Didaktika: Jurnal Kependidikan, Vol. 13, No. 2, Mei 2024

Analysis of the Effect of Learning Interest, Learning Motivation, and Self-Awareness on Arabic Learning at Madrasah Aliyah

Desy Kumalasari[1], Sri Hardianti Rukmana[2], Abdullah Majid[3], Ryan Nurdiana[4], Syuhadak[5]
[1,2,3,4,5]UIN Maulana Malik Ibrahim Malang, Indonesia

[1]220104210028@student.uin-malang.ac.id

Abstract

This study aims to test the independent variables consisting of learning interest, learning motivation, and self-awareness of the dependent variable, namely Arabic language learning. The research approach used is quantitative with the PLS 3 SEM method. The data collection method uses questionnaire distribution techniques, and sample selection in this study uses a sample quota, namely that the number of respondents taken has been determined by the sample size. In this study, the sample of as many as 85 respondents showed the results of: (H1) Accepted, that is, there is a significant influence of student interest in learning Arabic with path coeficient (0.962) and a p-value (0.000 < 0.05). (H2) Rejected, that is, there is no significant influence of student motivation on Arabic learning with a path coefficient (0.011) and a p-value (0.699 > 0.05). 3. (H3) Rejected i.e, there is no significant influence of students' self-awareness on Arabic language learning with a path coefficient (0.020) and a p-value (0.496 > 0.05). while the R-square value is the result of measuring Arabic learning variables (0.949). This value means that the Arabic learning variable is influenced by the independent variable by 94.9%, while the rest is influenced by other factors. While each of the rest is influenced by other factors outside the variables studied, Researchers provide recommendations to teachers or schools to carry out special assistance, both subject teachers and counseling guidance, in order to strengthen aspects of motivation and self-awareness.
Keywords: *Learning Interest, Learning Motivation, Self Awareness, Arabic Learning*

Introduction

Arabic is one of the most frequent and widely used languages by people in parts of the world, Because Arabic has been widely used, now Arabic has become a language that has been recognized by the world and has become an international language. Therefore, it is very necessary to improve this Arabic language learning. However, learning Arabic is not an easy matter because there must be difficulties in learning foreign languages (Arabic), because Arabic is not a language that is commonly used or spoken in everyday life and is very different from Indonesian, which is often used. (Sakdiah & Sihombing, 2023) So this does not rule out the possibility of many problems in learning Arabic, especially for Arabic speakers and learners in Indonesia.

In addition, Arabic language learning in Indonesia has its own significance and importance. Here is a clear context for the importance of Arabic language learning in Indonesia, as the majority of the Indonesian population adheres to Islam. Arabic is the main source language of Islamic teachings, namely the Quran and Hadith.(Yusuf, 2024) Therefore, mastery of Arabic is important for Muslims in Indonesia to understand the sources of Islamic teachings more deeply and accurately. Another factor is that Indonesia has good relations with Arab

countries, both in the economic, political, and cultural fields. Mastery of Arabic can facilitate communication and cooperation with these Arab countries. Thus, Arabic language learning in Indonesia has its own importance, both in terms of religion, academics, international relations, and cultural identity. Mastery of Arabic can open up many opportunities and benefits for the people of Indonesia.

Indonesia is one of the countries with the largest Muslim population in the world.(Haq, 2023) This has implications for the increasing number of Muslims who learn Arabic as the language of instruction in the Qur'an that can be understood except in Arabic. Although Arabic has been known as the language of the holy book of the Qur'an, it still does not fully affect the way and attitude of learning Shiva, Despite the results of learning Arabic, there are still many problems faced both by students themselves and by teachers. One of the problems faced is that it is not satisfactory in the learning process and learning outcomes and is not in accordance with what is expected by the teacher.

Based on research reports conducted by (Abdilah & Al Farisi, 2023), the problem of learning Arabic is basically inseparable from linguistic and non-linguistic problems. The problems of Arabic learning in schools are generally dominated by non-linguistic problems, with the most problems coming from incompetent teachers and low interest and motivation among students. Therefore, the solution of the problem from the side of this most crucial problem needs serious attention from all parties for better and quality Arabic learning in schools. While in research, (Haq, 2023) wrote that the success rate in learning Arabic is still not satisfactory because there are things that affect it. One of the factors that causes such problems is the learning method used. However, learning methods are only one of various factors that can cause difficulties, and are related to other factors such as learning facilities, learning environment, learning motivation, as well as ability and self-awareness in learning and teacher professionalism.

Arabic language teaching at Madrasah Aliyah Bilingual Batu has an important role in providing a strong foundation for students to understand Islamic religious teachings as well as learn Arabic vocabulary and grammar. However, the process of learning Arabic at this level is faced with various problems that affect the effectiveness and quality of education. Some problems that often arise are the difficulty of students in pronouncing Arabic, which in fact the school implements a system of two international languages in the school environment, aspects of motivation that are still considered fluctuating, student awareness in learning Arabic, inappropriate teaching methods, and a curriculum that is not optimal.

Therefore, researchers try to explore this problem more deeply by formulating further research related to Arabic learning problems as outlined in quantitative research with the aim of measuring how effective Arabic learning is in Madrasah Aliyah Bilingual Batu by determining the variables measured, among others, learning interest, learning motivation, and self-awareness of Arabic learning. Researchers also continue research on self-awareness studies on student achievement as written in the research report (Nurdiana et al., 2023).

The selection of research objects in Madrasah Aliyah Bilingual Batu is uniquef because the school has a curriculum concept about Arabic and English development. However, the implementation has not been fully maximized due to several factors, including school factors (teachers and school environments and student factors). In the view of researchers, this student factor needs further investigation to determine whether theoretical testing of Arabic learning problems is relevant to the condition of students today or not.

Based on the researcher's analysis, this study contains an element of novelty that is indispensable as a reference for the development of appropriate learning methods based on the results of further research and this research is reviewed from the psychological aspects of

students so that teachers can provide constructive tretment so that students can upgrade themselves in learning Arabic. The results of this study can be used as a reference for evaluating Arabic learning as a whole and comprehensively.

Method

This study used a quantitative approach using 3 independent variables and 1 dependent variable. The reason for using a quantitatve approach is the data collected as numbers, the use of quizzer research instruments that allow measurement using numbers, and statistical data analysis. The independent variables in this study are learing interest, learning motivation, and self awareness, as measured by the dependent variable, which is Arabic learning. According to (Sardana et al., 2023) Quantitative research focuses on lift, graphs. Quantitative research is helpful when scientists need to confirm or test a theory or hypothesis. While according to (Sihotang, 2023) This quantitative approach is useful for providing an overview of the population even though data is obtained from a portion of the population hereinafter referred to as a sample. In quantitative research, it generally reveals the relationship between independent variables and dependent variables and tests hypotheses formulated earlier. In correlational research, researchers focus on the description of the relationship between the dependent variable and the independent variable.

The subjects of this study were MA Bilingual Batu students with a sample of 85 taken from class X to class XI. The sampling technique uses a sampling quota, namely sampling based on the amount / ration that has been determined. The samples used are easy to find so that they are light in data collection.(Sholihah & Hidayati, 2023)

The data collection technique uses questionnaires that are distributed to students by choosing answers with a Likert scale of 1-5 Likert scale is a technique in scoring used in research questionnaires.(Panglipur & Marsidi, 2021) According to Sugiyono, questionnaire is a data collection technique carried out by giving respondents a set of questions or written statements to answer (Purwono et al., 2019). The procedures in this data collection method, namely: distributing the questionnaire and then the respondent is asked to fill out the questionnaire on the answer sheet provided; Then the questionnaire sheets are collected, selected, processed, and analyzed.Data analysis techniques using SEM PLS are used to analyze patterns of relationships among variables. This model aims to determine the direct or indirect influence of a set of independent variables (exogenous) on the dependent variable (endogenous).(Kuntoro et al., 2019) while (Ghozali, 2016) explained that path analysis is an extension of multiple linear regression analysis, or path analysis is the use of regression analysis to estimate causality relationships between variables (casual models) that have been previously established based on theory.

Table 1 Question table

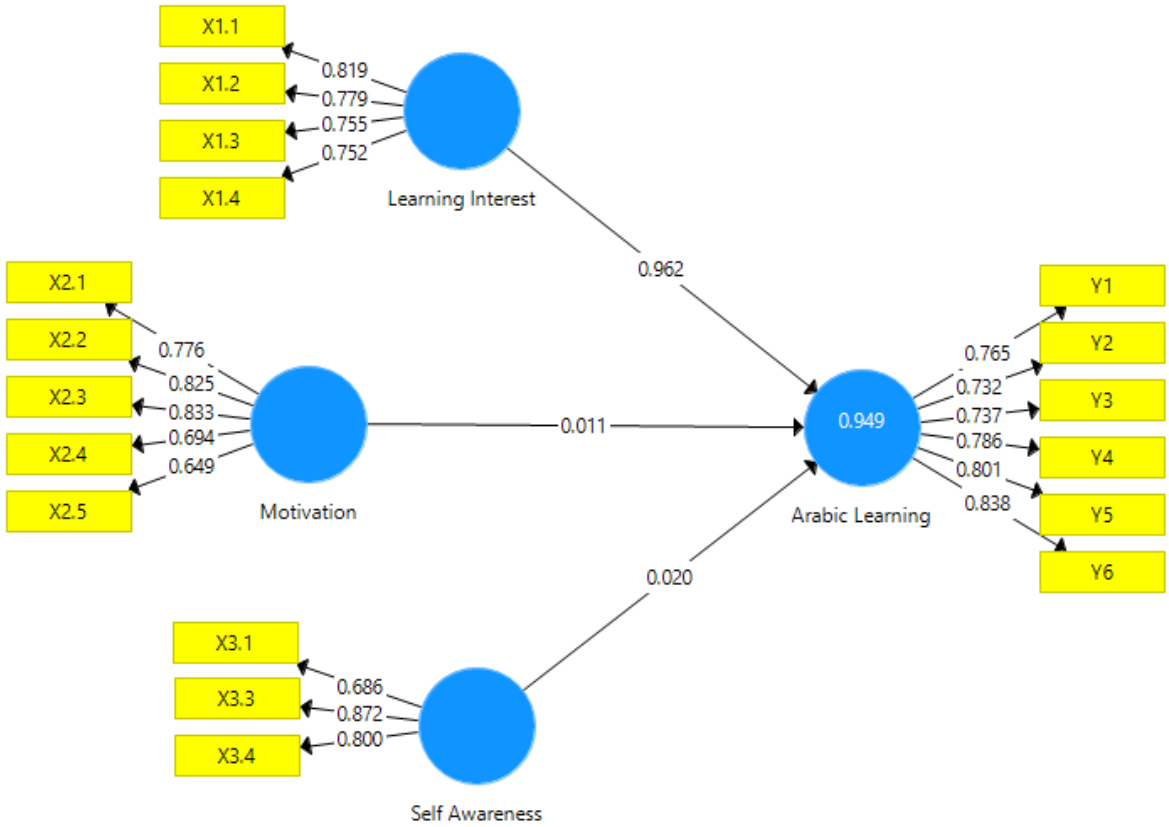
Variables	Indicator	Scale				
		1 Strongly Disagree	2 Disagree	3 Neutral	4 Agree	5 Totally agree
Learning Interest	Feelings of pleasure					
	Student Interest					
	Student Attention					

	Student Engagement
Learning Motivation	Perseverance in learning
	Interested in problem-solving efforts
	desire to succeed in learning
	Future hopes and ideals
	Presence of encouragement and need
	Learning Outcomes Award
	Conducive Learning Environment
Self Awareness	Understanding Yourself
	Developing Life and Career Goals
	Building Relationships with Others
	Building the Value of Diversity
	Able to control yourself
Arabic Learning	*Istima'*
	Qiroah
	Kalam
	Kitabah
	Mufrodhat
	Qowaid

Results

Evaluation of Reflective Measurement Models

The purpose of reflective measurement model assessment is to ensure the reliability and validity of construct sizes and therefore provide support for suitability to be incorporated into path models. This section introduces the main criteria relevant in the assessment of reflective measurement models: indicator reliability, internal consistency reliability (Cronbach alpha, rho A reliability coefficient, and rho C composite reliability), convergent validity, and discriminant validity.(Sarstedt et al., 2021)



Picture 1. Coeficient Path and P Value Diagram

The reflective evaluation model consists of a loading factor of > 0.70, composite reliability of >0.70 Cronbach alpha and the extracted mean variance (AVE > 0.50) and evaluation of discriminant validity i.e. fornell and lacker criteria and Heterotrait Monotrait Ratio (HTMT) below 0.90 cross loading. Reflective measurement models based on the above theory have certain indicators and reference values that must be achieved in order to be considered valid. In this measurement each variable can be measured directly to each other. When the measurement has been calculated by PLS-SEM, then the value that comes out is the result that shows the validity of each variable indicator.

Table 2. Reflective Measurement Model Assessment

Variables	Indicator	Outer Loading	Cronbachs Alpha	Composite Reliability	AVE
Learning Interest					
X1.1	Feeling Good	0.819	0.780	0.781	0.605
X1.2	Interest	0.779			
X1.3	Acceptance	0.755			
X1.4	Student Engagement	0.752			
Motivation					
X2.1	The Persistence Of Nature Learning	0.776	0.821	0.882	0.576
X2.2	Learning Consistency	0.825			
X2.3	Attitude In Learning	0.833			
X2.4	Study Duration	0.694			

X2.5	Loyalty To Learning	0.649			
Self Awareness					
X3.1	Recognizing Feelings	0.686	0.698	0.719	0.624
X3.2	Recognize The Advantages And Disadvantages	0.872			
X3.3	Appear To Express Ideas And Opinions	0.800			
Arabic Learning					
Y1	Mufrodat	0.765	0.869	0.902	0.605
Y2	Istima	0.732			
Y3	Kalam	0.737			
Y4	Qiroah	0.786			
Y5	Kitabah	0.801			
Y6	Qowaid	0.838			

Discriminant Validity Evaluation

Discriminant validity is a metric used to measure the degree to which a construct differs empirically from other constructs in a structural model. Fornell and Larcker (1981) proposed a traditional metric and suggested that the AVE (squared variance in) of each construct should be compared with the inter-squared correlation (as a measure of the shared variance between constructs) of the same construct and all other constructs measured reflectively. construction in structural model – the shared variance between all model constructions cannot be greater than its AVE. However, recent research suggests that this metric is not suitable for assessment of discriminant validity. For example, (Henseler et al., 2015)show that the Fornell–Larcker criterion (i.e., FL in SEMinR) does not work well, especially when the indicator charge on a construct differs only slightly (e.g., all indicator charges are the same). between 0.65 and 0.85).

Table 3. Discriminant Validity

	Arabic Learning	Learning Interest	Motivation	Self Awareness
Arabic Learning	0.778			
Learning Interest	0.974	0.777		
Motivation	0.414	0.409	0.759	
Self Awareness	0.380	0.370	0.454	0.790

Fit Model Evaluation

Goodness of Fit (GOF) is a fit test to compare between theoretical models and empirical models. According to Latan, Overall there are 3 types of goodness of fit measures, namely absolute fit indices, incremental fi indices, and parsimony fit indices. According to Hair quoted In Latan, researchers are not required to meet all indicators in GOF. If 4-5 criteria have been met, then the GOF value is considered sufficient provided that each of the assessment criteria has been met.(Latan & Ramli, 2013)

For a model to meet model conformity criteria, the SMSR value must be less than 0.05.(Cangur & Ercan, 2015) However, based on the explanation from SMART PLS, the limitations or criteria of the fit model include: RMS Theta value or Root Mean Square Theta <

0.102, SRMR value or Standardized Root Mean Square <0.10 or < 0.08. Based on the results above, the SRMR value of the model is 0.114 > 0.10, so this model does not match the data or shows a poor match.

*Table 4.*SRMR

	Saturated Model	**Estimated Model**
SRMR	0.114	0.114

Structural Model Evaluation

The inner model is a structural model used to predict causality relationships (cause-and-effect relationships) between latent variables or variables that cannot be measured directly. The structural model (inner model) describes the causality relationship between latent variables that has been built based on the substance of the theory. In structural model testing (inner model) using the help of Bootstrapping and Blindfolding procedures in SMART PLS. Tests on structural models are performed to test the relationships between latent constructs. There are several tests for structural models, such as (1) R Square on endogenous constructs.(Sekaran & Bougie, 2016) The value of R Square is the coefficient of determination on the endogenous construct. According to Chin, R square values of 0.67 (strong), 0.33 (moderate) and 0.19 (weak); (2) Estimate for Path Coefficients, is the value of the path coefficient or the magnitude of the relationship / influence of latent constructs. Performed by Bootrapping procedure; (3) Effect Size (F Square). Done to know the goodness of the model; (4) Prediction relevance (Q square) otherwise known as Stone-Geisser's. This test is carried out to determine the prediction capability with a blinfolding procedure. If the values obtained are 0.02 (small), 0.15 (medium) and 0.35 (large). Can only be done for endogenous constructs with reflective indicators.(Ghozali, 2016)

Table 5. Evaluation Structural Model

Hypothesis	Path Coeficient	P Value	95% trust path coeficient		Result	VIF	F Square / Upsilon V
			Lower Limit	Upper Limit			
Direct influence							
Learning Interest – Arabic Learning	0.962	0.000	0.926	0.989	Accepted	59.373	14.188
Motivation – Arabic Learning	0.011	0.699	-0.040	0.079	*No Effect*	0.387	0.002
Self Awareness – Arabic Learning	0.020	0.496	-0.046	0.067	*No Effect*	0,681	0.006

Table 6. R Square

	R Square	R Square Adjusted
Arabic Learning	0.949	0.947

Discussion

Evaluation of Reflective Measurement Models

The variable of learning interest is measured with valid items where the outler loading value lies between 0.752 to 0.819 which shows that all these items are correlated in explaining the learning interest of MA Bilingual Batu students which is very high where there is no minus value on each of these indicators. The level of reliability of the learning interest variable can be accepted with a composite reliability value of 0.781 and Cronbach alpha 0.780 above 0.70 and AVE 0.605 >0.50. Among the above four indicator items, the most powerful is X1. 1 = 0.819 ie students feel happy in learning and X1.2 = 0.779 ie students feel interested in the Arabic learning process and X1.3 = 0.755 which shows student acceptance of Arabic learning and X1.4 = 0.752 shows student involvement is in the last indicator which has a low outer loading value.

The learning motivation variable was measured with 5 valid items where the outler loading value was located between 0.649 to 0.833 which showed that all these items correlated in explaining the learning motivation of MA Bilingual Batu students which was very high where there was no minus value on each of these indicators. The level of reliability of the learning interest variable can be accepted with a composite reliability value of 0.882 and Cronbach alpha 0.821 above 0.70 and AVE 0.576 >0.50. Among the 5 indicator items above, the strongest is X2.3 = 0.833 which is a good student learning attitude in the learning process and X2.2 = 0.825 which is the learning consistency of students who experiment the learning process is carried out consistently and continuously and X2.31 = 0.776 which is due to the persistence of students towards Arabic learning and X2.4 = 0.694 probationary period of learning students who are at a long level of time and X2.5 = 0.649 piloting student loyalty to learning Arabic at school.

The variable of self-awareness in learning was measured with 3 valid items where the outler loading value was located between 0.686 to 0.872 which showed that all these items correlated in explaining the learning self-awareness of MA Bilingual Batu students which was very high where there was no minus value on each of these indicators. The level of reliability of the learning interest variable is acceptable with a composite reliability value of 0.919 and Cronbach alpha 0.689 below 0.70 and AVE 0.624 >0.50. Among the 3 indicator items above, the strongest is X3.3 = 0.800, which is the attitude of students who explain the ability to convey ideas and ideas in public, and X3.2 = 0.872, which is the ability of students who explain about recognizing strengths and weaknesses in themselves, and X3.1 = 0.686 which shows the ability to recognize feelings in themselves.

Arabic learning variables as dependent variables are measured with 6 valid indicator items where the outler loading value lies between 0.732 to 0.838 which shows that all these items are correlated in explaining Arabic language indicators in the learning process of MA Bilingual Batu students which is very high where there is no minus value on each of these indicators. The level of reliability of the learning interest variable can be accepted with a composite reliability value of 0.902 and Cronbach alpha 0.869 above 0.70 and AVE 0.605 >0.50. Among the 6 indicator items above, the strongest is Y6 = 0.838 which is qowaid learners consisting of nahwu and sharaf and Y5 = 0.801 which is an indicator of writing Arabic tulsan or Hijaiyyah letters and Y4 = 786 which is reading in Arabic writing and Y1 = 0.765 which is memorizing Arabic vocabulary and Y3 = 0.737 which is having conversations every day or a certain day with Arabic and Y2 = 0.732 which is practicing listening to the voice of a native Arabic speaker..

Discriminant Validity Evaluation

The cross loading value of each construct is evaluated to ensure that the correlation of the construct with the measurement item is greater than that of other constructs. The expected cross loading value is greater than 0.7.(Sukesti et al., 2021) Meanwhile, according to Fornell Larcker Criterion, this method uses a way to compare the square root value of the Average Variance Extracted (AVE) of each construct with correlations between other constructs in the model.(Henseler et al., 2015) If the value of the square root of each construct is greater than the value of the correlation between constructs and other constructs in the model, then the model is said to have a good discriminant validity value. Based on the discriminant validity table above, the cross loading value of more than 0.7 means that it has good discriminant validity.(Hair et al., 2019)

Fit Model Evaluation

Goodness of Fit Indices (GFI) in the analysis results have a value of 0.114, which means the model is still in the marginal fit category (0.80 ≤ GFI < 0.90). GFI is an assessment used to see the suitability of the model as a whole by calculating the comparison between the predicted residual square of the model with the actual observed data.(Latan & Ramli, 2013) Normed Fit Index (NFI), Comparative Fit Index (CFI), and Incremental Fit Index (IFI) are similar measures of compatibility. NFI measures the comparison between hypothesized models and null models that are sensitive to the number of examples, while CFI is an improvement over NFI that is not affected by the number of examples and is a fit measure to test model suitability . IFI has similarities with NFI which is also not affected by the number of examples. The fit criteria for CFI and IFI models in the study showed fit results with values greater than or equal to 0.90, while NFI was still in the marginal fit stage, namely in the range greater than or equal to 0.80 to less than 0.90 (0.114). Thus, the model fit test on this data still has a poor value.

Structural Model Evaluation

Based on the results of hypothesis testing, the following results were obtained:

1. (H1) Accepted, that is, there is a significant influence of student interest in learning Arabic with path coeficient (0.962) and p-value (0.000 < 0.05) any change in learning interest will increase interest in learning Arabic. Learning interest in increasing interest in learning Arabic with a confidence level of 95% lies between 0.926 – 0.989. This is in line with the results of research by (Mufidah & Rokhmatulloh, 2024), which states that the average interest of students in learning Arabic is 71.2%, while another similar study was conducted by (Novita & Tatang, 2024) on the influence of kahoot learning media on the interest in learning Arabic for grade 12 religious students in MAN 1 Lahat. This study reported that students' interest in learning had a significant effect on Arabic learning media.
2. (H2) Rejected that is, there is no significant influence of student motivation on Arabic learning with path coeficient (0.011) and p-value (0.699 > 0.05) any change in learning motivation will increase interest in learning Arabic. Learning interest in increasing interest in learning Arabic with a confidence level of 95% lies between -0.040– 0.079. As for other different studies conducted by (Hizbullah et al., 2024) on the influence of the use of word wall media in Arabic learning on the learning motivation of grade 6 students at SDIT Alfadiyah Gowa, this study reported that student learning motivation had a significant effect on the use of word wall media in Arabic learning. This needs to be done in the process of learning assistance by strengthening the psychological condition of students so that high motivation is built.
3. (H3) Rejected i.e. there is no significant influence of students' self-awareness on Arabic language learning with path coeficient (0.020) and p-value (0.496 > 0.05) any change in

students' self-awareness will increase interest in learning Arabic. Students' self-awareness in increasing interest in learning Arabic with a confidence level of 95% lies between -0.046–0.067. Another different study was conducted by (Nurdiana et al., 2023) on the effect of self-awareness on Arabic learning achievement at the modern Islamic boarding school Muhammadiyah boarding school Purwokerto for the 2022-2023 school year. This study reported that students' self-awareness had a significant effect on Arabic learning achievement. With conditions like this, it is necessary to carry out a learning assistance process by strengthening the psychological condition of students so that awareness of students and their future is awakened by diligently learning Arabic. More specific factors were not described in this study.

4. The R-square value is used to see how much one variable is a factor of influence on other variables. The R-square value of the variable is arabic learning (0.949). This value means that the arabic learning variable is influenced by the independent variable by 94.9%, while the rest is influenced by other factors. While each of the rest is influenced by other factors outside the variables studied.

This study has limitations and suggestions for future research conducted by researchers on variables and subjects place, including:

1. The determination of independent variables is solely formulated based on the subjectivity of researchers in order to limit research to only 3 independent variables. For future improvements it can be expanded into several variables.
2. The determination of the dependent variable is formulated based on the field of study pursued by the researcher, namely Arabic language education.
3. The determination of the research sample is limited to 85 because the number of respondents is based on a quota of 2 grade levels so it is impossible to exceed that because class XII is not involved.

Conclusion

Based on the results of multiple linear regression tests using SEM PLS that have been carried out previously, it can be concluded as follows:

(H1) Accepted, that is, there is a significant influence of student interest in learning Arabic with path coeficient (0.962) and p-value (0.000 < 0.05). (H2) Rejected that is, there is no significant influence of student motivation on Arabic learning with path coeficient (0.011) and p-value (0.699 > 0.05). 3. (H3) Rejected i.e. there is no significant influence of students' self-awareness on Arabic language learning with path coeficient (0.020) and p-value (0.496 > 0.05). while the R-square value is the result of measuring Arabic learning variables (0.949). This value means that the Arabic learning variable is influenced by the independent variable by 94.9%, while the rest is influenced by other factors. While each of the rest is influenced by other factors outside the variables studied.

Hypothesis testing of the 3 variables measured was only the variable of learning interest that had a significant influence on Arabic learning. While students' learning motivation and self-awareness still have a low influence. Therefore, researchers provide recommendations to teachers or schools to carry out special assistance, both subject teachers and counseling guidance in order to strengthen aspects of motivation and self-awareness.

Acknowledgment

"This journal article was written by, Desy Kumalasari,Sri Hardianti Rukmana Ryan Nurdiana Abdullah Majid, a graduate student of the master study program in Arabic language education UIN Maulana Malik Ibrahim Malang. And we thank Syuhadak as a supervisor in writing this journal. Based on the results of the research Analysis of the Effect of learning interest, learning motivation, and self-awareness on Arabic Learning at MA Bilingual Batu, which is funded collectively as a requirement for the thesis examination of the postgraduate program at UIN Maulana Malik Ibrahim Malang.The content is entirely the responsibility of the author."

References

Abdilah, A. J., & Al Farisi, M. Z. (2023). Systematic Literature Review: Problematika Pembelajaran Bahasa Arab di Sekolah. *Ukazh: Journal of Arabic Studies*, *4*(1), 39–51.

Cangur, S., & Ercan, I. (2015). Comparison of model fit indices used in structural equation modeling under multivariate normality. *Journal of Modern Applied Statistical Methods*, *14*(1), 14.

Ghozali, I. (2016). *Aplikasi analisis multivariete dengan program IBM SPSS 23*.

Hair, J. F., Risher, J. J., Sarstedt, M., & Ringle, C. M. (2019). When to use and how to report the results of PLS-SEM. *European Business Review*, *31*(1), 2–24.

Haq, S. (2023). Pembelajaran Bahasa Arab di Era Digital: Problematika dan Solusi dalam Pengembangan Media. *Mukadimah: Jurnal Pendidikan, Sejarah, Dan Ilmu-Ilmu Sosial*, *7*(1), 211–222.

Henseler, J., Ringle, C. M., & Sarstedt, M. (2015). A new criterion for assessing discriminant validity in variance-based structural equation modeling. *Journal of the Academy of Marketing Science*, *43*, 115–135.

Hizbullah, I., Anwar, M., & Ulum, F. (2024). Pengaruh Pemanfaatan Media Wordwall Dalam Pembelajaran Bahasa Arab Terhadap Motivasi Belajar Siswa Kelas VI SD IT Alfadiyah Gowa. *Jurnal Inovasi Pendidikan*, *6*(2).

Kuntoro, A. Y., Hasan, M. A., Saputra, D. D., & Riana, D. (2019). Analisis Faktor-Faktor Yang Mempengaruhi Kepuasan Pelanggan Fixpay Menggunakan SEM Dengan PLS. *Jurnal Informatika*, *6*(1), 122–133.

Latan, H., & Ramli, N. A. (2013). The results of partial least squares-structural equation modelling analyses (PLS-SEM). *Available at SSRN 2364191*.

Mufidah, L. Z., & Rokhmatulloh, N. (2024). Efektivitas Model Quantum Learning terhadap Minat Siswa pada Pembelajaran Bahasa Arab di Madrasah. *Kalimatuna: Journal of Arabic Research*, *2*(2), 157–170.

Novita, A.-Z. T., & Tatang, T. (2024). Pengaruh Media Pembelajaran Kahoot terhadap Minat Belajar Bahasa Arab Siswa Kelas 12 Agama di MAN 1 Lahat. *Jurnal Pendidikan Tambusai*, *8*(2), 17432–17437.

Nurdiana, R., Abidin, M., & Fauzi, A. (2023). Pengaruh Self Awareness Terhadap Prestasi Belajar Bahasa Arab Santri Pondok Pesantren Modern Muhammadiyah Boarding School Purwokerto Tahun Ajaran 2022/2023. *TarbiyahMU*, *3*(1), 1–7.

Panglipur, I. R., & Marsidi, M. (2021). Pengaruh penerapan kurikulum terhadap motivasi dan minat belajar siswa dengan angket skala Likert pada matematika. *Prismatika: Jurnal Pendidikan Dan Riset Matematika*, *3*(2), 153–161.

Purwono, F. H., Ulya, A. U., Purnasari, N., & Juniatmoko, R. (2019). *Metodologi Penelitian (Kuantitatif, Kualitatif dan Mix Method)*. GUEPEDIA.

Sakdiah, N., & Sihombing, F. (2023). Problematika Pembelajaran Bahasa Arab. *Jurnal Sathar*, *1*(1), 34–41.

Sardana, N., Shekoohi, S., Cornett, E. M., & Kaye, A. D. (2023). Qualitative and quantitative research methods. In *Substance Use and Addiction Research* (pp. 65–69). Elsevier.

Sarstedt, M., Ringle, C. M., & Hair, J. F. (2021). Partial least squares structural equation modeling. In *Handbook of market research* (pp. 587–632). Springer.

Sekaran, U., & Bougie, R. (2016). *Research methods for business: A skill building approach*. john wiley & sons.

Sholihah, L. L., & Hidayati, S. N. (2023). Penerapan Media Smart Apps Creator Dalam Pembelajaran Berbasis Inkuiri Untuk Meningkatkan Hasil Belajar Siswa. *Eduproxima (Jurnal Ilmiah Pendidikan IPA)*, *5*(2), 116–122.

Sihotang, H. (2023). *Metode penelitian kuantitatif*.

Sukesti, F., Ghozali, I., Fuad, F., Kharis Almasyhari, A., & Nurcahyono, N. (2021). Factors affecting the stock price: The role of firm performance. *The Journal of Asian Finance, Economics and Business*, *8*(2), 165–173.

Yusuf, M. (2024). Bahasa Arab Berbasis Dakwah dalam Era Modern: Transformasi Pesan Islam. *ARIMA: Jurnal Sosial Dan Humaniora*, *1*(3), 105–114.