IMPROVING ARABIC LANGUAGE LEARNING MOTIVATION THROUGH THE SPIRIT OF *MAN JADDA WAJADA*: A PRE-EXPERIMENTAL STUDY

Machmud Yunus, Hisyam Zaini
Sekolah Tinggi Agama Islam Al-Ma'arif Ciamis, Indonesia
Universitas Islam Negeri Sunan Kalijaga Yogyakarta, Indonesia
Corresponding E-mail: *Machmudyunus033@gmail.com*

ABSTRACT

The improvement of motivation in learning Arabic by applying the principle of *man jadda wajada* is a strategic and relevant step. This principle not only motivates students to study earnestly but also shapes a positive mindset oriented toward success. The aim of this study is to observe the differences in learning motivation before and after the application of the *man jadda wajada* motivational phrase. Research Method: The research used a pre-experimental design with a one-group pre-test and post-test framework, utilizing a questionnaire that had undergone validity and reliability testing. The study was conducted with 33 respondents, using total sampling, and was carried out from August to December 2024. Research Results: The difference in learning motivation scores, with a positive shift (post-intervention scores higher than pre-intervention scores), was recorded in 26 students from the moderate motivation category, showing a significant change to 25 students in the high motivation category. The computed rank differences showed that the positive shift in the high motivation category was more dominant, with the average positive rank score higher than the negative rank score. Wilcoxon test analysis showed a significant difference between learning motivation scores before and after the man jadda wa jadda motivational intervention, with a Wilcoxon test result of p = 0.000 (α = 0.05).

Keywords: *Motivation; Learning Arabic; Man Jadda Wajada*

Introduction

Arabic language learning plays a crucial role in various aspects of life, especially within the Muslim community. Arabic is not only the liturgical language of Islam but also a language of knowledge, history, and culture. Given its special status, learning Arabic has become an urgent need for both individuals and educational institutions. However, in practice, motivation to learn Arabic often presents a significant challenge, both for learners and educators (Suparmanto & Hudatullah, 2021).

Motivation is a key factor in the learning process. In the context of Arabic language learning, motivation serves as an internal drive that encourages individuals to work hard to achieve learning goals (Ningtyas, 2021). However, many learners find it challenging to understand Arabic, whether in terms of grammar, vocabulary, or pronunciation. These challenges often lead to a decline in motivation, hindering the achievement of optimal results. Therefore, it is necessary to implement effective strategies to enhance motivation in Arabic language learning, one of which is applying the principle of *"man jadda wajada"* (Abrori & Ikhwan, 2024).

The principle of *"man jadda wajada,"* which means "whoever strives diligently will succeed," is a universal value that is relevant in education (Setiyadi et al., 2023). This principle teaches that success results from hard work, determination, and sincerity. In the context of Arabic language learning, applying this principle can serve as an inspiration for students to persevere when facing challenges. When students believe that sincere efforts will lead to results, they are more likely to be motivated to study consistently (Abdullah et al., 2015).

Research shows that intrinsic motivation, which is an internal drive, has a significant impact on learning success. By internalizing the value of "*man jadda wajada*," students can develop strong intrinsic motivation. This principle can also be implemented through various approaches, such as rewarding efforts, creating a supportive learning environment, and providing effective learning strategies. For example, educators can encourage students to set clear learning goals, celebrate small achievements, and use interactive and enjoyable teaching methods (Sholihah & Nisak, 2021).

In addition, the application of the principle of *"man jadda wajada"* is consistent with the character education approach, which emphasizes the importance of hard work, perseverance, and responsibility. In Arabic language learning, these characteristics are highly relevant give to complexity of the material that must be studied. Therefore, the value of *"man jadda wajada"* not only functions as a motivator but also as a tool for developing resilient and independent student character (Ningtyas, 2021).

In the current era of globalization, the ability to speak Arabic also provides a significant added value. Arabic opens access to various sources of knowledge, job opportunities, and global networks, particularly in the Islamic world. Awareness of these benefits can serve as additional motivation for students to master the Arabic language. By applying the principle of *"man jadda wajada,"* students can develop an optimistic and proactive attitude in facing global challenges. Overall, enhancing motivation in Arabic language learning by applying the principle of *"man jadda wajada"* is a strategic and relevant step. This principle not only motivates students to study diligently but also fosters a positive mindset focused on success. Therefore, educational institutions and educators need to integrate these values into the curriculum and teaching methods, making Arabic language learning more effective, meaningful, and inspiring for students (Sugirma, 2020).

Motivation is a key factor in language learning, as it encourages individuals to engage in practice and study to achieve proficiency (Rafiola et al., 2020). Without motivation, students may struggle to remain committed and dedicated to their goals. Those who are motivated persevere through challenges and setbacks, ultimately achieving a higher level of proficiency. For example, a student motivated to learn Arabic may set specific goals, practice regularly, and seek opportunities to converse with native speakers. In contrast, a lack of motivation can hinder progress and prevent students from reaching their full potential in learning Arabic (Abdullah et al., 2015).

The results of the preliminary survey conducted in August, based on interviews with Arabic language teachers, revealed that several students exhibited behavioral changes such as a loss of perseverance in learning Arabic, a tendency to give up easily when faced with challenges/problems/tasks in Arabic, and frequently showed a lack of interest in the learning material provided. Additionally, inactivity in the learning process also became a prominent characteristic, for example, students rarely asked questions, were not involved in discussions, or avoided group tasks. Supported by interviews with three students, data revealed that students made negative comments such as "I can't" or "this is too difficult" during Arabic language learning.

The decline in motivation in Arabic language learning has significant impacts, both academically, personally, and socially, making it an urgent issue that needs to be addressed promptly. In the academic context, students who lose motivation to learn Arabic tend to experience a decline in their ability to understand, read, write, and speak the language, which ultimately hinders the achievement of curricular learning objectives (Irkinovich, 2021). This can directly impact academic performance, leading to low grades and an inability to meet the established competency standards. From a personal perspective, the lack of motivation to learn Arabic often affects students' self-confidence, particularly in environments that require the use of Arabic, such as religious activities, the study of Islamic literature, or interactions with Arabic-speaking communities. When

students feel incapable, they tend to avoid situations that require these language skills, which ultimately reduces their participation in important activities that support intellectual and spiritual development. Based on this background, the author is interested in conducting research on the intervention of the phrase *"man jadda wajada"* to enhance learning motivation at Pondok Pesantren Ibnu Siena in Ciamis Regency, West Java.

Research Method

This study uses a quasi-experimental design with a one-group pretest-posttest approach to measure differences in Arabic language learning motivation. The research was conducted in October-November 2024 at Pondok Pesantren Ibnu Siena in Ciamis Regency, West Java. The sampling technique used was total sampling, involving 33 participants. The respondents were selected based on inclusion criteria, such as being students learning Arabic at Pondok Pesantren Ibnu Sina in Ciamis and being willing to participate in the study. The exclusion criterion was students who were absent during the study. Data collection techniques included both primary and secondary data, with a preliminary study conducted through interviews.

The research variable is the students at Pondok Pesantren Ibnu Siena. Before the study was conducted, the researcher measured the students' learning motivation level (pre-test). After the intervention, the researcher measured the students' learning motivation level again (post-test). In this study, students were given an intervention using the motivational phrase *"man jadda wajada,"* which was incorporated into a film. Students were shown the film about the motivational phrase for one week, with screenings on Monday, Wednesday, and Saturday. The viewing time was usually during the break around 19:30. The reason for conducting the intervention at that time was that students had free time, making it an ideal moment for self-reflection and evaluation, as well as to boost motivation.

The implementation of the research began with the informed consent process, where an agreement was reached with the respondents through the signing of a consent letter. Afterward, the study was conducted with the intervention. First, the researcher administered a pre-test, followed by three rounds of intervention. Once the intervention period was completed, students filled out the same questionnaire in the form of a post-test. The research design used observation to assess the changes that occurred after the treatment (post-test). In the initial phase, this study involved the population of students at the Islamic boarding school who were participating in the Arabic language learning program. Prior to the study, the questionnaire instrument was designed to measure aspects of learning motivation, such as interest in the material, perseverance in completing tasks, active participation during learning, and students' self-confidence in their ability to learn Arabic. This questionnaire underwent validity and reliability testing to ensure that the instrument accurately measured the dimensions of motivation relevant to the study.

To ensure the reliability of the research, the researcher-controlled factors that could affect the results, such as consistency in implementing the intervention and a supportive learning environment. Additionally, the validity of the questionnaire was tested through factor analysis, while its reliability was measured using Cronbach's Alpha to ensure the internal consistency of the instrument.

The research began with a preliminary study to gather baseline data, which was conducted in coordination with the Office of Political Diversity and Public Protection in Ciamis. After the data was collected and analyzed, the researcher compiled the research report, drew conclusions, and made recommendations based on the research findings. Data analysis used a univariate approach, where the results were presented in the form of frequency distributions, and bivariate analysis was conducted to examine differences before and after the intervention using the motivational phrase *"man jadda wajada,"* with the Wilcoxon test. The research study was approved by the Ciamis District Office of Political Diversity and Public Protection (KESBANGPOL) under the number: 000.9.2/874-Bakesbangpol.01

Result and Discussion

In this study, the researcher conducted a study on students of the Ibnu Siena Islamic Boarding School, Ciamis, West Java. The research subjects consist of students with a variety of ages, classes, and genders. The research subjects profiles involved can be seen in the table below.

Table 1. Gender

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Male	20	60.6	60.6	60.6
	Female	13	39.4	39.4	100.0
	Total	33	100.0	100.0	

Table 1 shows that out of the total 33 respondents involved in this study, the gender distribution indicates that 20 respondents (60.6%) are male, while 13 respondents (39.4%) are female.

Table 2. class

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	10	11	33.3	33.3	33.3
	11	11	33.3	33.3	66.7
	12	11	33.3	33.3	100.0
	Total	33	100.0	100.0	

Table 2 shows that the average grade level of the respondents consists of grades 10, 11, and 12, with each grade having 11 respondents (33.3%).

Table 3. Age

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	15	6	18.2	18.2	18.2
	16	19	57.6	57.6	75.8
	17	5	15.2	15.2	90.9
	18	3	9.1	9.1	100.0
	Total	33	100.0	100.0	

Table 3 shows that the majority of respondents in this study are 16 years old, with 19 respondents (57.6%) out of a total of 33. The lowest age category is 18 years old, with 6 respondents (18.2%).

Tabel 4. Motivation Pretest

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	High	5	15.2	15.2	15.2

		Frequency	Percent	Valid Percent	Cumulative Percent
	Fair	26	78.8	78.8	93.9
	Low	2	6.1	6.1	100.0
	Total	33	100.0	100.0	

Table 4 shows that before the intervention or pre-test, it was found that the majority of respondents were in the "moderate" category, with 26 respondents (78.8%), followed by the "high" category with 5 respondents (15.2%), and the lowest category was the "low" category, with 2 respondents (6.1%).

Tabel 5. Motivation Post Test

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	High	25	75.8	75.8	75.8
	Fair	7	21.2	21.2	97.0
	Low	1	3.0	3.0	100.0
	Total	33	100.0	100.0	

Table 5 shows that after the intervention or post-test, it was found that the majority of respondents were in the "high" category, with 25 respondents (74.8%), followed by the "moderate" category with 7 respondents (21.2%), and the lowest category was the "low" category, with 1 respondent (3.0%).

Ranks

		N	Mean Rank	Sum of Ranks

Motivation Pre Tes - Man Jadda Wajada	Negative Ranks	33[a]	17.00	561.00
	Positive Ranks	0[b]	.00	.00
	Ties	0[c]		
	Total	33		
Motivation Posttes - Man Jadda Wajada	Negative Ranks	33[d]	17.00	561.00
	Positive Ranks	0[e]	.00	.00
	Ties	0[f]		
	Total	33		

a. Motivation Pre Tes < Man Jadda Wajada

b. b. Motivation Pre Tes > Man Jadda Wajada

c. c. Motivation Pre Tes = Man Jadda Wajada

d. d. Motivation Post tes < Man Jadda Wajada

e. e. Motivation Post tes > Man Jadda Wajada

f. f. Motivation Post tes = Man Jadda Wajada

Tabel 7. Test Statistics[a]

	Motivation Pre Tes - Man Jadda Wajada	Motivation Posttes - Man Jadda Wajada
Z	-5.015[b]	-5.014[b]
Asymp. Sig. (2-tailed)	.000	.000

a. Wilcoxon Signed Ranks Test

b. Based on positive ranks.

The results of the Wilcoxon test analysis showed a significant difference between the learning motivation scores before and after the intervention with the motivational phrase *"man jadda wajada."* Based on the calculation, the Wilcoxon test statistic value (W) was obtained with a p-value of 0.000 (α = 0.05). The p-value, which is smaller than 0.05, indicates that there is a significant difference between the learning motivation scores before and after the intervention with "*man jadda wajada"* in students. Further analysis revealed that the positive difference in learning motivation scores (with post-intervention scores higher than pre-intervention scores) was recorded for 26 students in the moderate motivation category, showing a significant change to 25 students in the high motivation category. The calculated rank differences showed that the positive changes in the high motivation category were more dominant, with the average rank of positive changes being higher than the negative ranks.

Discussion

The research results showed a positive difference in learning motivation scores (with post-intervention scores being higher than pre-intervention scores) for 26 students in the moderate motivation category, demonstrating a significant change to 25 students in the high motivation category. The increase in students' motivation after being given the motivational phrase "*Man Jadda Wajada"* can be explained through several psychological and pedagogical mechanisms based on motivation theory in learning (Masnur, A., Syahrul R., 2021). The phrase *"Man Jadda Wajada,"* which literally means "Whoever strives will succeed," carries a strong philosophical and emotional value. In the context of education, these words provide intrinsic motivation to students by instilling the belief that success does not solely depend on talent, but rather on effort and perseverance.

Arabic is a language with unique characteristics, ranging from its complex grammar (syntax and morphology) to its writing system, which differs from the Latin alphabet. Many students experience difficulties and lose motivation in the learning process because they perceive this language as challenging to master. Motivation is necessary to help students overcome these barriers and provide the encouragement to keep striving (Elen Nokalia Angelina, 2020). The results in Table 4 show that before the intervention or pre-test, it was found that the majority of respondents were in the moderate category, with 26 respondents (78.8%). Students' motivation in learning Arabic tends to be moderate or low due to various factors. One of the reasons is the lack of relevance of Arabic in daily life, which makes it difficult for students to see its practical benefits. Additionally, monotonous and less interactive teaching methods often lead to boredom, while the limited availability

of technology and learning media also reduces its appeal. Difficulties in understanding the basics of Arabic, such as the alphabet and grammar, often lead students to lose confidence. A lack of supportive environments, both at school and at home, further exacerbates the situation, especially if Arabic is only considered important for religious purposes. Heavy academic burdens also cause students to shift their focus to other subjects deemed more prioritized. To improve motivation, innovative teaching methods, contextual relevance, and better environmental support are needed (Ningtyas, 2021).

The influence of motivation in Arabic language learning, intervened with the principle of *"man jadda wajada,"* can be analyzed through the perspective of learning theories. Learning theories such as behaviorism, cognitivism, and constructivism provide a scientific framework for understanding how this principle works in enhancing motivation and learning outcomes (Sutaman & Febriani, 2021). Strong motivation can enhance students' interest in learning, consistency, and productivity. Without motivation, students tend to give up easily when faced with difficulties. Therefore, the philosophy of *"Man Jadda Wajada"* can serve as a foundation to instill a spirit of learning Arabic with determination. The proverb *"Man Jadda Wajada"* carries a universal message about the importance of hard work, perseverance, and belief in the results of effort. This philosophy teaches that success does not come instantly, but through a process of struggle. In the context of Arabic language learning, this principle serves as a reminder to students that with consistent and sincere effort, they will be able to understand and master the Arabic language, even if it initially seems difficult (Muqoffi et al., 2022).

Table 5 shows that after the intervention or post-test, the majority of respondents were in the high category, with 25 respondents (74.8%). The principle of *"Man Jadda Wajada"* acts as an internal reinforcement that continuously reminds learners that every effort made with sincerity will lead to success. When learners experience small successes, such as understanding a grammar chapter or mastering new vocabulary, these successes serve as positive reinforcements that encourage them to continue striving harder (Fatimah, 2022). In behaviorism theory, learning motivation can be reinforced through the systematic provision of reinforcement (Sipayung & Sihotang, 2022). In the cognitive approach, motivation is closely related to internal processes such as attention, understanding, and memory (Masnur, A., Syahrul R., 2021). The principle of "*Man Jadda Wajada*" helps students develop focus and clear goals in learning. This theory emphasizes the importance of cognitive structure in learning, where students realize that sincere effort in studying will make it easier for them to understand complex concepts. Therefore, this principle provides a positive and productive framework for students' thinking.

In the perspective of constructivism, learners are viewed as active individuals who construct their own knowledge (Saputro & Pakpahan, 2021). The principle of *"Man Jadda Wajada"* supports this idea by encouraging students to be independent and take

responsibility for their own learning process. Students are not merely passive recipients of information from educators, but are also motivated to find solutions to their own learning challenges. In this way, students can build meaningful learning experiences based on their effort and determination (Putri et al., 2024).

The combination of various learning theories demonstrates that the use of the motivational phrase *"Man Jadda Wajada"* has a strong scientific foundation for enhancing student motivation in Arabic language learning. This phrase not only functions as a verbal reinforcement but also creates a supportive learning environment, strengthens emotional engagement, and provides culturally and spiritually relevant meaning. Therefore, the results of this study not only support the effectiveness of value-based motivation but also enrich the understanding of the importance of integrating learning theories and contextual approaches in designing a more meaningful educational process.

In the study on the effect of motivation in Arabic language learning with the intervention of the *"Man Jadda Wajada"* principle, there are several limitations that need to be considered. One of the main limitations is the small number of respondents, which may affect the generalization of the research findings. With a limited sample size, the research results may not reflect the variation in the experiences and characteristics of learners as a whole. To address this limitation, future research should involve a larger and more diverse sample. Additionally, the study could use mixed methods, such as in-depth interviews and observations, to complement the quantitative data. This way, the research results can be more representative and comprehensive, offering a deeper understanding of the influence of motivation and the *"Man Jadda Wajada"* principle intervention in Arabic language learning.

Conclusion

The results of the Wilcoxon test analysis show that there is a significant difference in the learning motivation scores before and after the implementation of the *"man jadda wajada"* motivation. Based on the calculation, the Wilcoxon test statistic (W) has a p-value of 0.000 (α = 0.05). The p-value smaller than 0.05 indicates that there is a significant difference in the learning motivation scores before and after the *"man jadda wajada"* motivation intervention. Arabic language learning motivation has a significant impact on learning success, especially when supported by the intervention of the *"man jadda wajada"* principle. This principle serves as a strong foundation for students to develop perseverance, optimism, and enthusiasm in facing the challenges of learning Arabic. By instilling the values of *"man jadda wajada,"* students are not only motivated to study more diligently but also build resilience, independence, and goal-oriented character. Therefore, integrating this principle into the Arabic language learning process can enhance motivation, effectiveness, and the meaningfulness of the learning experience as a whole.

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