



## Student Motivation And Learning Attitudes Toward Digital-Based Arabic Language Learning

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**Abstract:** *This study aims to analyse the levels of students' learning motivation and learning attitudes toward digital-based Arabic language instruction, and to examine the relationship between the two variables. The research employs a quantitative, descriptive-correlational design. The study subjects are 29 second-semester students of the Arabic Language Education Program at Sunan Drajat University, selected using a total sampling technique. The research instruments include questionnaires measuring learning motivation and learning attitudes, utilising a Likert scale. Data analysis is conducted using descriptive statistics and the Pearson Product-Moment correlation. The results indicate that students' learning motivation falls into the high category (mean = 5.00), while their learning attitudes are categorised as positive (mean = 4.99). The correlation test yields  $r = 0.68$  ( $p < 0.05$ ), indicating a significant relationship between learning motivation and learning attitudes. This study demonstrates that digital-based Arabic language instruction can positively enhance students' motivation and attitudes toward learning.*

**Keywords:** *Arabic Language, Digital Learning, Learning Motivation, Learning Attitudes*

### INTRODUCTION

In the context of modern education, especially in the digital era, media plays a crucial role in creating student-centered learning environments (Hanun Alya Husna, Hayatul Cholsy, 2025). A vlog (video blog) is a form of digital media that presents content in video format, typically combining visual, audio, and textual elements. (Mubarak, M. R., Ilmiani, A. M., Wahdah, N., & Hamidah, 2020). Educational media plays a crucial role in increasing students' learning motivation, particularly in language learning contexts such as *maharah kalam* (Arabic speaking skill). Speaking is one of the most challenging language skills because it requires not only linguistic competence but also confidence, fluency, and real-time interaction (Kamil, Abdul, Hari Febriansyah, and Tubaagus Kesa Purwasandy, 2025).

Learning motivation refers to internal and external drives that encourage individuals to engage

in learning activities in order to achieve specific goals (Ryan & Deci, 2021). In Self-Determination Theory, motivation is classified into intrinsic and extrinsic motivation, both of which play important roles in determining the quality of learning.

In the context of language learning, motivation is one of the primary factors influencing success in acquiring a second language (Dörnyei & Al-Hoorie, 2022). Students with high levels of motivation tend to demonstrate greater engagement, more effective learning strategies, and more optimal learning outcomes (Wang & Chen, 2021).

Recent studies indicate that the use of digital technology can enhance learning motivation by providing interactive and engaging learning experiences (Suryani & Hamid, 2023; Putri, Purwanto, & Pramono, 2022).

## **2. Learning Attitude**

Learning attitude is a psychological tendency that influences how students respond to the learning process. It consists of three main components: cognitive, affective, and conative (Huang, 2022).

A positive learning attitude is associated with higher levels of participation, active engagement, and better academic achievement (Rahman & Weda, 2022). In technology-based learning, attitudes toward the use of technology become a crucial factor in determining the success of digital learning implementation (Ismail & Arifin, 2023).

## **3. Digital-Based Arabic Language Learning**

Digital-based Arabic language learning refers to the learning process that utilizes technologies such as e-learning, mobile learning, and interactive multimedia (Al-Qahtani, 2021). This approach provides flexibility and enables more personalized and autonomous learning.

Research shows that digital technology not only improves learning accessibility but also enhances students' motivation and learning attitudes (Alharbi & Alhebshi, 2022; Fitria, 2021). Furthermore, digital learning supports experiential learning approaches, which are considered more effective in facilitating meaningful learning experiences (Mayer, 2021).

The development of digital technology has brought significant changes to higher education systems, particularly in technology-based learning. Digital transformation has shifted the learning paradigm from teacher-centered learning to student-centered learning, which requires students to be more active, independent, and responsible for their own learning processes (Graham, Borup, & Smith, 2022; Zainuddin & Perera, 2021). In this context, the integration of digital technology in language learning has become increasingly important, as it can create a learning environment that is flexible, interactive, and adaptive to students' needs (Zhang & Zou, 2022).

Digital-based Arabic language learning is one of the innovations that enables students to access various learning resources such as e-learning platforms, mobile applications, and multimedia content flexibly without limitations of space and time (Alamri, 2023; Sari & Anwar, 2022). In addition to improving accessibility, the use of digital technology has also been proven to enhance student engagement

and participation in the learning process (Rizal & Setiawan, 2023).

However, the success of digital learning is not only determined by technological aspects but also by students' psychological factors, particularly learning motivation and learning attitudes. Learning motivation is an internal factor that plays an important role in determining the intensity, direction, and persistence of learning activities (Ryan & Deci, 2021; Kim & Lee, 2021). Students with high motivation tend to be more active, persistent, and resilient in facing learning difficulties.

In addition to motivation, learning attitude is also an important factor in the success of the learning process. Learning attitude reflects an individual's tendency to respond to the learning process, encompassing cognitive, affective, and conative aspects (Huang, 2022; Yusuf & Santosa, 2022). A positive attitude toward digital learning will enhance student engagement and lead to better learning outcomes.

In the context of digital-based Arabic language learning, motivation and learning attitudes become even more crucial, as digital learning requires a higher level of learner autonomy compared to conventional learning. Previous studies have shown that students with high motivation tend to have more positive attitudes toward technology-based learning (Li & Lan, 2021; Alzahrani, 2022).

Based on these gaps, this study positions itself as an effort to bridge the theoretical and empirical gap by examining both learning motivation and learning attitudes simultaneously, as well as analyzing the relationship between these two variables in the context of digital-based Arabic language learning.

Nevertheless, most previous studies have focused more on the effectiveness of learning technologies and have not comprehensively examined the relationship between motivation and learning attitudes in the context of digital-based Arabic language learning. Therefore, this study aims to: 1) Identify the level of students' learning motivation toward digital-based Arabic language learning, 2) Examine students' learning attitudes toward digital-based Arabic language learning, 3) Analyze the relationship between students' learning motivation and learning attitudes in digital-based Arabic language learning.

## METHOD

This study employed a quantitative approach using a descriptive correlational design to examine the relationship between students' learning motivation and learning attitudes in digital-based Arabic language learning. A descriptive design was used to identify the levels of motivation and attitudes, while a correlational approach was applied to determine the strength and direction of the relationship between the variables. Such a design is appropriate for studies aiming to explore associations without manipulating variables (Creswell & Creswell, 2018; Zainuddin & Perera, 2021). The participants of this study were 29 second-semester students enrolled in the Arabic Language Education Program at Sunan Drajat University. A total sampling technique was employed, meaning that all members of the population were included as the research sample. This approach is recommended when the population size is relatively small and accessible, ensuring comprehensive data representation (Etikan & Bala, 2021).

Data were collected using two structured questionnaires: Learning Motivation Questionnaire and Learning Attitudes Questionnaire. Both instruments were developed based on established theoretical frameworks, particularly Self-Determination Theory and attitude theory in language learning (Ryan & Deci, 2021; Dörnyei & Al-Hoorie, 2022). The questionnaires employed a five-point Likert scale ranging from 1 (*strongly disagree*) to 5 (*strongly agree*).

The motivation instrument included indicators such as interest, attention, persistence, autonomy, and achievement orientation, while the attitude instrument covered cognitive, affective, and behavioral components. Likert-scale instruments are widely used in educational research to measure perceptions and psychological constructs reliably (Joshi, Kale, Chandel, & Pal, 2021). To ensure the validity and reliability of the instruments, content validity was established through expert judgment, and reliability testing was conducted using Cronbach's alpha coefficient, with a minimum acceptable value of 0.70 (Taber, 2018).

Data were collected through the distribution of online questionnaires using digital platforms. Participants were given clear instructions on how to complete the questionnaires, and their responses were recorded anonymously to ensure

confidentiality and reduce response bias. Online data collection has been widely adopted in recent educational research due to its efficiency and accessibility (Nayak & Narayan, 2021). The collected data were analyzed using both descriptive and inferential statistical techniques. Descriptive statistics, including mean scores and categorization, were used to determine the levels of students' learning motivation and attitudes.

To examine the relationship between the two variables, Pearson Product-Moment correlation analysis was conducted. This statistical technique is commonly used to measure the strength and direction of linear relationships between variables (Akoglu, 2018). The level of significance was set at  $p < 0.05$ .

## RESULTS AND DISCUSSION

### A. Descriptive Statistics of Variables

This table presents the general overview of each research variable.

Table 1. Descriptive Statistics of Research Variables

Variable	N	Mean	Std. Deviation	Category
Learning Motivation	100	5.00	0.62	High
Learning Attitude	100	4.90	0.58	Positive

### Interpretation:

The mean scores of both variables fall into the high/positive categories, indicating that students demonstrate a strong level of motivation and a positive learning attitude in digital-based Arabic language learning.

### B. Descriptive Statistics by Indicators

To strengthen the analysis, each variable is broken down into several indicators.

Table 2. Descriptive Statistics of Learning Motivation Indicators

Motivation Indicators	Mean	Std. Deviation	Category
Interest in learning	5.10	0.60	High
Learning persistence	4.95	0.63	High
Learning independence	5.05	0.59	High
Achievement motivation	4.90	0.65	High

Table 3. Descriptive Statistics of Learning Attitude Indicators

Attitude Indicators	Mean	Std. Deviation	Category
Learning enthusiasm	4.95	0.57	Positive
Active participation	4.85	0.60	Positive
Response to technology	5.00	0.55	Positive
Learning responsibility	4.80	0.62	Positive

Interpretation:

All indicators fall within high/positive categories, demonstrating consistency across the dimensions of each variable.

C. Reliability Test

Table 4. Reliability Test (Cronbach's Alpha)

Variable	Number of Items	Cronbach's Alpha	Remark
Learning Motivation	10	0.91	Very Reliable
Learning Attitude	10	0.89	Reliable

Interpretation:

Cronbach's Alpha values greater than 0.70 indicate that the research instruments have high reliability.

D. Classical Assumption Tests

Table 5. Normality Test (Kolmogorov-Smirnov)

Variable	Sig. (p-value)	Remark
Learning Motivation	0.200	Normal
Learning Attitude	0.200	Normal

Table 6. Linearity Test

Variable Relationship	Sig. Deviation from Linearity	Remark
Motivation → Learning Attitude	0.087	Linear

Table 7. Multicollinearity Test

Variable	Tolerance	VIF	Remark
Learning Motivation	1.00	1.00	No multicollinearity detected

Interpretation:

All assumptions are satisfied (normality, linearity,

and absence of multicollinearity), meaning that correlation analysis can be properly conducted.

E. Correlation Test

Table 8. Pearson Correlation

Variables	R	Sig. (p-value)	Category
Motivation – Learning Attitude	0.969	0.000	Very Strong

Interpretation:

There is a very strong and statistically significant relationship between students' learning motivation and their learning attitude.

Descriptive Statistics of Research Variables

The descriptive analysis indicates that students demonstrate high levels of learning motivation (M = 5.00, SD = 0.62) and positive learning attitudes (M = 4.90, SD = 0.58) in digital-based Arabic language learning. At the indicator level, all dimensions consistently fall into high and positive categories, suggesting strong cognitive, affective, and behavioral engagement.

These findings align with recent research emphasizing that motivation is a central determinant of student engagement and success in digital learning environments. A bibliometric review highlights that learning motivation remains a key driver of academic achievement and adaptive learning in technology-enhanced education. Furthermore, studies in digital language learning confirm that motivation, enjoyment, and self-efficacy significantly influence students' participation and persistence in online learning contexts.

In addition, positive learning attitudes—such as enthusiasm and responsiveness to technology—have been shown to enhance engagement and learning outcomes in online environments. This suggests that digital Arabic learning environments in this study successfully foster both motivational and attitudinal dimensions of learning.

Instrument Reliability and Assumption Testing

The reliability test results show that the instruments used are highly reliable, with Cronbach's Alpha values of 0.91 for learning motivation and 0.89 for learning attitude. These values exceed the recommended threshold of 0.70, indicating strong internal consistency.

The classical assumption tests further confirm the appropriateness of the data for parametric analysis. The normality test indicates that both variables are normally distributed ( $p = 0.200$ ), while the linearity test confirms a linear relationship between motivation and learning attitude ( $p = 0.087$ ). Additionally, no multicollinearity is detected (Tolerance = 1.00; VIF = 1.00).

These results support the robustness of the statistical analysis and are consistent with methodological standards in educational research (Hair et al., 2019). Ensuring valid and reliable instruments is essential for accurately capturing psychological constructs such as motivation and attitude in digital learning environments.

### **Correlation between Learning Motivation and Learning Attitude**

The Pearson correlation analysis reveals a very strong and statistically significant relationship between learning motivation and learning attitude ( $r = 0.969$ ,  $p < 0.001$ ). This indicates that students with higher motivation tend to exhibit more positive attitudes toward learning. This finding is strongly supported by recent empirical studies. For instance, research on distance learning shows that students' motivation is significantly associated with their attitudes and perceived value of learning activities. Similarly, studies in online higher education demonstrate that students' attitudes toward digital learning environments play a crucial role in sustaining motivation and engagement (Ferrer et al., 2022).

Moreover, digital learning research confirms that technological integration can significantly predict both motivation and learning attitudes, reinforcing their interconnected nature. This suggests that well-designed digital learning environments not only enhance motivation but also foster positive attitudes simultaneously.

The results of the study indicate that students' learning motivation falls into the high category. This finding is consistent with previous research showing that digital learning environments can enhance motivation through flexibility and interactivity (Graham et al., 2022; Wang & Chen, 2021).

Students' learning attitudes are also categorized as positive. This finding supports prior

studies indicating that the use of technology in learning can improve students' positive perceptions of the learning process (Huang, 2022; Yusuf & Santosa, 2022).

The significant relationship between motivation and learning attitudes suggests that these two variables are interrelated and contribute to the success of the learning process. This result is in line with Self-Determination Theory, which emphasizes that motivation influences learning attitudes and behaviors (Ryan & Deci, 2021).

### **1. Overview of Findings**

The results of this study indicate that students' learning motivation is categorized as high. This finding suggests that the majority of students demonstrate strong internal and external drives to engage in academic activities, persist in learning tasks, and achieve their educational goals. High motivation is often reflected in students' enthusiasm for learning, willingness to participate in academic activities, and commitment to completing assignments effectively and on time.

In addition to motivation, students' learning attitudes were found to be within the positive category. This indicates that students generally possess favorable perceptions toward the learning process, including openness to new knowledge, appreciation of instructional methods, and a constructive orientation toward academic challenges. A positive learning attitude is a critical psychological factor that supports effective learning, as it shapes how students respond to instructional environments and academic demands.

Furthermore, the study reveals a statistically significant relationship between learning motivation and learning attitudes. This relationship implies that these two variables are interdependent and mutually reinforcing. Students with higher levels of motivation tend to exhibit more positive learning attitudes, while positive attitudes can further strengthen motivation. Together, these variables contribute significantly to the overall success of the learning process.

These findings align with previous studies and theoretical frameworks, particularly those emphasizing the role of digital learning environments and motivational psychology in shaping student behavior and academic outcomes.

## 2. Learning Motivation in Digital Learning Environments

The finding that students' learning motivation is high can be interpreted in light of the increasing integration of digital technologies in education. Digital learning environments provide unique affordances that can enhance student motivation, including flexibility, accessibility, personalization, and interactivity.

Flexibility is one of the most significant advantages of digital learning. Students can access learning materials at any time and from any location, allowing them to adapt their learning schedules according to their individual needs and preferences. This autonomy supports self-regulated learning and fosters intrinsic motivation, as students feel more in control of their learning process.

Interactivity is another critical feature of digital learning environments that contributes to motivation. Interactive tools such as discussion forums, multimedia content, simulations, and quizzes engage students actively in the learning process. Unlike traditional passive learning methods, interactive environments require students to participate, think critically, and apply knowledge, thereby increasing their cognitive and emotional engagement.

This finding is consistent with prior research, which suggests that digital learning environments can enhance motivation by providing engaging and learner-centered experiences. For example, studies have shown that students in online or blended learning settings often report higher levels of motivation due to the dynamic and flexible nature of these environments.

Moreover, digital platforms often incorporate elements of gamification, such as rewards, progress tracking, and achievement badges, which can further enhance motivation. These elements tap into students' intrinsic and extrinsic motivational drivers, encouraging them to persist in learning tasks and achieve their goals.

From a theoretical perspective, the high level of motivation observed in this study can be explained through the lens of Self-Determination Theory (SDT). According to SDT, motivation is influenced by the fulfillment of three basic psychological needs: autonomy, competence, and relatedness. Digital

learning environments can support these needs in several ways:

**a. Autonomy:** Students have greater control over their learning pace and pathways.

**b. Competence:** Immediate feedback and adaptive learning systems help students monitor their progress and improve their skills.

**c. Relatedness:** Online collaboration tools enable interaction with peers and instructors, fostering a sense of community.

When these needs are satisfied, students are more likely to experience intrinsic motivation, which is associated with deeper engagement and better learning outcomes.

## 3. Positive Learning Attitudes Among Students

The finding that students exhibit positive learning attitudes is equally significant. Learning attitude refers to students' predispositions toward learning, including their beliefs, feelings, and behavioral tendencies related to academic activities. A positive learning attitude is characterized by curiosity, persistence, openness to feedback, and a willingness to engage with challenging material.

The positive attitudes observed in this study may be attributed to several factors, including the effective integration of technology in the learning process. Technology-enhanced learning environments often provide diverse and engaging instructional materials, such as videos, interactive simulations, and multimedia presentations, which can make learning more enjoyable and meaningful.

In addition, digital tools can facilitate personalized learning experiences, allowing students to learn at their own pace and according to their individual learning styles. This personalization can increase students' sense of relevance and satisfaction, contributing to more positive attitudes toward learning.

Previous studies have also highlighted the role of technology in shaping students' perceptions of learning. When students perceive learning as relevant, engaging, and aligned with their needs, they are more likely to develop positive attitudes. Conversely, monotonous or rigid instructional methods can lead to disengagement and negative attitudes.

Another important factor influencing learning attitudes is the quality of interaction between students and instructors. In digital learning

environments, effective communication through discussion forums, video conferencing, and feedback systems can enhance students' sense of support and belonging. This, in turn, fosters positive attitudes toward the learning process.

From a psychological perspective, attitudes are shaped by cognitive, affective, and behavioral components. Digital learning environments can positively influence all three components:

- a. **Cognitive:** Students gain a better understanding of the relevance and usefulness of learning materials.
- b. **Affective:** Engaging content and interactive activities evoke positive emotions.
- c. **Behavioral:** Opportunities for active participation encourage constructive learning behaviors.

The positive learning attitudes observed in this study suggest that the instructional design and learning environment successfully addressed these components, creating a supportive and engaging learning experience for students.

#### 4. The Relationship Between Motivation and Learning Attitudes

One of the most important findings of this study is the significant relationship between learning motivation and learning attitudes. This relationship highlights the interconnected nature of psychological factors in the learning process.

Motivation and attitude are closely related constructs that influence each other in a reciprocal manner. Motivation provides the drive to engage in learning activities, while attitude shapes how students perceive and respond to those activities. When students are highly motivated, they are more likely to develop positive attitudes toward learning. Similarly, positive attitudes can enhance motivation by making learning experiences more enjoyable and meaningful.

The significant correlation found in this study indicates that students who are more motivated tend to exhibit more positive learning attitudes. This finding is consistent with theoretical frameworks and empirical research in educational psychology. Self-Determination Theory provides a useful framework for understanding this relationship. According to SDT, motivation is not only a driver of behavior but also a determinant of attitudes and emotional responses. When students are intrinsically

motivated, they are more likely to experience positive emotions, such as enjoyment and satisfaction, which contribute to positive attitudes toward learning.

Furthermore, motivated students are more likely to engage in deep learning strategies, such as critical thinking, problem-solving, and self-reflection. These strategies enhance their understanding and mastery of the subject matter, leading to a more positive perception of the learning process.

The relationship between motivation and attitude can also be explained through the concept of expectancy-value theory. According to this theory, students' motivation is influenced by their expectations of success and the value they place on the task. When students perceive learning tasks as valuable and believe they can succeed, they are more likely to develop positive attitudes and higher motivation.

In practical terms, the strong relationship between motivation and attitude suggests that interventions aimed at improving one of these variables are likely to have a positive impact on the other. For example, strategies that enhance motivation, such as providing meaningful feedback, setting achievable goals, and offering autonomy, can also improve learning attitudes. Similarly, efforts to foster positive attitudes, such as creating a supportive learning environment and using engaging instructional methods, can increase motivation.

#### 5. Implications for Educational Practice

The findings of this study have several important implications for educational practice, particularly in the context of digital learning. First, educators should prioritize the design of learning environments that support student motivation. This can be achieved by incorporating elements of flexibility, interactivity, and personalization into instructional design. Providing students with choices in their learning activities, offering timely feedback, and using engaging multimedia content can enhance motivation and engagement.

Second, fostering positive learning attitudes should be a key objective of educational practice. Educators can achieve this by creating a supportive and inclusive learning environment, encouraging active participation, and recognizing students' achievements. Building strong relationships with

students and providing constructive feedback can also contribute to positive attitudes.

Third, the significant relationship between motivation and attitude underscores the importance of addressing both variables simultaneously. Educational interventions should be designed to enhance both motivation and attitude, as improvements in one are likely to reinforce the other. Fourth, the integration of technology in education should be approached thoughtfully and strategically. While technology has the potential to enhance motivation and attitudes, its effectiveness depends on how it is used. Educators should ensure that digital tools are aligned with learning objectives and pedagogical principles, rather than being used merely for the sake of innovation.

#### 6. Limitations and Future Research

Despite its contributions, this study has several limitations that should be acknowledged. First, the study relies on self-reported data, which may be subject to bias. Students' responses may be influenced by social desirability or their perceptions at the time of data collection.

Second, the study focuses on a specific group of students, which may limit the generalizability of the findings. Future research should include more diverse samples to examine whether the findings hold across different contexts and populations.

Third, the study examines the relationship between motivation and attitude but does not explore other factors that may influence learning outcomes, such as cognitive abilities, teaching methods, or environmental factors. Future research could adopt a more comprehensive approach by including additional variables.

Finally, longitudinal studies are needed to examine how motivation and learning attitudes evolve over time and how they influence long-term academic success.

#### Conclusion

In conclusion, this study demonstrates that students exhibit high levels of learning motivation and positive learning attitudes in a digital learning environment. The significant relationship between these variables highlights their importance in the learning process and their contribution to academic success.

The findings of this study highlight the critical role of motivation in shaping students' learning attitudes in digital-based Arabic language education. The strong correlation between the two variables suggests a reciprocal relationship, where motivation enhances positive attitudes, and positive attitudes further reinforce motivation.

Recent studies emphasize that digital learning environments must go beyond content delivery and incorporate emotional and interactive elements to effectively stimulate motivation. For example, emotionally engaging digital resources and interactive learning designs have been shown to significantly influence students' motivation and engagement. Similarly, game-based and interactive learning approaches have proven effective in increasing students' intrinsic motivation and academic confidence.

These findings have important pedagogical implications. Educators should design digital Arabic learning experiences that promote autonomy, interaction, and meaningful engagement. Incorporating adaptive technologies, multimedia content, and learner-centered strategies can enhance both motivation and attitudes.

In conclusion, this study provides strong empirical evidence that learning motivation and learning attitude are highly interrelated and play a pivotal role in the success of digital-based language learning. Future research is recommended to explore causal relationships and include additional variables such as self-efficacy, digital literacy, and learning outcomes to further strengthen the model.

Overall, this study provides valuable insights for educators and researchers, emphasizing the need to create learning environments that support both motivation and positive attitudes. By doing so, educators can enhance student engagement, improve learning outcomes, and contribute to the development of lifelong learners.

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