

The Influence of Motivation on Students' Achievement in Learning Arabic

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ABSTRACT

Motivation has been widely recognized as a critical factor influencing students' academic achievement, particularly in foreign language learning contexts such as Arabic. However, existing studies often examine motivation in fragmented ways, without providing a comprehensive understanding of its multidimensional nature and its interaction with learning processes. Therefore, this study aims to systematically review and synthesize the influence of motivation on students' achievement in learning Arabic, with a focus on intrinsic motivation, extrinsic motivation, and self-efficacy. This research employed a qualitative systematic literature review design, analyzing peer-reviewed journal articles and scholarly publications published between 2015 and 2025. Data were collected through a documentation technique and analyzed using qualitative content analysis to identify recurring themes, patterns, and relationships among variables. The findings reveal that motivation has a significant and positive relationship with students' academic achievement in Arabic learning. Intrinsic motivation and self-efficacy emerged as the most influential dimensions, while extrinsic motivation played a supportive role in enhancing engagement. Furthermore, the study found that motivation interacts dynamically with instructional strategies and educational contexts, shaping students' learning processes and outcomes. In conclusion, motivation is a central and integrative factor that determines students' success in learning Arabic. The study highlights the importance of fostering intrinsic motivation and strengthening self-efficacy through innovative and supportive learning environments. These findings contribute to both theoretical understanding and practical improvement of Arabic language education.

INTRODUCTION

Motivation has long been recognized as one of the most critical determinants of students' academic success, particularly in the context of foreign language learning. In Arabic language education, which often presents linguistic, cultural, and cognitive challenges for learners, motivation plays a pivotal role in shaping students' engagement, persistence, and achievement. Previous studies have consistently shown that motivated learners tend to demonstrate higher levels

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of participation, stronger commitment, and better learning outcomes compared to their less motivated counterparts (Woolfolk, 2019; Schunk & DiBenedetto, 2020). This is especially relevant in Arabic language learning, where students frequently encounter difficulties related to grammar, vocabulary acquisition, and pronunciation, all of which require sustained effort and motivation.

The importance of motivation in language learning is further supported by contemporary educational psychology. Motivation, whether intrinsic or extrinsic, significantly influences how students approach learning tasks and regulate their learning processes (Ryan & Deci, 2020). Intrinsic motivation, driven by internal interest and personal satisfaction, has been found to produce deeper learning and long-term retention, whereas extrinsic motivation, influenced by external rewards or pressures, can also enhance performance when appropriately managed (Ryan & Deci, 2020). In addition, self-efficacy, as a component of motivation, plays a crucial role in determining students' confidence in their ability to succeed, which in turn affects their academic performance (Ormrod et al., 2020). Thus, understanding the dynamics of motivation is essential for improving students' achievement in Arabic language learning.

A growing body of empirical research has explored the relationship between motivation and students' achievement in learning Arabic. For instance, Fauzi and Anindiati (2021) found that the implementation of the ARCS (Attention, Relevance, Confidence, Satisfaction) model through a Learning Management System significantly improved students' motivation and speaking skills. Similarly, gamification strategies have been shown to enhance students' engagement and academic performance by making learning more interactive and enjoyable (Rezi et al., 2024). Other studies indicate that motivation is closely associated with self-regulated learning, where students with higher motivation levels are more capable of managing their own learning processes effectively (Daud et al., 2025). Furthermore, research by Alrabty (2025) confirms that motivation has a significant positive relationship with academic achievement, while Abushihab et al. (2025) emphasize the role of positive attitudes toward Arabic in strengthening learners' motivation.

In addition to instructional strategies, several contextual factors also influence students' motivation in learning Arabic. A supportive learning environment, innovative teaching methods, and the integration of digital technologies have been identified as key elements that enhance students' motivation and learning outcomes (Salsabillah et al., 2023; Fauzi & Anindiati, 2021). Moreover, students who are highly motivated tend to exhibit greater autonomy in learning, actively participate in classroom activities, and demonstrate better academic performance (Paujiyah et al., 2025; Daud et al., 2025). These findings suggest that motivation is not only a psychological construct but also a dynamic factor shaped by instructional design, teacher roles, and learning environments.

Despite the extensive research on motivation in language learning, several gaps remain in the existing literature. First, many studies focus on specific instructional interventions, such as gamification or LMS-based learning, without providing a comprehensive analysis of how different dimensions of motivation (intrinsic, extrinsic, and self-efficacy) simultaneously influence students' achievement in Arabic learning. Second, previous research often emphasizes general foreign language learning contexts, with limited attention to the unique characteristics of Arabic as a language with distinct linguistic and cultural features. Third, there is still a need for empirical studies that integrate motivational theories with measurable academic outcomes in Arabic language education, particularly in diverse educational settings.

Therefore, this study seeks to address these gaps by examining the influence of motivation on students' achievement in learning Arabic through a more comprehensive and integrative approach. The novelty of this research lies in its attempt to analyze motivation as a

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multidimensional construct, encompassing intrinsic motivation, extrinsic motivation, and self-efficacy, and to investigate how these dimensions collectively impact students' academic achievement. In addition, this study contributes to the growing body of literature by focusing specifically on Arabic language learning, thereby providing more contextualized insights into the role of motivation in this field.

Based on the foregoing discussion, this study is guided by the following research questions: (1) How has the relationship between motivation and students' achievement in learning Arabic been conceptualized and examined in the existing literature? (2) Which dimensions of motivation—such as intrinsic motivation, extrinsic motivation, and self-efficacy—are most frequently identified as influential in shaping students' academic achievement? (3) How do motivational factors interact with learning processes, instructional strategies, and educational contexts in influencing students' performance in Arabic language learning? Accordingly, the objectives of this study are to systematically review and synthesize prior research on the influence of motivation on students' achievement in learning Arabic, to identify the most significant motivational constructs discussed in the literature, and to analyze how these factors contribute to effective and meaningful language learning outcomes.

The significance of this study is primarily theoretical, with important practical implications. From a theoretical perspective, this study contributes to the advancement of knowledge in educational psychology and Arabic language pedagogy by offering a comprehensive synthesis of existing research on motivation and academic achievement. It also seeks to clarify conceptual inconsistencies and highlight dominant trends and patterns in the literature. From a practical perspective, the findings of this review are expected to provide evidence-based insights for educators, curriculum designers, and policymakers in developing instructional approaches that effectively foster students' motivation. Ultimately, this study aims to strengthen the foundation of Arabic language education by emphasizing the critical role of motivation as a key driver of students' academic success and sustained engagement in learning.

METHODS

1. Research Approach and Design

This study employed a qualitative literature review approach, aiming to systematically analyze and synthesize existing research on the influence of motivation on students' achievement in learning Arabic. A literature review design was considered appropriate because it enables researchers to integrate findings from multiple studies, identify patterns, and provide a comprehensive understanding of a research topic (Fithriyah, 2021). In addition, literature-based research allows for the exploration of theoretical and empirical developments across contexts without direct field data collection (Asfihani & Munidzar, 2024).

2. Data Sources and Sample Selection

The data in this study consisted of peer-reviewed journal articles, books, and scholarly publications published between 2015 and 2025, focusing on motivation, academic achievement, and Arabic language learning. Sources were obtained from reputable academic databases such as Scopus-indexed journals, Google Scholar, and other international repositories. The selection of literature followed inclusion criteria, including relevance to the research topic, publication within the last ten years, and empirical or theoretical contributions to motivation and language learning. This systematic selection process is essential in literature review studies to ensure validity and relevance of findings (Miao & Wang, 2023). Furthermore, recent studies emphasize the importance

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of using up-to-date and credible sources to capture current trends in educational research (Zakka et al., 2025).

3. Data Collection Procedures

Data were collected using a documentation technique, where relevant studies were identified, classified, and organized according to key themes such as intrinsic motivation, extrinsic motivation, self-efficacy, and academic achievement. The process involved several stages: (1) searching and identifying relevant literature, (2) screening abstracts and full texts, (3) categorizing studies based on research focus, and (4) extracting key findings related to motivation and learning outcomes. Documentation as a data collection method is widely used in literature studies because it enables systematic organization and interpretation of existing knowledge (Asfihani & Munidzar, 2024). Moreover, structured literature collection procedures help ensure transparency and replicability in review-based research (Fithriyah, 2021).

4. Data Analysis Techniques

The collected data were analyzed using qualitative content analysis, which involved identifying recurring themes, patterns, and relationships between motivation and students' achievement in Arabic language learning. The analysis process included data reduction, data categorization, and synthesis of findings to generate meaningful interpretations. Content analysis is particularly suitable for literature review studies as it allows researchers to interpret textual data systematically and derive theoretical insights (Bouchkioua & Mokhlesse, 2021). Additionally, recent research highlights that analyzing multiple motivation constructs simultaneously can provide a more comprehensive understanding of their relationship with academic achievement (Eccles & Wigfield)

5. Validity and Reliability of Data

To ensure the validity and reliability of the findings, this study applied source triangulation by comparing results from multiple studies, authors, and theoretical perspectives. Consistency across findings was used as an indicator of reliability. In literature review research, triangulation strengthens the credibility of conclusions by minimizing bias and ensuring that interpretations are supported by diverse sources (Miao & Wang, 2023). Additionally, systematic synthesis of literature enhances the robustness of conclusions and allows for the identification of dominant trends and research gaps (Zakka et al., 2025).

RESULTS

1. Conceptualization of the Relationship between Motivation and Students' Achievement in Learning Arabic

a. General Conceptualization of Motivation in Arabic Language Learning

Motivation is consistently conceptualized in the literature as a fundamental psychological construct that significantly influences students' engagement, persistence, and learning outcomes in Arabic language education. As noted in recent educational psychology studies, motivation determines the extent to which learners are willing to invest effort and sustain attention in challenging learning tasks (Schunk & DiBenedetto, 2020). In the context of Arabic language learning, which often involves complex grammatical structures and unfamiliar linguistic systems, motivation becomes a crucial factor that shapes students' readiness to learn and adapt.

Furthermore, the literature emphasizes that motivation functions not only as a driving force but also as a mediating variable that connects instructional inputs with learning outcomes. This implies that even well-designed instructional strategies may not yield optimal results without sufficient student motivation (Miao & Wang, 2023). In Arabic language classrooms, motivation has

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been shown to mediate the relationship between teaching approaches and students' academic achievement, particularly in fostering sustained engagement and meaningful participation.

In addition, motivation is frequently associated with students' willingness to actively participate in learning activities and overcome linguistic challenges. Learners who exhibit higher motivation tend to demonstrate greater resilience when encountering difficulties in vocabulary acquisition, pronunciation, and syntax (Woolfolk, 2019). This aligns with findings from recent studies indicating that motivated learners are more likely to engage in self-directed learning and actively seek opportunities to practice the target language (Paujiyah et al., 2025).

b. Empirical Evidence on the Relationship between Motivation and Achievement

A substantial body of empirical research consistently demonstrates a positive and significant correlation between motivation and students' achievement in learning Arabic. For example, studies have shown that increased motivation leads to improved academic performance across various language skills, including speaking, reading, and comprehension (Fauzi & Anindiati, 2021). This relationship is further reinforced by broader educational research, which confirms that motivation is a strong predictor of academic success across disciplines (Alrabty, 2025).

Highly motivated students tend to achieve better learning outcomes due to their increased effort, persistence, and engagement in learning activities. Empirical findings suggest that motivated learners are more likely to invest time in practice, utilize effective learning strategies, and actively participate in classroom interactions (Daud et al., 2025). In Arabic language learning, this is particularly important as mastery requires continuous exposure and practice.

Moreover, motivation contributes to improved academic performance by enhancing students' learning effort and persistence. Students with higher motivation levels are more capable of sustaining attention and overcoming learning difficulties, leading to better achievement outcomes (Ryan & Deci, 2020). This finding is consistent with recent literature indicating that motivation plays a central role in shaping both cognitive and behavioral aspects of learning (Rezi et al., 2024).

c. Theoretical Perspectives Underpinning the Relationship

Self-Determination Theory (SDT) provides a comprehensive framework for understanding the role of motivation in learning. This theory distinguishes between intrinsic and extrinsic motivation and emphasizes their combined influence on learning outcomes. Intrinsic motivation, which arises from internal interest and enjoyment, is considered more effective in promoting deep learning and long-term achievement (Ryan & Deci, 2020). In Arabic language learning, intrinsically motivated students are more likely to engage deeply with the language and develop higher proficiency.

Social Cognitive Theory further highlights the importance of self-efficacy as a central component of motivation. Self-efficacy refers to students' beliefs in their ability to succeed in specific tasks, which significantly influences their academic performance. Students with high self-efficacy are more confident, persistent, and willing to take on challenging tasks (Ormrod et al., 2020). In the context of Arabic learning, self-efficacy has been found to mediate the relationship between motivation and achievement, reinforcing the importance of psychological factors in language acquisition.

From a constructivist perspective, motivation is viewed as a dynamic and context-dependent factor shaped by learning experiences and social interactions. Learning environments that are interactive, supportive, and student-centered are more likely to enhance students' motivation and engagement (Slavin, 2018). This perspective suggests that motivation is not static but evolves

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through continuous interaction between learners and their educational context, particularly in collaborative and communicative language learning settings.

2. Dominant Dimensions of Motivation Influencing Students' Achievement

a. Intrinsic Motivation

Intrinsic motivation is consistently identified in the literature as the most influential dimension in shaping students' achievement in learning Arabic. It refers to learners' internal desire to engage in learning activities for personal satisfaction, curiosity, and interest. Studies in educational psychology indicate that intrinsically motivated students demonstrate deeper cognitive engagement and are more likely to achieve meaningful learning outcomes (Ryan & Deci, 2020). In Arabic language learning, intrinsic motivation encourages learners to explore linguistic structures, vocabulary, and cultural aspects beyond classroom requirements.

Empirical findings further suggest that intrinsic motivation contributes to sustained learning and long-term academic success. Students who are intrinsically motivated tend to exhibit higher levels of persistence, autonomy, and self-directed learning behaviors (Woolfolk, 2019). This is particularly relevant in Arabic learning contexts, where mastery requires continuous practice and independent effort. Research also shows that intrinsically motivated learners are more resilient when facing difficulties in grammar and pronunciation, leading to improved achievement outcomes (Paujiyah et al., 2025).

b. Extrinsic Motivation

Extrinsic motivation, defined as motivation driven by external rewards such as grades, recognition, or social expectations, also plays a significant role in influencing students' achievement. Although it is often considered less stable than intrinsic motivation, extrinsic motivation can effectively initiate and sustain learning behavior, especially among students with low initial interest (Schunk & DiBenedetto, 2020). In Arabic language learning, external incentives such as academic assessment and teacher feedback can encourage students to participate more actively.

However, the literature indicates that the impact of extrinsic motivation is context-dependent. When appropriately integrated with meaningful learning experiences, extrinsic motivation can enhance students' engagement and performance (Miao & Wang, 2023). Conversely, excessive reliance on external rewards may reduce students' intrinsic interest in learning. Therefore, a balanced approach that combines intrinsic and extrinsic motivational factors is recommended to optimize learning outcomes in Arabic education.

c. Self-Efficacy as a Core Motivational Construct

Self-efficacy emerges as a critical dimension of motivation that significantly influences students' academic achievement. It refers to learners' beliefs in their ability to successfully perform specific learning tasks. According to Social Cognitive Theory, self-efficacy affects students' choice of activities, level of effort, and persistence in the face of challenges (Ormrod et al., 2020). In Arabic language learning, students with high self-efficacy are more confident in practicing speaking, reading complex texts, and engaging in classroom interactions.

Recent empirical studies confirm that self-efficacy acts as a mediator between motivation and academic achievement. Students who possess strong self-efficacy are more likely to adopt effective learning strategies and achieve higher performance levels (Daud et al., 2025). Furthermore, self-efficacy enhances students' resilience and reduces anxiety in learning a foreign language, which is particularly important in mastering Arabic as a linguistically demanding subject (Alfian et al., 2025).

d. Comparative Influence of Motivational Dimensions

A comparative analysis of the literature reveals that intrinsic motivation and self-efficacy are the most dominant predictors of students' achievement in learning Arabic. Intrinsic motivation fosters deep engagement and long-term learning, while self-efficacy strengthens students' confidence and persistence (Ryan & Deci, 2020; Ormrod et al., 2020). Together, these dimensions create a strong internal foundation for successful language learning.

Extrinsic motivation, while less influential in sustaining long-term learning, plays a complementary role by reinforcing students' participation and initial engagement. Studies indicate that the interaction between intrinsic and extrinsic motivation can produce optimal learning outcomes when supported by appropriate instructional strategies (Rezi et al., 2024).

Overall, the findings suggest that motivation is a multidimensional construct in which different components interact dynamically to influence students' academic achievement. A comprehensive understanding of these dimensions is essential for designing effective Arabic language instruction that promotes both engagement and performance

3. Interaction of Motivational Factors with Learning Processes, Instructional Strategies, and Educational Contexts

a. Interaction with Learning Processes

The literature consistently indicates that motivation plays a central role in shaping students' cognitive engagement in learning Arabic. Motivated learners tend to demonstrate higher levels of attention, deeper information processing, and better memory retention, which ultimately contribute to improved academic achievement (Schunk & DiBenedetto, 2020). In the context of Arabic language learning, this is particularly important due to the complexity of grammatical structures and the need for sustained cognitive effort.

Furthermore, motivation is closely associated with self-regulated learning processes. Students with high levels of motivation are more likely to set learning goals, monitor their progress, and apply effective learning strategies independently (Daud et al., 2025). This ability to regulate one's own learning is crucial in mastering Arabic, as it requires continuous practice beyond formal classroom instruction.

Motivation also enhances students' persistence in overcoming learning difficulties. Research shows that motivated learners are more resilient when facing challenges, such as unfamiliar vocabulary and complex syntax, leading to better learning outcomes (Woolfolk, 2019). Therefore, motivation not only influences how students learn but also determines how effectively they cope with academic challenges.

b. Interaction with Instructional Strategies

Instructional strategies play a significant role in shaping and sustaining students' motivation in learning Arabic. Innovative approaches such as gamification, digital learning platforms, and interactive teaching methods have been shown to increase students' engagement and academic performance (Rezi et al., 2024). These strategies create a more dynamic and enjoyable learning environment, which enhances students' intrinsic motivation.

The integration of technology in instruction, such as Learning Management Systems (LMS), has also been found to positively influence motivation and learning outcomes. Technology-based learning environments provide flexibility, accessibility, and interactive features that support students' active participation (Fauzi & Anindiati, 2021). As a result, students become more motivated to engage with learning materials and complete tasks effectively.

In addition, the role of teachers is crucial in designing and implementing motivational instructional strategies. Teachers who employ student-centered approaches, provide constructive feedback, and create supportive learning environments can significantly enhance students'

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motivation (Salsabillah et al., 2023). This highlights the importance of pedagogical competence in fostering motivation and improving academic achievement.

c. Interaction with Educational Contexts

Educational contexts, including classroom environment, peer interaction, and institutional support, significantly influence students' motivation in learning Arabic. A supportive and conducive learning environment has been shown to enhance both motivation and academic performance (Miao & Wang, 2023). Such environments encourage collaboration, participation, and positive learning experiences.

Social factors also play an important role in shaping motivation. Peer support and teacher-student relationships contribute to the development of positive attitudes toward learning Arabic, which in turn strengthens motivation (Abushihab et al., 2025). These interpersonal dynamics create a sense of belonging and encourage students to engage more actively in learning.

Moreover, cultural and institutional contexts affect how motivation is expressed and developed. In some educational settings, external expectations and cultural values may reinforce extrinsic motivation, while in others, learner autonomy may promote intrinsic motivation (Ryan & Deci, 2020). This suggests that motivation is context-dependent and influenced by broader socio-cultural factors.

d. Integrated Model of Motivation and Achievement

The findings of this systematic literature review indicate that motivation interacts dynamically with learning processes, instructional strategies, and educational contexts to influence students' achievement in learning Arabic. This interaction is not linear but reciprocal, where motivation enhances learning outcomes, and successful learning experiences further strengthen motivation (Schunk & DiBenedetto, 2020).

An integrated perspective suggests that effective Arabic language learning requires the alignment of motivational factors with pedagogical practices and supportive learning environments. When instructional strategies are designed to foster intrinsic motivation and self-efficacy, students are more likely to achieve higher academic performance (Ormrod et al., 2020).

Overall, the literature supports a holistic model in which motivation serves as a central component connecting cognitive, instructional, and contextual elements of learning. This integrated approach provides a comprehensive framework for understanding how motivation contributes to students' success in Arabic language education.

DISCUSSION

1. Analysis of Results

The findings of this systematic literature review clearly indicate that motivation plays a central and multidimensional role in influencing students' achievement in learning Arabic. Across the reviewed studies, motivation was not only conceptualized as a psychological driver but also as a mediating mechanism that connects instructional processes with academic outcomes. This confirms that students' success in Arabic learning is strongly dependent on their level of engagement, persistence, and self-regulation, all of which are shaped by motivational factors.

More specifically, the results demonstrate that intrinsic motivation and self-efficacy are the most dominant predictors of students' achievement. Intrinsic motivation fosters deep learning, sustained engagement, and long-term retention, while self-efficacy strengthens students' confidence and persistence in facing linguistic challenges. This finding aligns with the argument that learners who possess strong internal motivation are more likely to actively construct knowledge and regulate their own learning processes (Ryan & Deci, 2020). Furthermore, self-

efficacy enhances students' ability to manage complex learning tasks, which is particularly important in Arabic language learning due to its structural and linguistic complexity (Ormrod et al., 2020).

In addition, the findings highlight that motivation interacts dynamically with learning processes, instructional strategies, and educational contexts. Motivation was found to influence cognitive engagement, such as attention and memory, as well as behavioral engagement, including participation and persistence. At the same time, instructional strategies such as gamification and technology integration were shown to enhance motivation, creating a reciprocal relationship between teaching practices and student motivation. This suggests that motivation is not a static trait but a dynamic construct shaped by multiple interacting factors.

2. Comparison with Previous Studies

The results of this study are consistent with a wide range of previous research in educational psychology and language learning. For instance, the strong relationship between motivation and academic achievement identified in this study supports earlier findings that motivation is a key predictor of learning success across disciplines (Schunk & DiBenedetto, 2020). Similarly, the dominance of intrinsic motivation observed in this review is in line with Self-Determination Theory, which emphasizes the importance of internal motivation in achieving meaningful and sustained learning outcomes (Ryan & Deci, 2020).

Furthermore, the role of self-efficacy identified in this study confirms findings from Social Cognitive Theory, which highlights self-efficacy as a crucial factor influencing students' performance and persistence (Ormrod et al., 2020). Empirical studies in Arabic language learning also support this conclusion, showing that students with higher self-efficacy are more likely to achieve better academic outcomes and demonstrate stronger engagement (Daud et al., 2025).

The findings related to instructional strategies are also consistent with previous research. Studies have shown that innovative approaches such as gamification and Learning Management Systems can significantly enhance students' motivation and learning outcomes (Fauzi & Anindiati, 2021; Rezi et al., 2024). This study reinforces these findings by demonstrating that such strategies not only improve motivation but also strengthen the relationship between motivation and achievement.

However, this study also extends previous research by providing a more integrative perspective. While earlier studies often focused on single variables or specific interventions, this review highlights the interaction between multiple dimensions of motivation and contextual factors. This holistic perspective offers a more comprehensive understanding of how motivation operates within Arabic language learning environments.

3. Implications of Findings

The findings of this study have significant theoretical and practical implications. From a theoretical perspective, this study contributes to the field of educational psychology by reinforcing the view that motivation is a multidimensional construct that includes intrinsic motivation, extrinsic motivation, and self-efficacy. It also highlights the importance of integrating multiple theoretical frameworks, such as Self-Determination Theory and Social Cognitive Theory, to better understand the complexity of motivation in language learning contexts.

From a practical perspective, the findings provide valuable insights for educators, curriculum developers, and policymakers. First, teachers should prioritize the development of intrinsic motivation by creating engaging, meaningful, and student-centered learning experiences. Second, efforts should be made to enhance students' self-efficacy through positive feedback, scaffolded learning, and opportunities for success. Third, the integration of innovative instructional strategies,

such as digital learning platforms and gamification, should be encouraged to foster motivation and improve learning outcomes.

In addition, the findings emphasize the importance of creating supportive learning environments that promote collaboration, autonomy, and positive attitudes toward learning Arabic. Such environments can significantly enhance students' motivation and, consequently, their academic achievement.

4. Limitations of the Study

Despite its contributions, this study has several limitations that should be acknowledged. First, as a systematic literature review, this study relied solely on existing research and did not involve primary data collection. As a result, the findings depend on the quality and scope of the selected studies. Second, the inclusion criteria limited the analysis to studies published within the last ten years, which may have excluded relevant earlier research that could provide additional insights.

Third, variations in research contexts, methodologies, and measurement instruments across the reviewed studies may affect the generalizability of the findings. For example, differences in educational systems, cultural backgrounds, and instructional approaches may influence how motivation is conceptualized and measured. Finally, the study primarily focused on Arabic language learning, which may limit the applicability of the findings to other language learning contexts.

5. Partial Conclusions

Based on the discussion above, it can be concluded that motivation is a critical determinant of students' achievement in learning Arabic, operating through complex and dynamic interactions with cognitive, instructional, and contextual factors. Intrinsic motivation and self-efficacy emerge as the most influential components, while extrinsic motivation plays a complementary role in supporting learning engagement.

Furthermore, the findings suggest that effective Arabic language learning requires an integrated approach that aligns motivational factors with instructional strategies and supportive learning environments. This study thus provides a foundation for further research and practical innovation in Arabic language education, particularly in developing strategies to enhance students' motivation and academic performance.

CONCLUSION

This study has demonstrated that motivation constitutes a central and multidimensional determinant of students' achievement in learning Arabic. The findings of this systematic literature review confirm that the relationship between motivation and academic performance has been consistently conceptualized in the literature as both direct and mediated through cognitive engagement, persistence, and self-regulated learning processes. Among the various dimensions of motivation, intrinsic motivation and self-efficacy emerged as the most influential factors, while extrinsic motivation played a complementary role in initiating and sustaining learning engagement. Furthermore, the results reveal that motivational factors interact dynamically with instructional strategies and educational contexts, indicating that effective Arabic language learning is shaped by the alignment of psychological, pedagogical, and environmental elements.

The implications of this study are both theoretical and practical. Theoretically, this research contributes to the advancement of educational psychology and Arabic language pedagogy by reinforcing the view that motivation is a complex and integrative construct that cannot be understood through a single dimension. It highlights the importance of combining perspectives

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from Self-Determination Theory and Social Cognitive Theory to explain students' learning behavior and achievement. Practically, the findings provide important insights for educators and policymakers to design instructional strategies that foster intrinsic motivation, strengthen students' self-efficacy, and create supportive and engaging learning environments, particularly in the context of Arabic language education.

Despite these contributions, this study suggests several directions for future research. Further empirical studies are needed to investigate the interaction between motivational dimensions and specific instructional interventions in diverse educational settings. In addition, future research should explore longitudinal approaches to better understand how motivation develops over time and influences sustained learning outcomes. Expanding research to include cross-cultural comparisons and mixed-method designs may also provide deeper insights into the contextual nature of motivation in Arabic language learning.

In conclusion, this study underscores the pivotal role of motivation as a driving force behind students' academic success in learning Arabic. By offering a comprehensive synthesis of existing literature, this research not only enriches theoretical understanding but also provides a foundation for developing more effective and meaningful language learning practices. Ultimately, strengthening students' motivation is essential for achieving sustainable learning outcomes and advancing the quality of Arabic language education in diverse educational contexts.

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