

The Influence of Internal and External Factors on Arabic Language Learning Interest among Arabic Language Education Students

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ABSTRACT

Arabic language learning in the Arabic Language Education program at State Islamic University Sultan Aji Muhammad Idris Samarinda faces diverse challenges due to varying student interests. Interest, defined as attention and pleasure towards learning, is influenced by internal and external factors. The study aimed to assess these factors' impact on student interest. Employing quantitative methods, the research used multiple linear regression analysis on a sample of 75 third-semester students, utilizing observation, interviews, surveys, questionnaires, and documentation. Results revealed significant positive influence of internal factors on student interest ($t\text{-value} = 3.385 > 1.993$), while external factors exhibited significant, partially positive impact ($t\text{-value} = -2.294 > 0.432$) with some negative effects. Findings emphasize the need for students to recalibrate their intent and determination in Arabic language learning. They should also address external influences to maintain interest during their academic journey.

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Introduction

Arabic has had a significant presence in Indonesia since the arrival of Islam, as it is the language used in the practice of Islamic worship (Hamidah et al., 2022). Consequently, many Islamic educational institutions in Indonesia maintain the teaching and learning of Arabic as an integral part of their curriculum (Ma'ali et al., 2022; Nurbayan et al., 2021; Rohimah et al., 2023). The importance of learning Arabic extends beyond religious practice, serving as an effort to enhance the quality of national education (Aflisia et al., 2020; Ainin et al., 2020; Rahmawati & Febriani, 2021; Ritonga et al., 2022).

Samarinda Mayor Regulation No. 22 of 2014 stipulates Arabic language learning as part of the local curriculum in education, underscoring its importance in the educational context of Samarinda (*PERWALI Kota Samarinda No. 22 Tahun 2014*, n.d.). However, the process of Arabic language learning at the State Islamic University Sultan Aji Muhammad Idris Samarinda faces various challenges, particularly concerning factors influencing students' success in understanding the material delivered by instructors.

One of the primary factors influencing Arabic language learning is the internal and external factors mentioned in an international journal (Aprianto et al., 2020; Azizah et al., 2023; Mubarak et al., 2021). A student in the Arabic Language Education Program at UINSI Samarinda revealed that interest in learning Arabic is not always easy to maintain, as it can be influenced by various factors. Students may become more interested or lose interest depending on changes in personal and environmental conditions (Asikainen et al., 2020; Chan & Yuen, 2014; Marlius et al., 2021; Reeve, 2013).

Interview findings with a student support research on the influence of internal and external factors on Arabic language learning interest. Researchers concluded that interest in learning Arabic significantly affects students both internally and externally in achieving Arabic language proficiency. This serves as the background for evaluating the impact of these factors on students' interest in learning Arabic at UINSI Samarinda.

In Putri Ameda's thesis, interest in learning Arabic is defined as an individual's desire and passion for learning. This study aims to evaluate whether internal and external factors have an influence on students' interest in learning Arabic at UINSI Samarinda. Researchers became interested in this topic after considering the conditions and situations on the ground.

As a result of the background presented, the researcher has chosen the title "The Influence of Internal and External Factors on Arabic Language Learning Interest Among Arabic Language Education Students at UINSI Samarinda." Through this research, it is hoped to provide a deeper understanding of the factors influencing Arabic language learning interest in the academic environment of Samarinda.

Several similar studies were reviewed by the researcher, including: Rahmatullah Mahmud's study titled "The Influence of Internal and External Factors on Students' Learning Achievement in PAIBP Subjects at SMP Negeri 6 Makassar" in 2022 (Mahmud, 2022). This research aimed to identify the forms of internal and external factors influencing students' learning achievement at SMP Negeri 6 Makassar. The research method used was quantitative correlational. The results showed the influence of Internal and External Factors on the achievement of eighth-grade students at SMP Negeri 6 Makassar.

Putri Nur Azizah's study titled "The Influence of Imla' Method on Arabic Writing Skills of Seventh Grade Students at MTs Darul Ihsan Samarinda" in 2022. This research aimed to investigate the use of the Imla' method on Arabic writing skills of seventh-grade students at MTs Darul Ihsan Samarinda. The research method used was quantitative research with a correlation method. The results showed a positive and significant relationship between the use of the Imla' method and Arabic writing skills of seventh-grade students at MTs Darul Ihsan Samarinda.

Muhammad Fadhil's study titled "The Influence of Working Capital Financing on the Revenue of Micro, Small, and Medium Enterprises in Mitra Niaga Islamic Cooperative" in 2019 (Muhammad Fadhil, 2019). This research aimed to determine the influence of working capital financing on MSME revenue. The research method used simple linear regression analysis. The results showed that the working capital financing variable (X) had an effect on MSME revenue (Y).

Linna Varera's study titled "The Influence of Students' Internal and External Factors on Learning Achievement in Textile Material Knowledge Subjects of Grade X Fashion at Islamic Vocational School Moyudan" in 2018 (Varera, 2018). This research aimed to determine the internal factors of students that most influenced learning achievement in textile material knowledge subjects of grade X fashion at Islamic Vocational School Moyudan, the external factors of students that most influenced learning achievement in textile material knowledge subjects of grade X fashion at Islamic Vocational School Moyudan, and the most influential factor among students' internal and external factors on learning achievement in textile material knowledge subjects of grade X fashion at Islamic Vocational School Moyudan. The research method used quantitative descriptive correlation. The results showed a positive and significant influence of students' internal factors on learning achievement, a positive and significant influence of students' external factors on learning achievement, and a positive and significant influence between students' internal factors and learning achievement. Internal factors influenced learning achievement more in the emotional indicator and sub-indicator of controlling emotions during lessons.

After reviewing the four studies above, the fundamental difference from previous research is that there has been no study aimed at determining the influence of internal and external factors on Arabic language learning interest among Arabic Language Education students at UINSI Samarinda in 2023. Therefore, it can be concluded that the research to be conducted by the researcher is significantly different, experiencing renewal and originality from previous research. Thus, the results of this research can be used to enhance insights for all stakeholders.

Method

Research Design

The study employs a quantitative research method, specifically multiple linear regression, to examine the influence of internal and external factors on students' interest in learning Arabic (Winarni, 2021). This method allows for the prediction of the dependent variable (interest in learning Arabic) based on the values of multiple independent variables (internal and external factors). The research aims to explore the significance of internal and external factors on students' interest in learning Arabic at UINSI Samarinda. Internal factors such as cognitive and motivational factors, as well as external factors like educational background and teaching techniques, will be investigated as independent variables, while students' interest in learning Arabic serves as the dependent variable.

Data Collection and Analysis Techniques

The population for this study includes all active students in the Arabic Language Education program at UINSI Samarinda for the Academic Year 2022-2023. A sample size of 75 students was determined using purposive sampling technique, ensuring representation from semester 3 of the program.

Observations were conducted through non-participant and structured observation methods during Arabic language lectures. Data collection instruments include surveys, questionnaires, and interviews. Surveys provided initial data on internal and external factors, while questionnaires with Likert scale items were designed based on identified sub-variables.

Validity and reliability tests were performed to ensure the accuracy and consistency of the instruments. Most questionnaire items were deemed valid, with reliability tests showing high internal consistency. Additionally, data prerequisites such as normality, multicollinearity, and heteroskedasticity were tested, meeting the assumptions for regression analysis. In summary, the research utilizes a well-designed and rigorously tested set of data collection instruments to analyze the factors influencing students' interest in learning Arabic.

Result

Data regarding respondent characteristics were obtained from the questionnaire related to educational background. For further clarification, please refer to Table 4.2.

Table I
Respondent Characteristics

No.	Description	Frequency	Percentage
1.	From Islamic Boarding Schools and Islamic Senior High Schools (MA)	30	40%
2.	From Outside Islamic Boarding Schools and	45	60%

MA		
Total	75	100%

Based on the table above, it can be observed that 40% of the respondents have an educational background from Islamic Boarding Schools and Islamic Senior High Schools (MA). Meanwhile, those with educational backgrounds from regular high schools (SMA), vocational schools (SMK), etc., amount to 60%, which is more than those with backgrounds from Islamic Boarding Schools or MA.

The respondent response index regarding internal factors is calculated based on questionnaire scores. To determine the response index category regarding internal factors, it can be categorized as follows: 0.00 - 0.199 (very low), 0.20 - 0.399 (Low), 0.40 - 0.599 (Moderate), 0.60 - 0.799 (Strong), 0.80 - 1.000 (Very Strong). To discuss the response of each variable, refer to the description below:

The response index regarding internal factors is as follows:

Table 2
Respondent Response Regarding Internal Factors

No.	Question	Sub-Variable	Score	Total	Index	Criteria
		SS	S	N	TS	STS
1.	Cognitive	71	3	1	0	0
2.		70	3	1	1	0
3.		70	1	2	1	1
4.		68	4	0	3	0
5.		68	2	2	2	1
6.	Talent	68	5	2	0	0
7.		70	4	0	1	0
8.		69	4	0	0	2
9.		66	4	1	2	2
10.		66	5	3	1	0
11.	Readiness	58	8	3	1	5
12.		60	7	0	4	4
13.	Attention	59	5	7	4	0
14.		63	6	4	1	1
15.		67	5	2	0	1
Total		5,364	1,072.8			
Mean		357.6	71.52			

Based on the table above, it shows that the majority of respondents agree with the influence of internal factors on the interest in learning the Arabic language for Arabic Language Education students, with a high index value of 71.52. This indicates that respondents are influenced by internal factors in their learning interests.

The index of respondent response regarding external factors is as follows:

Table 3
Respondent Response Regarding External Factors

No.	Question	Sub-Variable	Score	Total	Index	Criteria
		SS	S	N	TS	STS
1.	Educational Background	64	4	1	1	5
2.		47	2	8	2	16
3.		53	5	10	1	6
4.	Teaching Technique of Lecturers	55	5	6	2	7
5.		44	12	1	3	15
6.		47	5	8	3	12
7.		49	13	5	3	5
8.	Friend Relationships	52	10	2	0	11
9.		55	6	3	10	1
10.	Social Media	58	2	12	1	2
11.		56	6	1	0	12
12.		58	8	2	0	9
13.	Language Programs	54	6	4	1	12
14.		57	5	2	0	11
15.		61	4	2	1	8
Total		5,138	1,026.8			
Mean		342.53	68.45			

Based on the table above, it shows that the majority of respondents agree with the influence of external factors on the interest in learning the Arabic language for Arabic Language Education students, with a high index value of 68.45. This indicates that respondents are

influenced by external factors in their learning interests.

The analysis shows that both internal and external factors significantly influence the interest in learning the Arabic language among Arabic Language Education students. Internal factors have a mean index of 71.52, categorized as "Strong," while external factors have a mean index of 68.45, also categorized as "Strong." This suggests that both internal and external factors play vital roles in shaping students' interest in learning the Arabic language.

The Classical Assumption Test encompasses several crucial analyses in regression modeling. Firstly, the Normality Test of Data evaluates whether both dependent and independent variables adhere to a normal distribution, a fundamental assumption for a robust regression model. Normality ensures unbiased data analysis, necessitating the removal of outlier data that could skew interpretations. The Multicollinearity Test follows, gauging correlations among independent variables. Ideally, a regression model should not exhibit multicollinearity, which can distort results. Tolerance and Variance Inflation Factor (VIF) values guide this assessment. The absence of multicollinearity is confirmed when VIF values are below 10. The subsequent Heteroskedasticity Test probes for variance disparities across observations. A homoscedastic model, where variances remain constant, is preferred. A scatterplot examination guides decision-making, detecting any discernible patterns indicative of heteroskedasticity. Further analysis involves the Multiple Linear Regression Test, illustrating the impact of internal and external factors on the interest in learning Arabic. This analysis derives regression equations elucidating the percentage increase in interest corresponding to changes in internal and external factors. Coefficient Correlation measures the extent of correlation between multiple variables and the dependent variable simultaneously. It quantifies the proportion of influence attributed to internal and external factors. Hypothesis Testing Results conclude the assessment, encompassing the Individual Parameter Significance Test and the F Test. These tests determine the significance of individual parameters and simultaneous effects of independent variables, respectively. Notably, the results inform decisions regarding the acceptance or rejection of hypotheses, elucidating the nuanced relationships between factors influencing Arabic language learning among students at UINSI Samarinda.

The researcher employed interview as a supplementary research instrument following other instruments. The researcher only interviewed a few informants regarding the influence of external factors on the interest in learning Arabic language because only the impact of external factors had not been found in the hypothesis testing results.

Interviews can be applied in quantitative research as a reference in determining research conjectures if necessary. The results obtained by the researcher indicate that external factors influence the interest in learning Arabic language among students of Arabic Language

Education at UINSI Samarinda. This is because eight out of ten students responded that external factors such as educational background, teaching techniques of lecturers, friendships, and social media have a significant influence in shaping a higher interest in learning Arabic language, while the other two respondents stated that there is no influence of external factors on the interest in learning Arabic language.

Discussion

The Influence of Internal Factors on the Interest in Learning Arabic Language

The t-test results for the internal factor variable (X1) showed a t-value of 3.385, while the t-table value at a confidence level of 95% was 1.993. Since the t-value is greater than the t-table value, H1 is accepted, rejecting Ho1, indicating a positive and significant influence of internal factors on the interest in learning Arabic language among students of Arabic Language Education at UINSI Samarinda. Linna Varera's study in 2018 titled "The Influence of Internal and External Factors of Students on Learning Achievement in Textile Knowledge Subjects for Class X Clothing at SMK Islam Moyudan" yielded similar results. It found that there is a significant positive influence of internal factors on student learning achievement.

Internal factors have a significant influence when students have strong intentions and determination to pursue Arabic language learning. Conversely, if students lack intention and determination in learning Arabic, the influence of internal factors diminishes. This is evidenced by empirical data observed in this study. Additionally, Nengsih et al research in 2022 on the influence of internal factors on student learning achievement in PAIBP subjects at SMP Negeri 6 Makassar also supports this finding (Nengsih et al., 2022).

The Influence of External Factors on the Interest in Learning Arabic Language

The t-test results for the external factor variable (X2) showed a t-value of -2.294, while the t-table value at a confidence level of 95% was 0.432. Since the t-value is less than the t-table value, Ho2 is accepted, rejecting H2, indicating that there is no positive, albeit significant, influence of external factors on the interest in learning Arabic language among students of Arabic Language Education at UINSI Samarinda.

External factors originate from outside the student. They can include infrastructure, environmental conditions within family, school, or community settings. External factors in the academic realm are closely related to friendships, interactions with lecturers, among other aspects not mentioned here. Based on a study by Labora Sitinjak and Apriyanus Umbu in 2015, external factors have less influence compared to internal factors among nursing students (Sitinjak & Kadu, 2016).

The Influence of Internal and External Factors on the Interest in Learning Arabic Language among UINSI Samarinda Students

The f-test results for both internal and external factors (X1 and X2) yielded an f-value of 6.229, while the f-table value at a confidence level of 95% was 3.12. Since the f-value is greater than the f-table value, H03 is accepted, rejecting H3, indicating that there is no positive and significant influence of both internal and external factors on the interest in learning Arabic language among students of Arabic Language Education at UINSI Samarinda.

Other researches have shown varied results regarding the influence of external factors. While some studies, such as those by Nuryani et al on the influence of internal and external factors on company performance (Nuryani et al., 2021), and Hapnita on dominant internal and external factors affecting drawing learning outcomes (Hapnita, 2018), emphasize the importance of internal factors, others, such as the study by Bimo Santiago and Amir Hidayatulloh on the impact of external factors on SME performance, highlight the significance of external factors (Santiago & Hidayatulloh, 2019).

It's important to note that if one of the independent variables does not influence the dependent variable, the research is still considered valid, as the influence may not only be positive but also negative. However, after implementing interview instruments, the researcher concluded that external factors indeed have a positive influence on the interest in learning Arabic. This conclusion was drawn based on the responses of eight out of ten interviewees who acknowledged the positive impact of external factors on their learning interest, while the remaining two respondents claimed there is no influence of external factors on the interest in learning Arabic among students of Arabic Language Education at UINSI Samarinda.

Conclusion

The study concludes that internal factors significantly influence students' interest in learning Arabic at the State Islamic University Sultan Aji Muhammad Idris Samarinda, while external factors have a significant but negative influence. Although external factors influence interest according to interview results, partial analysis suggests otherwise due to certain factors. Both internal and external factors do not simultaneously and significantly influence interest in learning Arabic. Recommendations include encouraging students to reaffirm their goals for studying Arabic and to anticipate and address various influences encountered during their studies. Future research should explore additional variables to better understand the influence of internal and external factors on students' interest in learning Arabic at UINSI Samarinda.

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