations show that the learning process takes place in a structured manner, with explanations of the material and exercises that adjust the level of students' abilities.

The implementation of learning in both madrasas shows efforts to adjust the method to the characteristics of students and the academic culture of the madrasah. The variety of strategies used reflects the application of contextual learning that emphasizes the relevance of the material to the needs of students. Theoretically, these findings can be explained through a theory of learning motivation which states that active engagement (Rahman, 2019), the use of engaging media (Sari & Millah, 2023), and the linkage of the material to academic needs will increase student participation (Mahfud, 2019). Thus, the effectiveness of the implementation of Arabic language learning in the two madrasahs is greatly influenced by adaptive pedagogical strategies and a balance between understanding the structure of the language and the practice of its use in the context of learning.

The implementation of Arabic language learning at MAN 1 and MAN 2 Samarinda shows a differentiation in pedagogical orientation that has implications for students' learning experience. MAN 1 tends to implement learning that is exploratory and activity-based, where students are encouraged to engage directly through games, visual media, and learning technologies (Hattie, 2012). This approach reflects the principle of experiential learning which emphasizes that knowledge is built through direct experience and active involvement in the learning process. In contrast, MAN 2 adopts a more systematic and structured approach with an emphasis on mastery of language rules and text analysis, which shows an orientation to mastery learning where students are directed to achieve deep understanding through successive learning stages (Black & William, 2018). This difference shows that the implementation of learning is not only influenced by the curriculum, but also by the teaching paradigm embraced by each teacher and institution.

From a theoretical perspective, the variation in the implementation of learning can be understood through the framework of student engagement theory, which emphasizes that the quality of learning is highly determined by the level of cognitive, emotional, and behavioral involvement of students. The approach used in MAN 1 has the potential to increase emotional and behavioral engagement through

a fun learning atmosphere, while the approach in MAN 2 encourages more cognitive engagement through analysis and deep understanding activities. Thus, both approaches have their own advantages, but also show that the balance between the engagement aspect and the depth of the material is an important factor in learning effectiveness (Fredricks, 2019). Therefore, the optimal implementation of Arabic language learning depends not only on the variety of methods, but also on the ability of teachers to integrate approaches that are able to accommodate various dimensions of student engagement simultaneously.

3. Learning Evaluation

Field findings obtained through interviews with teachers and direct observations in the classroom show that the evaluation of Arabic learning in MAN 1 is carried out in stages according to the grade level and competencies to be achieved. In the initial class, assessment is carried out through simple daily tests and individual assignments that measure vocabulary mastery as well as the ability to compose them in sentences. At the next level, the evaluation form develops into project tasks such as the drafting of dialogues and the practice of using language in certain situations. As for the final grade, evaluation is realized in a competency test that measures students' ability to understand and apply material to more complex texts. The results of the observations show that the evaluation assesses not only cognitive aspects, but also active language use skills.

Based on the interaction between the researcher and the teacher and the results of the observation of the assessment process in the classroom, the evaluation of Arabic learning in MAN 2 was designed systematically with an emphasis on mastery of language structure and text comprehension. In the initial class, the assessment is focused on a daily test that measures understanding of basic rules and the ability to compose simple sentences. At the next level, the evaluation is directed to the application of more complex rules through sentence analysis and text comprehension exercises. Meanwhile, in the final class, the assessment is carried out through a competency test that assesses the ability to read and understand the text by applying the rules of *nahwu* and *sharaf* appropriately. Observations show that the evaluation process takes place in a structured manner and adjusted to the student's academic development.

If viewed rationally, the evaluation pattern in the two madrasas reflects efforts to adjust the assessment system to the learning character applied by each school. Evaluation not only functions as a tool to measure learning outcomes, but also as a means of strengthening the learning process that has taken place. From a theoretical perspective, these findings are in line with the concept of authentic evaluation and learning motivation theory that emphasizes that relevant and contextual forms of assessment are capable of increasing student engagement (Suryadi, 2020). Thus, the effectiveness of Arabic language learning evaluation is highly dependent on the alignment between the learning objectives, implementation strategies, and assessment models used.

The findings of the study show that the evaluation of Arabic learning in MAN 1 and MAN 2 Samarinda not only functions as a tool for measuring learning outcomes, but also as an integral part of the learning process itself. In MAN 1, the variety of evaluation forms such as project assignments, dialogue practices, and competency tests reflect the orientation towards performance-based assessment, which

emphasizes students' ability to use language in real terms. Meanwhile, MAN 2 emphasizes more evaluations oriented to mastery of language structures and text analysis, which shows a tendency towards cognitive and academic-based assessments (Black & Wiliam, 2018). This difference shows that the evaluation system is strongly influenced by the learning objectives to be achieved, where MAN 1 is more oriented towards the development of communicative skills, while MAN 2 focuses on the accuracy and depth of linguistic understanding (Slavin, 2018). In the perspective of educational evaluation theory, this condition is in line with the concept of alignment which emphasizes that assessment must be aligned with learning objectives and strategies in order to produce a valid and meaningful picture of learning outcomes.

Furthermore, evaluation practices in both madrassas can be analyzed through the assessment for learning framework, which places evaluation as a process that supports learning, not just measuring final results. The variety of forms of assessment used, whether in the form of tests, assignments, or practices, shows that there is an effort to provide continuous feedback on student learning development. This is in line with the views of Paul Black and Dylan Wiliam who emphasized that effective assessment must be able to encourage improvement of the learning process through constructive feedback. In addition, the difference in evaluation orientation between the two madrassas also shows that the effectiveness of assessment is not single, but depends on the learning context and the needs of the competencies to be developed (Ormrod, 2016). Therefore, the integration between cognitive and performative assessments becomes important to produce a more comprehensive evaluation, so as to not only measure what students know, but also how they use that knowledge in the real context of learning Arabic.

Student Motivation in Arabic Language Learning at Madrasah Aliyah Negeri 1 and Madrasah Aliyah Negeri 2 Samarinda

1. Intrinsic Motivation

Based on the results of interviews and observations, the intrinsic motivation of students at MAN 1 in learning Arabic is influenced by religious motivation that is personal and direct. Students state that they want to understand the Qur'an and hadith more deeply without relying entirely on translation. Arabic is seen as an authentic means to get closer to the meaning of religious teachings. Observations show that when learning is associated with the interpretation of religious texts, students show high emotional engagement and enthusiasm. This shows that the drive to learn arises from an internal awareness of the spiritual meaning of the Arabic language.

In MAN 2, the results of interviews and observations showed that students' intrinsic motivation was also rooted in the desire to understand religious teachings through Arabic, but with a more academic orientation. Students are encouraged to master Arabic in order to be able to read classical books, understand fiqh and interpretation, and analyze texts in more depth. Learning satisfaction arises when they manage to understand the structure of language and relate it to the meaning of the text. Thus, internal impulses are not only spiritual, but also intellectual in the context of deepening knowledge.

Theoretically, the difference in intrinsic motivation in the two madrassas shows a different internalization character of Arabic language learning. At MAN 1, intrinsic motivation grows out of personal awareness and spiritual need that makes students learn with strong emotional engagement and meaning (Ushioda, 2013). Meanwhile, in MAN 2, intrinsic motivation develops through the intellectual drive to understand, analyze, and master language in a more in-depth and systematic manner (Dayana, 2021). This difference contains an important message that the quality of learning Arabic is not only determined by methods, but by how the language is interpreted by students: whether as a means of appreciating values or as an instrument of scientific capacity development (Syahril, 2020). Both are equally powerful, yet show different orientations of depth of meaning.

The findings of this study show that students' intrinsic motivation in learning Arabic in the two madrassas differs not only at the level of orientation, but also in the way students build meaning towards the learning activities themselves. In MAN 1, Arabic is interpreted as an existential experience that is directly related to spiritual needs, so that learning activities are not perceived as academic obligations, but as part of the process of searching for personal meaning (Fadilah, 2020). From the perspective of educational psychology, this condition can be understood as a form of meaning-oriented learning, where learning involvement arises because of the deep relevance between the material and the identity and values that students believe in. High emotional involvement in learning shows that the learning process has touched a strong affective dimension, resulting in relatively stable motivation and not easily dependent on external factors (N. A. Azmi, 2018).

In contrast, in MAN 2, intrinsic motivation develops through a more structured cognitive process, in which students interpret Arabic as a system of knowledge that must be understood logically and systematically. This orientation shows that learning activities are seen as a means to achieve higher intellectual competence, especially in understanding the text and language structure in depth. Within the framework of information processing theory, this condition reflects a high level of cognitive engagement, in which students actively organize, elaborate, and integrate new knowledge into existing cognitive structures (N. A. Azmi, 2018). This difference confirms that intrinsic motivation is not only influenced by internal factors, but also by the way learning shapes the way students think about the language itself. Thus, the quality of intrinsic motivation depends largely on how the learning experience is designed: whether it encourages the formation of personal meaning or the strengthening of academic thinking structures, or ideally being able to integrate the two in a balanced way.

2. Extrinsic Motivation

Based on the results of interviews and observations, the extrinsic motivation of students at MAN 1 is strongly influenced by the role of teachers and the school's social environment. Teachers who use interactive methods such as games, discussions, and conversation-based activities are able to increase students' enthusiasm for learning. In addition, family support also strengthens the motivation to learn, especially for students who come from environments with an Arabic language education background. A supportive school environment, such as Arabic extracurricular activities and vocabulary visualization in the classroom, are also external factors that encourage students to learn Arabic more actively.

In MAN 2, students' extrinsic motivation is also formed through the role of teachers and institutional programs that support Arabic language learning. Teachers associate the material with the understanding of religious texts, so that students feel encouraged to learn in order to achieve academic achievements and understand the material more deeply. In addition, the existence of religious programs and Arabic-based extracurricular activities provides additional space for students to develop their skills. The support of peers and family in participating in the program also strengthens the encouragement to learn from outside of students.

Based on extrinsic motivation indicators, the two madrassas showed a strong influence of external factors in encouraging student learning, but with different characters. In MAN 1, extrinsic motivation is more predominantly influenced by the role of teachers through interactive learning methods, pleasant classroom atmospheres, and social support from families and a conducive school environment (F. Al Azmi et al., 2023). The reward factor and direct feedback from teachers strengthen student engagement (Gagne, 1985). Meanwhile, in MAN 2, extrinsic motivation is more prominent in institutional support such as religious programs, a directed academic structure, and the drive to achieve good achievements and grades (Al-Asmari, 2016). Thus, MAN 1 shows more pedagogical and social external reinforcement, while MAN 2 shows external reinforcement that is more structured and oriented towards academic achievement.

The findings of the study show that the extrinsic motivation of students in MAN 1 and MAN 2 Samarinda is formed through different external reinforcement mechanisms, which are related to how the learning environment conditions student behavior. In MAN 1, the dominance of the teacher's role through interactive methods, providing direct feedback, and creating a pleasant classroom atmosphere shows that there is a direct and situational reinforcement process. In the perspective of behaviorist theory, especially B. F. Skinner's thought, this condition can be understood as a form of positive reinforcement, in which students' learning responses are strengthened through pleasant learning experiences and appreciation given by teachers (Ryan & Deci, 2020). In addition, family support and a conducive school environment expand these sources of external reinforcement, thus forming a pattern of motivation that is responsive to social stimuli. Thus, extrinsic motivation in MAN 1 tends to develop through direct interaction and affective-social learning experiences.

On the contrary, extrinsic motivation in MAN 2 is more structured and institutionalized through the academic system and directed school programs. Students' learning motivation arises not only from classroom interactions, but also from the demands of academic achievement, religious programs, and expectations of mastery of more complex material. Within the framework of expectancy-value theory, this motivation is formed because students view success in learning Arabic as something valuable and relevant to their academic goals, and feel that they have the opportunity to achieve it through directed effort. The support of peers and family in participating in these programs also strengthens this orientation (Fadilah, 2020). The differences between the two madrassas show that extrinsic motivation can develop through two main paths, namely direct reinforcement based on pedagogical interaction and indirect reinforcement through institutional structures.

Therefore, the effectiveness of extrinsic motivation is largely determined by how the learning environment is able to combine the two forms of reinforcement in a balanced and sustainable manner.

D. Conclusion

Based on the results of the study, it can be concluded that students' learning motivation in learning Arabic at MAN 1 Samarinda and MAN 2 Samarinda shows different characteristics according to their respective institutional contexts, where MAN 1 tends to build motivation through a fun and interactive learning approach, while MAN 2 through a more academic and challenging approach. Students' learning motivation in both madrasahs is influenced by the interaction between intrinsic factors, such as interests, aspirations, and curiosity, as well as extrinsic factors, such as the role of teachers, learning strategies, learning environments, and educational facilities. The difference in learning strategies and environmental context has implications for the variation in students' Arabic language competency achievements, especially in the aspects of vocabulary, grammar, reading skills, and speaking. Thus, it can be understood that learning motivation is not only individual, but also strongly influenced by learning design and institutional conditions, so strengthening adaptive and contextual learning strategies is key in improving students' motivation and Arabic learning outcomes.

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