

## The Influence of the Learning Environment on Students' Motivation in Learning Arabic

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### ABSTRACT

The learning environment has been widely recognized as a critical factor influencing students' motivation, particularly in the context of Arabic language learning, which involves complex linguistic and sociocultural dimensions. This study aimed to systematically examine how the learning environment has been conceptualized, to identify its key dimensions, and to analyze its influence on students' motivation in learning Arabic. A qualitative approach using a systematic literature review design was employed. Data were collected from scholarly articles and academic books published between 2015 and 2025, sourced from reputable databases. The selection process followed predefined inclusion criteria, and the data were analyzed using thematic analysis to identify patterns and relationships across studies. The findings revealed that the learning environment is a multidimensional construct consisting of physical, social, psychological, technological, and religious-cultural dimensions. These dimensions were found to interact dynamically in shaping students' intrinsic and extrinsic motivation. The results also indicated a positive and reciprocal relationship between the learning environment and motivation, where supportive environments enhance student engagement and achievement, while motivated learners contribute to more conducive learning conditions. Furthermore, factors such as teaching strategies, social support, and individual differences were identified as important mediators and moderators in this relationship. In conclusion, this study highlights the importance of designing holistic and supportive learning environments to enhance students' motivation in Arabic language learning and provides a comprehensive framework for future research and educational practice.

### INTRODUCTION

The learning environment has long been recognized as a critical factor influencing students' motivation and academic achievement across various disciplines, including foreign language learning. In the context of Arabic language education, motivation plays a central role due to the linguistic complexity and sociocultural dimensions embedded within the language. A conducive learning environment has been empirically shown to positively correlate with students' learning motivation and contribute significantly to improved learning outcomes (Azzahra & Junaedi, 2024).

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This highlights the importance of understanding how environmental factors shape students' engagement and persistence in learning Arabic.

Motivation in Arabic language learning is inherently dynamic and influenced by both internal and external factors, particularly the academic and social environment in which students are situated (Sunan et al., 2025). A supportive academic atmosphere can sustain students' intrinsic motivation, which is essential for long-term language acquisition (Sunan et al., 2025). Furthermore, the integration of technology within the learning environment has been found to enhance students' motivation through structured instructional models such as ARCS (Attention, Relevance, Confidence, Satisfaction) (Fauzi & Anindiati, 2021). These findings indicate that the learning environment is not merely a physical setting but a multidimensional construct encompassing pedagogical strategies, social interactions, and technological resources.

In addition, motivation in learning Arabic is shaped by a complex interplay of religious, social, and experiential factors (Prastyo & Solekah, 2025). Social pressures and school environments contribute to the development of extrinsic motivation, while meaningful learning experiences foster intrinsic motivation (Prastyo & Solekah, 2025). A well-established language environment, particularly in immersive settings such as pesantren, has been shown to significantly enhance both motivation and language acquisition through daily communicative practices (Hamid et al., 2024). Similarly, the use of classical Arabic texts within religious learning environments can strengthen both intrinsic and extrinsic motivational orientations (Sya'diah, 2024). Conversely, inadequate learning environments, such as limited facilities and lack of support, may negatively impact students' motivation (Alasmari, 2023).

From a broader educational psychology perspective, the learning environment encompasses emotional, social, and psychological dimensions that collectively influence students' motivation and engagement (Woolfolk, 2019). Positive and supportive environments enhance intrinsic motivation, particularly when students feel safe, valued, and actively involved in the learning process (Ormrod et al., 2020; Slavin, 2018). Moreover, interactions with teachers and peers play a vital role in shaping students' motivation and learning behaviors (Schunk & DiBenedetto, 2020). In language learning specifically, environments rich in communication and social interaction are essential for fostering motivation and successful language acquisition (Lightbown & Spada, 2021).

Previous studies have consistently demonstrated the significant relationship between the learning environment and students' motivation in Arabic learning contexts. For instance, research on the transformation of Arabic learning motivation revealed that students' motivation fluctuates over time but can be reinforced through supportive academic and spiritual environments (Sunan et al., 2025). Similarly, the implementation of learning management systems (LMS) has been shown to enhance students' motivation and language skills (Fauzi & Anindiati, 2021). Studies conducted in pesantren environments emphasize the role of immersive language settings in strengthening both motivation and communicative competence (Hamid et al., 2024). Additionally, research on classical Arabic learning highlights the importance of religious and cultural contexts in motivating learners (Sya'diah, 2024). Other studies also confirm that motivation in Arabic learning is influenced by complex interactions between social, cultural, and environmental factors (Prastyo & Solekah, 2025).

Despite the growing body of literature, several gaps remain. First, many studies tend to examine the learning environment and motivation separately rather than analyzing their integrated influence in a comprehensive framework. Second, there is limited empirical research focusing specifically on how different dimensions of the learning environment—physical, social, technological, and religious—simultaneously affect students' motivation in Arabic learning

contexts. Third, previous studies often emphasize specific settings, such as pesantren or technology-based learning, without providing a holistic understanding applicable across diverse educational environments.

Therefore, this study offers novelty by proposing a comprehensive analysis of the learning environment as a multidimensional construct and its influence on students' motivation in learning Arabic. Unlike previous research, this study integrates various environmental dimensions—academic, social, technological, and cultural—into a unified framework to better understand their combined effects on students' motivational dynamics. This approach is expected to provide a more nuanced and holistic perspective on Arabic language learning.

Based on the above considerations, this study is guided by the following research questions: (1) How has the learning environment been conceptualized in previous studies related to Arabic language learning motivation? (2) What dimensions of the learning environment have been identified in the literature as influencing students' motivation in learning Arabic? (3) How do existing studies explain the relationship between the learning environment and students' motivation in Arabic language learning? Accordingly, the objectives of this study are to systematically review and synthesize existing literature on the influence of the learning environment on students' motivation in learning Arabic, to identify the dominant environmental factors discussed in prior research, and to develop a comprehensive understanding of how these factors interact in shaping students' motivation.

This study is significant both theoretically and practically. Theoretically, it contributes to the advancement of educational psychology and Arabic language pedagogy by offering a synthesized and integrative perspective on the relationship between the learning environment and student motivation. It also seeks to bridge fragmented findings in previous studies by organizing them into a coherent conceptual framework. Practically, the results of this literature review are expected to provide valuable insights for educators, curriculum developers, and policymakers in designing and optimizing learning environments that effectively support students' motivation in Arabic language learning. Ultimately, this study aims to serve as a foundational reference for future empirical research and to support the development of more effective, engaging, and contextually relevant Arabic language learning environments.

## **METHODS**

### **1. Research Approach and Design**

This study employed a qualitative approach using a systematic literature review design to examine the influence of the learning environment on students' motivation in learning Arabic. The literature review method was selected to synthesize findings from previous empirical studies and theoretical frameworks in order to develop a comprehensive understanding of the topic. A systematic approach allowed the researcher to identify, evaluate, and interpret relevant studies in a structured manner (Snyder, 2019). Furthermore, literature reviews have been widely used to integrate fragmented findings and build theoretical contributions in educational research (Xiao & Watson, 2019).

### **2. Data Sources and Sample Selection**

The data for this study consisted of scholarly articles and academic books published within the last ten years (2015–2025). The sources were obtained from reputable academic databases such as Scopus-indexed journals, Google Scholar, and other peer-reviewed platforms. Inclusion criteria were established to ensure the relevance and quality of the selected studies, including: (1) studies focusing on learning environment and student motivation, (2) research related to Arabic language

learning or foreign language education, and (3) publications with clear methodological rigor. Purposeful sampling was used to select the most relevant literature, as it enables researchers to focus on information-rich sources aligned with the research objectives (Creswell & Creswell, 2018). In addition, selecting recent publications ensured that the review reflected current trends and developments in the field (Booth et al., 2021).

### **3. Research Instruments**

In this study, the primary instrument was the researcher, supported by a document analysis checklist used to extract and organize relevant data from selected sources. The checklist included categories such as research objectives, methodology, key findings, and identified dimensions of the learning environment and motivation. Document analysis is considered a systematic procedure for reviewing and evaluating documents to gain meaningful insights (Bowen, 2009). Moreover, the use of structured extraction tools enhances consistency and reliability in qualitative literature reviews (Morgan, 2022).

### **4. Data Collection Procedures**

The data collection process was conducted through several systematic steps. First, relevant keywords such as “learning environment,” “student motivation,” and “Arabic language learning” were used to search for literature. Second, the researcher screened titles and abstracts to determine their relevance. Third, full-text articles were reviewed to ensure they met the inclusion criteria. Finally, selected studies were organized and coded for further analysis. This process followed established guidelines for systematic literature reviews to ensure transparency and replicability (Snyder, 2019). Additionally, a rigorous screening process is essential to minimize bias and enhance the validity of the review findings (Xiao & Watson, 2019).

### **5. Data Analysis Techniques**

The data were analyzed using thematic analysis to identify patterns, themes, and relationships across the selected studies. The analysis involved coding the data, categorizing recurring themes, and synthesizing findings into coherent interpretations. Thematic analysis is widely used in qualitative research to systematically interpret textual data and generate meaningful insights (Braun & Clarke, 2021). Furthermore, synthesizing findings from multiple studies enables researchers to develop a more comprehensive understanding of complex educational phenomena (Thomas & Harden, 2008). In this study, the analysis focused on identifying key dimensions of the learning environment and their influence on students’ motivation in learning Arabic.

## **RESULTS**

### **1. Conceptualization of the Learning Environment in Arabic Language Learning Motivation**

#### **a. Learning Environment as a Multidimensional Construct**

The findings of this systematic literature review indicated that the learning environment was consistently conceptualized as a multidimensional construct encompassing physical, social, psychological, and technological components. These dimensions interact dynamically to shape students’ learning experiences and motivational orientations. The physical dimension includes classroom facilities, infrastructure, and learning resources, while the social dimension involves interactions among teachers and peers. The psychological dimension refers to emotional climate and students’ sense of belonging, whereas the technological dimension highlights the integration of digital tools in learning processes.

Several studies emphasized that the learning environment extends beyond the physical classroom and includes broader academic and sociocultural contexts that influence learning

behavior. For instance, educational psychology literature suggests that effective learning environments integrate cognitive, social, and emotional aspects to support student engagement and motivation (Woolfolk, 2019). Similarly, Ormrod et al. (2020) argued that students' motivation is shaped not only by instructional strategies but also by the overall learning context, including environmental support and classroom climate.

Furthermore, recent empirical studies highlighted that the multidimensional nature of the learning environment plays a significant role in shaping students' motivation in language learning. A study by Kassab et al. (2024) demonstrated that environmental factors such as institutional support, classroom interaction, and access to learning resources significantly influence student engagement. Likewise, Nurwati and Gusnawaty (2025) found that a well-structured language environment contributes to both motivation and academic achievement in foreign language learning contexts.

These findings suggest that the conceptualization of the learning environment in Arabic language learning is holistic and integrative, encompassing multiple interrelated dimensions that collectively influence students' motivation.

### **b. Learning Environment as a Support System for Motivation**

The review also revealed that the learning environment functions as a critical support system that facilitates both intrinsic and extrinsic motivation in learning Arabic. A supportive learning environment enhances students' willingness to participate, sustain effort, and achieve learning goals.

Previous studies indicated that environments characterized by positive teacher support, collaborative peer interaction, and meaningful learning activities significantly enhance students' intrinsic motivation. According to Schunk and DiBenedetto (2020), motivational processes are strongly influenced by social-contextual factors, including feedback, encouragement, and classroom relationships. In addition, Slavin (2018) highlighted that students are more engaged when they experience supportive and inclusive learning environments that promote active participation.

Empirical evidence further supports the role of the learning environment as a motivational support system. Fauzi and Anindiati (2021) reported that technology-enhanced learning environments, particularly those utilizing Learning Management Systems (LMS), significantly improve students' motivation and language learning outcomes. Similarly, Sunan et al. (2025) found that a supportive academic environment helps maintain students' intrinsic motivation over time, even when initial motivation fluctuates.

These findings confirm that the learning environment serves not only as a contextual factor but also as an active support mechanism that fosters students' motivation in Arabic language learning.

### **c. Learning Environment in Religious and Cultural Contexts**

Another important finding of this review is that the learning environment in Arabic language education is closely associated with religious and cultural contexts, particularly in Islamic educational settings. These contexts provide unique motivational drivers that distinguish Arabic learning from other foreign language learning contexts.

Several studies demonstrated that integrating religious values and cultural elements into the learning environment enhances students' emotional engagement and motivation. For example, Sya'diah (2024) found that the use of classical Arabic texts within a religious learning environment significantly increases both intrinsic and extrinsic motivation among students. In line with this, Prastyo and Solekah (2025) argued that religious and sociocultural factors play a crucial role in shaping students' motivation in Arabic language learning.

Moreover, immersive environments such as pesantren were found to strengthen students' motivation through continuous exposure to Arabic language practices in daily life. Hamid et al. (2024) reported that such environments not only enhance language acquisition but also foster a deeper emotional and spiritual connection to the language. This is consistent with language learning theories suggesting that meaningful and context-rich environments promote higher levels of motivation and engagement (Lightbown & Spada, 2021).

These findings indicate that religious and cultural dimensions are integral components of the learning environment in Arabic education, contributing significantly to students' motivational development.

## **2. Dimensions of the Learning Environment Influencing Students' Motivation**

The findings of this review revealed that the learning environment influencing students' motivation in learning Arabic consists of several interrelated dimensions, namely physical, social, psychological, technological, and religious-cultural dimensions. Each dimension contributes uniquely to shaping students' motivational orientations and learning engagement.

### **a. Physical Dimension**

The physical dimension refers to the tangible aspects of the learning environment, including classroom facilities, infrastructure, and learning resources. This dimension plays a fundamental role in creating a comfortable and conducive learning atmosphere that supports students' readiness to learn.

Previous studies indicated that adequate physical facilities, such as well-equipped classrooms and access to learning materials, significantly enhance students' motivation. A conducive physical environment reduces distractions and allows students to focus more effectively on learning tasks (Woolfolk, 2019). Similarly, Ormrod et al. (2020) emphasized that physical comfort and accessibility of resources are essential factors that influence students' engagement and persistence in learning.

Empirical findings further demonstrated that inadequate physical conditions negatively affect students' motivation. Alasmari (2023) reported that limited facilities and poorly structured learning spaces reduce students' willingness to participate actively in learning activities. In the context of language learning, the availability of supportive resources, such as audio-visual tools and language labs, was found to significantly enhance students' motivation and learning outcomes (Lightbown & Spada, 2021).

These findings suggest that the physical dimension serves as a foundational element that supports or constrains students' motivation in Arabic language learning.

### **b. Social Dimension**

The social dimension encompasses interactions among students, teachers, and peers, which play a crucial role in shaping students' motivation and learning behavior.

The literature consistently highlighted that positive teacher-student relationships and collaborative peer interactions foster a supportive learning environment that enhances motivation. According to Schunk and DiBenedetto (2020), social interactions influence students' self-efficacy and motivation through feedback, modeling, and encouragement. Additionally, Slavin (2018) noted that cooperative learning environments promote active engagement and improve students' attitudes toward learning.

Empirical studies also confirmed that social support significantly contributes to students' motivation. Marjuki and Hasan (2024) found that strong peer and teacher support increases students' enthusiasm and participation in learning activities. Furthermore, Kassab et al. (2024)

demonstrated that a positive social environment within educational institutions enhances student engagement and academic motivation.

These findings indicate that the social dimension is a critical determinant of students' motivation, particularly in language learning contexts that require interaction and communication.

### **c. Psychological Dimension**

The psychological dimension refers to the emotional and cognitive aspects of the learning environment, including students' sense of belonging, emotional safety, and classroom climate.

Research in educational psychology emphasized that students are more motivated when they feel safe, valued, and supported in their learning environment. Ormrod et al. (2020) explained that emotional support and positive classroom climate enhance intrinsic motivation and encourage students to engage in learning activities. Similarly, Woolfolk (2019) highlighted that a supportive psychological environment fosters students' confidence and willingness to take risks in learning.

Empirical evidence also showed that psychological factors significantly influence motivation. Sunan et al. (2025) found that students' motivation in learning Arabic fluctuates depending on their emotional experiences and perceptions of the learning environment. In addition, Prastyo and Solekah (2025) reported that psychological comfort and meaningful learning experiences contribute to the development of both intrinsic and extrinsic motivation.

These findings demonstrate that the psychological dimension plays a central role in sustaining students' motivation and engagement in Arabic language learning.

### **d. Technological Dimension**

The technological dimension involves the integration of digital tools, online platforms, and multimedia resources in the learning environment.

The literature indicated that technology-enhanced learning environments significantly improve students' motivation by providing interactive and flexible learning experiences. Fauzi and Anindiati (2021) found that the use of Learning Management Systems (LMS) increases students' motivation and engagement in Arabic language learning. Moreover, digital tools enable personalized learning and immediate feedback, which are essential for sustaining motivation (Schunk & DiBenedetto, 2020).

Recent studies also highlighted the role of technology in creating engaging and student-centered learning environments. Xiao and Watson (2019) suggested that digital learning environments facilitate access to diverse learning resources and promote autonomous learning. In language learning contexts, technology supports communication, collaboration, and exposure to authentic language use, thereby enhancing motivation (Lightbown & Spada, 2021).

These findings suggest that the technological dimension is increasingly important in modern Arabic language education, particularly in enhancing students' motivation and engagement.

### **e. Religious and Cultural Dimension**

The religious and cultural dimension represents a distinctive feature of Arabic language learning, particularly in Islamic educational contexts.

Previous studies emphasized that integrating religious values and cultural elements into the learning environment strengthens students' motivation. Sya'diah (2024) found that learning Arabic through classical Islamic texts enhances students' intrinsic motivation by connecting language learning with religious identity. Similarly, Prastyo and Solekah (2025) highlighted that sociocultural and religious factors play a significant role in shaping students' motivation in Arabic learning.

Furthermore, immersive environments such as pesantren were found to provide strong motivational support through continuous exposure to Arabic language and Islamic practices. Hamid et al. (2024) reported that such environments foster both linguistic competence and

emotional attachment to the language. This aligns with the view that culturally relevant learning environments enhance students' engagement and motivation (Lightbown & Spada, 2021).

These findings indicate that the religious and cultural dimension is a unique and influential factor in motivating students to learn Arabic, distinguishing it from other foreign language learning contexts.

### **3. Relationship between Learning Environment and Students' Motivation in Learning Arabic**

The findings of this systematic literature review demonstrated that the relationship between the learning environment and students' motivation in learning Arabic is complex, dynamic, and multidimensional. The interaction between environmental factors and motivational processes shapes not only students' engagement but also their persistence and achievement in language learning.

#### **a. Positive Correlation between Learning Environment and Motivation**

The review revealed a consistent pattern across studies indicating a significant positive relationship between a supportive learning environment and students' motivation.

Several studies reported that conducive learning environments enhance both intrinsic and extrinsic motivation. Azzahra and Junaedi (2024) found that a well-structured learning environment significantly improves students' motivation and learning outcomes. Similarly, Kassab et al. (2024) demonstrated that environmental factors such as institutional support, classroom interaction, and learning facilities are strongly associated with higher levels of student engagement and motivation.

In the context of Arabic language learning, Nurwati and Gusnawaty (2025) showed that a supportive language environment contributes directly to improved motivation and academic performance. These findings are consistent with educational psychology theories, which suggest that environmental support plays a crucial role in sustaining students' motivation and engagement (Woolfolk, 2019).

These results indicate that the learning environment serves as a key determinant of students' motivation, reinforcing the importance of creating conducive educational settings.

#### **b. Dynamic and Reciprocal Relationship**

Another important finding is that the relationship between the learning environment and motivation is dynamic and reciprocal rather than linear.

The literature suggests that while a supportive environment enhances students' motivation, motivated students also contribute to shaping a more active and positive learning environment. Schunk and DiBenedetto (2020) argued that motivation and environmental factors interact continuously, influencing each other over time. Similarly, Ormrod et al. (2020) highlighted that students' behaviors, attitudes, and engagement levels can modify the classroom climate, creating a feedback loop between motivation and environment.

Empirical evidence from Arabic language learning contexts supports this reciprocal relationship. Sunan et al. (2025) found that students' motivation fluctuates depending on their experiences within the learning environment, while their level of engagement simultaneously influences the overall classroom dynamics.

This finding underscores the importance of viewing motivation and the learning environment as interconnected and mutually reinforcing components of the learning process.

#### **c. Mediating and Moderating Factors**

The findings also revealed that the relationship between the learning environment and students' motivation is influenced by several mediating and moderating factors.

Teaching strategies were identified as key mediators in this relationship. Effective instructional methods can enhance the positive impact of the learning environment on motivation. Slavin (2018) emphasized that student-centered and cooperative learning approaches increase engagement and motivation. Similarly, Fauzi and Anindiati (2021) demonstrated that technology-based instructional strategies, such as LMS integration, strengthen the relationship between the learning environment and motivation.

Social support and individual differences were also found to moderate this relationship. Marjuki and Hasan (2024) reported that peer and teacher support significantly influence students' motivational responses to the learning environment. In addition, Prastyo and Solekah (2025) highlighted that individual factors, such as prior experiences and personal goals, interact with environmental conditions to shape motivation.

These findings indicate that the influence of the learning environment on motivation is not direct but mediated and moderated by various contextual and individual factors.

#### **d. Impact on Language Acquisition and Learning Achievement**

The review further demonstrated that the relationship between the learning environment and motivation has a direct impact on students' language acquisition and academic achievement.

Studies consistently showed that motivated students in supportive environments achieve better learning outcomes. Rahmadani et al. (2024) found a significant relationship between motivation and Arabic learning achievement, indicating that higher motivation leads to improved performance. Similarly, Lightbown and Spada (2021) argued that language acquisition is more effective in environments that promote interaction, communication, and meaningful practice.

In immersive learning contexts, such as pesantren, the integration of environmental support and motivation was found to significantly enhance language proficiency. Hamid et al. (2024) reported that continuous exposure to Arabic in daily activities strengthens both motivation and language skills. These findings confirm that the interaction between the learning environment and motivation plays a crucial role in determining students' success in learning Arabic.

## **DISCUSSION**

### **1. Analysis of Results**

The findings of this systematic literature review demonstrate that the learning environment plays a central and multidimensional role in shaping students' motivation in learning Arabic. In line with the research objectives, the results reveal that the learning environment is not merely a physical setting but a complex system consisting of physical, social, psychological, technological, and religious-cultural dimensions. These dimensions interact dynamically to influence students' motivational orientations, engagement, and learning outcomes.

The conceptualization of the learning environment as a multidimensional construct confirms that motivation in Arabic language learning is influenced by a combination of internal and external factors. The findings show that supportive environments enhance both intrinsic and extrinsic motivation, while inadequate environments may hinder students' engagement. Furthermore, the results highlight that motivation is not static but evolves through continuous interaction with environmental conditions. This aligns with the identified dynamic and reciprocal relationship, where the learning environment influences motivation, and motivated learners simultaneously contribute to creating a more conducive learning atmosphere.

Additionally, the findings indicate that the relationship between the learning environment and motivation is mediated and moderated by various factors, including teaching strategies, social support, and individual differences. This suggests that the effectiveness of the learning

environment depends not only on its structural components but also on how it is implemented and experienced by learners. The results also demonstrate that this relationship has direct implications for language acquisition and academic achievement, emphasizing the importance of creating environments that foster active participation and meaningful interaction in Arabic learning.

## **2. Comparison with Previous Studies**

The findings of this study are consistent with existing theories and empirical research in educational psychology and language learning. The multidimensional conceptualization of the learning environment aligns with the perspectives of Woolfolk (2019) and Ormrod et al. (2020), who emphasized that learning environments encompass cognitive, social, and emotional elements that collectively influence student motivation. Similarly, the role of social interaction in shaping motivation supports the arguments of Schunk and DiBenedetto (2020), who highlighted the importance of feedback, modeling, and social engagement in motivational processes.

Moreover, the positive relationship between the learning environment and students' motivation found in this study is consistent with empirical findings by Azzahra and Junaedi (2024) and Kassab et al. (2024), which demonstrate that supportive environments significantly enhance student engagement and learning outcomes. The importance of technological integration identified in this study also corroborates the findings of Fauzi and Anindiati (2021), who reported that technology-enhanced learning environments improve motivation and language proficiency.

In the context of Arabic language learning, the findings further confirm previous research emphasizing the role of religious and cultural environments. Studies by Sya'diah (2024) and Hamid et al. (2024) highlighted that immersive and culturally relevant environments, such as pesantren, significantly enhance both motivation and language acquisition. However, this study extends previous research by integrating these diverse findings into a comprehensive framework, demonstrating how multiple environmental dimensions interact simultaneously rather than independently.

Despite these consistencies, this study also reveals a broader perspective by emphasizing the interconnectedness of environmental dimensions. Unlike prior studies that focused on specific aspects, such as technology or religious context, this review provides a more holistic understanding of the learning environment as an integrated system influencing motivation.

## **3. Implications of Findings**

The findings of this study have significant theoretical and practical implications. Theoretically, this study contributes to the development of educational psychology and Arabic language pedagogy by providing an integrative framework that explains the relationship between the learning environment and students' motivation. It highlights the importance of considering multiple dimensions of the learning environment simultaneously, rather than examining them in isolation.

From a practical perspective, the findings offer valuable insights for educators, curriculum developers, and policymakers. First, educational institutions should prioritize the creation of supportive physical and psychological environments that promote student comfort, safety, and engagement. Second, fostering positive social interactions between teachers and students is essential for enhancing motivation. Third, the integration of technology should be optimized to provide interactive and flexible learning experiences. Fourth, in Arabic language learning contexts, incorporating religious and cultural elements can significantly enhance students' motivation by making learning more meaningful and relevant.

Furthermore, the findings suggest that teachers play a crucial role in mediating the relationship between the learning environment and motivation. Effective teaching strategies,

including student-centered and collaborative approaches, can strengthen the positive impact of the learning environment. Therefore, professional development programs for teachers should emphasize the importance of creating and managing supportive learning environments.

#### **4. Limitations of the Study**

Despite its contributions, this study has several limitations that should be acknowledged. First, as a systematic literature review, the findings are based on previously published studies and are therefore limited by the scope and quality of the available literature. Second, the study relied on secondary data, which may not fully capture the complexity of real-world learning environments. Third, variations in research contexts, methodologies, and participant characteristics across the reviewed studies may affect the generalizability of the findings.

Additionally, the study focused primarily on literature published within the last ten years, which, while ensuring relevance, may have excluded earlier foundational studies. Finally, the interpretation of findings may be influenced by potential researcher bias in selecting and synthesizing the literature, despite efforts to maintain systematic and transparent procedures.

#### **5. Partial Conclusions**

Based on the discussion, it can be concluded that the learning environment plays a crucial and multifaceted role in influencing students' motivation in learning Arabic. The relationship between the learning environment and motivation is not only significant but also dynamic, reciprocal, and context-dependent. The findings highlight that effective learning environments must integrate physical, social, psychological, technological, and cultural dimensions to support students' motivation and learning outcomes.

These partial conclusions reinforce the importance of adopting a holistic approach in designing learning environments for Arabic language education. They also provide a foundation for further research, particularly empirical studies that examine the interaction of environmental factors and motivation in specific educational contexts.

### **CONCLUSION**

This study has systematically examined the influence of the learning environment on students' motivation in learning Arabic through a comprehensive literature review. The findings reveal that the learning environment is a multidimensional construct comprising physical, social, psychological, technological, and religious-cultural dimensions, all of which interact to shape students' motivational dynamics. Among these, supportive social interactions, positive psychological climates, and culturally relevant learning contexts emerged as particularly influential in fostering both intrinsic and extrinsic motivation. Furthermore, the relationship between the learning environment and motivation was found to be positive, dynamic, and reciprocal, with significant implications for students' engagement, persistence, and language learning outcomes.

Theoretically, this study contributes to the advancement of educational psychology and Arabic language pedagogy by offering an integrative framework that synthesizes fragmented findings into a coherent understanding of how environmental factors influence motivation. Practically, the findings highlight the importance of designing holistic learning environments that integrate pedagogical strategies, technological tools, and sociocultural elements to enhance students' motivation in Arabic learning. These insights are particularly relevant for educators, curriculum developers, and policymakers aiming to improve the quality and effectiveness of language education.

Despite its contributions, this study suggests several directions for future research. Further empirical studies are needed to validate the proposed multidimensional framework in diverse

educational contexts. Additionally, future research should explore the interaction between environmental factors and individual learner characteristics, as well as the long-term impact of learning environments on motivation and language proficiency. Quantitative and mixed-method approaches may also provide deeper insights into causal relationships and contextual variations.

In conclusion, this study underscores the critical role of the learning environment as an active and integrative factor in shaping students' motivation in learning Arabic. By highlighting the interconnected nature of environmental dimensions and motivational processes, this research provides a foundation for developing more effective, engaging, and contextually relevant learning environments that support successful Arabic language acquisition.

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