

Learning Motivation among Students Participating in a Private Arabic Language Program at Al-Fatih Private Tutoring Institution

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Abstract

This study examines the importance of learning motivation in supporting students' success in an Arabic private tutoring program. Arabic learning often presents challenges, particularly in vocabulary, Arabic syntax, morphology, and Arabic text reading. This study aims to describe students' learning motivation in joining the Arabic Private Tutoring Program at Al-Fatih Private Tutoring Institute. It also identifies the supporting and inhibiting factors that influence their motivation. This study employed a descriptive qualitative approach. The researchers collected data through interviews, observation, and documentation. The data were analyzed through data reduction, data presentation, and conclusion drawing. The findings show that students' initial motivation was generally influenced by parental encouragement, academic needs, and the desire to understand religious lessons. However, after participating in the private tutoring program, students' motivation developed into intrinsic motivation. They felt more comfortable, confident, and supported in understanding Arabic. The main supporting factors included patient tutors, gradual learning methods, a conducive learning environment, and parental support. The inhibiting factors included difficulties in understanding Arabic grammar and limited independent practice. This study concludes that the Arabic private tutoring program plays an important role in fostering students' learning motivation. It also improves their self-confidence and strengthens their basic Arabic language competence.



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A. Introduction

Arabic language learning holds an important position in Islamic education in Indonesia. Arabic is not only studied as a foreign language, but also as a religious language, a source language of Islamic scholarship, and a means of understanding the Qur'an, hadith, and classical as well as contemporary Islamic literature (Albantani et al., 2026; Muhammad et al., 2026; Sofian et al., 2026). In practice, students' need to master Arabic continues to increase for academic purposes, worship, communication, and preparation for further study in Islamic-based educational institutions (Yasmar et al., 2026). However, Arabic language learning in formal institutions often cannot fully address students' individual needs due to limited instructional time, large class sizes, varied initial proficiency levels, and learning methods that may not always suit students' learning characteristics (Rosyad et al., 2026). This condition has encouraged the emergence of supplementary learning programs, including Arabic private tutoring programs, as more personal, flexible, and student-centered learning spaces. In this context, learning motivation is a key factor in determining students' success in participating in Arabic private tutoring programs (Howard, 2023).

From a social perspective, the growing public interest in tutoring and private learning services indicates that supplementary education has become part of family strategies to support children's academic success (Nugrawiyati et al., 2026). In the international literature, this phenomenon is known as shadow education, which refers to supplementary education outside school that complements, strengthens, or adapts formal learning (M. Bray, 2023; T. M. Bray, 1999). Studies on private education show that students join private tutoring programs not only for academic reasons, but also because of parental encouragement, the desire to improve grades, the need to prepare for examinations, and the expectation of receiving more intensive instruction (Dwita et al., 2018; Subedi, 2018). In language-learning contexts, private tutoring can also provide students with greater tutor attention, more opportunities for practice, and a more comfortable learning environment. Therefore, research on students' learning motivation in participating in Arabic private tutoring programs is important for understanding the reasons, needs, and psychological dynamics underlying their involvement.

Learning motivation is one of the psychological aspects that strongly determines the quality of the learning process and learning outcomes. Motivation can be understood as an internal or external drive that encourages individuals to engage in learning activities, sustain their effort, and achieve specific goals. In self-determination theory, Deci & Ryan, (1985) explain that learning motivation may take the form of intrinsic motivation, which arises from interest, enjoyment, and personal awareness, or extrinsic motivation, which originates from external factors such as rewards, demands, grades, or environmental expectations. In Arabic language learning, both forms of motivation are highly relevant. Students may learn Arabic because of their love for religion, their desire to understand Islamic texts, academic needs, parental encouragement, or institutional demands. Mukminin (2016) emphasizes that intrinsic and extrinsic motivation play important roles in Arabic language learning because both can foster students' attention, perseverance, and readiness to face language learning difficulties.

Previous studies show that learning motivation is closely related to students' achievement and engagement in Arabic language learning. Urfatullaila et al., (2022) found that intrinsic and extrinsic motivation influence students' Arabic

learning achievement, especially when students have clear learning goals and receive adequate environmental support. Hilmi & Nurhayati, (2024) also showed that learning motivation affects achievement in Arabic subjects. Low motivation can lead to weak attention, limited practice, and poor learning outcomes. In addition, Anwar, (2025) found that motivation in memorizing Arabic vocabulary is not a single factor. It is influenced by the interaction between personal drive, the pesantren environment, learning methods, and teacher support. These findings strengthen the view that success in Arabic language learning cannot be explained only through methods or materials, but must also be understood through students' motivational conditions.

Recent developments in Arabic language learning research show increasing attention to learning environments, digital media, interactive methods, and motivational reinforcement strategies. Fitriyah & Kholiq, (2026) highlighted that low intrinsic motivation remains a problem in Arabic language learning across both formal and nonformal institutions. Therefore, a conducive language environment is needed to foster students' interest in learning. Ristiyani et al., (2025) found that motivation to learn maharah kalam in digital Arabic learning is shaped by intrinsic factors and external support, including the use of engaging media. Nasrullah, (2024) found that the scramble method can enhance Arabic learning motivation by providing a more active and enjoyable learning experience. Meanwhile, Laily & Himmah, (2026) discussed portfolio-based Arabic private tutoring supported by digital tools and showed that personalized evaluation can enhance learner motivation and autonomy. This trend confirms that Arabic learning motivation needs to be examined within more flexible, personal, and responsive learning contexts.

Although numerous studies have examined motivation in Arabic language learning, most previous research has focused on learning contexts within schools, madrasahs, Islamic boarding schools, or formal classrooms. Studies specifically addressing students' motivation to participate in Arabic private tutoring programs remain relatively limited. In fact, private tutoring possesses characteristics that differ from formal learning environments, including closer tutor-student relationships, more personalized materials, flexible learning schedules, more intensive assistance, and potentially stronger parental involvement. These distinctive characteristics may give rise to distinct motivational patterns. Students may be motivated not only by academic achievement but also by the need to understand school subjects, improve their ability to read classical Islamic texts, enhance speaking skills, or fulfill family expectations. Therefore, a research gap exists in understanding how learning motivation is formed, maintained, and directed within the context of Arabic private tutoring institutions.

The primary issue underlying this study is the lack of an in-depth understanding of students' learning motivation in participating in the Arabic private tutoring program at Al-Fatih Private Tutoring Institute. In learning practices, students often demonstrate varying levels of motivation. Some students appear enthusiastic, actively ask questions, and consistently participate in learning activities. In contrast, others may lack confidence, become easily bored, attend classes mainly because of parental encouragement, or experience difficulties in understanding basic Arabic materials. These motivational variations are important to investigate because they may influence the effectiveness of the private tutoring program, tutors' instructional strategies, the design of materials, and students'

sustained participation in the learning process. Without a proper understanding of students' motivation, private tutoring programs risk becoming merely supplementary activities without optimal impact on the development of Arabic language competence. Accordingly, this study emerges from the practical need to understand the factors that encourage, hinder, and shape students' learning motivation in private tutoring contexts.

Theoretically, this study is grounded in theories of intrinsic and extrinsic motivation, learning needs theory, and the concept of language learning as a process influenced by affective factors. Dörnyei, (2014) emphasizes that motivation in second-language learning is a dynamic construct associated with goals, identity, learning experiences, and the social environment. This means that students' motivation to learn Arabic does not operate independently but is influenced by their perceptions of the Arabic language, previous learning experiences, relationships with tutors, family support, and future expectations. Within private tutoring programs, this theory is particularly relevant because students receive more personalized learning experiences than in regular classroom settings. Based on this framework, the preliminary assumption of this study is that students' motivation in participating in the Arabic private tutoring program at Al-Fatih Private Tutoring Institute is influenced by a combination of intrinsic factors, such as interest and religious awareness, and extrinsic factors, such as parental support, tutor methods, learning environment, and academic needs.

The novelty of this study lies in its focus on students' learning motivation within the context of an Arabic private tutoring program at Al-Fatih Private Tutoring Institute. Previous studies have primarily discussed motivation in Arabic language learning within formal, digital, pesantren, or madrasah contexts. In contrast, this study positions the private tutoring institution as the central focus of investigation. This focus is important because private institutions possess distinctive learning dynamics, particularly in terms of material personalization, interaction intensity, time flexibility, and orientation toward students' individual needs. Furthermore, this study does not view motivation merely as a general drive to learn, but as a phenomenon constructed through the interactions among students, tutors, parents, Arabic learning materials, and learning objectives. Therefore, this study is expected to enrich the literature on motivation in Arabic language learning, particularly in the domains of nonformal education and private tutoring services, which continue to develop rapidly in society.

Based on the foregoing discussion, the primary objective of this article is to describe students' learning motivation in participating in the Arabic private tutoring program at Al-Fatih Private Tutoring Institute, identify the factors influencing such motivation, and explain the forms of support or learning strategies that can strengthen students' motivation. Theoretically, this study is expected to contribute to the development of scholarship on motivation in Arabic language learning within nonformal educational contexts, particularly private tutoring programs. Practically, the findings are expected to benefit the management of Al-Fatih Private Tutoring Institute in designing learning programs that are more responsive to students' needs, assist tutors in selecting instructional strategies capable of fostering students' interest and perseverance in learning, support parents in providing appropriate encouragement, and serve as a reference

for future researchers interested in conducting similar studies in other Arabic private tutoring institutions.

B. Method

This study employed a qualitative research design using a descriptive case study approach. This approach was selected because the study aims to obtain an in-depth understanding of students' learning motivation in participating in the Arabic private tutoring program at Al-Fatih Private Tutoring Institute in Samarinda. Qualitative research is appropriate when researchers seek to explore participants' meanings, experiences, perspectives, and behaviors in their natural contexts (Creswell, W. John & Creswell, 2018). A case study approach was applied because the research focused on a specific setting, namely Al-Fatih Private Tutoring Institute, with a particular phenomenon involving students' learning motivation in the Arabic private tutoring program. Through this approach, the researchers were able to describe, in detail and comprehensively, the intrinsic and extrinsic factors shaping students' learning motivation.

The study's research site was Al-Fatih Private Tutoring Institute, and the research population comprised all students enrolled in the Arabic private tutoring program at the institution. Research participants were selected using purposive sampling, which involves selecting informants based on specific criteria relevant to the research objectives (Patton, 2002). The criteria for participant selection included students who were actively enrolled in the Arabic private tutoring program, had attended several learning sessions, were willing to provide information, and were able to explain their learning experiences. Additional informants included Arabic tutors and institutional administrators to obtain supporting data. This technique was chosen because qualitative research emphasizes the depth and richness of information rather than the number of participants.

The data sources in this study consisted of primary and secondary data. Primary data were obtained directly from students, tutors, and institutional administrators through interviews, observations, and documentation. Secondary data were collected from institutional documents, learning schedules, attendance records, teaching materials, and other documents related to the implementation of the Arabic private tutoring program. Data collection techniques included semi-structured interviews, non-participant observation, and documentation studies. Interviews were conducted to explore students' reasons for participating in the private tutoring program, motivations, expectations, difficulties, and learning experiences. Observations were used to examine students' learning behaviors, participation, responses, and interactions with tutors. Documentation was employed to strengthen and complement the field data.

The data analysis procedure was conducted interactively in three stages: data reduction, data display, and conclusion drawing/verification, as proposed by Miles, M. B., Huberman, A. M., & Saldaña (2014). During the data reduction stage, the researchers selected, simplified, and categorized the data according to the research focus, including intrinsic motivation, extrinsic motivation, supporting factors, and inhibiting factors. In the data display stage, the researchers organized the data into narrative descriptions, categories, and thematic patterns to facilitate interpretation. Subsequently, provisional conclusions were drawn and continuously verified by comparing interview, observation, and documentation

findings. This process enabled the research findings to be systematically organized and aligned with field realities.

The trustworthiness of the data was maintained through source triangulation, technique triangulation, and member checking. Source triangulation was conducted by comparing information obtained from students, tutors, and institutional administrators. The triangulation technique involved comparing findings from interviews, observations, and documentation. Member checking was carried out by reconfirming interview results and researchers' interpretations with the participants to ensure that the data accurately reflected their intended meanings. These strategies are important for enhancing the credibility and reliability of qualitative research findings (Levitt et al., 2018; Lincoln & Guba, 1985). Through these procedures, this study is expected to produce valid, trustworthy, and relevant findings aligned with the article's purpose: to explain students' learning motivation in participating in the Arabic private tutoring program at Al-Fatih Private Tutoring Institute.

C. Findings and Discussion

Overview of the Research Data

This study collected data from several primary sources, including interviews with one Arabic tutor, one administrator of Al-Fatih Private Tutoring Institute, five students, and direct observations of the Arabic private tutoring learning process. The use of multiple data sources was intended to obtain a more comprehensive understanding of students' learning motivation in participating in the Arabic private tutoring program. The five student participants involved in this study were assigned the codes FH, AP, ARS, MIM, and EK. These codes were used to maintain the confidentiality of participants' identities while facilitating the researchers in organizing and analyzing the data obtained from each student. Data from the students were used to identify their reasons for joining the private tutoring program, their learning experiences, the forms of motivation that emerged, and the challenges they encountered during their participation in Arabic language learning at Al-Fatih Private Tutoring Institute.

In addition to student data, this study also involved the Arabic tutor and the institutional administrator as supporting informants. The tutor provided information regarding the instructional strategies employed, students' motivational conditions during the private tutoring sessions, and common challenges encountered throughout the learning process. Meanwhile, the institutional administrator provided information on the program's implementation system, the objectives of the Arabic private tutoring program, forms of institutional support, and efforts to improve learning quality. Classroom observations were conducted to strengthen the interview findings by directly examining students' learning behaviors, tutor-student interactions, the learning atmosphere, and the evaluation methods used during private tutoring sessions.

Table 1. Research Data Sources

No.	Data Source	Number of Informants	Focus of Information
1.	Arabic Tutor	1 person	Learning strategies, students' motivation, learning difficulties
2.	Institutional	1 person	Program implementation, learning

	Administrator		system, institutional support
3.	Students	5 students	Reasons for joining private tutoring, motivation, learning experiences
4.	Learning Observation	1 observation session	Learning behaviors, interactions, classroom atmosphere, evaluation process

Based on the overall findings, this study revealed that students' learning motivation in participating in the Arabic private tutoring program at Al-Fatih Private Tutoring Institute was dynamic and gradually developed through their learning experiences. At the initial stage, most students enrolled in the private tutoring program due to parental encouragement. This encouragement emerged from parents' expectations that their children would better understand Arabic lessons, be able to follow school activities, and develop basic Arabic reading and comprehension skills. However, after attending several tutoring sessions, students' motivation no longer depended solely on external encouragement. The students began to show personal interest because they found the private tutoring sessions easier to understand, more comfortable, and supported by tutors who were patient in explaining the material. In addition, students gradually improved their Arabic language skills.

Therefore, the preliminary findings indicate that the Arabic private tutoring program at Al-Fatih Private Tutoring Institute functions not merely as a supplementary activity outside formal education, but also as a learning space that gradually helps students build their learning motivation. Motivation that initially was extrinsic, such as parental encouragement and academic demands, gradually developed into intrinsic motivation, characterized by students' personal desire to understand Arabic more effectively. These findings provide an important foundation for further analysis, particularly in examining the factors influencing learning motivation, the forms of support provided by tutors and the institution, and the challenges encountered by students during their participation in the Arabic private tutoring program.

Students' Initial Motivation for Participating in the Arabic Private Tutoring Program

The main findings of this study indicate that students' initial motivation for participating in the Arabic private tutoring program at Al-Fatih Private Tutoring Institute was largely influenced by external factors. The most dominant external factor was encouragement, direction, or parental suggestions. In general, students did not yet have strong self-awareness when they first joined the private tutoring program. They were initially encouraged by their parents to participate in supplementary Arabic learning because it was considered important for supporting school subjects, improving their understanding of religious materials, and strengthening their ability to read and understand Arabic texts. This was evident among informants FH, ARS, and EK, who stated that their initial participation in the private tutoring program was mainly influenced by parental encouragement. They joined the program because their parents viewed Arabic as a subject that needed to be mastered more effectively.

Furthermore, informants AP and MIM also demonstrated parental influence in their decision to join the Arabic private tutoring program. However, unlike FH, ARS, and EK, they did not participate solely because of external encouragement. They also had a personal desire to learn Arabic more seriously. In other words, AP

and MIM showed a combination of extrinsic and intrinsic motivation from the beginning of their participation in the program. They recognized that Arabic was important to learn, both for academic purposes and for understanding religious lessons. This condition indicates that students' motivational backgrounds were not entirely uniform. Some students began with parental encouragement and gradually developed a personal interest, while others already had personal awareness from the outset, though they still received support from their families.

Table 2. Students' Initial Motivation

Informant	Initial Motivation	Type of Motivation
FH	Parental encouragement, followed by personal interest	From extrinsic to intrinsic
AP	Parental encouragement and personal desire	Extrinsic and intrinsic
ARS	Parental suggestion, followed by personal interest	From extrinsic to intrinsic
MIM	Parental encouragement and personal desire	Extrinsic and intrinsic
EK	Parental encouragement, followed by a serious desire to learn	From extrinsic to intrinsic

Based on the table, it is clear that family, particularly parents, plays a crucial role in students' initial decision to participate in the Arabic private tutoring program. Parents not only act as the party who enrolls their children in the private institution, but also as the initial source of encouragement that motivates students to learn more deliberately. This parental encouragement becomes an important factor because, at an early stage, some students do not yet have strong internal motivation. Through family support, students gain the opportunity to experience Arabic language learning outside formal classroom settings. After attending several sessions, students begin to experience the benefits of learning, such as understanding the material more easily, becoming more willing to ask questions, and gaining greater confidence in completing Arabic assignments.

The data also show that students' motivation is not fixed but may change and develop over time as they learn. An initially extrinsic motivation can serve as an entry point to intrinsic motivation as students begin to experience comfort, ease, and tangible benefits from the private tutoring program. In this context, parental encouragement serves as an initial trigger, while positive learning experiences strengthen students' personal motivation. The tutor also supported this finding, stating that most students initially joined the private tutoring program due to parental encouragement. However, after the learning process was carried out in a comfortable atmosphere, with understandable methods and patient assistance, several students began to show their own desire to improve their Arabic language competence. This indicates that private tutoring programs can function as learning spaces that help students develop their learning motivation from external encouragement toward more autonomous learning awareness.

Students' Objectives in Learning Arabic

Students' objectives in participating in the Arabic private tutoring program at Al-Fatih Private Tutoring Institute were diverse yet generally followed a similar pattern. Based on the interview results, most students joined the private tutoring

program because they wanted to understand Arabic lessons at school more effectively. For the students, Arabic was viewed not only as a subject to be studied but also as an important skill that could help them understand religious materials and Arabic texts. Therefore, students' learning objectives were not limited to academic achievement but also included understanding vocabulary, reading Arabic script, and acquiring basic competence in using Arabic in simple contexts.

The informant, FH, stated that the purpose of joining the Arabic private tutoring program was to understand religious lessons, read Arabic texts properly, and improve foreign-language competence. This indicates that FH viewed Arabic as a language with broad benefits, both for school-related purposes and for personal skill development. Meanwhile, AP stated that the objective was to understand religious lessons and to read and comprehend Arabic texts fluently. This objective reflects an awareness that mastery of Arabic can help students understand Islamic learning materials, which often contain Arabic terms or texts. Informants ARS, MIM, and EK also expressed similar objectives: to read Arabic texts more easily and to understand Arabic lessons at school.

Table 3. Students' Objectives in Learning Arabic

Learning Objective	FH	AP	ARS	MIM	EK
Understanding school lessons	✓	✓	✓	✓	✓
Reading Arabic texts	✓	✓	✓	✓	✓
Understanding vocabulary	✓	✓	✓	✓	✓
Supporting religious studies	✓	✓	✓	✓	✓
Improving school grades	✓	-	✓	✓	-
Simple conversation	✓	✓	✓	-	-

Based on the table, all informants shared similar objectives across several main areas: understanding school lessons, reading Arabic texts, understanding vocabulary, and supporting religious studies. These four aspects appeared among all students. Therefore, their learning needs are closely related to basic Arabic language competence. The ability to read Arabic texts and understand vocabulary became important objectives because both serve as the foundation for understanding Arabic learning materials more broadly. In addition, all students associated Arabic learning with religious studies. This indicates that, from the students' perspective, Arabic holds an important position as a means of understanding Islamic teachings, not merely as an ordinary school subject.

Beyond these general objectives, several students also had additional goals, namely improving their school grades and conducting simple conversations. FH, ARS, and MIM stated that they aimed to improve their school grades. This objective shows that academic achievement remains an important reason for students to participate in the Arabic private tutoring program. They expected that, after joining the program, their understanding of the material would improve, resulting in better learning outcomes at school. Meanwhile, FH, AP, and ARS showed interest in developing simple conversational skills. This indicates that some students did not only want to understand Arabic passively, but also began to develop the desire to use Arabic in basic communication.

These findings show that students' motivation to participate in the Arabic private tutoring program was not only driven by academic purposes but also by religious needs and basic language skills. Arabic was viewed as a tool for

understanding school lessons, strengthening comprehension of religious studies, reading Arabic texts, and recognizing vocabulary commonly used in learning. Thus, the Arabic private tutoring program at Al-Fatih Private Tutoring Institute was directly relevant to students' learning needs. The program served as a learning support system that helped students achieve these objectives in a more directed, personal, and ability-based manner.

Supporting Factors of Learning Motivation

The supporting factors of students' learning motivation in participating in the Arabic private tutoring program at Al-Fatih Private Tutoring Institute included several main aspects: the role of the tutor, the learning atmosphere, parental support, learning methods, appreciation during the learning process, and students' perceived experiences of success. Based on the interview results, all students stated that the presence of the tutor greatly helped them understand Arabic learning materials. The tutor was perceived as patient, friendly, and able to explain the material gradually, making it easier for students to follow the learning process. The tutor's use of simple examples also made students feel that Arabic was not always difficult to learn. In addition, the tutor's supportive attitude, which encouraged students to ask questions without fear, was an important factor in motivating them to be more active during the learning process.

The tutor's communicative role significantly influenced students' comfort in learning. Students felt more able to express the difficulties they experienced, whether in understanding vocabulary, reading Arabic texts, or completing exercises. When students did not understand the material, the tutor provided repeated explanations in simpler, more gradual steps. This helped students avoid feeling pressured, even when facing difficult materials. In addition, the tutor offered encouragement and praise when students answered questions or completed exercises. Such appreciation made students feel valued and increased their confidence in continuing to learn Arabic.

Table 4. Supporting Factors of Learning Motivation

Supporting Factor	Findings
Patient and communicative tutor	Students felt unafraid to ask questions and found it easier to understand the material
Gradual learning method	Learning began with review, followed by new material and practice exercises
Comfortable atmosphere	The learning environment was calm, relaxed, and not intimidating
Parental support	Parents arranged schedules, provided encouragement, and reminded students to study
Tutor appreciation	Praise and encouragement made students more confident
Simple exercises	Helped students understand vocabulary, read texts, and answer questions

In addition to the tutor's role, the learning atmosphere also strongly supported students' motivation. The learning environment at Al-Fatih Private Tutoring Institute was perceived as comfortable, neither overly formal nor intimidating, and calm and relaxed. This condition helped students concentrate more easily and reduced their learning burden. Unlike learning in large classrooms, the private tutoring program provided a more personal learning environment where students

felt more closely attended to. In such an atmosphere, students could ask questions directly to the tutor without feeling embarrassed or afraid of making mistakes. This positive learning atmosphere helped students develop courage, self-confidence, and the desire to continue participating in the learning process.

The tutor's instructional methods also supported students' motivation to learn. The learning process was conducted gradually, beginning with a review of previous material, followed by the presentation of new material, examples, simple exercises, and a brief evaluation at the end of the session. This pattern helped students understand the material progressively and prevented them from feeling overwhelmed by difficult content. The simple exercises provided by the tutor also helped students remember vocabulary, read Arabic texts, and answer questions more effectively. When students completed the exercises, they experienced a sense of progress in their learning. Such experiences of success became one of the factors that strengthened their motivation to continue learning Arabic.

Parental support also played an important role in maintaining students' motivation to learn. Parents not only encouraged their children to join the private tutoring program but also helped arrange schedules, provided encouragement, reminded them to study, and supported their learning needs. This support made students feel that learning Arabic was important and received attention from their families. With parental support, students were more encouraged to participate consistently in learning. This family factor complemented the support provided by the tutor and the institution. Thus, students' learning motivation was not only formed in the learning space, but also strengthened within the home environment.

The observation findings strengthened the data obtained through interviews. During the learning process, students appeared to arrive on time, bring learning materials, pay attention to the tutor's explanations, actively ask questions, answer questions, attempt to complete tasks, and persist when facing difficulties. These behaviors indicate that students demonstrated a relatively good level of engagement during the learning process. The tutor was also observed providing motivation, using question-and-answer methods, giving vocabulary exercises, presenting simple sentence examples, and closing the lesson with a brief evaluation. These findings show that the supporting factors of learning motivation were not only expressed by informants in interviews but were also directly evident in students' learning behaviors and in the instructional strategies implemented by the tutor.

Inhibiting Factors of Learning Motivation

Although students' motivation to participate in the Arabic private tutoring program at Al-Fatih Private Tutoring Institute was generally considered adequate, this study identified several factors that could undermine it. The most dominant inhibiting factor was students' difficulty in understanding Arabic grammar, particularly nahwu, sharaf, word-form changes, and grammatical rules. All students stated that the most difficult aspect of learning Arabic was understanding grammar and word formation. This difficulty emerged because Arabic has a structure that differs from Indonesian. Therefore, students needed time, practice, and repeated explanations to understand the material fully.

Difficulties in understanding nahwu and sharaf made some students perceive Arabic as a complicated subject. Grammar materials were considered to contain many rules that had to be understood and memorized. When students had not yet mastered the basic principles of grammar, they tended to struggle with reading

Arabic texts, understanding sentence meanings, and answering questions. This condition could reduce their enthusiasm for learning, especially when the material was delivered too quickly or lacked simple examples. The tutor also stated that students often became less motivated when dealing with materials they perceived as difficult. This indicates that the level of material difficulty directly influenced students' learning motivation.

Table 5. Inhibiting Factors of Learning Motivation

Inhibiting Factor	Data Source	Description
Difficulties in nahwu and sharaf	Students and tutor	The material was perceived as rule-heavy and difficult to memorize
Limited independent practice	Tutor and institutional administrator	Students quickly forgot the material when they did not review it at home
Unstable concentration	Tutor and institutional administrator	Students were sometimes tired after school
Fear of making mistakes	Tutor and students	Students became more passive when the learning atmosphere felt less safe
Changing or packed schedules	Tutor and institutional administrator	This could disrupt learning consistency

In addition to material difficulty, limited independent practice also emerged as an inhibiting factor in students' learning motivation. The tutor and institutional administrator stated that students tended to forget the material more easily when they did not review it at home. Private tutoring helped students understand the material in a more personalized way. However, learning outcomes improved when students engaged in independent review. When students did not practice outside the tutoring sessions, previously learned material was easily forgotten. As a result, the tutor had to repeat the same material in the following session, which slowed students' learning progress. This condition could affect students' motivation because they feel they have not made significant progress.

Another factor that hindered learning motivation was students' unstable concentration. The tutor and institutional administrator explained that some students sometimes arrived at tutoring sessions feeling tired after school activities. This fatigue made students less focused, slower in responding to questions, and less active during the learning process. Students' physical and mental conditions strongly influenced their readiness to receive the material. When students felt tired, even simple material could become difficult to understand. Therefore, overly packed learning schedules or poorly adjusted schedules to students' conditions could contribute to a decline in learning motivation.

Fear of making mistakes also became a factor that could hinder students' motivation to learn. In Arabic language learning, students often feel hesitant when asked to read texts, answer questions, or construct simple sentences. Fear of making mistakes could make students more passive and less willing to try. Although the learning atmosphere at Al-Fatih was generally considered comfortable, psychological factors such as low self-confidence could still emerge, especially when students faced difficult material. In such conditions, the tutor played an important role in creating a safe learning atmosphere, giving students

opportunities to try, and emphasizing that mistakes were part of the learning process.

Furthermore, changing schedules or overly packed learning schedules could disrupt students' learning consistency. The tutor and institutional administrator stated that irregular schedules could disrupt the continuity of the learning process. Consistency is important in language learning because reading skills, vocabulary comprehension, and sentence structure recognition require regular practice. When sessions were inconsistent, students could lose their learning rhythm and need more time to readjust. This condition could reduce motivation, especially among students who still require intensive guidance.

These findings show that the level of material difficulty strongly influenced students' learning motivation, their physical and psychological conditions, their independent practice habits, and the consistency of their learning schedules. When Arabic materials were delivered gradually, simply, and with exercises suited to students' abilities, learning motivation tended to develop and persist more easily. Conversely, when the material felt complicated, particularly in grammatical aspects, students could experience a decline in learning enthusiasm. Therefore, tutors and institutions need to address these inhibiting factors so that Arabic private tutoring can be implemented more effectively, enjoyably, and sustainably in maintaining students' learning motivation.

The Impact of the Private Tutoring Program on Students' Competence and Self-Confidence

The Arabic private tutoring program at Al-Fatih Private Tutoring Institute had a positive impact on students' competence and self-confidence. Based on the interview results, all students stated that their Arabic language competence improved after participating in the private tutoring program. This improvement was evident in several aspects, particularly vocabulary comprehension, Arabic text reading, school task completion, and the ability to follow Arabic lessons more effectively. Before joining the private tutoring program, some students struggled to understand Arabic materials because they lacked vocabulary, were not fluent in reading Arabic texts, or were not confident in answering questions. After participating in gradual private learning sessions, students began to experience changes in their abilities.

The informant, FH, stated that it became easier to understand vocabulary, read Arabic texts, and complete school assignments after joining the private tutoring program. AP, ARS, MIM, and EK also reported similar experiences. They felt that private tutoring helped them understand materials that had previously been considered difficult. This indicates that personalized learning assistance provides students with opportunities to learn at their own pace and according to their individual abilities. The tutor could re-explain materials that were not yet understood, provide simple examples, and guide students in completing exercises. Through this approach, students found it easier to understand Arabic materials than when they learned only in formal classroom settings.

Table 6. Impact of the Arabic Private Tutoring Program

Perceived Impact	FH	AP	ARS	MIM	EK
Easier vocabulary comprehension	✓	✓	✓	✓	✓
Improved ability to read Arabic texts	✓	✓	✓	✓	✓

Easier completion of school assignments	✓	✓	✓	✓	✓
Increased self-confidence	✓	-	-	✓	✓
Greater interest in learning Arabic	✓	✓	✓	✓	✓

Based on the table, all students experienced improvements in vocabulary comprehension, Arabic text reading, school assignment completion, and interest in learning Arabic. This indicates that the private tutoring program directly influenced students' cognitive abilities. Vocabulary comprehension became one of the most important improvements because vocabulary serves as the foundation for reading, translating, and understanding Arabic texts. In addition, improved ability to read Arabic script helped students follow Arabic lessons at school more effectively. As students began to read and understand Arabic texts, they also found it easier to complete school assignments in Arabic.

In addition to its impact on cognitive competence, the private tutoring program also influenced students' affective aspects, particularly by increasing self-confidence. FH, MIM, and EK stated that they felt more confident after participating in the program. This confidence emerged because students began to understand materials that they had previously considered difficult. When students successfully answered exercises, read texts correctly, or understood new vocabulary, they felt that they were capable of learning Arabic. These experiences of success became important factors in strengthening their motivation to learn. Although not all informants directly mentioned increased self-confidence, all students demonstrated greater interest in learning Arabic.

These data show that the Arabic private tutoring program not only improved academic competence but also fostered positive attitudes toward learning. Students became more interested in learning Arabic after experiencing the direct benefits of the learning process. This interest emerged when Arabic was no longer perceived as an overly difficult subject, but as material that could be understood when explained gradually and supported with appropriate exercises. Thus, the private tutoring program served as a platform for students to build positive learning experiences.

Overall, the Arabic private tutoring program at Al-Fatih Private Tutoring Institute had a significant impact in two main areas: improved competence and increased self-confidence. Improved competence was reflected in students' greater ease in understanding vocabulary, reading Arabic script, completing school assignments, and following Arabic lessons. Meanwhile, increased self-confidence was reflected in students' courage to answer questions, complete exercises, and show interest in continuing to learn. Small successes, such as answering exercises correctly or understanding new vocabulary, strengthened students' motivation to learn. Therefore, the Arabic private tutoring program can be viewed as an effective form of learning assistance that helps students improve their Arabic competence while developing positive attitudes toward the learning process.

Program Development Needs

The Arabic private tutoring program at Al-Fatih Private Tutoring Institute has generally been implemented well and has had a positive impact on students. This can be seen from students' improved ability to understand vocabulary, read Arabic script, complete school assignments, and develop greater interest in Arabic language learning. Nevertheless, interviews with students, the tutor, and the institutional administrator indicate that the program still has room for further

development. These development needs arise to ensure that the Arabic private tutoring program does not merely run as a routine activity but becomes more effective, engaging, and responsive to students' needs.

Students stated that learning would be more engaging if a wider range of instructional media supported it. Several suggestions included using videos, educational games, conversation practice, and interactive media. These suggestions indicate that students need a learning atmosphere that is not monotonous. They not only want oral explanations of the material but also need media that help them understand Arabic in a more enjoyable way. Learning videos can help students observe more concrete examples of Arabic use, while educational games can make vocabulary memorization and material comprehension easier. Conversation practice is also important so that students not only understand Arabic passively, but also begin to use it in simple communication.

From the tutor's perspective, program development should primarily focus on the learning system and student progress monitoring. The tutor suggested that the institution develop gradual learning modules, starting from basic materials and progressing to more complex content. Gradual modules are needed so that the learning process has a clear direction and students can learn at their own level. In addition, the tutor suggested providing student progress reports. These reports are important for documenting mastered competencies, difficult materials, and changes in students' motivation during their participation in the program. The tutor also emphasized the need for stronger communication between tutors and parents so that learning does not take place only during tutoring sessions, but also receives support at home.

Meanwhile, the administrator of Al-Fatih Private Tutoring Institute also presented several plans for program development. The administrator considered that the Arabic private tutoring program needs to be strengthened through more systematic module development, periodic evaluation, tutor training, and the development of more engaging instructional media. Periodic evaluation is needed to determine the extent of students' progress after participating in the private tutoring program. Tutor training is also important so that tutors have a wider range of teaching strategies, can respond to differences in students' characteristics, and can maintain their learning motivation. Through the development of instructional media, the private tutoring process is expected to become more creative, interactive, and not solely centered on the tutor's explanation.

Table 7. Recommendations for Program Development

Source	Recommendation
Students	Videos, educational games, conversation practice, interactive media
Tutor	Gradual learning modules, progress reports, tutor-parent communication
Institutional administrator	Periodic evaluation, tutor training, development of instructional media

Based on the table, each data source provided complementary recommendations. Students emphasized the need for engaging learning media and activities. The tutor emphasized the importance of instructional tools and student progress monitoring. Meanwhile, the institutional administrator emphasized strengthening the overall program system, including modules, evaluation, tutor

training, and learning media. These three perspectives indicate that program development should not focus on a single aspect but should include materials, methods, media, evaluation, and communication.

These findings show that the Arabic private tutoring program at Al-Fatih Private Tutoring Institute already has a strong foundation, particularly in terms of the learning atmosphere, the tutor's role, and support for students. However, to make the program more optimal, innovation and strengthening of the learning system are needed. The development of interactive media can help increase students' interest in learning; gradual modules can make learning more structured; periodic evaluation can monitor progress more objectively; and progress reports can strengthen communication among tutors, the institution, and parents. Therefore, these program development needs are an important part of maintaining students' learning motivation and improving the quality of Arabic private tutoring services at Al-Fatih Private Tutoring Institute.

Discussion

The findings show that students' learning motivation in participating in the Arabic private tutoring program at Al-Fatih Private Tutoring Institute was formed through the interaction between extrinsic and intrinsic motivation. At the initial stage, most students joined the tutoring program because of parental encouragement. However, after experiencing a comfortable, personalized, and understandable learning process, this motivation developed into an internal drive. This finding is consistent with Deci and Ryan's self-determination theory, which explains that extrinsic motivation can undergo internalization when individuals perceive benefits, support, and positive engagement in a learning activity (Deci & Ryan, 1985). In this study, parental encouragement served as the initial trigger, while enjoyable learning experiences became the factor that transformed external motivation into personal motivation.

The tutor's role was an important factor in shaping and maintaining students' motivation to learn. The data show that students became more motivated when the tutor taught patiently, explained the material gradually, provided simple examples, and did not make students afraid of making mistakes. This indicates that the pedagogical relationship between tutor and students strongly determines the quality of learning motivation. This finding aligns with Dörnyei (2014), who emphasizes that motivation in foreign language learning is strongly influenced by learning experiences, the teacher's role, classroom atmosphere, and students' perceptions of their own success. In private tutoring programs, the relationship between tutors and students becomes stronger because learning takes place in a personal setting. As a result, tutors can adjust strategies, pace, and materials to students' individual needs.

The finding regarding the importance of a comfortable learning atmosphere also reinforces the idea that learning motivation is shaped not only by personal desire but also by the learning environment. Students stated they felt more comfortable learning because the atmosphere was neither overly formal nor overly calm, and a friendly tutor supported it. Observations also showed positive interactions between tutor and students, students' attention to explanations, active questioning, and willingness to answer questions. This condition is relevant to the concept of humanistic learning, which places safety, appreciation, and emotional comfort as important elements in the learning process. In Arabic language learning, a non-intimidating atmosphere is particularly important because

students often fear making mistakes when reading, translating, or answering grammar questions.

The main difficulties students experienced were related to nahwu, sharaf, grammar, and word formation. All students identified these aspects as the most difficult parts of learning Arabic. This finding indicates that language learning involves a relatively high cognitive challenge (Mohsen et al., 2026; Moussa-Inaty & Causapin, 2019; Zarytovskaya & Al-Rahbi, 2026), particularly when students are required to understand grammatical rules that differ from those of their mother tongue. Krieglstein et al. (2025), Syagif (2024), and Zarei & Khazaie, (2011) explain that Arabic language learning may create cognitive load when the material is presented in a way that is too complex or not sufficiently gradual. In this study, the tutors responded to these difficulties through repetition, simple exercises, concrete examples, and step-by-step explanations. These strategies are important because they can reduce students' anxiety and help them gradually develop their understanding.

Parental support also emerged as a consistent factor in the research findings. Parents played a role in arranging study schedules, providing encouragement, reminding students to review lessons, and supplying learning needs. In the context of private education or shadow education, family involvement is an important factor, as parents' expectations for their children's academic success often influence the decision to enroll in private programs (Chun et al., 2023; Kumar et al., 2024; Zihui, 2021). M. Bray, (2023) & T. M. Bray, (1999) explain that private education develops because families need additional, more personalized learning assistance. The findings of this study support this view. However, they also show that, in the context of Arabic language learning, students' motivation to join private tutoring is not solely oriented toward school grades. It is also related to religious needs and the ability to read Arabic texts.

Compared with previous studies, this study's findings show both similarities and differences. Hermessi, (2020), Kao, (2023), and Urfatullaila et al., (2022) found that intrinsic and extrinsic motivation influence students' language learning achievement. Hilmi & Nurhayati, 2024 and Kayır et al., (2025) also showed a relationship between learning motivation and achievement in Arabic language learning. The similarity lies in the finding that motivation plays an important role in the success of Arabic language learning. The difference is that this study does not examine motivation only in the context of formal classrooms, but also in a more personal and flexible private learning context. Therefore, this study expands understanding of how motivation to learn Arabic in private programs is shaped by tutor-student relationships, learning flexibility, parental support, and students' experiences of success.

The findings of this study also confirm that private Arabic language programs can serve as an effective learning alternative for students who need special assistance. The program manager stated that the program was designed to help students understand Arabic gradually according to their individual abilities. The tutors also explained that private learning methods allow adjustments in materials, learning pace, and instructional strategies. This is consistent with the nature of private education, which is more individualized than large-class instruction (Wittwer, 2008; Zhan et al., 2013). In the context of Al-Fatih, the effectiveness of the program is reflected in students' statements that they found it easier to

understand vocabulary, read Arabic script, complete school assignments, and feel more confident after joining the private tutoring program.

Nevertheless, this study also found that the program still requires further development. Students expressed the need for more interactive learning media, such as videos, educational games, and conversation exercises. Tutors and the program manager also suggested the need for staged modules, progress reports, periodic evaluations, and tutor training. The practical implication of these findings is that the institution needs to develop a more documented and sustainable learning system. Interactive media can help reduce boredom, while staged modules can help students understand materials from basic to advanced levels. Progress reports are also important so that parents can objectively monitor their children's learning development.

Theoretically, this study contributes to the development of research on motivation in Arabic language learning, particularly in the context of non-formal and private education. To date, many studies on motivation in Arabic language learning have been conducted in schools, madrasahs, or Islamic boarding schools. This study shows that private institutions have distinctive motivational dynamics. Parents largely influence initial motivation, but it later develops into personal motivation through positive learning experiences. Thus, this study strengthens the notion that learning motivation is dynamic and contextual and can be shaped by a supportive learning environment.

However, this study has several limitations. First, the number of student informants was limited to five, so the findings cannot be generalized to all participants in private Arabic language programs. Second, the study was conducted at only one institution, namely Al-Fatih Private Institution, which limits the generalizability of the findings. Third, the data were mostly obtained from interviews and limited observations, so the study did not quantitatively measure changes in students' Arabic language proficiency. Therefore, future studies are recommended to involve more participants, compare several private institutions, and include learning outcome data before and after students join private tutoring programs. In this way, findings on the relationship among motivation, learning strategies, and improvement in Arabic language proficiency can be obtained more comprehensively.

Based on the overall findings and discussion, the study's proposition is confirmed. Students' motivation to participate in the private Arabic language program at Al-Fatih Private Institution is influenced by both intrinsic and extrinsic factors. Intrinsic factors are reflected in students' interest, desire to understand Arabic, enjoyment, and self-confidence. Extrinsic factors include parental encouragement, the role of tutors, learning methods, the learning atmosphere, and institutional support. These findings indicate that private Arabic language programs not only serve as supplementary learning spaces but also foster students' motivation, self-confidence, and learning independence.

D. Conclusion

The conclusion of this study shows that students' learning motivation in participating in the private Arabic language program at Al-Fatih Private Institution was shaped through a combination of extrinsic and intrinsic motivation. Initially, students were largely encouraged by their parents, academic needs, and the desire to improve their Arabic language skills at school. However, after participating in a

comfortable, personal, and gradual private learning process, this motivation developed into a personal awareness of the importance of understanding Arabic, reading Arabic texts, and supporting religious learning. These findings answer the research question by showing that the main factors influencing students' learning motivation include the role of patient and communicative tutors, a conducive learning atmosphere, parental support, flexible learning methods, and students' experiences of success in understanding vocabulary, reading Arabic script, and completing school assignments. The results strengthen the theory of intrinsic and extrinsic motivation, as well as previous studies on the importance of motivation in Arabic language learning. At the same time, this study offers a new contribution by showing that private learning contexts can serve as spaces for the internalization of learning motivation. Socially, culturally, and academically, this study confirms that private Arabic language tutoring serves as supplementary learning. It also strengthens students' religious literacy, self-confidence, and learning independence. Thus, the research objectives formulated in the introduction have been achieved through the findings and discussion. The limitations of this study include the limited number of informants and the research focus on a single institution. Therefore, future studies may expand the sample size, compare several private institutions, and further examine the effectiveness of interactive media, staged modules, and learning progress evaluations in improving students' motivation.

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