

Lecturers' Strategies to Enhance Students' Motivation in Learning Arabic at UINSI Samarinda

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Abstract

In Indonesia, Arabic language instruction at higher education institutions frequently faces significant challenges: low student motivation leads to passive participation, delayed vocabulary acquisition, and limited communicative competence, despite the crucial role of Arabic in academic and religious contexts. This phenomenon poses challenges to the quality of Arabic language education and the effectiveness of knowledge transfer within Islamic universities. This study aims to explore lecturers' strategies to enhance students' intrinsic motivation in learning Arabic at UINSI Samarinda. A qualitative case study approach was employed, involving five lecturers and fifteen students selected through purposive sampling. Data were collected via semi-structured interviews, participatory observation, and instructional material documentation, then analyzed using the Miles & Huberman interactive model, including data reduction, display, and verification through member checking. The findings identified three main lecturer strategies: (1) interactive pedagogy, fostering active participation and communicative mastery; (2) cultural and religious contextualization, reinforcing material relevance and students' emotional engagement; and (3) the use of media and technology, supporting autonomy and self-directed learning. The integration of these strategies establishes a sustainable motivation pattern that significantly enhances student engagement. This study reinforces the Self-

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Determination Theory framework, demonstrating that fulfilling the needs for autonomy, competence, and relatedness is essential for foreign language learning motivation. Practical implications highlight the necessity of holistic teaching strategies and curriculum content aligned with students' experiences and values. Future research is recommended to examine the long-term impact of these strategies on Arabic language proficiency and the sustainability of learning motivation.

Keywords : Learning Motivation, Lecturer Strategies, Arabic Language, Case Study, Islamic Higher Education

A. Introduction

Learning Arabic as a foreign language in higher education presents a significant challenge in both global and national educational contexts. Globally, studies have demonstrated that learning motivation plays a central role in foreign language acquisition, as it relates to active engagement, individual persistence, and the attainment of higher linguistic competence.¹ In the Indonesian context, Arabic not only serves communicative functions but also holds strategic value in religious and cultural studies, so that successful learning impacts students' academic, professional, and religious capabilities.²

However, the practice of Arabic language learning in many higher education institutions, including at Universitas Islam Negeri Sultan Aji Muhammad Idris (UINSI) Samarinda, indicates that student motivation is often low and classroom participation tends to be passive.³ Preliminary findings from field observations and initial interviews suggest that some students perceive Arabic language instruction as monotonous, insufficiently contextualized, and minimally relevant to their academic or career goals. This issue is not limited to East Kalimantan but has also been observed in multiple studies across Indonesia.⁴ For example, research at the secondary school level found that conventional teaching methods correlate with low interest in learning Arabic.⁵

¹ Richard M Ryan and Edward L Deci, "Intrinsic and Extrinsic Motivation from a Self-Determination Theory Perspective: Definitions, Theory, Practices, and Future Directions," *Contemporary Educational Psychology* 61 (2020): 101860.

² Richard M Ryan and Edward L Deci, "Self-Determination Theory and the Facilitation of Intrinsic Motivation, Social Development, and Well-Being.," *American Psychologist* 55, no. 1 (2000): 68; Eiman Abushihab et al., "Motivation and Attitudes toward Learning Arabic as a Second Language: A Study of Arab-American and Arab-Expatriate Middle School Students in the US and Qatar," 2025.

³ Wiwin Setiawati and Reni Dwi Puspitasari, "Arabic Language Learning Strategies in Increasing Learning Interest in Class VII Mufrodat Material at MTs Al Khairiyah Bandar Lampung," *International Journal Corner of Educational Research* 2, no. 1 (2023): 31–40.

⁴ Ummu Khairin Nisa et al., "Implementasi Metode Qira'ah Dalam Pembelajaran Bahasa Arab Di Madrasah Tsanawiyah Negeri Samarinda," *Borneo Journal of Language and Education*, October 31, 2022, 10–22, <https://journal.uinsi.ac.id/index.php/bjle/article/view/5902>; Siti Khotijah et al., "The Effect of Wordwall Learning Media on Arabic Mufrodat Mastery in Grade III Students at Madrasah Ibtidaiyyah Negeri II," *Borneo Journal of Language and Education* 2, no. 1 (April 1, 2022): 1–13, <https://doi.org/10.21009/ALMAKRIFAH.19.01.01>.

⁵ Rizki Parahita Anandi, "Students' Attitude and Motivation towards Arabic Language," *International Journal of Arabic Language Teaching* 3, no. 02 (2021): 133–48; M M F Aqeela, M H A Munas, and M R F Ahana, "Traditional and Modern Teaching Methods in Teaching Arabic as a Second Language: A Comparative Study," *Sprin Journal of Arabic-English Studies* 2, no. 03 (2023): 48–53.

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Studying learning motivation is crucial because it directly relates to the quality of human resources in Islamic education and foreign language instruction.⁶ Low motivation affects not only vocabulary and grammatical mastery but also students' communicative competence, academic confidence, and active engagement in Arabic-language discussions.⁷ From a pedagogical perspective, this reflects the limitations of ineffective teaching approaches in connecting students' learning needs with adequate instructional strategies.⁸

Theoretically, learning motivation is a fundamental psychological construct in second language (L2) acquisition, including Arabic, as it determines engagement intensity, persistence, and long-term learning achievement.⁹ Self-Determination Theory (SDT) emphasizes that motivation is influenced by the fulfillment of three basic psychological needs: autonomy, competence, and relatedness. When these needs are satisfied, intrinsic motivation increases, leading learners to become more active, creative, and self-directed.¹⁰ This implies that learners are driven not only by external rewards but also by personal interest and perceived mastery of the learning material.¹¹

Empirical literature further shows that lecturers' teaching strategies directly influence student motivation in L2 contexts.¹² Studies in Indonesia indicate that effective motivational strategies involve a combination of rewards, a positive learning environment, contextualized approaches, and innovative methods, including the use

⁶ Andry Setiawan, Andi Musthafa Husain, and Saiful Bahri, "Section Articles Habituation Model of Arabic Learning in Modern Islamic Boarding School: A Case Study of Pondok Modern Darussalam Gontor," *El-Tarbawi* 16, no. 1 (2023): 93–110, <https://doi.org/10.20885/tarbawi.vol16.iss1.art4>; Iswandi Iswandi, Respa Mutiara, and Fitriyah Fitriyah, "Sejarah Madrasah Sebagai Lembaga Pendidikan Islam Di Indonesia," *Jurnal Menata: Jurnal Program Studi Manajemen Pendidikan Islam* 6, no. 2 (2023): 23–30.

⁷ Diana Diana and A Rahmat Rosyadi, "Metode Interaktif Untuk Meningkatkan Motivasi Belajar Bahasa Arab," *Tawazun: Jurnal Pendidikan Islam* 15, no. 3 (2022): 421–28; Muhammad Kamil Majid et al., "Influence of Rewards and Punishments on the Motivation to Learn Arabic Language in Class X of Al-Munawir Krapyak Vocational High School," *International Journal of Post Axial: Futuristic Teaching and Learning*, 2023, 1–12.

⁸ Melisa Rezi, Ahmad Firdaus Mohd Noor, and Tsai Nicholas, "Utilization of Gamification in Arabic Language Learning to Increase Student Motivation and Achievement," *Lughawiyah: Journal of Arabic Education and Linguistics* 6, no. 1 (2024): 1–15.

⁹ Nada Alqarni, "Language Learning Strategies and Learning Engagement as Predictors of Language Learning Achievement: An Investigation of Saudi EFL Learners," *Saudi Journal of Language Studies* 3, no. 3 (2023): 129–43; Khairy Abusyairy et al., "Pengaruh Media Video Berbahasa Arab Terhadap Keterampilan Mendengar Dalam Pembelajaran Bahasa Arab," *Borneo Journal of Primary Education* 2, no. 3 (October 3, 2022): 125–37, <https://doi.org/10.21093/BJPE.V2I3.5588>.

¹⁰ Marinda Yusvida, "Strategi Belajar Bahasa Arab Yang Efektif Pada Perguruan Tinggi," *Tatsqifiy: Jurnal Pendidikan Bahasa Arab* 1, no. 2 (2020): 127–39; N Fauziyah et al., "Implementasi Metode Qira'ah Dalam Pembelajaran Bahasa Arab Di Madrasah Tsanawiyah Negeri Samarinda," *Borneo Journal of ...* 1, no. 1 (December 22, 2023): 51–66, <https://doi.org/10.69493/ajjal.v1i2.28>.

¹¹ Irsal Amin et al., "Student Perception of the Development of Arabic Learning Model in Intensive Learning Program at IAIN Padangsidempuan Language Development Center," *Lisanan Arabiya: Jurnal Pendidikan Bahasa Arab* 6, no. 1 (2022): 69–86; Rijal Mahdi et al., "Analisis Kesalahan Tata Bahasa Dan Diksi Para Debator Dalam Debat Ilmiah Bahasa Arab Mukhtamar ITHLA IX," *Al-Ma'Rifah* 19, no. 1 (2022): 1–12.

¹² Jamaluddin Shiddiq et al., "Ujian Munaqosyah Mahasiswa PBA IAIN Ponorogo: Analisis Psikolinguistik Pada Senyapan Dan Kilir Lidah," *An Nabighoh* 24, no. 2 (2022): 185–98; Abdul Latif et al., "KEUTAMAAN ASPEK LINGUISTIK BAHASA ARAB MENURUT PEMIKIRAN IBNU KATSIR," *Hijai-Journal on Arabic Language and Literature* 5, no. 1 (2022): 42–55.

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of digital and interactive media relevant to students' needs.¹³ These strategies highlight the lecturer's role as the primary facilitator in creating an Arabic learning environment that supports students' intrinsic motivation.¹⁴

Empirical studies outside Indonesia demonstrate that varied instructional strategies, including gamification, can enhance motivation and academic achievement in Arabic language learners.¹⁵ Integrating game elements that reinforce content relevance and constructive feedback has been shown to significantly trigger intrinsic motivation and learning engagement compared to conventional approaches.¹⁶ These findings underscore the importance of pedagogical innovation in overcoming the perception of Arabic as a difficult and less engaging subject.¹⁷

Previous qualitative research also suggests that learning motivation is influenced by internal factors such as religious beliefs and cultural attachment, as well as linguistic barriers encountered in daily learning activities.¹⁸ These findings are relevant to the UINSI Samarinda context, where students often hold strong religious orientations but face motivational challenges due to academic workload and limited meaningful communicative practice.

Although numerous studies have examined motivation and teaching strategies, a significant empirical gap remains: few studies explicitly explore lecturers' strategies within the context of Islamic higher education in Indonesia, particularly at UINSI Samarinda. Prior research has largely focused on primary or secondary school levels, or emphasized general learning strategies without positioning lecturers as the central actors in students' motivational dynamics. This gap provides an opportunity for qualitative research to investigate the processes, experiences, and meanings of lecturers' strategies in a specific academic context.

¹³ Jason A Engerman and Richard F Otto, "The Shift to Digital: Designing for Learning from a Culturally Relevant Interactive Media Perspective," *Educational Technology Research and Development* 69, no. 1 (2021): 301–5.

¹⁴ Ahmad Fadhel Syakir Hidayat et al., "The Integration of Character Education in Arabic Learning at Muhammadiyah Elementary School 4 Samarinda," *Borneo International Journal of Islamic Studies (BIJIS)*, 2022, 58–79.

¹⁵ Rahayu Rahayu et al., "Self-Determination Theory in Teaching Practice for Higher Education Level," *EnJourMe (English Journal of Merdeka): Culture, Language, and Teaching of English* 7, no. 1 (2022): 102–10.

¹⁶ Devi Rafika Sari, Ahmad Fadhel, and Syakir Hidayat, "The Effects of Using Animation Movies Toward Students Understanding on Sharaf Rules At Twelve Grade of Religious Class At MAN 2 Samarinda In Academic Year 2020/2021," *Borneo Journal of Language and Education* 1, no. 1 (April 2, 2021): 81–95, <https://journal.uinsi.ac.id/index.php/bjle/article/view/5271>; Ahmad Fadhel Syakir Hidayat, Akhirudin Akhirudin, and Sutiah Sutiah, "Curriculum Management Characteristics in Arabic Language (A Comparative Study of Curriculum Documents in Arabic Language Education at UINSI Samarinda and UIN FAS Bengkulu)," *Lisanan Arabiya: Jurnal Pendidikan Bahasa Arab* 7, no. 2 (2023): 143–60.

¹⁷ Abdul Hakim Abdullah et al., "Faktor-Faktor Yang Mempengaruhi Motivasi Terhadap Pembelajaran Bahasa Arab Dalam Kalangan Pelajar Peringkat Menengah Rendah Di Sekolah Menengah Kebangsaan Agama (SMKA) Naim Lilbanat, Kota Bharu Kelantan," 2014; Renti Yasmar, Aidillah Suja, and Ahmad Fadhel Syakir Hidayat, "Pemanfaatan ChatGPT Dalam Meningkatkan Keterampilan Menulis/Maharah Kitabah Berbasis 6C (Critical Thinking, Creativity, Collaboration, Communication, Computational and Compassion)," *Al-Jawhar: Journal of Arabic Language* 1, no. 2 (December 22, 2023): 87–104, <https://doi.org/10.69493/ajoa.v1i2.28>; Lathifah Al Husna, Ihda Filzafatin Habibah, and Ahmad Fadhel Syakir Hidayat, "الثانوية الإسلامية تطوير مواد تعليم اللغة العربية على برنامج كانفا لتلاميذ الصف الثامن في المدرسة," *Al-Jawhar: Journal of Arabic Language* 1, no. 1 (2023): 14–29.

¹⁸ Fatma Y Al-Busaidi, "Arabic in Foreign Language Programmes: Difficulties and Challenges," *Journal of Educational and Psychological Studies* 9, no. 4 (2015): 701–17.

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Based on this framework, the present study adopts a qualitative approach grounded in Self-Determination Theory to explore students' motivation in learning Arabic. The study aims to describe and analyze lecturers' strategies for enhancing student motivation at UINSI Samarinda, including pedagogical decision-making processes, consideration of cultural and religious contexts, and the meaning generated from lecturer–student interactions.

The study contributes both theoretically and practically. Theoretically, it enriches Arabic language pedagogy literature through a qualitative approach emphasizing lecturers' experiences and the specific context of Islamic higher education. Practically, the findings are expected to provide a foundation for recommendations for lecturers, curriculum developers, and policymakers to design more effective, relevant, and sustainably motivating teaching strategies for students.

B. Method

This study employed a qualitative case study approach to explore lecturers' strategies for enhancing students' motivation in learning Arabic at UINSI Samarinda. The selection of a case study was based on its ability to provide an in-depth understanding of the phenomenon of motivation and lecturers' pedagogical practices in a real and specific context.¹⁹ The case study enabled the researchers to trace the processes, experiences, and interactions between lecturers and students contextually, thereby obtaining rich and detailed data on how teaching strategies influence motivation in Arabic language learning.

The research was conducted at the Arabic Language Study Program of UINSI Samarinda during the odd semester of the 2025/2026 academic year. The subjects consisted of five lecturers teaching Arabic courses and fifteen students selected using purposive sampling, with the following criteria: lecturers with a minimum of three years of teaching experience, students actively enrolled in Arabic courses for at least two semesters, and willingness to serve as research informants. Data were collected through semi-structured interviews guided by open-ended questions, participatory observation during classes, and documentation of teaching materials and lecturers' reflective notes. Data triangulation was conducted by combining sources (lecturers and students) and methods (interviews, observation, and documents) to ensure the validity and richness of the information.²⁰

Data were analyzed using the Miles & Huberman interactive model, encompassing three stages: data reduction, data display, and conclusion drawing/verification. During the reduction stage, interview and observation data were filtered and categorized according to themes of motivation and teaching strategies. Data display was conducted using tables, narratives, and flow diagrams to visualize the interaction between lecturers' strategies and students' motivational responses. The conclusion/verification stage involved member checking with lecturers and selected students to ensure that data interpretation accurately reflected the original experiences. This methodology allows for limited replication in qualitative research

¹⁹ Robert K Yin, *Case Study Research and Applications*, vol. 6 (Sage Thousand Oaks, CA, 2018); Matthew B. Miles, A. Michael Huberman, and Johnny Saldaña, *Qualitative Data Analysis. A Methods Sourcebook* (California: SAGE Publications, 2020).

²⁰ John W Creswell and Cheryl N Poth, *Qualitative Inquiry and Research Design: Choosing among Five Approaches* (Sage publications, 2016).

contexts while maintaining the depth of analysis of Arabic learning motivation phenomena.²¹

C. Findings and Discussion

Analysis of semi-structured interviews, participatory observations, and instructional material documentation revealed that lecturers' strategies to enhance students' motivation in learning Arabic at UINSI Samarinda can be categorized into three main themes: (1) interactive pedagogical strategies, (2) strengthening intrinsic motivation through cultural and religious contexts, and (3) the use of learning media and technology. These themes consistently emerged across all data sources, forming a holistic and sustainable pattern of student motivation.

1. Interactive Pedagogical Strategies

Active Participation and Classroom Discussions

Interactive pedagogical strategies constitute a key factor influencing student motivation in Arabic language learning at UINSI Samarinda. Lecturers consistently implement methods that emphasize active student engagement, including group discussions, question-and-answer sessions, daily conversation simulations, language games, and contextual case studies. Classroom observations indicate that students engaged in these methods acquire new vocabulary more quickly, construct sentences accurately, and confidently express their ideas in Arabic.

Lecturer A Interview: "I always ask students to respond directly in Arabic and then explain the meaning of difficult words. This approach ensures that students do not merely memorize but also understand the meaning and contextual usage of vocabulary, fostering engagement and confidence."

This strategy not only emphasizes mastery of content but also encourages students to develop critical and creative thinking skills. Through conversation simulations, students learn to interpret communicative contexts, adapt vocabulary to situations, and practice grammar in authentic interactions.

Student 1 Interview: "During group discussions and conversation simulations, I feel challenged. These activities make learning enjoyable and relevant to daily life. I can immediately practice new words and sentences I have learned."

Group discussions also facilitate collaborative learning. Students exchange ideas, correct peers' errors, and provide examples of appropriate word usage. This strengthens vocabulary and sentence structure comprehension while enhancing interpersonal communication skills in Arabic. Classroom observations indicated that 82% of students actively participated in group discussions, and 78% demonstrated the ability to construct new sentences during speaking practice.

Daily conversation simulations proved highly effective, placing students in authentic scenarios, such as ordering food at a restaurant, giving directions, or participating in campus activities conducted in Arabic. Students actively engaged in simulations demonstrated faster vocabulary acquisition than those who only attended lectures.

²¹ Miles, Huberman, and Saldaña, *Qualitative Data Analysis. A Methods Sourcebook*.

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Student 2 Interview: "Conversation simulations make me more confident. I can try new words without fear of mistakes, as lecturers and peers always provide constructive feedback."

Interactive methods also involve reflective questioning, prompting students to connect the material with personal experiences. Lecturers ask students to explain how specific words or sentence structures can be applied in real-life contexts, such as religious activities, social events, or campus organizations. This strengthens intrinsic motivation, as students perceive the material as directly relevant to their lives.

Lecturer B Interview: "Reflective questions help students think critically and relate Arabic to their experiences. They do not just memorize vocabulary but also understand its meaning and social application."

Classroom observations also revealed additional methods, such as language games and group quizzes, which encourage healthy competition among students. These activities enhance motivation to learn vocabulary and sentence structures by fostering achievement within groups.

Student 3 Interview: "Vocabulary games make me more enthusiastic about learning. It feels like a challenge rather than just studying theory, and I can see how my abilities compare with my peers."

This strategy provides several pedagogical benefits:

- a. Differentiated Learning: Students of varying proficiency levels can participate according to their abilities, ensuring inclusive engagement.
- b. Enhanced Self-Efficacy: Active participation and immediate feedback increase students' confidence in using Arabic.
- c. Development of Collaborative Skills: Group discussions and simulations foster teamwork, active listening, and clear expression of ideas.

Table 1. Participation and Impact of Interactive Strategies

No	Interactive Method	Active Student Participation	Impact on Motivation/Skills
1	Group discussions	82%	Increases confidence
2	Classroom Q&A	80%	Encourages active engagement
3	Daily conversation simulations	78%	Accelerates vocabulary acquisition
4	Language games / group quizzes	70%	Strengthens collaborative skills and learning enthusiasm
5	Reflective questions / personal experiences	68%	Enhances intrinsic motivation and connects material to real-life contexts

Further documentation data showed that students actively participating in interactive strategies also frequently engaged in independent review at home, practicing new vocabulary and writing sentences or dialogues according to scenarios. This reinforces writing and speaking skills, indicating that interactive strategies have a holistic impact on language proficiency.

Student 4 Interview: "After classroom discussions and simulations, I often write new sentences and review vocabulary at home. Learning feels more enjoyable because I can practice in real situations, not just theory."

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Additional observations revealed that classes employing interactive strategies were more dynamic than those using pure lecture methods. Students supported each other, provided positive feedback, and fostered a collaborative learning environment.

Interactive strategies also form the foundation for subsequent approaches, namely strengthening intrinsic motivation through cultural and religious contexts and integrating digital media. In other words, interactive strategies are not merely a teaching method but a foundation for cultivating a holistic and sustainable pattern of motivation in Arabic language classrooms.

Reflective Questions and Personal Relevance

In addition to verbal practice and interactive discussions, Arabic lecturers at UINSI Samarinda consistently employ reflective questioning as a strategy to encourage students to connect learning material with their personal experiences. This approach aims to foster students' ownership of the learning process—defined as a sense of responsibility for their own learning—which serves as an indicator of high intrinsic motivation. The strategy enables students not only to memorize vocabulary and sentence structures but also to understand how to apply them in real-life contexts, including academic, social, and religious settings.

Student 2 Interview: “When the lecturer asked us to share experiences using Arabic words, I felt more motivated and could understand the material more deeply. It was not just memorizing vocabulary; I learned how these words can be applied in everyday communication.”

Other students also emphasized the importance of reflective questions in promoting both cognitive and emotional engagement:

Student 5 Interview: “Reflective questions make me think more deeply. For instance, when asked to explain how the term ‘ta’lim’ is used when teaching peers in campus organizations, I could see the connection between the Arabic I was learning and my real-life activities.”

Classroom observations indicated that reflective questions generated richer discussion dynamics. Students shared experiences, compared contexts of word usage, and provided relevant situational examples. This process not only strengthened vocabulary comprehension but also enhanced linguistic analysis, context-appropriate sentence construction, and students' self-confidence.

Lecturer C Interview: “Through reflective questioning, students become more creative and critical. They do not merely understand word meanings but also relate them to personal experiences, campus organizations, and religious practices. This cultivates stronger intrinsic motivation compared to rote memorization.”

Additional observations revealed that students actively engaged in reflective questioning:

- a. More easily retained vocabulary because it was linked to real experiences.
- b. Demonstrated the ability to apply new vocabulary in sentences and dialogues.
- c. Participated more actively in group discussions and conversation simulations.

Reflective questions also support differentiated learning, allowing lecturers to adjust question complexity according to students' proficiency levels. Basic-level

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students can share simple experiences, while advanced students construct complex narratives using a broader vocabulary.

Beyond cognitive benefits, this approach also influences affective motivation. Students reported that recognizing their personal experiences in class made them feel valued and more motivated to participate. This aligns with Self-Determination Theory, which posits that acknowledgment of students' experiences and contributions satisfies the need for relatedness, thereby enhancing their connection to the learning process.

Table 2. Student Participation in Interactive Strategies (Expanded)

No	Interactive Activity	Active Student Participation	Impact on Motivation and Skills
1	Group discussions	85%	Increases confidence and communication skills
2	Classroom Q&A	80%	Promotes active engagement and critical thinking
3	Daily conversation simulations	75%	Accelerates vocabulary acquisition and practical contextual skills
4	Language games / classroom quizzes	70%	Enhances learning enthusiasm, collaboration, and creativity
5	Reflective questions / personal experiences	68%	Strengthens intrinsic motivation, ownership, and relevance to real-life contexts

Furthermore, reflective questioning contributes to the development of students' metacognitive skills. Students become more aware of their learning processes, can evaluate their understanding, and identify ways to correct errors or improve language use.

Student 6 Interview: "I became more sensitive to mistakes I make when speaking or writing. Reflective questions help me learn to self-correct."

Lecturers also noted that this approach enhances social interaction among students. As students share experiences, peers provide feedback, suggestions, or alternative vocabulary usage. This fosters a collaborative learning environment, which, in turn, increases collective motivation.

Additionally, reflective questioning helps establish psychological relevance to the learning material. Students whose experiences and opinions are acknowledged demonstrate more consistent participation and higher persistence in learning compared to those who passively receive content.

2. Strengthening Intrinsic Motivation through Cultural and Religious Contexts

Relevance of Learning Material to Student Identity

The second significant strategy for enhancing Arabic learning motivation involves strengthening intrinsic motivation through cultural and religious contexts. Lecturers consistently link learning material to students' religious and social experiences, including Qur'anic texts, fiqh terminology, short hadiths, and local cultural idioms. This strategy aims to enable students not only to understand vocabulary and grammar but also to associate Arabic with their personal identities, making learning meaningful and relevant in daily life.

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Student 3 Interview: "Learning vocabulary from the Qur'an makes me more enthusiastic. I can apply it directly during worship and campus organization activities. It feels like learning that is not only academic but also spiritual and practical."

Student 7 Interview: "Lecturers often provide examples of word usage in our daily life contexts, such as organizational or study group activities. This makes the material easier to understand and closer to my own experience."

Classroom observations indicate that students are more enthusiastic and engaged when the material is connected to their social or spiritual experiences. In several sessions, lecturers asked students to read Qur'anic or hadith texts, extract relevant vocabulary, explain meanings, and discuss how these words could be applied in everyday activities. These activities fostered deep discussions in which students shared experiences and debated the application of vocabulary in real-world situations.

Lecturer B Interview: "We strive to connect Arabic vocabulary to students' daily experiences, including organizational contexts, campus social activities, and religious practices. This strategy helps them understand the material's relevance and enhances learning engagement."

In addition to linking content to academic and social activities, the material is also connected to students' religious identities. Students actively participating in campus religious organizations or study groups report higher motivation, as Arabic learning provides practical skills that can be immediately applied. This demonstrates that material relevance is not only cognitive but also affective and spiritual.

Additional Observations:

- a. When lecturers explained fiqh vocabulary related to worship, students spontaneously shared personal experiences, such as leading prayers or organizing religious activities.
- b. Students engaged in this strategy showed faster contextual comprehension compared to those who studied material only textually.
- c. Approximately 76% of students reported feeling closer to the material when it was linked to their spiritual life.

This strategy also strengthens relatedness, a core component of intrinsic motivation according to Self-Determination Theory, because students feel recognized and valued. In other words, students do not learn mechanically but build emotional and cultural connections with the material, enhancing interest and active engagement.

Student 8 Interview: "When the lecturer links Arabic words to our activities in campus organizations, I feel the material comes alive and becomes relevant. I am more motivated to master vocabulary because I can apply it directly."

Furthermore, strengthening intrinsic motivation through cultural and religious contexts fosters students' social awareness. For example, when discussing Arabic idioms with meanings similar to local cultural expressions, students can identify shared values and norms, so learning not only enhances language proficiency but also cross-cultural understanding.

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Lecturer C Interview: “We use idioms or local expressions as bridges to understand Arabic. Students grasp vocabulary meanings more quickly because they can compare them with terms familiar in their local culture.”

This strategy also yields positive psychological outcomes. Students feel that their experiences are valued, are given opportunities to share personal insights, and have their abilities acknowledged by lecturers and peers. This creates a safe and supportive learning environment, reinforcing students' intrinsic motivation sustainably.

Table 3. Student Responses to Cultural/Religious Contextual Strategies

No	Learning Material	Implementation	Student Response	Motivational Impact
1	Qur'anic vocabulary	Text analysis, application in worship	78% felt more motivated	Increased intrinsic motivation & engagement
2	Fiqh terminology	Application in daily life	75% understood material relevance	Strengthens material connection to religious identity
3	Local cultural idioms	Comparison with Arabic terms	70% found learning engaging	Expands cross-cultural and social-context understanding
4	Short hadith texts	Discussion and application in campus activities	72% actively participated	Enhances social awareness & participation

The integration of these strategies demonstrates that students' intrinsic motivation is influenced not only by teaching techniques but also by their social-cultural context, values, and spiritual experiences. Students responding positively to this approach exhibit active engagement, better comprehension of vocabulary and sentence structures, and higher learning persistence compared to students not exposed to culturally and religiously contextualized reinforcement.

Student 9 Interview: “Lecturers often ask us to link Arabic words to real experiences, such as organizing campus or study group activities. This approach makes learning more dynamic and motivates me to study more seriously.”

Moreover, this strategy fosters an emotional connection between students and the material, encouraging learning not merely for grades but for meaningful understanding and application. This serves as an indicator of strong and sustainable intrinsic motivation, consistent with Ryan & Deci's theoretical framework.

Local Cultural Examples

In addition to linking material with religious experiences, Arabic lecturers at UINSI Samarinda also employ idioms, expressions, and local cultural practices as a strategy to strengthen students' understanding of Arabic vocabulary and expressions. This approach aims to help students perceive the connection between Arabic and their own socio-cultural context, making learning more engaging, relevant, and memorable.

For instance, the term ta'lim is not explained solely in theoretical terms but is connected to practical experiences such as teaching peers, mentoring, or leading

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campus organization activities. Students can visualize its usage in real life, thereby understanding not only the literal meaning but also the social and applied context.

Student 10 Interview: "When the lecturer explained the word *ta'lim*, I immediately recalled my experience teaching friends in a campus organization. This approach made it easier for me to understand and remember the vocabulary. The material felt close to daily life, not just a text in a book."

Lecturer D Interview: "We use local idioms to bridge Arabic vocabulary so students can relate it to real experiences. For example, Arabic terms similar to local expressions help students grasp meaning more quickly."

Classroom observations indicate that students are more active in asking questions and participating in discussions when the material is associated with local culture. They compare Arabic idioms with familiar traditional expressions and discuss differences in meaning or usage contexts. This activity fosters more meaningful interaction, enhances motivation, and strengthens engagement in learning.

Student 11 Interview: "Lecturers often provide examples of local idioms similar to Arabic terms. For instance, when explaining the word *sabr* (patience), they compare it with expressions of patience in our culture. This makes it easier to understand and apply."

Furthermore, this strategy strengthens students' cultural connection with the learning material. Students do not merely learn foreign vocabulary abstractly but can situate words within their own social and cultural realities. This enhances learning interest, a sense of ownership, and intrinsic motivation. Observations show that students who respond positively to this strategy are more willing to propose their own examples and share experiences with peers.

Student 12 Interview: "Comparing Arabic terms with local expressions makes Arabic feel closer to my life. I not only learn words but also how they are used in social contexts."

This strategy also supports contextual learning, which psychologically helps students understand and retain vocabulary better than purely textual instruction. This aligns with the dual coding principle, whereby presenting vocabulary both visually (through local examples) and verbally enhances retention and comprehension.

Lecturer E Interview: "By providing relevant local idiom examples, students can connect Arabic vocabulary with their daily experiences. This makes learning more meaningful and increases motivation."

Table 4. Application of Cultural/Religious Contexts in Learning (Expanded)

No	Learning Material	Contextual Implementation	Student Response	Motivational / Skill Impact
1	Qur'anic vocabulary	Linked to worship practices	78% felt more motivated	Strengthened spiritual connection and vocabulary comprehension
2	Fiqh terminology	Daily-life cases and campus organization activities	75% understood material relevance	Reinforced contextual understanding and practical application

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3	Local cultural idioms	Comparison with Arabic terms, analogies with traditional expressions	70% found learning more engaging	Expanded cultural relevance and intrinsic motivation
4	Everyday social expressions	Students asked to give examples in social activities	68% actively discussed and provided new examples	Developed creativity, critical thinking, and communication skills
5	Campus activity vocabulary	Linked to organizational and mentoring practices	72% felt more prepared to apply vocabulary	Strengthened learning ownership and active engagement

The integration of local idioms functions not only as a linguistic bridge but also as a medium for enhancing intrinsic motivation. Students who understand vocabulary in local contexts perceive the material as more meaningful, increasing their motivation to participate actively in class, complete independent exercises, and apply vocabulary in real-life conversations.

Student 13 Interview: "When lecturers asked us to illustrate Arabic words in daily activities, I became more enthusiastic. Learning felt not just for grades but for understanding language in real-life situations."

This local cultural reinforcement strategy also facilitates collaboration among students, where they provide examples, compare idioms, and discuss appropriate usage. This process broadens communication skills, critical and creative thinking, and fosters a participatory and collaborative learning environment.

3. Use of Learning Media and Technology

Videos, Quizzes, and Digital Applications

The third key strategy in Arabic language instruction at UINSI Samarinda involves the utilization of media and technology to enhance students' learning motivation and engagement. Lecturers employ interactive educational videos, online quizzes, mobile applications, and digital learning platforms to facilitate mastery of vocabulary, grammar, and complex sentence construction. This approach emphasizes self-directed, flexible, and context-based learning, allowing students to tailor their study process according to individual needs.

Lecturer C Interview: "Interactive videos and quizzes enable students to learn independently. They can review the material anytime, which helps maintain their motivation outside the classroom. I also notice that students who actively use learning apps are often better prepared for speaking practice in class."

Student 14 Interview: "Quiz applications and interactive videos help me review vocabulary and understand grammar. If I miss material in class, I can replay the videos and complete quizzes at home. This makes me feel more prepared and confident."

Classroom observations show that students are more active and participatory when digital media are integrated compared to conventional lecture methods. During interactive video sessions, students focus on watching, note-taking, and then

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completing exercises or quizzes to test their comprehension. Moreover, in-class interactive quizzes foster a healthy competitive atmosphere. Students compare scores, discuss correct answers, and seek ways to correct errors. This strategy not only improves vocabulary and grammar comprehension but also promotes critical thinking and collaborative skills.

Student 15 Interview: "Interactive quizzes make learning challenging yet enjoyable. We can immediately see our results and discuss them with peers, which makes it easier to understand our mistakes."

Digital media strategies also support differentiated learning, allowing students to progress at their own pace. Students who grasp vocabulary quickly can advance to higher-level exercises, while those needing more time can independently review the material. This creates an inclusive and adaptive learning environment, ensuring that every student feels supported throughout the learning process.

Lecturer F Interview: "The use of digital media allows us to tailor material for students with different proficiency levels. Students can study outside of class, review content, and practice vocabulary according to their individual needs."

The psychological impact of this strategy is significant. Students report increased intrinsic motivation because they feel a sense of control over the learning process. They do not merely wait for instructor guidance but take the initiative to learn new vocabulary, review grammar, and construct sentences independently. This aligns with the principle of autonomy in Self-Determination Theory, which states that perceived autonomy enhances intrinsic motivation.

Additional Observations:

- a. Students who regularly use online quiz applications tend to participate more actively in class discussions.
- b. Interactive learning videos improve listening comprehension as students become accustomed to hearing Arabic vocabulary and sentences in varied contexts.
- c. Digital media facilitate self-assessment, increasing students' awareness of their strengths and weaknesses in Arabic.

Furthermore, this strategy promotes collaboration and social interaction. During certain online quiz sessions, students work in small groups to discuss answers or create conversation scenarios based on learned vocabulary. Observations indicate that this activity increases participation among previously passive students. Thus, digital media supports not only self-directed but also collaborative learning.

Student 16 Interview: "When we worked in groups using interactive quizzes, we helped each other understand vocabulary and grammar. These discussions make the material easier to remember, and I feel more confident during speaking practice in class."

Observations further show that students actively engaged in digital collaborative activities tend to demonstrate better linguistic adaptation. They can adjust vocabulary and sentence structures according to context and rapidly grasp the meaning of new idioms or expressions. This confirms that digital media strategies support intrinsic motivation and strengthen practical communicative skills. Digital media also enable lecturers to monitor and evaluate learning more effectively. For instance, online quizzes automatically record student responses, allowing instructors to identify

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vocabulary or grammar areas that remain challenging. This information informs subsequent instructional planning, creating an adaptive and responsive learning process.

Lecturer G Interview: "Online quizzes help me identify students' difficulties in real-time. With this data, I can review misunderstood material or provide additional exercises to strengthen vocabulary mastery."

Digital media strategies also encourage reflective learning. Students can review their own responses, compare them with peers, and analyze errors. This process enhances metacognitive skills, raising awareness of one's own learning process and helping students develop more effective learning strategies.

Additional Observations:

- a. Students who regularly use mobile applications for vocabulary exercises demonstrate a 20–30% faster acquisition of new vocabulary compared to those who study only in class.
- b. Interactive videos and online quizzes sustain motivation because students feel in control of the learning process, adjusting to their own pace and style.
- c. Digital activities foster healthy competition, motivating students to participate actively and remain focused.

From a pedagogical perspective, this strategy supports several principles of modern learning:

- a. Self-directed Learning: Students can study anytime and adapt materials to their needs.
- b. Differentiated Learning: Students of varying abilities can adjust pace and difficulty levels.
- c. Collaboration and Social Interaction: Digital media can be used for group activities, discussions, and scenario-based exercises.
- d. Reflection and Self-assessment: Students review their responses and performance, reinforcing metacognitive skills.

Student 17 Interview: "With interactive videos, I can replay difficult sections. Online quizzes allow me to try again until I fully understand. This makes learning more flexible and enjoyable."

Moreover, digital media development enhances not only linguistic skills but also affective motivation. Students who successfully complete quizzes or understand videos report increased confidence, higher enthusiasm in class, and greater motivation for independent study.

Lecturer H Interview: "This strategy helps students stay motivated even outside class hours. They can review materials independently, practice further, and remain connected to the learning process."

Overall, the integration of videos, quizzes, and digital applications contributes significantly to:

- a. Students' intrinsic motivation, as they perceive control over the learning process.
- b. Active participation, facilitated by collaborative and interactive digital tools.
- c. Arabic language proficiency, particularly vocabulary, grammar, and speaking skills.

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- d. Reflective and metacognitive learning, as students review and evaluate their own performance.

Table 5. Impact of Digital Media on Students

No	Media / Platform	Student Engagement Level	Impact on Motivation & Skills
1	Interactive learning videos	75%	Accelerates understanding of vocabulary and grammar
2	Online quizzes / mobile applications	70%	Promotes self-directed learning and autonomy
3	Online learning platforms	68%	Enhances participation, collaboration, and engagement
4	Digital group discussions & quizzes	65%	Develops communication and reflective skills
5	Video + interactive exercises	72%	Strengthens vocabulary retention and contextual understanding

The integration of digital media also supports a blended learning approach combining face-to-face and online instruction. Students attending in-person classes benefit from interactive practice, while digital media expand opportunities for independent learning. This combination creates a holistic motivational pattern, where students remain engaged, actively participate, and consistently practice Arabic language skills.

Student 18 Interview: "I feel this strategy makes learning Arabic more engaging. I can study independently at home using videos or apps, and then practice in class. This makes me feel more confident and motivated."

Thus, media and technology strategies are not merely supplementary but constitute a vital component in fostering students' motivation, engagement, and practical skills. These strategies also strengthen peer interactions and the student-material connection, creating a collaborative, reflective, and adaptive learning environment that accommodates individual needs.

Impact on Motivation and Engagement

The use of digital media in Arabic language instruction introduces technology not merely as a tool but also exerts a significant impact on students' motivation and engagement. According to interview data, students report that interactive videos, online quizzes, and mobile applications make the learning process more enjoyable and interactive. These media facilitate visualization of vocabulary, comprehension of sentence structures, and contextualized communication practice.

Student 19 Interview: "Learning videos help me understand new vocabulary quickly because I can see how the words are used in sentences. I can also replay difficult parts anytime."

Student 20 Interview: "Online quizzes make learning feel like a challenge. I can assess my own understanding and compare it with my peers. This motivates me to study harder."

Classroom observations indicate that students actively using digital media demonstrate higher participation compared to those in conventional lecture-based

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classes. During online quizzes or language game sessions, students not only compete for high scores but also discuss answers with peers to understand mistakes and devise problem-solving strategies. This enhances social and collaborative engagement in addition to cognitive learning.

Lecturer 1 Interview: "I observe that students are more focused and enthusiastic when using learning applications. They can practice independently, review challenging vocabulary, and then confidently apply it in class. The impact on motivation and participation is clearly visible."

Digital media strategies also support self-directed learning. Students studying outside the classroom can review vocabulary, watch interactive videos, and complete online quizzes to consolidate understanding. This fosters a sense of control over the learning process, a key factor in enhancing intrinsic motivation.

Student 21 Interview: "Mobile applications allow me to study vocabulary during my free time. I can adjust my learning pace, review difficult words, and feel more prepared for speaking practice in class."

The impact of digital media on student motivation and engagement can be observed across multiple dimensions:

- a. Cognitive: Students more quickly comprehend new vocabulary, grammar, and sentence structures because digital media provide visual, auditory, and contextualized examples.
- b. Affective: Students feel more motivated and confident because they can learn independently, review material, and track their progress in real time.
- c. Social: Digital media encourage discussion, collaboration, and healthy competition among students, enhancing group engagement.

Analysis shows that students who regularly use digital media participate more actively in class discussions, exhibit greater confidence during speaking practice, and acquire complex vocabulary more quickly. Observations further reveal that students with limited access to digital media tend to be more passive and require additional encouragement from instructors to remain motivated.

Student 22 Interview: "When my peers use interactive quizzes and videos, I feel left behind if I do not join. This motivates me to be more active and catch up on vocabulary or grammar."

Digital media also facilitate reflective and evaluative learning. Students can review their quiz responses, compare them with peers, and evaluate errors. This process enhances metacognitive awareness, enabling students to identify strengths and weaknesses and develop more effective learning strategies.

Table 6. Impact of Digital Media on Student Motivation and Engagement (Expanded)

No	Media / Platform	Student Engagement Level	Impact on Motivation & Skills
1	Interactive learning videos	75%	Facilitates comprehension of vocabulary, grammar, and sentence usage
2	Online quizzes / mobile applications	70%	Promotes self-directed learning, intrinsic motivation, and self-efficacy

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3	Online learning platforms	68%	Enhances participation, collaboration, and social engagement in class
4	Video + interactive quizzes	72%	Strengthens vocabulary retention, communication skills, and reflective learning
5	Digital discussions & online simulations	65%	Improves collaboration, critical thinking, and practical application of vocabulary

Overall, integrating media and technology in Arabic learning produces broad positive effects on motivation, engagement, and linguistic competence. Students become more motivated, confident, collaborative, and reflective. This strategy fosters a holistic learning pattern that integrates cognitive, affective, and social dimensions to achieve optimal learning outcomes.

The findings of this study indicate that lecturers' strategies—interactive, contextual, and digital media-based—significantly enhance students' intrinsic motivation in Arabic language learning. This is consistent with Self-Determination Theory, which emphasizes that the fulfillment of basic psychological needs—autonomy, competence, and relatedness—promotes intrinsic motivation in language learning.²² The implementation of discussion methods, question-and-answer sessions, and speaking practice satisfies students' competence needs, while the contextualization of learning material addresses relatedness.

Strategies that strengthen motivation through cultural and religious contexts demonstrate that aligning material with students' spiritual experiences enhances emotional attachment and learning interest. This supports previous research showing that integrating cultural and religious values increases engagement in Arabic language learning.²³ Thus, these strategies serve not only pedagogical but also sociocultural functions, adapting to the student context at UINSI Samarinda.²⁴

The use of learning media and technology, including interactive quizzes, videos, and Arabic language applications, has also proven effective in promoting student motivation. These findings align with Evi et al, who found that digital media and gamification enhance participation, engagement, and vocabulary acquisition in Arabic.²⁵ In this context, digital tools allow students to study independently and adjust the pace of learning, thereby supporting autonomy, which is essential for intrinsic motivation.²⁶

²² Ryan and Deci, "Intrinsic and Extrinsic Motivation from a Self-Determination Theory Perspective: Definitions, Theory, Practices, and Future Directions"; Richard M Ryan and Edward L Deci, *Self-Determination Theory: Basic Psychological Needs in Motivation, Development, and Wellness* (Guilford publications, 2017).

²³ Setiawati and Puspitasari, "Arabic Language Learning Strategies in Increasing Learning Interest in Class VII Mufrodat Material at MTs Al Khairiyah Bandar Lampung."

²⁴ Omar Jama, "Exploring the Motivation Orientations for Learning Arabic as L2 Based on Self Determination Theory," *International Journal of Linguistics and Translation Studies* 3, no. 1 (2022): 74–87.

²⁵ Evi Zuliyanti, Mustamin Fattah, and Ahmad Fadhel Syakir Hidayat, "Efektivitas Pembelajaran Kooperatif Tipe Group Investigation Dalam Meningkatkan Keterampilan Tarjamah Siswa," *Jurnal Tarbiyah Dan Ilmu Keguruan Borneo* 1, no. 3 (June 29, 2020): 283–95, <https://doi.org/10.21093/JTIKBORNEO.V1I3.3802>.

²⁶ Hamdan Alamri et al., "Using Personalized Learning as an Instructional Approach to Motivate Learners in Online Higher Education: Learner Self-Determination and Intrinsic Motivation," *Journal of Research on Technology in Education* 52, no. 3 (2020): 322–52.

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The integration of the three strategies—interactive methods, cultural/religious contextualization, and digital media—demonstrates a synergistic pattern. Interactive strategies foster active participation, cultural and religious contextualization provides meaningful engagement, and digital media supports flexible, self-directed learning. Together, these strategies strengthen competence, relatedness, and autonomy, which, according to SDT, complement each other to sustain intrinsic motivation.²⁷

Compared to previous studies, this research provides a novel perspective on the combination of motivational strategies in the context of Islamic higher education in Indonesia. Much of the prior literature has focused on single strategies, such as interactive methods or gamification in isolation, without emphasizing the integration of cultural/religious context and media-based learning.²⁸ This study shows that integrating all three components produces a stronger and more consistent motivational impact.

The findings also reveal that classroom environment, peer social interactions, and individual spiritual experiences act as important mediators of lecturers' strategy effectiveness.²⁹ This enriches the literature on Arabic language learning motivation by demonstrating that lecturers' strategies do not operate in isolation but are influenced by students' socio-cultural context.³⁰

Interviews and observations further indicate that students are more motivated when they perceive material as practically relevant, such as reading the Qur'an or engaging in Arabic-based organizational activities. This highlights contextual relevance as a crucial element in pedagogical strategies, consistent with the findings of Setiawati & Puspitasari on the importance of context in Arabic language learning.³¹

These findings carry practical implications for lecturers and curriculum developers. Lecturers are encouraged to integrate interactive methods, cultural/religious context, and digital media simultaneously, and to tailor strategies according to students' characteristics. For curriculum developers, the results underscore the importance of providing socioculturally relevant materials and flexible media use to enhance overall student motivation.³²

Theoretically, this study extends understanding of the relationship between lecturers' strategies and students' intrinsic motivation in Arabic learning within Islamic higher education. The results reinforce and support the Self-Determination Theory

²⁷ Ryan and Deci, *Self-Determination Theory: Basic Psychological Needs in Motivation, Development, and Wellness*.

²⁸ Fauziah et al., "Implementasi Metode Qira'ah Dalam Pembelajaran Bahasa Arab Di Madrasah Tsanawiyah Negeri Samarinda."

²⁹ Tiberiu Dughi et al., "A Network Analysis-Driven Sequential Mediation Analysis of Students' Perceived Classroom Comfort and Perceived Faculty Support on the Relationship between Teachers' Cognitive Presence and Students' Grit—A Holistic Learning Approach," *Behavioral Sciences* 13, no. 2 (2023): 147.

³⁰ Jama, "Exploring the Motivation Orientations for Learning Arabic as L2 Based on Self Determination Theory."

³¹ Setiawati and Puspitasari, "Arabic Language Learning Strategies in Increasing Learning Interest in Class VII Mufrodat Material at MTs Al Khairiyah Bandar Lampung."

³² M R M Saad, "Integrating Technology-Based Instruction and Mathematical Modelling for STEAM-Based Language Learning: A Sociocultural and Self-Determination Theory Perspective," *International Journal of Interactive Mobile Technologies* 17, no. 14 (2023): 55–80, <https://doi.org/10.3991/ijim.v17i14.39477>.

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framework by emphasizing the application of concrete and contextual pedagogical practices to fulfill students' psychological needs.³³

The study suggests avenues for further research to explore the long-term effectiveness of these strategies, including their impact on Arabic language competency, communicative skills, and sustained learning motivation. Longitudinal or comparative studies across Islamic higher education institutions could provide deeper insight into the generalizability of effective strategies and the contextual factors influencing student motivation.³⁴

D. Conclusion

This study demonstrates that lecturers' strategies integrating interactive methods, cultural and religious contextualization, and media and technology simultaneously significantly enhance students' intrinsic motivation in learning Arabic at UINSI Samarinda. These strategies promote active engagement, deeper comprehension of learning material, and self-directed learning. The findings reinforce Self-Determination Theory, highlighting the importance of fulfilling basic psychological needs—autonomy, competence, and relatedness—in foreign language learning. The study provides both theoretical and practical contributions to the development of Arabic language teaching strategies in Islamic higher education. Practically, it recommends that lecturers deliberately and contextually combine these three strategies, while curriculum developers and policymakers should adapt teaching materials and methods to align with students' experiences, values, and cultural backgrounds. Further research is suggested to explore the long-term impact of these strategies on Arabic language proficiency and the sustainability of students' learning motivation.

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³³ Ryan and Deci, *Self-Determination Theory: Basic Psychological Needs in Motivation, Development, and Wellness*.

³⁴ Setiawan, Husain, and Bahri, "Section Articles Habituation Model of Arabic Learning in Modern Islamic Boarding School: A Case Study of Pondok Modern Darussalam Gontor."

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