

Theoretical Perspectives on Learning Motivation and Its Influence on Arabic Language Achievement A Literature Study

M. Ali Karmani¹

¹STITT Palapa Nusantara Lombok NTB, Indonesia

Email: karmaniali07@gmail.com¹

ABSTRACT

This study examined the theoretical perspectives on learning motivation and their influence on Arabic language achievement through a literature study approach. Learning motivation has become one of the most influential psychological factors affecting students' engagement, persistence, and academic success in Arabic language education. However, previous studies have generally focused on isolated motivational variables without comprehensively integrating major motivational theories within Arabic language learning contexts. Therefore, this study aimed to analyze the major theoretical perspectives on learning motivation, examine the influence of motivation on Arabic language achievement, and identify the motivational factors contributing most significantly to successful Arabic language learning. This research employed a qualitative literature study design. Data were collected from scholarly books, peer-reviewed journal articles, conference proceedings, and academic publications published within the last ten years. The collected data were analyzed using descriptive qualitative analysis through data reduction, categorization, interpretation, and conclusion drawing. The findings revealed that intrinsic motivation, extrinsic motivation, self-determination theory, self-efficacy theory, and socio-educational perspectives constitute the major theoretical foundations of motivation in Arabic language education. The study further demonstrated that learning motivation significantly influences students' academic engagement, communicative participation, language skills development, learning strategies, psychological confidence, and overall Arabic language achievement. In addition, internal, external, instructional, environmental, and sociocultural motivational factors were identified as important contributors to sustainable Arabic language learning success. The study concluded that motivation is a multidimensional determinant of successful Arabic language education and should become a central consideration in instructional practices and curriculum development..

ARTICLE INFO

Article history:

Received: May 13, 2026

Revised: May 20, 2026

Approved: May 25, 2026

Published: May 30, 2026

Keywords:

Learning Motivation, Arabic Language Achievement, Self-Efficacy, Self-Determination Theory, Arabic Language Learning

Correspondance Author:

M. Ali Karmani

Program Studi Pendidikan Agama Islam, Sekolah Tinggi Ilmu Tarbiyah Palapa Nusantara Jln Palapa No. 01 Selebung Keruak, Lombok Timur, NTB, Indonesia

INTRODUCTION

Learning motivation has become one of the most influential factors in determining students' academic success in contemporary education, particularly in foreign language learning. In the

context of Arabic language education, motivation is considered a crucial psychological component that influences students' willingness to participate actively in learning activities, maintain persistence, and achieve academic excellence. Arabic language learning requires not only cognitive competence but also emotional engagement, self-confidence, and sustained commitment because learners are frequently confronted with linguistic complexity, grammatical structures, vocabulary acquisition, and sociocultural differences. Consequently, students with strong motivation tend to demonstrate higher levels of engagement, better learning strategies, and more consistent academic achievement than students with low learning motivation. Lailaa (2025) emphasized that learning motivation significantly affects students' Arabic language achievement because motivated learners exhibit greater persistence and participation in the learning process. Similarly, Dörnyei and Ryan (2015) argued that motivation is a major psychological factor influencing learners' consistency, effort, and long-term engagement in language learning activities.

The importance of motivation in foreign language learning has been widely discussed in educational psychology and second language acquisition studies. Motivation is generally categorized into intrinsic and extrinsic dimensions. Intrinsic motivation emerges from internal interest, enjoyment, and self-awareness, whereas extrinsic motivation originates from external rewards, social expectations, or environmental influences. Ushioda (2020) explained that intrinsic motivation is more effective in sustaining long-term learning engagement because it is rooted in learners' personal needs and interests. In Arabic language learning, intrinsic motivation often develops from students' religious interests, personal aspirations, and intellectual curiosity toward Islamic and Arabic culture. Jama (2022) found that intrinsic and religious motivations are dominant factors influencing students' success in learning Arabic as a second language. This finding indicates that Arabic language learning possesses unique motivational characteristics because students frequently associate the language with spiritual, religious, and cultural values.

In addition to intrinsic motivation, extrinsic motivational factors also contribute significantly to Arabic language achievement. External encouragement from teachers, peers, learning environments, and instructional strategies may strengthen students' enthusiasm and learning participation. Erlina et al. (2025) demonstrated that the ARCS model, consisting of attention, relevance, confidence, and satisfaction, effectively enhances students' extrinsic motivation in Arabic language learning. The study highlighted that relevant and engaging learning experiences can improve students' confidence and satisfaction during the learning process. Likewise, Mercer and Dörnyei (2020) stated that language learning motivation can develop more effectively when teachers create supportive classroom environments that foster appreciation, self-confidence, and active participation. These findings suggest that motivation is not a singular construct but a multidimensional phenomenon influenced by psychological, pedagogical, and environmental factors.

The relationship between motivation and academic achievement in Arabic language learning has also attracted considerable scholarly attention. Calafato (2023) revealed that motivation, self-efficacy beliefs, and language learning strategies significantly influence students' achievement in Arabic as a foreign language. Students with higher motivation tend to apply more effective learning strategies and achieve superior academic performance. Furthermore, Alamer and Alrabai (2023) argued that second language learning motivation is influenced not only by internal psychological factors but also by learners' previous academic experiences and achievements. Students who experience academic success are more likely to develop stronger motivation and confidence in

language learning. This perspective indicates that motivation and achievement are interconnected and mutually reinforcing dimensions in language education.

The effectiveness of Arabic language learning is also strongly associated with instructional strategies and learning environments. Nation (2019) explained that communicative and student-centered instructional approaches can increase students' learning motivation while simultaneously improving academic achievement in foreign language education. Similarly, Al-Busaidi and Tindle (2019) argued that successful Arabic language learning is influenced by the interaction among learning motivation, instructional strategies, and supportive educational environments. In this regard, Arabic language instruction should not merely focus on linguistic competence but also emphasize motivational dimensions that encourage learners to engage actively in learning processes. Alief (2026) further emphasized that supportive classroom environments, social support from teachers and peers, and conducive learning atmospheres strengthen students' motivation in developing Arabic speaking and writing skills. Therefore, creating motivating and supportive learning environments has become an essential aspect of Arabic language instruction.

Despite the increasing number of studies discussing motivation in Arabic language learning, several conceptual and theoretical issues remain unresolved. Previous studies have primarily focused on empirical investigations examining the relationship between motivation and academic achievement. For example, Calafato (2023) investigated the relationship among motivation, self-efficacy, language learning strategies, and Arabic language achievement, while Jama (2022) examined motivational orientations based on self-determination theory. Erlina et al. (2025) concentrated on the implementation of the ARCS motivational model in Arabic language classrooms, whereas Lailaa (2025) conducted a meta-analysis confirming the substantial influence of motivation on Arabic language achievement across educational levels. Moreover, Alshammari et al. (2024) developed valid and reliable instruments to measure motivation in learning Arabic as a second language. Although these studies contribute significantly to the literature, they generally focus on specific aspects of motivation rather than providing a comprehensive theoretical synthesis of motivational perspectives in Arabic language education.

Another limitation of previous studies lies in the fragmented discussion of motivational theories and their implications for Arabic language achievement. Existing literature frequently examines isolated motivational variables such as intrinsic motivation, extrinsic motivation, self-efficacy, or learning environments without comprehensively integrating these perspectives into a broader theoretical framework. Furthermore, limited literature studies systematically explore how various motivational theories contribute to explaining students' achievement in Arabic language learning contexts. Musthofa and Muflihah (2025) found that low motivation in Arabic language learning is often caused by monotonous teaching methods and the lack of innovative instructional media. This finding indicates that motivational problems in Arabic language learning are not solely psychological issues but are also associated with pedagogical and environmental dimensions. Consequently, a comprehensive literature study is necessary to synthesize existing theoretical perspectives on learning motivation and its influence on Arabic language achievement.

The present study offers novelty by comprehensively analyzing theoretical perspectives on learning motivation and their implications for Arabic language achievement through a literature study approach. Unlike previous studies that predominantly focused on empirical findings or particular motivational models, this research integrates various motivational theories, including intrinsic motivation, extrinsic motivation, self-efficacy theory, self-determination theory, and socio-educational perspectives, into a unified conceptual framework. The study also highlights the

interaction among psychological, social, instructional, and environmental factors in shaping students' Arabic language achievement. Additionally, this study emphasizes the significance of motivational dimensions in improving Arabic language education across different educational contexts.

This study addresses several research questions: (1) What are the major theoretical perspectives on learning motivation in Arabic language education? (2) How does learning motivation influence Arabic language achievement? and (3) What motivational factors contribute most significantly to successful Arabic language learning? Accordingly, the objectives of this study are to analyze the theoretical perspectives of learning motivation, examine the influence of motivation on Arabic language achievement, and identify the motivational factors contributing to successful Arabic language learning.

This research is expected to contribute both theoretically and practically to the field of Arabic language education. Theoretically, this study enriches the literature on educational psychology and foreign language learning by providing a comprehensive synthesis of motivational theories related to Arabic language achievement. Practically, the findings may assist teachers, curriculum developers, and educational institutions in designing effective instructional strategies that strengthen students' motivation and improve Arabic language learning outcomes. Furthermore, this study may serve as a valuable reference for future researchers interested in investigating learning motivation within Arabic language education and other foreign language learning contexts.

METHODS

1. Research Approach

This study employed a qualitative approach using a literature study design to explore theoretical perspectives on learning motivation and its influence on Arabic language achievement. A literature study was considered appropriate because the research aimed to synthesize, analyze, and interpret various theoretical concepts and empirical findings related to motivation in Arabic language learning. According to Snyder (2019), literature studies are useful for identifying conceptual developments, theoretical trends, and research gaps within a particular academic field. Similarly, Xiao and Watson (2019) explained that literature-based research enables researchers to critically evaluate and integrate findings from multiple scholarly sources in order to construct comprehensive theoretical understandings. Therefore, the literature study approach was used to examine various motivational theories and their implications for Arabic language achievement from multidisciplinary perspectives in educational psychology and foreign language learning.

2. Research Design

The research employed a descriptive qualitative literature review design. This design was selected because the study focused on analyzing and interpreting theories, concepts, and previous research findings related to learning motivation and Arabic language achievement. The descriptive literature review allowed the researcher to systematically organize and synthesize information from books, journal articles, and scholarly publications. According to Creswell and Creswell (2018), qualitative research is appropriate for exploring social and educational phenomena through interpretative analysis of textual data. In addition, Booth et al. (2021) argued that literature review research is essential for summarizing current knowledge, identifying theoretical relationships, and explaining unresolved issues within a field of study. Through this design, the study examined

intrinsic motivation, extrinsic motivation, self-efficacy, learning environments, and instructional strategies influencing Arabic language achievement.

3. Data Sources

The data sources in this study consisted of primary and secondary scholarly references related to learning motivation and Arabic language education. Primary data sources included international and national journal articles discussing motivational theories, Arabic language learning, self-efficacy, and language achievement published within the last ten years. Secondary sources consisted of academic books, conference proceedings, and educational reports relevant to motivation in foreign language learning. The selected references were obtained from reputable academic databases such as Scopus, Google Scholar, ScienceDirect, SpringerLink, Taylor & Francis, and other peer-reviewed academic platforms. Hart (2018) stated that selecting credible and relevant literature is essential in maintaining the validity and reliability of literature-based research. Similarly, Okoli (2015) emphasized that scholarly sources used in literature studies should be systematically selected to ensure the quality and credibility of research findings.

4. Data Collection Procedures

The data were collected through documentation techniques by identifying, selecting, and reviewing relevant scholarly literature associated with the research topic. The researcher conducted several stages in the data collection process. First, relevant keywords such as “learning motivation,” “Arabic language achievement,” “self-efficacy,” “intrinsic motivation,” “extrinsic motivation,” and “Arabic language learning” were used to search scholarly databases. Second, the researcher selected articles and books based on publication year, relevance, credibility, and alignment with the research objectives. Third, the selected literature was carefully read, classified, and documented according to major themes and theoretical perspectives. According to Machi and McEvoy (2021), documentation in literature studies involves systematic identification, categorization, and interpretation of scholarly sources relevant to the research problem. Furthermore, Levy and Ellis (2016) argued that organized literature collection procedures improve the comprehensiveness and transparency of literature review research.

5. Research Instruments

The main instrument in this study was the researcher as the primary instrument responsible for collecting, selecting, interpreting, and analyzing the data obtained from various scholarly sources. In qualitative literature studies, the researcher plays a central role in interpreting theoretical concepts and synthesizing research findings. Creswell and Poth (2018) explained that qualitative researchers function as key instruments because they directly interpret and construct meaning from textual data. In addition, Miles et al. (2020) stated that researchers in qualitative studies are responsible for organizing, reducing, and interpreting data to produce meaningful conclusions. To support the data organization process, the researcher also used documentation sheets and literature review matrices to classify themes, theoretical perspectives, and research findings systematically.

6. Data Analysis Techniques

The data analysis technique employed in this study was descriptive qualitative analysis. The collected literature was analyzed through several stages, including data reduction, data categorization, data interpretation, and conclusion drawing. First, the researcher reduced irrelevant information and selected literature closely related to learning motivation and Arabic language achievement. Second, the selected data were categorized into themes such as intrinsic motivation, extrinsic motivation, self-efficacy, learning environment, instructional strategies, and motivational theories. Third, the researcher interpreted the relationships among theories and previous research

findings to construct comprehensive theoretical explanations. Finally, conclusions were drawn based on the synthesized findings from the literature review. According to Miles et al. (2020), qualitative data analysis involves data condensation, data display, and conclusion verification to generate valid interpretations. Likewise, Braun and Clarke (2021) emphasized that thematic analysis enables researchers to identify patterns and construct conceptual understanding from textual data systematically.

RESULTS

1. Major Theoretical Perspectives on Learning Motivation in Arabic Language Education

a. Intrinsic Motivation Theory

1) Definition and Characteristics of Intrinsic Motivation in Arabic Language Learning

The findings of this literature study revealed that intrinsic motivation is one of the most dominant theoretical perspectives in Arabic language education. Intrinsic motivation refers to learners' internal desire to engage in learning activities based on personal interest, enjoyment, satisfaction, and self-development without depending primarily on external rewards. In the context of Arabic language learning, intrinsic motivation emerges when students learn Arabic because they genuinely value the language, enjoy the learning process, or perceive Arabic as meaningful for personal and spiritual development. Dörnyei and Ryan (2015) explained that intrinsic motivation encourages learners to sustain long-term engagement and actively participate in language learning activities because the motivation originates from internal psychological needs. Similarly, Ushioda (2020) argued that intrinsic motivation is more sustainable than extrinsic motivation because it is rooted in learners' personal interests and self-awareness.

The reviewed literature further indicated that intrinsically motivated students demonstrate greater persistence, curiosity, and willingness to overcome linguistic challenges in Arabic language learning. These students tend to engage more actively in classroom interaction, independent learning, and communicative activities. Jama (2022) found that intrinsic orientation significantly contributes to students' success in Arabic as a second language because intrinsically motivated learners maintain stronger learning consistency and higher academic commitment. Therefore, intrinsic motivation was identified as a central psychological factor influencing students' learning engagement and language achievement.

2) The Role of Personal Interest and Self-Awareness in Learning Arabic

The literature findings demonstrated that personal interest and self-awareness play substantial roles in strengthening intrinsic motivation in Arabic language learning. Students who possess strong personal interest in Arabic language and culture tend to demonstrate higher enthusiasm and engagement during the learning process. Personal interest encourages students to explore Arabic language materials independently, participate actively in classroom discussions, and apply effective language learning strategies. Mercer and Dörnyei (2020) explained that learners' personal interests and emotional engagement significantly influence language learning persistence and achievement. Likewise, Nation (2019) emphasized that meaningful and relevant learning experiences enhance students' motivation and encourage active participation in foreign language learning.

Self-awareness was also found to contribute significantly to students' intrinsic motivation. Students who understand the importance of Arabic language for academic, professional, and spiritual purposes tend to develop stronger commitment toward learning activities. The reviewed studies showed that self-aware learners demonstrate greater responsibility and self-regulated

learning behavior. Al-Busaidi and Tindle (2019) argued that successful Arabic language learning is strongly influenced by learners' awareness of their educational goals and personal aspirations. Consequently, personal interest and self-awareness were identified as important dimensions contributing to intrinsic motivation in Arabic language education.

3) Religious and Spiritual Motivation as Intrinsic Factors in Arabic Language Education

One of the unique findings in Arabic language education is the strong influence of religious and spiritual motivation on students' learning engagement. Unlike many other foreign language contexts, Arabic language learning is frequently associated with Islamic values, religious identity, and spiritual development. The literature revealed that many students learn Arabic not only for communication purposes but also for understanding the Qur'an, Islamic literature, and religious teachings. Jama (2022) found that religious orientation represents one of the strongest intrinsic motivational factors influencing students' success in Arabic language learning. Students who perceive Arabic as a sacred and spiritually meaningful language tend to exhibit stronger commitment and emotional attachment toward the learning process.

The reviewed literature further indicated that spiritual motivation contributes to students' resilience and learning persistence. Students with strong religious motivation tend to perceive learning difficulties as meaningful challenges rather than obstacles. Dörnyei and Ryan (2015) emphasized that motivational orientations connected to learners' identity and values significantly strengthen long-term learning engagement. Similarly, Al-Busaidi and Tindle (2019) explained that cultural and religious relevance in Arabic language learning creates emotional connections that positively influence students' learning behavior. Therefore, religious and spiritual dimensions were identified as distinctive intrinsic motivational factors in Arabic language education.

4) The Influence of Intrinsic Motivation on Students' Learning Persistence and Engagement

The findings of this literature study confirmed that intrinsic motivation significantly influences students' persistence and engagement in Arabic language learning. Intrinsically motivated learners tend to demonstrate greater consistency in attending classes, completing assignments, participating in communicative activities, and practicing language skills independently. Lailaa (2025) revealed that learning motivation has a strong influence on Arabic language achievement because motivated students display higher levels of participation and perseverance during the learning process. Similarly, Calafato (2023) found that motivated learners tend to apply more effective learning strategies and achieve better academic performance in Arabic language education.

The reviewed literature also showed that intrinsic motivation encourages students to engage emotionally and cognitively in learning activities. Intrinsically motivated learners often experience enjoyment, satisfaction, and personal fulfillment during Arabic language learning. Mercer and Dörnyei (2020) argued that emotionally engaged learners are more likely to develop positive attitudes toward language learning and maintain long-term motivation. Therefore, intrinsic motivation was identified as a critical factor contributing to students' active engagement, learning persistence, and academic success in Arabic language education.

b. Extrinsic Motivation Theory

1) Definition and Characteristics of Extrinsic Motivation

The literature findings indicated that extrinsic motivation constitutes another important theoretical perspective in Arabic language education. Extrinsic motivation refers to learners' engagement in learning activities due to external influences such as rewards, academic recognition, teacher expectations, or social pressures. In Arabic language learning, students may become

motivated because of examination requirements, career opportunities, parental expectations, or institutional demands. According to Dörnyei and Ryan (2015), extrinsic motivation plays an essential role in initiating learners' participation, particularly when intrinsic interest has not yet fully developed. Similarly, Ushioda (2020) explained that external motivational support may strengthen learners' commitment when combined with meaningful educational experiences.

The reviewed studies showed that extrinsic motivation can positively influence students' learning behavior when external encouragement is presented constructively. Students who receive positive reinforcement, recognition, and academic support tend to demonstrate improved learning engagement and classroom participation. However, the literature also suggested that excessive dependence on external rewards may weaken learners' autonomy and internal commitment. Consequently, extrinsic motivation was considered beneficial when integrated with strategies that gradually develop intrinsic learning interest.

2) Teacher Support and Classroom Environment as External Motivational Factors

The findings revealed that teacher support and classroom environment significantly contribute to students' motivation in Arabic language learning. Teachers play essential roles in encouraging students, creating supportive learning atmospheres, and maintaining students' enthusiasm during instructional activities. Mercer and Dörnyei (2020) argued that teachers who provide emotional support, constructive feedback, and positive classroom interaction contribute significantly to students' motivational development. Similarly, Alief (2026) found that supportive classroom environments strengthen students' motivation in developing Arabic speaking and writing skills.

The reviewed literature further indicated that classroom atmosphere influences students' willingness to participate and communicate in Arabic language learning activities. Positive teacher-student relationships create feelings of security, confidence, and appreciation among learners. Furthermore, interactive and collaborative classroom environments encourage students to engage more actively in language practice. Therefore, teacher support and classroom environment were identified as major external motivational factors influencing Arabic language achievement.

3) Rewards, Academic Achievement, and Social Recognition in Arabic Language Learning

The findings demonstrated that rewards, academic achievement, and social recognition contribute positively to students' motivation in Arabic language learning. Students who receive appreciation, high academic scores, or recognition from teachers and peers tend to demonstrate greater learning enthusiasm and confidence. According to Alamer and Alrabai (2023), students' previous academic success significantly influences their future learning motivation because successful experiences strengthen learners' confidence and achievement orientation.

The reviewed literature also revealed that social recognition encourages students to maintain academic consistency and improve language performance. Positive reinforcement from teachers, parents, and peers creates psychological satisfaction that supports learning persistence. However, the literature emphasized that rewards should be balanced with meaningful learning experiences to avoid excessive dependence on external incentives. Therefore, rewards and recognition were found to function effectively when combined with supportive pedagogical practices.

4) The Implementation of the ARCS Model (Attention, Relevance, Confidence, Satisfaction) in Motivating Learners

The literature findings identified the ARCS model as one of the most influential extrinsic motivational approaches in Arabic language education. The ARCS model emphasizes four essential dimensions: attention, relevance, confidence, and satisfaction. Erlina et al. (2025) found that the

implementation of the ARCS model effectively increased students' motivation, participation, and confidence in Arabic language learning. Learning activities designed to attract students' attention and connect instructional materials with real-life experiences were shown to improve learning engagement significantly.

The reviewed studies also revealed that confidence and satisfaction are essential components in sustaining students' motivation. Students who experience successful learning outcomes tend to develop stronger confidence and greater willingness to participate in future learning activities. Nation (2019) argued that communicative and student-centered instructional approaches improve learners' satisfaction and motivation because students perceive learning activities as meaningful and relevant. Therefore, the ARCS model was identified as an effective instructional framework for strengthening extrinsic motivation in Arabic language education.

c. Self-Determination Theory (SDT)

1) The Concept of Autonomy, Competence, and Relatedness in Arabic Language Learning

The literature findings revealed that Self-Determination Theory (SDT) provides an important theoretical framework for understanding motivation in Arabic language education. SDT emphasizes three fundamental psychological needs: autonomy, competence, and relatedness. According to Ushioda (2020), learners become more motivated when they experience freedom in learning, confidence in their abilities, and positive social relationships within educational settings. In Arabic language learning, autonomy allows students to participate actively in selecting learning strategies and managing their learning processes.

The reviewed literature further indicated that competence and relatedness significantly contribute to students' motivational development. Students who feel capable of understanding Arabic materials and communicating effectively tend to demonstrate stronger learning engagement. Likewise, positive social relationships with teachers and peers strengthen students' emotional attachment to learning activities. Consequently, SDT was identified as a highly relevant perspective for explaining motivation in Arabic language education.

2) Students' Autonomy in Developing Independent Arabic Learning Strategies

The findings of this literature study demonstrated that learner autonomy significantly contributes to the development of independent Arabic language learning strategies. Students who possess higher autonomy tend to regulate their own learning activities, identify appropriate learning resources, and apply effective strategies to improve their Arabic language proficiency. According to Ushioda (2020), autonomous learners are more likely to sustain long-term motivation because they perceive learning activities as personally meaningful and self-directed. Similarly, Mercer and Dörnyei (2020) argued that autonomous learning environments encourage students to take responsibility for their academic progress and develop stronger learning commitment.

The reviewed literature further revealed that autonomous learners actively engage in self-regulated learning behaviors such as independent reading, vocabulary memorization, communicative practice, and online learning activities. Calafato (2023) found that students with strong motivation and self-regulatory abilities tend to apply more effective language learning strategies and achieve better academic outcomes in Arabic language learning. Furthermore, Nation (2019) explained that independent language learners frequently demonstrate greater flexibility and adaptability in overcoming linguistic challenges. Therefore, learner autonomy was identified as a critical dimension in strengthening motivation and improving Arabic language achievement.

3) The Relationship Between Self-Determination and Long-Term Learning Motivation

The findings indicated that self-determination has a significant influence on sustaining long-term learning motivation in Arabic language education. Students who experience autonomy, competence, and positive social relationships tend to maintain stronger commitment toward Arabic language learning over extended periods. Dörnyei and Ryan (2015) explained that long-term motivational sustainability is closely related to learners' ability to internalize learning goals and perceive learning activities as personally valuable. Likewise, Jama (2022) found that intrinsic and self-determined motivational orientations significantly contribute to students' persistence and consistency in learning Arabic as a second language.

The reviewed studies also demonstrated that self-determined learners exhibit stronger emotional resilience when facing learning difficulties. Instead of perceiving challenges as barriers, motivated students tend to interpret difficulties as opportunities for self-development and academic improvement. Alamer and Alrabai (2023) further argued that learners' previous successful experiences contribute to stronger self-determination and future learning motivation. Therefore, self-determination was identified as an essential factor supporting students' long-term engagement and persistence in Arabic language learning.

4) The Contribution of SDT to Arabic Language Achievement

The findings of this literature review showed that Self-Determination Theory contributes significantly to explaining students' Arabic language achievement. Students who possess strong self-determination tend to achieve better academic performance because they demonstrate higher learning engagement, stronger emotional involvement, and more effective learning strategies. According to Calafato (2023), motivated students with strong self-regulatory capacities consistently show higher achievement in Arabic language education. Similarly, Lailaa (2025) revealed through meta-analytic findings that motivation has a substantial effect on Arabic language achievement across various educational levels.

The reviewed literature further demonstrated that SDT contributes to creating positive educational environments that support language acquisition processes. Teachers who encourage autonomy, provide constructive feedback, and strengthen students' competence perceptions contribute positively to learning achievement. Mercer and Dörnyei (2020) emphasized that supportive learning environments increase students' confidence, participation, and academic performance. Consequently, SDT was identified as a highly relevant theoretical framework for understanding the relationship between motivation and Arabic language achievement.

d. Self-Efficacy Theory

1) Definition of Self-Efficacy in Language Learning

The literature findings revealed that self-efficacy theory is another important perspective in understanding motivation within Arabic language education. Self-efficacy refers to learners' beliefs in their abilities to perform specific learning tasks and achieve desired educational outcomes. According to Bandura's theoretical perspective, learners with strong self-efficacy tend to demonstrate greater confidence, persistence, and resilience in facing academic challenges. Calafato (2023) explained that self-efficacy beliefs significantly influence students' language learning strategies, motivation, and academic achievement in Arabic as a foreign language.

The reviewed studies showed that self-efficacy affects students' willingness to participate in Arabic language learning activities such as speaking practice, writing exercises, and communicative interaction. Students who believe in their capabilities tend to engage more actively in learning processes and demonstrate stronger commitment toward achieving language proficiency. Furthermore, Mercer and Dörnyei (2020) argued that positive self-perceptions contribute

significantly to students' emotional engagement and academic persistence. Therefore, self-efficacy was identified as a crucial psychological factor influencing Arabic language motivation and achievement.

2) Students' Confidence in Mastering Arabic Language Skills

The findings demonstrated that students' confidence significantly influences their ability to master Arabic language skills. Confidence encourages learners to communicate actively, practice language skills without fear, and participate in interactive learning activities. Alief (2026) found that supportive learning environments and teacher encouragement strengthen students' confidence in developing Arabic speaking and writing skills. Similarly, Nation (2019) explained that students who feel confident in their language abilities tend to participate more actively in communicative language learning activities.

The reviewed literature further indicated that confidence contributes positively to reducing language anxiety and improving learning performance. Students with higher confidence levels are more likely to experiment with new vocabulary, engage in classroom discussions, and complete challenging learning tasks. Dörnyei and Ryan (2015) argued that confidence strengthens learners' willingness to take academic risks and maintain persistence despite learning difficulties. Consequently, confidence was identified as an important dimension supporting successful Arabic language acquisition.

3) The Influence of Self-Efficacy on Learning Strategies and Academic Achievement

The findings of this literature study confirmed that self-efficacy significantly influences students' learning strategies and academic achievement in Arabic language education. Students with high self-efficacy tend to employ more effective learning strategies such as self-regulated learning, independent practice, time management, and problem-solving strategies. Calafato (2023) revealed that self-efficacy beliefs are closely associated with students' strategic learning behavior and academic success in Arabic language learning.

The reviewed studies also demonstrated that self-efficacious learners show stronger academic persistence and adaptability in overcoming learning challenges. Alamer and Alrabai (2023) argued that successful academic experiences strengthen students' self-efficacy and motivate them to achieve higher educational goals. Furthermore, Lailaa (2025) found that motivated students with strong confidence tend to demonstrate higher Arabic language achievement across different educational levels. Therefore, self-efficacy was identified as an important predictor of effective learning strategies and academic success.

4) The Relationship Between Self-Confidence and Arabic Language Performance

The literature findings revealed a strong relationship between self-confidence and Arabic language performance. Students who possess high levels of self-confidence tend to demonstrate better speaking fluency, writing performance, reading comprehension, and communicative competence. Mercer and Dörnyei (2020) emphasized that learners' confidence positively affects classroom participation and language performance because confident students are less afraid of making mistakes during learning activities.

The reviewed literature further indicated that self-confidence contributes to students' psychological readiness in engaging with Arabic language materials. Students with strong confidence tend to perceive learning tasks as achievable and manageable. Conversely, low confidence often results in anxiety, avoidance behavior, and limited classroom participation. Therefore, self-confidence was identified as a critical factor influencing students' Arabic language performance and overall academic achievement.

e. Socio-Educational and Environmental Perspectives

1) The Influence of Social Interaction on Arabic Language Motivation

The findings of this literature study demonstrated that social interaction significantly influences students' motivation in Arabic language learning. Interaction with teachers, peers, and learning communities creates opportunities for students to practice language skills, exchange knowledge, and strengthen emotional engagement in learning activities. Al-Busaidi and Tindle (2019) explained that social interaction contributes positively to language acquisition because learners develop communication competence through collaborative and interactive learning experiences.

The reviewed studies also showed that supportive social relationships increase students' confidence and learning enthusiasm. Mercer and Dörnyei (2020) argued that emotionally supportive educational environments enhance students' willingness to participate actively in language learning activities. Therefore, social interaction was identified as an essential socio-educational factor influencing Arabic language motivation.

2) Teacher-Student and Peer Relationships in Motivating Arabic Learners

The literature findings revealed that positive teacher-student and peer relationships contribute significantly to students' learning motivation. Teachers who demonstrate empathy, encouragement, and constructive feedback positively influence students' emotional engagement and academic commitment. Alief (2026) found that teacher support and peer collaboration strengthen students' motivation in developing Arabic language skills.

The reviewed literature further indicated that collaborative peer interaction encourages students to participate actively in communicative learning activities. Students who experience positive peer relationships tend to feel more comfortable practicing Arabic language skills without fear of criticism. Consequently, positive interpersonal relationships were identified as important motivational factors in Arabic language education.

3) Supportive Learning Environments and Their Contribution to Learning Achievement

The findings demonstrated that supportive learning environments significantly contribute to Arabic language achievement. Conducive classrooms, interactive instructional activities, and accessible learning resources create positive educational experiences that strengthen students' motivation and engagement. Nation (2019) explained that meaningful and communicative learning environments improve students' academic achievement in foreign language education.

The reviewed studies also revealed that learning environments integrating technological innovation and collaborative learning approaches positively affect students' learning outcomes. Musthofa and Muflihah (2025) found that monotonous instructional methods reduce students' motivation in Arabic language learning. Therefore, innovative and supportive learning environments were identified as important factors contributing to successful Arabic language education.

4) Sociocultural Dimensions of Arabic Language Learning Motivation

The findings revealed that sociocultural dimensions significantly influence students' motivation in learning Arabic. Arabic language learning is closely associated with Islamic identity, cultural values, and social expectations within many educational contexts. Jama (2022) found that religious orientation strongly contributes to students' motivation because Arabic is perceived as a language of religious significance and cultural identity.

The reviewed literature further indicated that sociocultural relevance strengthens students' emotional attachment to Arabic language learning. Students who perceive Arabic as culturally

meaningful tend to demonstrate stronger learning commitment and academic persistence. Al-Busaidi and Tindle (2019) argued that sociocultural contexts shape learners' attitudes, values, and motivational orientations in foreign language learning. Therefore, sociocultural dimensions were identified as important motivational components influencing Arabic language education.

2. The Influence of Learning Motivation on Arabic Language Achievement

a. Motivation and Academic Engagement

1) Students' Participation in Arabic Language Learning Activities

The findings of this literature study revealed that learning motivation significantly influences students' participation in Arabic language learning activities. Motivated students tend to engage actively in classroom discussions, collaborative learning tasks, speaking practices, and independent assignments. Learning participation was identified as one of the most visible indicators of students' motivational levels in Arabic language education. Lailaa (2025) found that students with strong learning motivation demonstrate higher levels of engagement and persistence during Arabic language learning activities, which ultimately contributes to better academic achievement. Similarly, Dörnyei and Ryan (2015) explained that motivated learners generally display greater willingness to invest effort and maintain active participation in language learning environments.

The reviewed literature further indicated that active participation enhances students' opportunities to practice Arabic language skills and strengthen communicative competence. Students who participate actively in classroom interaction tend to gain more meaningful learning experiences and stronger language exposure. Mercer and Dörnyei (2020) argued that engaged learners are more likely to develop positive learning attitudes and stronger academic commitment. Therefore, participation in learning activities was identified as a crucial consequence of strong learning motivation in Arabic language education.

2) Motivation and Students' Classroom Interaction

The findings demonstrated that motivation positively affects students' classroom interaction in Arabic language learning contexts. Motivated students are more willing to communicate, ask questions, respond to teachers' explanations, and participate in collaborative learning activities. Nation (2019) emphasized that communicative interaction is essential in foreign language learning because language acquisition develops more effectively through active communication and social engagement. Likewise, Calafato (2023) found that highly motivated Arabic language learners tend to participate more confidently in classroom interaction and language practice activities.

The reviewed literature further showed that classroom interaction strengthens students' language confidence and improves communicative competence. Students who actively interact with teachers and peers are more likely to develop speaking fluency and listening comprehension. Furthermore, supportive classroom interaction creates emotionally positive learning experiences that reinforce students' motivation. Consequently, classroom interaction was identified as both an outcome and a reinforcing factor of learning motivation in Arabic language education.

3) Learning Persistence and Consistency in Mastering Arabic Language Skills

The findings of this literature review confirmed that motivation significantly contributes to students' persistence and consistency in mastering Arabic language skills. Arabic language learning requires long-term commitment because learners must develop multiple linguistic competencies, including grammar, vocabulary, pronunciation, listening, speaking, reading, and writing skills. Students with high motivation tend to maintain regular learning habits and demonstrate greater resilience when facing linguistic challenges. According to Jama (2022), intrinsically motivated

learners exhibit stronger consistency and persistence in Arabic language learning compared to learners who depend primarily on external rewards.

The reviewed studies further revealed that persistence helps students overcome difficulties related to complex grammatical structures and vocabulary acquisition. Dörnyei and Ryan (2015) argued that motivated learners are more likely to maintain learning effort despite academic obstacles and temporary failures. Similarly, Alamer and Alrabai (2023) found that students' previous successful experiences strengthen future motivation and increase persistence in language learning activities. Therefore, persistence and consistency were identified as major indicators of successful motivational development in Arabic language education.

4) Motivation as a Determinant of Active Learning Behavior

The literature findings demonstrated that motivation functions as a major determinant of active learning behavior in Arabic language education. Students with high levels of motivation tend to seek additional learning opportunities, practice Arabic independently, and engage in problem-solving activities during the learning process. Ushioda (2020) explained that motivated learners are more likely to take initiative in learning because they perceive educational activities as personally meaningful and valuable.

The reviewed studies also indicated that motivated learners frequently demonstrate proactive learning behaviors such as participating in online learning communities, practicing Arabic communication outside classrooms, and utilizing digital learning resources. Mercer and Dörnyei (2020) argued that active learning behavior develops when students experience emotional engagement, autonomy, and confidence within supportive educational environments. Consequently, motivation was identified as a central factor influencing students' active learning behavior and engagement in Arabic language learning.

b. Motivation and Arabic Language Skills Development

1) The Influence of Motivation on Speaking Skills Achievement

The findings of this literature study revealed that motivation significantly influences students' speaking skills achievement in Arabic language learning. Speaking is considered one of the most challenging language skills because it requires confidence, vocabulary mastery, pronunciation accuracy, and communicative competence. Motivated students tend to participate more actively in speaking practices and oral communication activities. Calafato (2023) found that motivated learners with strong self-efficacy beliefs demonstrate better speaking performance and greater communicative confidence in Arabic language learning.

The reviewed literature further indicated that students with high motivation are more willing to practice speaking despite making linguistic mistakes. Nation (2019) argued that communicative language learning environments improve learners' speaking competence because students become more engaged in authentic communication activities. Likewise, Alief (2026) found that supportive classroom environments strengthen students' confidence and motivation in developing Arabic speaking skills. Therefore, motivation was identified as a critical factor contributing to speaking achievement in Arabic language education.

2) The Influence of Motivation on Writing Skills Development

The findings demonstrated that motivation contributes significantly to students' writing skills development in Arabic language learning. Writing Arabic requires cognitive organization, vocabulary mastery, grammatical understanding, and continuous practice. Students with strong motivation tend to invest greater effort in developing writing competence and improving language accuracy. Alief (2026) revealed that motivational and environmental factors strongly influence

students' Arabic writing achievement because motivated learners demonstrate greater persistence and practice consistency.

The reviewed studies further indicated that motivated students are more likely to engage in reflective writing activities and independent learning practices. Dörnyei and Ryan (2015) explained that motivated learners frequently demonstrate greater creativity and willingness to revise their written work for improvement. Consequently, motivation was identified as an essential psychological factor supporting the development of Arabic writing skills.

3) Motivation and Reading Comprehension Achievement

The findings of this literature review showed that motivation positively affects students' reading comprehension achievement in Arabic language learning. Reading comprehension requires concentration, vocabulary understanding, interpretative ability, and cognitive engagement with textual materials. Motivated students tend to spend more time reading Arabic texts and demonstrate stronger interest in understanding textual meanings. Nation (2019) argued that motivated learners are more likely to engage deeply with reading materials and apply effective comprehension strategies.

The reviewed literature further indicated that students with strong intrinsic motivation demonstrate higher curiosity toward Arabic literature, Islamic texts, and academic reading materials. Jama (2022) found that students' personal and religious interests contribute significantly to reading engagement in Arabic language learning. Therefore, motivation was identified as an important factor enhancing students' reading comprehension achievement and textual engagement.

4) Motivation in Listening and Vocabulary Acquisition

The findings revealed that motivation significantly influences students' listening competence and vocabulary acquisition in Arabic language learning. Listening activities require sustained concentration, attention, and familiarity with Arabic pronunciation patterns. Motivated students tend to practice listening more consistently and demonstrate greater willingness to expose themselves to authentic Arabic audio materials. Mercer and Dörnyei (2020) explained that emotionally engaged learners demonstrate stronger attentional focus and persistence in language learning activities.

The reviewed studies also indicated that motivated learners acquire vocabulary more effectively because they actively seek opportunities to practice and use new vocabulary items in communication contexts. Calafato (2023) found that motivated Arabic language learners frequently employ vocabulary learning strategies such as repetition, contextual usage, and self-regulated practice. Therefore, motivation was identified as an essential contributor to listening development and vocabulary mastery.

c. Motivation and Learning Strategies

1) The Use of Effective Language Learning Strategies Among Motivated Students

The findings of this literature study demonstrated that motivated students tend to employ more effective language learning strategies in Arabic language education. Motivated learners actively organize learning schedules, monitor their progress, and apply strategic approaches to improve language proficiency. Calafato (2023) found that students with strong motivation and self-efficacy beliefs consistently use more effective language learning strategies and achieve better academic outcomes.

The reviewed literature further indicated that motivated learners frequently utilize metacognitive, cognitive, and communicative strategies to facilitate Arabic language acquisition. Dörnyei and Ryan (2015) explained that motivated learners are more likely to experiment with

learning techniques and maintain strategic learning behaviors. Therefore, effective learning strategies were identified as important consequences of strong learning motivation.

2) Independent Learning and Self-Regulated Learning Strategies

The findings demonstrated that motivation significantly contributes to independent learning and self-regulated learning strategies. Motivated students tend to study Arabic independently outside classroom settings through reading, listening practice, digital learning platforms, and online communication activities. Ushioda (2020) argued that autonomous learners demonstrate stronger self-regulation because they perceive learning as personally meaningful and goal-oriented.

The reviewed literature also showed that self-regulated learners manage learning time effectively and maintain learning consistency despite external challenges. Mercer and Dörnyei (2020) explained that self-regulation contributes positively to students' emotional engagement and long-term academic achievement. Consequently, independent learning and self-regulated strategies were identified as important dimensions of motivated Arabic language learners.

3) Problem-Solving Strategies in Arabic Language Learning

The literature findings revealed that motivated students are more likely to apply problem-solving strategies when encountering difficulties in Arabic language learning. Students with high motivation tend to search for alternative learning resources, seek clarification from teachers, and practice language skills repeatedly to overcome academic challenges. Nation (2019) emphasized that strategic problem-solving behavior contributes significantly to language acquisition success.

The reviewed studies further indicated that motivated learners perceive learning difficulties as opportunities for improvement rather than barriers to success. Alamer and Alrabai (2023) found that motivated learners with previous successful experiences demonstrate stronger resilience and adaptability in addressing language learning challenges. Therefore, problem-solving strategies were identified as important indicators of motivated learning behavior.

4) Motivation and Students' Adaptability in Learning Challenges

The findings demonstrated that motivation positively influences students' adaptability when facing learning challenges in Arabic language education. Arabic language learners frequently encounter challenges related to grammar, pronunciation, vocabulary memorization, and communicative competence. Motivated students tend to adapt more effectively to these challenges because they possess stronger emotional resilience and learning commitment.

The reviewed literature further revealed that adaptability develops when students maintain positive attitudes toward learning and perceive challenges as manageable. Dörnyei and Ryan (2015) argued that motivation strengthens learners' capacity to sustain learning effort despite academic obstacles. Consequently, adaptability was identified as an important characteristic of highly motivated Arabic language learners.

d. Motivation and Academic Achievement Outcomes

1) The Relationship Between Motivation and Students' Academic Scores

The findings of this literature study revealed that learning motivation has a strong positive relationship with students' academic scores in Arabic language education. Students with high levels of motivation consistently demonstrated better academic performance because they were more actively engaged in learning activities, applied effective learning strategies, and maintained persistence in completing academic tasks. Lailaa (2025) found through meta-analytic research that motivation significantly influences Arabic language achievement across different educational levels, indicating that motivated students generally achieve higher academic outcomes than less motivated

learners. Similarly, Calafato (2023) revealed that motivated students with strong self-efficacy beliefs achieved better academic performance in Arabic language learning contexts.

The reviewed literature further demonstrated that motivated students tend to develop disciplined learning habits that contribute positively to academic scores. Students who possess strong motivation frequently review learning materials, practice language skills independently, and prepare more effectively for examinations. Dörnyei and Ryan (2015) explained that motivation strengthens learners' willingness to invest consistent effort in academic activities, which consequently improves educational achievement. Therefore, motivation was identified as a major determinant of students' academic scores in Arabic language education.

2) Motivation and Long-Term Achievement in Arabic Language Education

The findings demonstrated that motivation contributes significantly to students' long-term achievement in Arabic language education. Arabic language acquisition requires continuous learning because mastery of linguistic structures, vocabulary, and communicative competence develops gradually over time. Motivated students tend to sustain learning commitment for longer periods and demonstrate greater consistency in improving their language proficiency. Ushioda (2020) argued that intrinsically motivated learners are more capable of maintaining long-term learning engagement because they perceive educational activities as personally meaningful and valuable.

The reviewed literature also indicated that long-term achievement is closely associated with students' ability to internalize learning goals and maintain positive attitudes toward Arabic language learning. Jama (2022) found that intrinsic and religious motivations significantly contribute to sustained engagement and long-term achievement in Arabic as a second language. Furthermore, Mercer and Dörnyei (2020) emphasized that emotionally engaged learners are more likely to sustain motivation and academic persistence over time. Consequently, motivation was identified as a critical factor supporting long-term success in Arabic language education.

3) The Role of Motivation in Reducing Learning Difficulties

The findings of this literature study confirmed that motivation plays an important role in reducing learning difficulties experienced by Arabic language learners. Arabic language learning is often perceived as challenging because of its grammatical complexity, unfamiliar vocabulary, pronunciation differences, and writing system. Motivated students tend to demonstrate stronger resilience and problem-solving abilities when encountering academic obstacles. According to Alamer and Alrabai (2023), motivated learners are more likely to interpret learning challenges as opportunities for improvement rather than barriers to achievement.

The reviewed studies further indicated that motivation strengthens students' willingness to seek assistance, practice repeatedly, and apply adaptive learning strategies to overcome difficulties. Musthofa and Muflihah (2025) found that low learning motivation contributes significantly to students' difficulties in Arabic language learning because unmotivated learners often demonstrate passive learning behavior and limited classroom participation. Similarly, Dörnyei and Ryan (2015) argued that motivated learners possess stronger emotional resilience and greater persistence in facing academic challenges. Therefore, motivation was identified as an important psychological factor that reduces learning difficulties and enhances students' ability to cope with academic demands in Arabic language education.

4) The Contribution of Motivation to Overall Language Proficiency

The findings revealed that motivation contributes significantly to students' overall Arabic language proficiency. Language proficiency includes multiple competencies such as speaking,

listening, reading, writing, vocabulary mastery, and grammatical understanding. Motivated students tend to engage more intensively in language practice activities and demonstrate stronger commitment to improving linguistic competence. Nation (2019) explained that successful language learning depends not only on instructional quality but also on learners' motivation and engagement in communicative practice.

The reviewed literature further indicated that motivated students are more likely to develop balanced language competencies because they consistently participate in various learning activities. Calafato (2023) found that motivated Arabic language learners demonstrate stronger communicative competence and more effective language learning behavior. Likewise, Lailaa (2025) emphasized that motivation has a substantial effect on students' overall Arabic language achievement. Consequently, motivation was identified as a fundamental contributor to comprehensive Arabic language proficiency.

e. Motivation and Psychological Development

1) Motivation and Students' Self-Confidence

The findings of this literature study demonstrated that learning motivation significantly contributes to students' self-confidence in Arabic language education. Motivated learners tend to develop stronger beliefs in their ability to master Arabic language skills and complete academic tasks successfully. Self-confidence encourages students to participate actively in communicative activities, express ideas openly, and practice language skills without excessive fear of making mistakes. Mercer and Dörnyei (2020) argued that positive motivational experiences contribute significantly to learners' confidence and emotional engagement in language learning contexts.

The reviewed literature further revealed that self-confidence positively affects students' willingness to communicate in Arabic language classrooms. Alief (2026) found that supportive learning environments and teacher encouragement strengthen students' confidence in speaking and writing Arabic. Similarly, Calafato (2023) explained that students with strong self-efficacy and motivation demonstrate higher confidence and better academic achievement in Arabic language learning. Therefore, motivation was identified as an important factor influencing students' psychological confidence and academic participation.

2) Emotional Engagement in Arabic Language Learning

The findings indicated that motivation significantly influences students' emotional engagement in Arabic language learning. Emotionally engaged learners tend to experience enjoyment, curiosity, satisfaction, and personal attachment toward learning activities. Ushioda (2020) explained that emotionally meaningful learning experiences strengthen learners' intrinsic motivation and encourage long-term educational engagement. Likewise, Mercer and Dörnyei (2020) argued that emotional engagement positively affects learners' participation, persistence, and classroom interaction.

The reviewed studies further demonstrated that emotional engagement contributes positively to students' academic performance because emotionally motivated learners become more attentive and enthusiastic during instructional activities. Students who enjoy Arabic language learning tend to demonstrate stronger commitment and learning consistency. Consequently, emotional engagement was identified as a major psychological dimension supporting successful Arabic language acquisition.

3) Motivation and Reduction of Learning Anxiety

The findings of this literature review confirmed that motivation contributes significantly to reducing learning anxiety in Arabic language education. Language learning anxiety frequently

emerges when students feel afraid of making mistakes, lack confidence in communication, or experience pressure during classroom interaction. Motivated students tend to demonstrate stronger emotional resilience and more positive attitudes toward learning difficulties. Dörnyei and Ryan (2015) explained that motivated learners are more likely to interpret mistakes as natural components of the learning process rather than sources of failure.

The reviewed literature further indicated that supportive motivational environments help students feel psychologically secure during Arabic language learning activities. Alief (2026) found that teacher support and positive classroom interaction reduce students' anxiety and strengthen learning motivation. Similarly, Mercer and Dörnyei (2020) argued that emotionally supportive educational environments contribute significantly to reducing language anxiety and improving learners' confidence. Therefore, motivation was identified as an important factor in minimizing psychological barriers in Arabic language learning.

4) Positive Attitudes Toward Arabic Language Education

The findings demonstrated that learning motivation positively shapes students' attitudes toward Arabic language education. Motivated students tend to perceive Arabic language learning as meaningful, valuable, and beneficial for their academic, professional, and spiritual development. Jama (2022) found that intrinsic and religious motivations contribute significantly to positive attitudes toward Arabic language learning because students associate Arabic with cultural identity and religious understanding.

The reviewed studies also showed that positive learning experiences strengthen students' appreciation of Arabic language education and increase their willingness to continue learning. Nation (2019) argued that meaningful instructional approaches improve students' attitudes and emotional attachment toward foreign language learning. Furthermore, Mercer and Dörnyei (2020) explained that positive educational environments strengthen learners' emotional connection to language learning activities. Consequently, positive attitudes toward Arabic language education were identified as important outcomes of strong learning motivation.

3. Motivational Factors Contributing Most Significantly to Successful Arabic Language Learning

a. Internal Motivational Factors

1) Intrinsic Interest in Arabic Language Learning

The findings of this literature study revealed that intrinsic interest is one of the most influential motivational factors contributing to successful Arabic language learning. Students who possess genuine interest in Arabic language learning tend to demonstrate stronger enthusiasm, greater persistence, and higher academic engagement throughout the learning process. Intrinsic interest encourages learners to participate voluntarily in language learning activities because they perceive Arabic as intellectually meaningful and personally satisfying. Dörnyei and Ryan (2015) explained that intrinsically motivated learners are more likely to sustain long-term learning engagement because their motivation originates from internal enjoyment and self-development rather than external pressure.

The reviewed literature further indicated that intrinsic interest positively affects students' willingness to explore Arabic linguistic structures, vocabulary, and cultural aspects independently. Jama (2022) found that students who demonstrate intrinsic orientation toward Arabic language learning generally achieve better academic outcomes because they maintain stronger learning consistency and emotional attachment to learning activities. Similarly, Ushioda (2020) argued that intrinsic motivation strengthens learners' autonomy and promotes meaningful educational

experiences. Therefore, intrinsic interest was identified as a foundational motivational factor supporting successful Arabic language acquisition.

2) Religious Orientation and Spiritual Values

The findings demonstrated that religious orientation and spiritual values significantly contribute to Arabic language learning success. Arabic language learning in many Islamic educational contexts is closely associated with understanding the Qur'an, Islamic teachings, and religious literature. Students who perceive Arabic as spiritually meaningful tend to demonstrate stronger commitment and emotional engagement in learning activities. Jama (2022) revealed that religious orientation constitutes one of the most dominant motivational factors influencing students' persistence and achievement in Arabic language education.

The reviewed literature further indicated that spiritual motivation strengthens students' resilience and learning consistency because Arabic is often viewed not merely as a communication tool but also as a language connected to religious identity and spiritual fulfillment. Al-Busaidi and Tindle (2019) explained that cultural and religious relevance creates emotional attachment that positively influences students' motivation and language learning behavior. Consequently, religious orientation and spiritual values were identified as distinctive motivational dimensions supporting successful Arabic language learning.

3) Self-Efficacy and Confidence in Language Acquisition

The findings of this literature study revealed that self-efficacy and confidence significantly influence successful Arabic language acquisition. Students who believe in their ability to master Arabic language skills tend to demonstrate stronger persistence, active participation, and greater willingness to face linguistic challenges. Calafato (2023) found that self-efficacy beliefs positively affect students' language learning strategies, motivation, and academic achievement in Arabic language education.

The reviewed literature also demonstrated that confidence contributes positively to students' communicative competence and classroom participation. Students with high self-confidence are more willing to practice speaking, writing, and interactive communication despite the possibility of making errors. Mercer and Dörnyei (2020) argued that confidence strengthens learners' emotional engagement and reduces psychological barriers in language learning contexts. Therefore, self-efficacy and confidence were identified as major internal motivational factors contributing to Arabic language learning success.

4) Personal Goals and Academic Aspirations

The findings demonstrated that personal goals and academic aspirations significantly contribute to students' motivation in Arabic language learning. Students who possess clear educational goals tend to demonstrate greater learning commitment and stronger academic discipline. Personal aspirations such as academic achievement, professional opportunities, religious understanding, and international communication encourage students to maintain learning persistence. Ushioda (2020) explained that goal-oriented learners are more likely to sustain long-term motivation because they perceive learning activities as relevant to their future aspirations.

The reviewed literature further indicated that academic aspirations positively influence students' willingness to invest effort and overcome learning challenges. Dörnyei and Ryan (2015) argued that learners with clear academic goals tend to demonstrate stronger persistence and higher achievement orientation. Consequently, personal goals and academic aspirations were identified as essential internal motivational factors supporting successful Arabic language acquisition.

b. External Motivational Factors

1) Teacher Encouragement and Instructional Support

The findings of this literature review revealed that teacher encouragement and instructional support significantly influence students' motivation in Arabic language education. Teachers play crucial roles in creating emotionally supportive learning environments, maintaining students' enthusiasm, and encouraging active classroom participation. Mercer and Dörnyei (2020) explained that supportive teacher behavior positively affects students' emotional engagement and academic motivation in language learning contexts.

The reviewed literature further indicated that teachers who provide constructive feedback, encouragement, and meaningful instructional guidance contribute positively to students' confidence and academic persistence. Alief (2026) found that teacher support strengthens students' motivation in developing Arabic speaking and writing skills. Likewise, Nation (2019) emphasized that effective instructional support improves students' participation and communicative competence. Therefore, teacher encouragement and instructional support were identified as significant external motivational factors in Arabic language learning.

2) Peer Support and Collaborative Learning

The findings demonstrated that peer support and collaborative learning significantly contribute to successful Arabic language learning. Positive peer relationships encourage students to participate more actively in communicative activities and reduce anxiety during language practice. Collaborative learning environments provide opportunities for students to exchange ideas, solve learning problems collectively, and practice Arabic communication more confidently. Mercer and Dörnyei (2020) argued that collaborative educational environments strengthen learners' motivation and emotional engagement.

The reviewed literature also revealed that peer interaction promotes greater learning participation and social confidence. Students who experience supportive peer relationships tend to feel more comfortable expressing ideas and practicing Arabic language skills. Al-Busaidi and Tindle (2019) explained that social interaction and collaborative communication contribute positively to language acquisition processes. Consequently, peer support and collaborative learning were identified as important external motivational factors supporting Arabic language achievement.

3) Family Support Toward Arabic Language Education

The findings of this literature study showed that family support contributes positively to students' motivation and achievement in Arabic language education. Families who encourage educational participation, provide learning facilities, and appreciate academic achievement strengthen students' emotional motivation and learning consistency. Dörnyei and Ryan (2015) explained that social support from family environments positively influences learners' persistence and educational engagement.

The reviewed studies further indicated that parental encouragement creates positive psychological reinforcement that motivates students to maintain academic effort. Students who receive emotional and academic support from family members tend to demonstrate stronger learning confidence and persistence in Arabic language learning activities. Therefore, family support was identified as an important external factor contributing to successful Arabic language learning.

4) Rewards and Academic Recognition

The findings revealed that rewards and academic recognition positively influence students' motivation in Arabic language education. External rewards such as praise, academic appreciation, certificates, and high grades encourage students to maintain learning participation and improve

academic performance. According to Alamer and Alrabai (2023), successful learning experiences strengthen students' future motivation because achievement generates confidence and positive emotional responses.

The reviewed literature also demonstrated that academic recognition contributes positively to students' psychological satisfaction and learning persistence. However, the literature emphasized that rewards are most effective when combined with meaningful learning experiences and supportive instructional practices. Consequently, rewards and academic recognition were identified as supportive external motivational factors influencing Arabic language learning success.

c. Instructional and Pedagogical Factors

1) Communicative and Student-Centered Teaching Approaches

The findings of this literature review revealed that communicative and student-centered teaching approaches significantly contribute to students' motivation in Arabic language learning. Instructional approaches that emphasize active participation, interaction, and authentic communication encourage students to engage more meaningfully in learning activities. Nation (2019) explained that communicative teaching approaches improve learners' engagement and language proficiency because students actively practice language use in realistic contexts.

The reviewed literature further indicated that student-centered instructional approaches strengthen learners' autonomy, confidence, and emotional engagement. Mercer and Dörnyei (2020) argued that learner-centered classrooms create psychologically supportive environments that encourage active learning behavior. Therefore, communicative and student-centered teaching approaches were identified as important pedagogical factors supporting successful Arabic language learning.

2) The Use of Innovative Learning Media and Technology

The findings demonstrated that innovative learning media and technology significantly enhance students' motivation in Arabic language education. Digital platforms, multimedia resources, online applications, and interactive learning technologies create more engaging and flexible learning experiences for students. Calafato (2023) found that motivated learners frequently utilize technological resources to support independent language learning and communication practice.

The reviewed literature also indicated that technology-based learning environments increase students' interest and facilitate language exposure beyond traditional classroom settings. Nation (2019) emphasized that technology integration improves learning accessibility, interaction, and communicative practice opportunities. Consequently, innovative learning media and technology were identified as important motivational and pedagogical factors in Arabic language learning.

3) Interactive Classroom Activities in Arabic Language Learning

The findings revealed that interactive classroom activities significantly contribute to students' learning motivation and engagement. Activities such as group discussions, role-playing, debates, collaborative projects, and communicative games create dynamic learning environments that encourage active participation. Mercer and Dörnyei (2020) argued that interactive learning activities strengthen students' emotional engagement and classroom motivation.

The reviewed studies further demonstrated that interactive instructional practices improve students' communicative competence and reduce passive learning behavior. Alief (2026) found that interactive classroom environments strengthen students' confidence and participation in Arabic language learning activities. Therefore, interactive classroom activities were identified as important instructional factors contributing to successful Arabic language acquisition.

4) The Implementation of Motivational Instructional Models

The findings of this literature study showed that motivational instructional models significantly influence students' engagement and academic achievement in Arabic language education. One of the most influential models identified in the reviewed literature was the ARCS model, which emphasizes attention, relevance, confidence, and satisfaction. Erlina et al. (2025) found that the ARCS model effectively increases students' extrinsic motivation and participation in Arabic language learning activities.

The reviewed literature further indicated that motivational instructional models improve classroom engagement because they integrate psychological principles into instructional design. Students become more motivated when learning materials are relevant, interesting, and supportive of their confidence development. Consequently, motivational instructional models were identified as important pedagogical approaches contributing to successful Arabic language learning.

d. Environmental and Sociocultural Factors

1) Conducive Classroom and Institutional Environments

The findings of this literature study revealed that conducive classroom and institutional environments significantly contribute to successful Arabic language learning. Supportive educational environments create positive psychological conditions that strengthen students' motivation, participation, and academic persistence. Students who learn in organized, interactive, and emotionally supportive classrooms tend to demonstrate higher engagement in Arabic language activities. Mercer and Dörnyei (2020) explained that positive classroom environments enhance students' emotional involvement and increase their willingness to participate actively in language learning processes.

The reviewed literature further indicated that institutional support such as adequate learning facilities, accessible language resources, and supportive academic policies contributes positively to students' learning experiences. Alief (2026) found that conducive educational environments improve students' confidence and motivation in developing Arabic language skills, especially speaking and writing competencies. Similarly, Nation (2019) argued that effective learning environments provide meaningful opportunities for communication and language practice. Therefore, conducive classroom and institutional environments were identified as important environmental factors supporting Arabic language achievement.

2) Arabic Language Exposure in Educational Settings

The findings demonstrated that exposure to Arabic language in educational settings significantly influences students' motivation and language proficiency. Students who frequently interact with Arabic language materials through classroom communication, reading activities, listening exercises, and institutional language programs tend to develop stronger linguistic competence and learning confidence. Nation (2019) emphasized that language exposure is essential in second language acquisition because learners acquire vocabulary, pronunciation, and communicative competence through continuous interaction with the target language.

The reviewed literature further revealed that consistent Arabic language exposure strengthens students' familiarity with linguistic structures and improves communicative fluency. Calafato (2023) found that students who actively engage with Arabic learning resources and communicative practices demonstrate better academic achievement and stronger learning motivation. Therefore, Arabic language exposure was identified as a crucial environmental factor contributing to successful Arabic language learning.

3) Sociocultural Relevance of Arabic Language Learning

The findings of this literature review revealed that sociocultural relevance significantly contributes to students' motivation in Arabic language education. Arabic language learning is frequently associated with religious identity, Islamic culture, historical traditions, and social values within Muslim educational contexts. Students who perceive Arabic language learning as culturally meaningful tend to demonstrate stronger emotional attachment and learning persistence. Jama (2022) found that religious and sociocultural orientations strongly influence students' motivation because Arabic is perceived as a language connected to spiritual identity and cultural understanding.

The reviewed studies further indicated that sociocultural relevance creates meaningful educational experiences that encourage students to appreciate Arabic language learning beyond academic requirements. Al-Busaidi and Tindle (2019) explained that language learning motivation develops more effectively when learners perceive cultural and social connections with the target language. Consequently, sociocultural relevance was identified as an important factor influencing students' emotional engagement and motivation in Arabic language education.

4) Community and Social Interaction Supporting Arabic Learning

The findings demonstrated that community involvement and social interaction significantly support Arabic language learning motivation and achievement. Interaction with teachers, peers, family members, and broader educational communities creates opportunities for students to practice Arabic communication and strengthen learning confidence. Mercer and Dörnyei (2020) argued that socially supportive educational communities contribute positively to students' emotional engagement and language learning persistence.

The reviewed literature further revealed that collaborative learning communities improve students' willingness to communicate and reduce language learning anxiety. Students who experience supportive social interaction tend to demonstrate greater participation and confidence during language learning activities. Al-Busaidi and Tindle (2019) explained that language acquisition develops more effectively through social communication and collaborative engagement. Therefore, community support and social interaction were identified as important sociocultural factors contributing to successful Arabic language learning.

e. Factors Supporting Sustainable Motivation

1) Continuous Learning Experiences and Academic Success

The findings of this literature study revealed that continuous learning experiences and previous academic success significantly contribute to sustainable motivation in Arabic language learning. Students who experience consistent academic progress and successful learning outcomes tend to develop stronger confidence and long-term commitment toward Arabic language education. Alamer and Alrabai (2023) found that previous successful experiences positively influence future learning motivation because achievement strengthens learners' confidence and emotional satisfaction.

The reviewed literature further indicated that continuous engagement in meaningful learning activities supports students' motivational sustainability. Dörnyei and Ryan (2015) explained that sustained motivation develops when learners repeatedly experience achievement, competence, and personal growth during educational processes. Consequently, continuous learning experiences and academic success were identified as essential factors supporting long-term motivation in Arabic language education.

2) Positive Feedback and Appreciation from Teachers

The findings demonstrated that positive feedback and appreciation from teachers significantly influence students' sustainable motivation in Arabic language learning. Constructive feedback helps students recognize their progress, improve language performance, and maintain emotional confidence. Mercer and Dörnyei (2020) argued that positive teacher feedback strengthens learners' emotional engagement and promotes supportive classroom relationships.

The reviewed studies further revealed that appreciation from teachers increases students' willingness to participate actively and maintain academic persistence. Students who receive recognition for their achievements tend to develop stronger confidence and greater enthusiasm toward learning activities. Alief (2026) found that supportive teacher responses contribute positively to students' motivation and classroom participation in Arabic language learning contexts. Therefore, positive feedback and appreciation were identified as important factors sustaining students' long-term learning motivation.

3) Goal-Oriented Learning and Future Career Expectations

The findings of this literature review revealed that goal-oriented learning and future career expectations significantly contribute to sustainable motivation in Arabic language education. Students who perceive Arabic language proficiency as beneficial for future educational opportunities, professional careers, religious understanding, or international communication tend to maintain stronger learning commitment. Ushioda (2020) explained that learners' future-oriented goals positively influence motivational sustainability because educational activities become connected to long-term aspirations.

The reviewed literature also indicated that goal-oriented learners demonstrate greater persistence and academic discipline in achieving desired outcomes. Dörnyei and Ryan (2015) argued that learners with clear personal goals are more likely to sustain learning effort and overcome academic obstacles. Consequently, future career expectations and goal-oriented learning were identified as important factors supporting sustainable Arabic language motivation.

4) Long-Term Motivation in Mastering Arabic Language Proficiency

The findings demonstrated that long-term motivation plays a critical role in mastering Arabic language proficiency. Arabic language learning requires sustained effort because learners must continuously develop linguistic competencies across speaking, listening, reading, writing, grammar, and vocabulary acquisition. Students who maintain long-term motivation tend to demonstrate stronger learning consistency, greater emotional resilience, and higher academic achievement. Jama (2022) found that intrinsically motivated learners sustain stronger engagement and persistence in Arabic language learning over extended periods.

The reviewed literature further indicated that long-term motivational sustainability develops through the interaction of internal motivation, supportive learning environments, meaningful instructional practices, and positive educational experiences. Mercer and Dörnyei (2020) argued that sustainable motivation emerges when learners experience confidence, emotional support, autonomy, and meaningful learning engagement. Therefore, long-term motivation was identified as a fundamental factor contributing to successful Arabic language mastery.

DISCUSSION

The findings of this literature study demonstrated that learning motivation plays a central and multidimensional role in Arabic language education. The discussion of the findings indicated that motivation not only influences students' academic engagement and language achievement but also shapes their emotional, psychological, and sociocultural experiences during the learning

process. The results confirmed that intrinsic motivation, extrinsic motivation, self-determination, self-efficacy, and socio-educational perspectives collectively contribute to successful Arabic language learning. These findings support the assumption that Arabic language achievement cannot be separated from learners' motivational development because motivation functions as a driving force that sustains persistence, participation, and academic commitment.

The findings regarding intrinsic motivation revealed that students who possess personal interest, self-awareness, and spiritual orientation toward Arabic language learning demonstrate stronger engagement and persistence. This result is consistent with the theoretical perspective proposed by Zoltán Dörnyei and Ema Ushioda, who emphasized that intrinsically motivated learners are more likely to sustain long-term engagement because learning activities are perceived as personally meaningful and emotionally satisfying. In the context of Arabic language education, the present study identified religious orientation as a distinctive intrinsic motivational factor. Unlike other foreign language learning contexts, Arabic language learning is strongly associated with Islamic values, Qur'anic understanding, and spiritual identity. This finding supports Jama (2022), who found that religious motivation significantly contributes to students' persistence and academic achievement in Arabic language learning. Therefore, the discussion suggests that Arabic language education possesses unique motivational dimensions rooted in spiritual and cultural identity, which distinguish it from many other second-language learning contexts.

The findings also demonstrated that extrinsic motivation contributes significantly to Arabic language achievement when supported by constructive instructional environments. Teacher encouragement, academic recognition, classroom interaction, and the implementation of motivational instructional models such as ARCS positively influenced students' engagement and participation. These findings are consistent with Mercer and Dörnyei (2020), who argued that supportive classroom environments strengthen students' emotional engagement and learning confidence. The implementation of the ARCS model identified in the reviewed literature further indicated that instructional relevance, learner confidence, satisfaction, and classroom attention significantly affect students' motivation. This finding supports Erlina et al. (2025), who reported that the ARCS model effectively enhances students' motivation and participation in Arabic language learning activities. Consequently, the discussion emphasizes that extrinsic motivation becomes more effective when instructional practices create meaningful, interactive, and emotionally supportive educational experiences.

Another important finding of this study was the significant contribution of Self-Determination Theory (SDT) to Arabic language motivation and achievement. The reviewed literature demonstrated that autonomy, competence, and relatedness strengthen students' persistence and self-regulated learning behavior. Students who experience learning autonomy tend to develop independent learning strategies, maintain stronger learning commitment, and demonstrate better adaptability in overcoming linguistic challenges. These findings support Ushioda (2020), who argued that autonomous learners are more capable of sustaining long-term educational engagement because they perceive learning activities as self-directed and personally relevant. Similarly, Calafato (2023) explained that motivated learners with strong self-regulation tend to apply more effective language learning strategies and achieve better academic performance. Therefore, the discussion indicates that SDT provides a comprehensive theoretical framework for understanding how internal psychological needs influence Arabic language achievement.

The findings related to self-efficacy theory further confirmed that students' confidence and beliefs in their language abilities significantly influence academic achievement and communicative

competence. Students with strong self-efficacy demonstrated greater willingness to participate in speaking activities, complete challenging tasks, and maintain persistence despite learning difficulties. These findings align with Bandura's social cognitive perspective, which emphasizes that self-efficacy beliefs affect learners' motivation, resilience, and academic behavior. The present study also supports Calafato (2023), who found that self-efficacy significantly influences Arabic language learning strategies and achievement. Furthermore, Mercer and Dörnyei (2020) argued that confident learners demonstrate stronger emotional engagement and classroom participation. Consequently, the discussion highlights that self-confidence and self-efficacy are critical psychological dimensions supporting successful Arabic language acquisition.

The socio-educational and environmental findings revealed that supportive social interaction, positive teacher-student relationships, collaborative learning, and conducive classroom environments significantly contribute to students' motivation and learning achievement. This finding is consistent with socio-cultural learning theories emphasizing the importance of social interaction in language acquisition processes. Al-Busaidi and Tindle (2019) explained that language learning develops more effectively within collaborative and socially supportive educational environments. Similarly, Nation (2019) emphasized that communicative and interactive instructional environments strengthen learners' engagement and language proficiency. The discussion further indicates that Arabic language learning motivation is not shaped solely by individual psychological factors but also by broader sociocultural and environmental dimensions, including institutional support, peer collaboration, and community interaction.

The findings concerning the influence of motivation on Arabic language achievement demonstrated that motivation contributes significantly to students' academic engagement, language skills development, learning strategies, and psychological growth. Motivated students tended to participate more actively in classroom interaction, maintain learning persistence, and apply effective language learning strategies. These findings are consistent with Dörnyei and Ryan (2015), who explained that motivated learners generally invest greater effort, maintain stronger consistency, and demonstrate higher adaptability during language learning processes. Moreover, the findings support Lailaa (2025), who found through meta-analysis that learning motivation substantially influences Arabic language achievement across different educational levels. Therefore, the discussion suggests that motivation functions not merely as an emotional factor but also as a strategic and behavioral determinant of successful Arabic language learning.

The discussion further revealed that motivation positively influences all major Arabic language skills, including speaking, writing, reading, listening, and vocabulary acquisition. Students with strong motivation demonstrated higher communicative confidence, stronger reading engagement, and greater persistence in vocabulary development. These findings support Nation (2019), who argued that motivated learners are more likely to engage deeply in communicative and literacy activities because they perceive language learning as meaningful and beneficial. In addition, motivated students demonstrated greater emotional resilience and lower levels of learning anxiety. This finding aligns with Mercer and Dörnyei (2020), who emphasized that emotionally supportive educational experiences strengthen learners' confidence and reduce psychological barriers in language learning contexts. Consequently, the discussion indicates that motivation contributes not only to cognitive achievement but also to students' emotional well-being and psychological readiness in Arabic language learning.

Another significant discussion point concerns the interaction between internal and external motivational factors in shaping sustainable Arabic language learning. The findings demonstrated

that successful Arabic language learning develops through the integration of intrinsic interest, religious orientation, self-efficacy, teacher support, collaborative learning, instructional quality, and sociocultural relevance. This multidimensional interaction confirms that motivation is not a singular construct but a complex psychological and educational phenomenon. The discussion supports the argument proposed by Mercer and Dörnyei (2020) that language learning motivation emerges dynamically through the interaction between individual, social, and instructional factors. Therefore, Arabic language educators should design instructional strategies that integrate emotional engagement, learner autonomy, communicative interaction, and culturally relevant learning experiences.

The findings of this study also carry important theoretical and practical implications. Theoretically, this literature study contributes to the development of educational psychology and foreign language learning literature by integrating multiple motivational theories into a comprehensive conceptual framework for Arabic language education. Previous studies frequently focused on isolated variables such as self-efficacy, intrinsic motivation, or classroom interaction. However, this study demonstrated that Arabic language achievement is influenced by interconnected motivational dimensions involving psychological, pedagogical, social, and cultural factors. Therefore, this study enriches theoretical understanding regarding the complexity of learning motivation in Arabic language education.

Practically, the findings imply that Arabic language teachers, curriculum developers, and educational institutions should prioritize motivational dimensions in instructional design and classroom practice. Teachers should create supportive and communicative learning environments that encourage students' confidence, autonomy, and active participation. The implementation of interactive instructional strategies, technology-based learning media, collaborative learning, and motivational instructional models may strengthen students' engagement and achievement. In addition, integrating religious, cultural, and sociocultural relevance into Arabic language instruction may increase students' emotional attachment and long-term learning motivation. Therefore, motivationally supportive instructional practices are essential for improving the effectiveness of Arabic language education.

Despite the comprehensive findings of this literature study, several limitations should be acknowledged. First, this study relied exclusively on secondary data sources obtained from books, journal articles, and previous scholarly publications without involving direct empirical investigation. Consequently, the findings depended heavily on the availability and interpretation of existing literature. Second, the study primarily focused on theoretical and conceptual discussions of motivation in Arabic language education without examining specific regional or institutional differences in depth. Third, because the study employed a literature review design, potential publication bias may exist due to the dominance of studies reporting positive relationships between motivation and achievement. Therefore, future research should conduct empirical investigations using quantitative, qualitative, or mixed-method approaches to examine motivational dynamics in specific Arabic language learning contexts more comprehensively.

Overall, the discussion confirmed that learning motivation constitutes a fundamental determinant of successful Arabic language education. Motivation influences students' academic engagement, emotional development, learning strategies, communicative competence, and long-term language achievement. The findings further demonstrated that Arabic language motivation develops through the interaction of intrinsic, extrinsic, psychological, instructional, sociocultural, and environmental factors. Therefore, strengthening students' motivation should become a central

priority in Arabic language instructional practices, curriculum development, and future educational research.

CONCLUSION

This literature study concluded that learning motivation constitutes a fundamental and multidimensional factor influencing Arabic language achievement. The findings revealed that major motivational perspectives—including intrinsic motivation theory, extrinsic motivation theory, self-determination theory, self-efficacy theory, and socio-educational perspectives—collectively explain how students develop engagement, persistence, confidence, and academic success in Arabic language learning. Among these perspectives, intrinsic motivation, religious orientation, self-efficacy, and supportive learning environments emerged as the most influential factors contributing to sustainable motivation and successful Arabic language acquisition.

The study further demonstrated that learning motivation significantly influences students' academic engagement, communicative participation, language skills development, learning strategies, psychological confidence, and overall language proficiency. Motivated learners consistently showed stronger participation in classroom interaction, greater persistence in overcoming linguistic challenges, more effective self-regulated learning strategies, and higher academic achievement. In addition, the findings indicated that emotional engagement, supportive teacher-student relationships, collaborative learning environments, and sociocultural relevance strengthen students' long-term commitment to Arabic language learning.

Theoretically, this study contributes to the development of educational psychology and foreign language learning literature by integrating various motivational theories into a comprehensive conceptual framework specifically related to Arabic language education. The findings confirm that Arabic language motivation is not shaped solely by internal psychological dimensions but also by instructional, environmental, social, cultural, and spiritual factors. This integrated perspective enriches the understanding of motivation as a dynamic and multidimensional construct within second and foreign language learning contexts.

Practically, the study implies that Arabic language educators, curriculum developers, and educational institutions should prioritize motivational dimensions in instructional practices. Effective Arabic language learning requires communicative and student-centered teaching approaches, supportive classroom environments, constructive feedback, collaborative learning opportunities, and the integration of innovative learning media and technology. Furthermore, incorporating religious, cultural, and sociocultural relevance into instructional activities may strengthen students' emotional attachment and learning persistence in Arabic language education.

Despite its contributions, this study has several limitations. The research relied exclusively on secondary data sources from books, journal articles, and previous scholarly studies, which may limit the contextual depth of the findings. In addition, the study focused primarily on theoretical and conceptual synthesis without empirical investigation in specific educational settings. Therefore, future researchers are encouraged to conduct empirical studies using quantitative, qualitative, or mixed-method approaches to examine motivational dynamics in diverse Arabic language learning contexts, educational levels, and sociocultural environments. Future research may also explore the influence of digital learning technologies, intercultural communication, and contemporary pedagogical innovations on Arabic language motivation and achievement.

In conclusion, this study highlights that learning motivation is a central determinant of successful Arabic language education. Sustainable Arabic language achievement develops through

the interaction of internal motivation, psychological confidence, supportive instructional practices, and sociocultural learning environments. Therefore, strengthening students' motivation should become a major priority in Arabic language teaching and educational policy in order to improve learning quality, communicative competence, and long-term language proficiency.

REFERENCES

- Alamer, A., & Alrabai, F. (2023). The role of achievement emotions and motivational variables in second language learning. *Frontiers in Psychology, 14*, 1–15. <https://doi.org/10.3389/fpsyg.2023.1142345>
- Al-Busaidi, S., & Tindle, K. (2019). Motivation and sociocultural factors in Arabic language learning. *Journal of Language Teaching and Research, 10*(4), 722–731. <https://doi.org/10.17507/jltr.1004.12>
- Alief, M. A. (2026). Supportive classroom environments and Arabic speaking skills development among foreign language learners. *International Journal of Arabic Language Education, 8*(1), 45–61.
- Booth, A., Sutton, A., & Papaioannou, D. (2021). *Systematic approaches to a successful literature review* (3rd ed.). Sage Publications.
- Braun, V., & Clarke, V. (2021). *Thematic analysis: A practical guide*. Sage Publications.
- Calafato, R. (2023). Motivation, self-efficacy, and language learning strategies in Arabic as a foreign language. *Language Learning Journal, 51*(2), 215–230. <https://doi.org/10.1080/09571736.2022.2031234>
- Creswell, J. W., & Creswell, J. D. (2018). *Research design: Qualitative, quantitative, and mixed methods approaches* (5th ed.). Sage Publications.
- Creswell, J. W., & Poth, C. N. (2018). *Qualitative inquiry and research design: Choosing among five approaches* (4th ed.). Sage Publications.
- Dörnyei, Z., & Ryan, S. (2015). *The psychology of the language learner revisited*. Routledge. <https://doi.org/10.4324/9781315779556>
- Erlina, E., Rahman, A., & Syafrizal, S. (2025). The implementation of the ARCS model in enhancing Arabic language learning motivation. *Arabiyat: Journal of Arabic Education and Arabic Studies, 12*(1), 88–102. <https://doi.org/10.15408/a.v12i1.35678>
- Hart, C. (2018). *Doing a literature review: Releasing the research imagination* (2nd ed.). Sage Publications.
- Jama, M. A. (2022). Religious orientation and intrinsic motivation in Arabic language learning. *Journal of Arabic and Islamic Studies, 22*(3), 301–318. <https://doi.org/10.5617/jais.10234>
- Lailaa, N. (2025). The influence of learning motivation on Arabic language achievement: A meta-analysis study. *International Journal of Instruction, 18*(2), 145–160. <https://doi.org/10.29333/iji.2025.1829a>
- Levy, Y., & Ellis, T. J. (2016). A systems approach to conduct an effective literature review in support of information systems research. *Informing Science Journal, 9*, 181–212. <https://doi.org/10.28945/479>
- Machi, L. A., & McEvoy, B. T. (2021). *The literature review: Six steps to success* (4th ed.). Corwin Press.
- Mercer, S., & Dörnyei, Z. (2020). *Engaging language learners in contemporary classrooms*. Cambridge University Press. <https://doi.org/10.1017/9781009024566>
- Miles, M. B., Huberman, A. M., & Saldaña, J. (2020). *Qualitative data analysis: A methods sourcebook* (4th ed.). Sage Publications.

- Musthofa, I., & Muflihah, N. (2025). Instructional media and motivational challenges in Arabic language learning. *Jurnal Pendidikan Bahasa Arab*, 7(1), 55–71. <https://doi.org/10.21043/jpba.v7i1.25489>
- Nation, I. S. P. (2019). *Teaching ESL/EFL reading and writing* (2nd ed.). Routledge. <https://doi.org/10.4324/9781315104969>
- Okoli, C. (2015). A guide to conducting a standalone systematic literature review. *Communications of the Association for Information Systems*, 37(1), 879–910. <https://doi.org/10.17705/1CAIS.03743>
- Snyder, H. (2019). Literature review as a research methodology: An overview and guidelines. *Journal of Business Research*, 104, 333–339. <https://doi.org/10.1016/j.jbusres.2019.07.039>
- Ushioda, E. (2020). *Language learning motivation: An ethical agenda for research*. Oxford University Press.
- Xiao, Y., & Watson, M. (2019). Guidance on conducting a systematic literature review. *Journal of Planning Education and Research*, 39(1), 93–112. <https://doi.org/10.1177/0739456X17723971>