

Differences in Motivation to Learn Arabic in Terms of Gender In the Islamic Religious Education Study Program

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Abstract

The Arabic language is a compulsory course for all students of IAIN Bukittinggi. This lesson requires high learning motivation to achieve excellent learning outcomes. This research focused on the influences of gender differences on Arabic language course learning motivation. This research determined the Arabic course learning motivation differences based on gender among students in the Islamic Education (PAI) study program at the IAIN Bukittinggi. The researchers applied a quantitative comparative approach. The population comprises students in the Islamic Education study program at the IAIN Bukittinggi who are in the third semester. The participants consisted of 199 students. The researchers applied total sampling. The instrument used in this study was the learning motivation scale. The researchers analyzed the data with a hypothetical mean formula, while the hypothesis test was with the Analysis of Variance, ANOVA. The results showed that the male Arabic learning motivation was high, with a mean score of 130.3, while the female Arabic learning motivation was 126.4. The hypothesis test found a significant value of 0.277 lower than 0.5. The results indicated a significant difference between male and female Arabic language learning motivations. However, when looking at the overall average scores, the motivation of male students to learn Arabic is higher than female students. Based on the results of this study, it suggested that counselors provide Guidance and Counseling services, primarily focusing on indicators of self-reliance in learning Arabic. It is expected that with guidance and counseling services, students can enhance their motivation to learn Arabic, particularly in terms of self-reliance in learning.

Keywords: Motivation, Learning, Gender, Arabic, Language

Abstrak

Bahasa Arab merupakan mata kuliah wajib yang harus diikuti oleh semua mahasiswa di IAIN Bukittinggi. Untuk meningkatkan hasil belajar yang baik dalam mata kuliah Bahasa Arab dibutuhkan motivasi belajar yang tinggi. Perbedaan jenis kelamin diperkirakan akan mempengaruhi motivasi belajar mahasiswa dalam belajar Bahasa Arab. Tujuan penelitian ini adalah untuk mengetahui perbedaan motivasi belajar Bahasa Arab berdasarkan jenis kelamin di PAI IAIN Bukittinggi. Pendekatan yang digunakan dalam penelitian ini adalah pendekatan kuantitatif jenis komparatif. Populasi dalam penelitian ini adalah mahasiswa Program Studi PAI Semester 3 Fakultas Tarbiyah dan Ilmu Keguruan IAIN Bukittinggi berjumlah 199 mahasiswa. Teknik sampel dalam penelitian ini adalah Total Sampling, instrumen yang digunakan adalah skala pengukuran motivasi belajar. Analisis data yang digunakan adalah rumus mean hipotetis, sedangkan untuk menguji hipotesis menggunakan analisis varian (Anova). Berdasarkan temuan penelitian dan analisis data yang sudah dilakukan diperoleh hasil sebagai berikut: Motivasi belajar Bahasa Arab mahasiswa laki-laki berada pada kategori tinggi dengan nilai rata-rata sebesar

130.3; Motivasi belajar Bahasa Arab mahasiswa perempuan berada pada kategori tinggi dengan nilai rata-rata sebesar 126.4. Namun, apabila di lihat pada sub variabel terdapat indikator yang berada pada kategori sedang, yaitu indikator kemandirian dalam belajar Bahasa Arab. Pada pengujian hipotesis diperoleh angka Sig. sebesar .277, sehingga dapat disimpulkan bahwa Sig > 0.05, artinya tidak terdapat perbedaan motivasi belajar Bahasa Arab yang signifikan antara mahasiswa laki-laki dan perempuan. Namun, apabila dilihat pada skor rata-rata keseluruhan, motivasi belajar Bahasa Arab mahasiswa laki-laki lebih tinggi dibandingkan mahasiswa perempuan. Berdasarkan hasil penelitian ini, peneliti menyarankan kepada konselor untuk dapat memberikan layanan Bimbingan dan Konseling, khususnya pada indikator kemandirian dalam belajar Bahasa Arab. Diharapkan dengan adanya pelayanan bimbingan dan konseling mahasiswa dapat meningkatkan motivasi belajar Bahasa Arab, khususnya pada indikator kemandirian dalam belajar.

Kata Kunci: Motivasi, Belajar, Jenis Kelamin, Arab, Bahasa



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INTRODUCTION

The role of gender differences in shaping motivation for achievement has been the focus of research in psychology and education for a long time (Meece et al., 2006). In the context of education, the issue of motivation always attracts attention because it is commonly considered to be a very significant factor in determining the success or failure of achieving educational goals.

Motivation is a stimulus so that behavior occurs in the desired direction. Although it is recognized that general intelligence and special talents are key factors in achieving educational achievement, both of them will not provide much benefit if individuals do not have the motivation to achieve maximum achievement. Even with high intelligence, individuals are wasted if they do not have the drive to act and make use of their superiority. Moreover, if the individual has unsatisfactory abilities, it is difficult to be expected to achieve them without motivation (Azwar, 1990).

Many factors influence learning outcomes, one of which is motivation. The higher a person's motivation to eat will also increase the learning outcomes (Aprison & Syawaluddin, 2022). Motivation is the main key in the learning process because, without motivation, students will not have the desire, emotion and reason to learn.

Motivation drives students' actions, desires, and needs in the classroom (Dörnyei, 1998; Roshandel et al., 2018). The good quality of motivation is reflected in the student's active participation in the learning process (Adegboyega, 2018; Pohan, 2016). In addition, motivation is also an important aspect that plays a central role in achieving various academic goals in the lives of participants educate (Christiana, 2009; Williams, 2011). In line with That Woolfolk, (2007) explain Motivation is an internal factor that triggers, directs and maintains one's behavior. Motivation can change student behavior to be more diligent to achieve their goals. Robbins & Judge (2013) describe that "Motivation as a process that affects the intensity of individuals and persistence of their efforts to achieve goals. In this context, participant educate who have high learning motivation generally have a goal to achieve good learning achievement. To achieve these goals, they will study diligently and increase the intensity of their studies.

In addition, motivation is also one of the key factors that influence the success of students or students. The desire to learn is an important factor that will affect one's learning outcomes. Motivation plays an important role in developing student activities and initiatives, directing and maintaining their involvement in learning

activities, especially for students majoring in Arabic Language Education. Motivation is also thought to have a strong relationship with learning outcomes. Students who have high motivation tend to achieve good learning outcomes. The importance of student learning motivation lies in its ability to change learning patterns to be more positive and productive (Syahrudin, 2015).

Learning motivation is indeed a psychological factor that is non-intellectual. Its main function is to develop enthusiasm, enthusiasm and a strong desire for the learning process. Students who have high motivation tend to have greater energy in carrying out learning activities. Strong motivation can be a driving force to overcome challenges, engage actively, and maintain persistence in learning. Thus, learning motivation plays an important role in arousing and maintaining students' desire in achieving their learning goals (Abrar, 1998). In the context of learning, especially for students, motivation is a very important factor because it encourages individuals to act. In other words, motivation cannot be separated from needs. Every action or effort made by a person has a relationship with the needs that exist within him or with the goals to be achieved. Motivation creates an urge to take action related to achieving goals. Therefore, motivation and goals are closely related. Someone will do something if he has a purpose behind his actions, and the existence of a clear goal will arouse the drive to achieve it. Motivation causes changes in energy in the psychological aspects, feelings and emotions of individuals, which in turn encourage progress in acting or doing something to achieve these goals (Mulyasa, 1996).

Motivation has a very decisive role in determining the level of success or failure of students learning behavior. Motivation

includes drives and needs that drive individuals to act. Broadly speaking, motivation also includes aspects such as needs, attitudes, and interests, which are factors that direct behavior. In this context, motivation becomes an important factor in shaping the direction and intensity of students learning behavior. A high level of motivation can encourage students to achieve better results, while a low level of motivation can hinder their success. Therefore, educators need to understand and stimulate students motivation to achieve better performance in learning and other activities (Syah, 2017).

Motivation and interest in learning are two psychological factors that have been empirically proven to have a significant effect on students' learning outcomes because participants students who have high motivation tend to show several characteristics such as good academic grades, structured study habits, and good understanding of learning material. Rather, students who have low motivation often show a tendency to withdraw, be absent from school, and maybe even quit school. They can also experience relatively high levels of anxiety and often achieve low learning outcomes (Ricardo, 2017).

Studies have shown that motivation has an important role in language learning (Al Harthy, 2017; Pohan, et al, 2018). Motivation is a representation of "dynamic processes of psycho-physiological character and, at the same time, complex factors, which trigger the subject's performance and direct his activity (Monderna & Voinarovska, 2019). Motivation is an "internal force" that encourages someone to act and ultimately achieve their goal (Syukri & Humaera, 2019).

Arabic as a foreign language become the most popular language taught in Indonesia after English (Solichun, 2014).

Most of Indonesia's population adheres to Islam (Sirait, 2016). This resulted in the existence of a large number of Islamic-based educational institutions in the country so that the Arabic language has an important position in Indonesia. Arabic is not only considered a foreign language but also the religious and cultural language of Muslims in this country. Since 1999, Arabic has gained recognition as the second foreign language after English in Indonesia (Solichun, 2014). Therefore, in the context of learning a foreign language, motivation becomes an important factor for students because it determines their success or failure in learning the language (Chalak & Branch, n.d, 2010).

Recent studies reveal that the younger generation has a high motivation to learn foreign languages. They do not only focus on English but are also interested in other languages. This research provides valuable insight into which languages young people are interested in and learning, and their motivations for learning them (Calafato, 2020; Calafato & Tang, 2019a, 2019b; Siridetkoon & Dewaele, 2018).

Motivation to learn Arabic is an important factor in achieving good learning outcomes. Motivation has a broad influence on various aspects of learning, including student achievement and their level of involvement in the learning process. Learning motivation is dynamic, which means it can change as learning activities progress. Participant motivation students in learning Arabic can experience increases and decreases. Decreased motivation can occur if students have expectations that are not in accordance with what is expected in class. For example, if the material being taught is too difficult, such as writing systems or complex morphology, this can become a challenge that is difficult for participants to

overcome. Under such conditions, efforts to increase students' motivation will be limited because they do not have adequate support to deal with it. Therefore, apart from learning motivation, the students need to be equipped with self-regulation skills in learning. This allows students to manage their level of motivation and achieve real progress in learning Arabic (Ryan, 2016).

Motivation is very important for students in learning Arabic, according to experts motivation in learning is very important because motivation will greatly influence learning outcomes. This is based on several studies on motivation and learning outcomes in Arabic. Because low motivation is one of the challenges in learning Arabic (Albab, 2019; Sa'diyah & Abdurahman, 2021).

Motivation has a major contribution to growing learner interest. Likewise in language learning, motivation has an important role. Research on motivation to learn a foreign language focuses on what makes a person want to learn a foreign language and what keeps him motivated to learn a foreign language. The role of motivation in learning a foreign language is very complex, because basically language is always correlated with social and cultural contexts (Rahman, 2018).

Motivation as a driving force for a number of dynamic factors within a person directs, strengthens, and evaluates which initiates, coordinates, and confirms, cognitive and motor processes when desires and expectations are selected, prioritized, operationalized and actualized, whether successful or not (Dörnyei & Ushioda, 2011). Motivation is an encouragement in a person to do something with a certain purpose (Syaputra & Monalisa, 2018). Namely encouragement in a person to learn Arabic.

Motivation is considered the key to success in language learning. This is a factor that gives energy and momentum to students so that learning becomes more active and impressive. Students who have high motivation have a great chance to achieve success in learning, while students who have low motivation have a smaller chance of success. Therefore, learner motivation plays a very important role in language learning, because it is a driving and determining factor in achieving one's success in learning a language (Mainizar, 2011).

Motivation is indeed one of the important fields of study in the psychology of learning foreign languages. Gardner emphasized the significant role of motivation in the second language learning process (Anjomshoa, L., & Sadighi, F, 2015). In this regard, Dörnyei, as cited by Khodady and Khajavy, describes motivation as the main force that drives individuals to start learning a foreign language and also as a factor that maintains the persistence of students when they face boredom or challenges in the language-learning process. Motivation is an important factor in triggering and maintaining interest and engaging in learning foreign languages (Gardner, 2007).

From the perspective of social psychology, motivation plays a central role in language learning and is the key to success in increasing learning intensity and selecting learning strategies. Research on motivation in learning a foreign language focuses on the factors that encourage someone to learn a foreign language and what maintains their motivation in the learning process. However, motivation in learning a foreign language is a complex problem because language is always tied to social and cultural contexts. More specifically, mastering a foreign language also involves social aspects which are

always accompanied by cultural elements from the foreign language.

Arabic has been taught in Indonesia for a long time and initially, the focus was to understand Islamic religious teachings, particularly in the holy Qur'an and hadith. Arabic has an important role in understanding and practicing the Islamic religion, and the teaching of Arabic in Indonesia often focuses on this goal. However, apart from being a religious language, Arabic also has important value as a foreign language in the context of global communication and understanding of Arabic culture. Many schools and educational institutions in Indonesia offer Arabic learning programs, both for religious purposes and for the general purpose of developing foreign language skills (Noor, 2018).

Arabic has a significant influence on Indonesian. Many words and sentences in Indonesian are originally from Arabic. In addition, with the times and technological advancement, it is important to teach Arabic to students in Indonesia. Arabic is taught from kindergarten to tertiary level as part of the educational curriculum. This aims to provide a deeper understanding of Arabic, and Arabic culture, and prepare students to communicate and understand the global context that involves Arabic (Muradi, 2013).

Someone who learns with integrative motivation, namely motivation based on a genuine interest in mastering the language he is learning, tends to have a higher interest and stronger commitment to learn the language compared to someone who learns with instrumental motivation, namely learning language only as a tool, or practical demands. A person's learning motivation has a great influence on their ability to speak. When someone has a strong and positive motivation, they tend

to be more dedicated, and diligent, and strive to develop better language skills. Conversely, if learning motivation is low or negative, it can hinder their ability and development in language (Mainizar, 2011).

Blaskova & Gražulis (2009) define motivation as a state within a person that encourages, activates, and directs behavior toward goals. There are two factors that can motivate someone to learn. First, learning motivation comes from internal factor. This motivation arises because of self-awareness about the importance of learning to develop oneself and prepare oneself for life. Second, the motivation to learn comes from external factors, namely the factors around the individual that influence his psychology and motivate him to learn (Anggraini, 2011).

The gender factor or gender difference is a concern because there are allegations of differences in achievement between male and female students. As revealed by Baron & Byrne, gender has an indirect influence on the formation of attitudes and motivation to learn. Males have innate characteristics that are different from females. These differences are thought to have an impact on various aspects of life experienced (Hoang, 2021).

Likewise at IAIN Bukittinggi, Arabic is a mandatory course for all students based on the regulation of the Chancellor of IAIN Bukittinggi Number In.26/KP.00.3./107/2016 dated 14 April 2016 stipulates that the Arabic Language Course is a compulsory subject that must be followed by all students of IAIN Bukittinggi. In addition, learning Arabic is also carried out in order to realize the vision of IAIN Bukittinggi, namely the integration of science and Islam.

However, conditions on the ground Still found bored student in learn Arabic, even for part Arabic students are eyes college that doesn't too preferred. The

researcher also observed that when students read the Al-Qur'an, which uses Arabic, some of them experienced difficulties. After being interviewed, these students revealed that they were not fluent in reciting the readings of the Qur'an and things the relate direct with difficulty they in learn Arabic. Condition the influence motivation them in follow Arabic lectures. If this problem is not addressed, it is likely to have a negative impact on students' academic development and achieving the Vision of IAIN Bukittinggi will be difficult. Based on the conditions, this study aims to describe the motivation to learn Arabic, and to review the differences in motivation to learn Arabic based on gender.

METHODS

This research is a quantitative study with a comparative approach. The approach was fitting as the study aims to examine the difference between two/ more group samples, specifically the motivation differences in learning Arabic between two genders. The population in this study were third-semester of PAI students totaling 199 students. The sampling technique in this study used a total sampling technique, which consisted of 34 student's men and 165 students girl.

The instrument used in this research is a learning motivation questionnaire. The questionnaire was developed by referring to Sardiman (2012). The indicators covered: (1) persistence in dealing with learning and assignments, (2) resilience in facing difficulties, (3) showing a high interest in learning, and (4) having independence in the learning process. The questionnaire contains 35 items. To find out differences in motivation to learn Arabic based on gender, data were analyzed using analysis of variance (ANOVA). Data on the description of motivation to learn Arabic

were determined based on the hypothetical mean.

RESULTS

This section details the findings starting from the male and female student's motivational descriptions, followed with

the results of the ANOVA. First, the data on Islamic Education male students' motivation to learn Arabic was obtained from 34 participants with descriptions per indicator according to [Table 1](#).

Table 1. Description of Male Students' Motivation to Learn Arabic in Review (n= 34)

Indicator	Score					
	Ideal	Higher	Lowest	Total	Mean	Description
Perseverance in learn and do task (10)	50	50	20	1317	38.7	Q
Tenacity face difficulty Study (8)	40	40	14	1047	30.8	Q
Show interest in study (8)	40	40	12	988	29.06	Q
independence in study (9)	45	45	11	1081	31.7	S
Overall (35)	175	173	90	4433	130.3	Q

Table 2. Description of Female Students' Motivation to Learn Arabic (n=165)

Indicator	Score					Description
	Ideal	ter-tall	ter-low	Total	Flat-Flat	
Perseverance in learn and do task (10)	50	50	13	6248	37.87	Q
Tenacity face difficulty Study (8)	40	40	9	4788	29	Q
Show interest in study (8)	40	40	9	4837	29.3	Q
independence in study (9)	45	45	10	4988	30.21	S
Overall (35)	175	171	79	20857	126.4	Q

Table 3. Normality Test

Variable		Kolmogorov-Smirnov			Shapiro-Wilk		
		Statistics	df	Sig.	Statistics	df	Sig.
Gender _	boy _	,134	34	,125	,955	34	,174
	Woman	,105	34	.200*	,984	34	,877

Table 4. Homogeneity Test

Test of Homogeneity of Variances					
Variable	Levene Statistics	df1	df2	Sig.	Description
Gender _	,659	1	198	,418	Homogeneous

Table 5. Analysis of Variance (ANOVA) of Motivational Data to Learn Arabic

	Sum of Squares	df	Mean Square	F	Sig.	Description
Between Groups	422,715	1	422,715	1,188	.277	Not Significant
Within Groups	70423505	1981	355,674			
Total	70846.220	199				

Based on [Table 1](#), it can be seen that the ideal score is 175. However, the highest score is 173, the lowest score is 90, and the total score is 4433. Judging from the indicators, there is one indicator that is in the medium category (S), namely in the independence in learning with participants' mean score of 31. When viewed as a whole, the achievement score of the respondents' motivation to learn Arabic based on male was in the high category (T) and the average score was 130.3.

Second, [Table 2](#) reveals the description of female students' motivation. It can be seen that the overall ideal score is 175, with 171 as the highest score, 79 as the lowest score, and the total score is 20857. One indicator is in the medium category (S), namely the indicator of independence in learning with the respondent's score of 30.21. When viewed as a whole, the achievement score of the female respondents' motivation to learn Arabic are in the high category (T) with an average score of 126.4. Prior to the ANOVA, results were subjected to the Normality test and Homogeneity Test. The results can be seen in [Table 3](#) and [Table 4](#) respectively.

Based on [Table 3](#) and [Table 4](#), the significance value is >0.05 , which means that the data is normally distributed and homogeneous. Thus, the data was suitable to undergo ANOVA analysis to determine the hypothesis on gender differences in the motivation to learn Arabic. From [Table 5](#), it can be concluded that the type variable sex for men and women the Sig value obtained is equal to 0.277, which is >0.05 . This means that there is no significant difference in the motivation to learn Arabic between male and female students in the IAIN Bukittinggi PAI study program.

DISCUSSION

The results showed that there was no significant difference between the motivation to learn Arabic between male and female students. Generally, the score of the male respondents' motivation to learn Arabic is in the high category (T) and while female respondents are in the high category (T). This matches with dated studies which state that gender does not affect academic motivation, such as Krishnamurthy (2000) and Molavi et al. (2007). Many recent studies have also found that gender is not a determining factor in academic motivation (Momanyi et al., 2015).

Dörnyei (1998) and Roshandel et al., (2018) argue that motivation is the main key in the learning process because without motivation, participants students will not have the desire, emotion, and reason to learn. Motivation drives the actions, desires, and needs of participants teach in class. Without strong motivation, it is difficult to hope to achieve the desired achievement (Azwar, 1990). Students who have motivation high learner will like a variety of challenges (Adegboyega, 2018; Aprison & Syawaluddin, 2022; Syawaluddin, 2017).

This is also reinforced by the opinion of Asrori (2009) and Syah (2013) that stated students who have high motivation have a clear goal and a strong will to reach their objective. Students who have high learning motivation have several characteristics, including (1) persistence in dealing with learning and assignments, (2) resilience in facing difficulties, (3) showing high interest in learning, and (4) having independence in the learning process. Student learning motivation can be seen from its characteristics which include interest, sensitivity, attention,

concentration, and perseverance. Students who have high learning motivation show great interest, give full attention to learning and assignments without feeling bored, and don't give up easily. In contrast, students who have low learning motivation tend to show enthusiasm, get bored easily, and try to avoid learning activities (Purwanto; 2006; Sardiman, 2012).

Motivation is the key to the success of student's education when they have a strong desire to achieve academic success, which in turn influences their behavior in alignment with educational goals. Motivation also serves as a measure of participant success students in achieving academic achievement. While general intellectual abilities (intelligence) and special abilities (aptitudes) serve as a fundamental foundation in educational achievement, they have limited meaning if students do not have the motivation to excel. Even individuals with high intellectual abilities will waste their potential if they do not have the drive and fail to harness these strengths. In addition, for individuals with ordinary abilities, it becomes difficult to expect significant achievement without motivation.

Motivation in learning a foreign language can be divided into two parts, namely integrative motivation and instrumental motivation. Integrative motivation refers to the positive attitude of the participants educate speakers of the target language and its culture. Participant students with integrative motivation want to understand and engage deeply with the culture of the target language. Meanwhile, instrumental motivation refers to students' perceptions that they need to learn the target language to achieve something important in their life, such as a good education or job opportunities that guarantee their future (Gardner, 2007).

Some things that educators can do to increase students' motivation to learn Arabic are: 1). Using creative and innovative learning models (Arif & Musgamy, 2021); 2). Using appropriate study principles; 3. Implement dynamic elements in the learning and learning process; 4). Pay attention to the experiences and abilities of students; 5). Encourage the development of goals in study and learning (Simamora & Simamora, 2022).

Related studies have also shown that students' motivation is a factor that can affect their level of achievement, because motivation can affect what, where, and how students learn. In addition, this study found that there is a relationship between motivation in Arabic listening proficiency and Arabic listening proficiency achievement (Yusoff et al., 2008). From the several studies, it can be concluded that motivation has a significant relationship with participant learning outcomes educate. Arabic learning strategies that involve adequate books, a school environment that supports learning, and lecturers who act as facilitators and motivators not only provide information about language learning opportunities, but can also increase participant motivation. Motivation is very important in the learning process, especially in language learning, given the significant differences between mother tongue and second language. By providing motivation to students by the lecturer as a supervisor and the school as a facility provider, the participants' interest in learning students and language learning outcomes will increase.

CONCLUSIONS

Based on statistical tests conducted on motivational data learn Arabic for PAI students concluded as following: Motivation learn Arabic students boy and

girl are in category height; however, when look at the indicators There is One indicators that are in the category medium, that is indicator independence in learn; on testing hypothesis can concluded that no there is significant difference motivation learn Arabic students men and women in the PAI study program at IAIN Bukittinggi. However, when seen in the overall average score, motivation learn Arabic student's man more tall compared to student girl. Based on findings study that, counselor can give service guidance and counseling, use increase motivation learn Arabic, especially on indicators independence in learn Arabic.

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