CORRELATION OF LEARNING MOTIVATION AND LEARNING OUTCOMES OF ARABIC LANGUAGE EDUCATION STUDY PROGRAM STUDENTS IN NAHWU COURSES

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ABSTRACT

This research is a type of quantitative research that aims to determine whether or not there is a correlation between learning motivation and learning outcomes of Arabic language education study program students in nahwu courses. Data collection techniques through observation and distribution of questionnaire statements to 23 samples. The sampling technique used a random sample technique, with a population of 6th semester Arabic language education students. The results showed that student learning motivation in nahwu courses was categorized as high with an average value of 82.9, as well as student learning outcomes with an average value of 84.2. By using the product moment correlation formula, it can be concluded that there is no strong correlation between learning motivation and learning outcomes of Arabic language education study program students in nahwu courses, because the table correlation coefficient is greater than the calculated correlation coefficient (rtabel≥ rcount = 0.433≥ 0.133), with a coefficient of determination of 0.02, meaning that learning motivation contributes 2% to student learning outcomes.

Keywords: *Correlation, Learning Motivation, Learning Outcomes*

Introduction

Education plays a central role in the formation and improvement of human resources. Through the education system, individuals who are qualified and able to contribute to the nation and state are developed. (Rahim & Fiqrillah, 2025) Several studies mention that the quality of education in the Indonesian archipelago is still categorized as low when compared to other Asian countries. (Wahyudi et al., 2022)This does not reflect the function of Indonesia's national education system as stipulated in Article 3 of Law Number 20 of 2003 concerning the National Education System, which states: "National education aims to develop abilities and shape the character and civilization of the nation with dignity to enlighten the life of the nation, with the goal of developing students' potential into individuals who are faithful and devout to Allah the Almighty, possess noble character, are healthy, knowledgeable, skilled, creative, independent, and become democratic and responsible citizens (St & Medan, 2020). Nevertheless, the government has implemented various programs and innovations to support the quality of education. Similarly, academics have conducted various studies to help generate new knowledge or innovations in the field of education, thereby realizing the objectives of national education as stated in the 1945 Constitution.

The national education function above has demonstrated the ideal of quality education, while quality education will be created through effective learning. In this case, effective learning can be assessed from various aspects, one of which is learning outcomes or student or university student learning results. Learning outcomes are a very important element in learning because they serve as a reference for educators to assess students' mastery of instructional content, typically through evaluation at the end of each learning session. (Rafid, 2021)

No learning outcomes are achieved without a learning process. In fact, numerous factors influence learning outcomes during this process. Purwanto mentions in Darmayanti, in regionally, there are two main factors influencing student or student learning outcomes: first, internal factors, including physiological factors (senses, physical condition) and psychological factors (motivation, interest, intellectual ability). Second, external factors, namely environmental factors (social and natural) and instrumental factors (teachers, curriculum, facilities and infrastructure). Darmawanti also adds that among all these factors, the three main factors influencing student learning outcomes are intellectual ability, motivation, and the quality of learning. (Darmayanti & Zulkarnain, 2017)

One of the psychological factors influencing learning outcomes is motivation within a student. Experts have expressed various opinions in defining motivation. In simple terms, motivation is the internal drive within an individual or from the environment to engage in learning activities, leading to changes in the individual and the achievement of their goals.

(Darmayanti & Zulkarnain, 2017)As Eka states, motivation can foster perseverance in learning. (Astuti & Zakaria, 2021)High learning motivation, when supported by a conducive environment and effective learning tools, can lead to effective learning. (Darmayanti & Zulkarnain, 2017) Thus, motivation plays a crucial role in learning. Each individual has relatively diverse motivations. Factors that may influence motivation include family environment, campus environment, and peer environment (Astuti & Zakaria, 2021). Amir also adds in Poramida et al.'s writing that motivation is necessary for students to strive to improve their academic performance. Academically motivated students tend to engage, persevere, and exert effort to complete tasks compared to unmotivated students. Lack of motivation can be a major obstacle to student success.

Based on the above statements, the key point to understand is that motivation plays an important role in the learning process, particularly in student learning outcomes. Therefore, the researcher will examine the extent of the Correlation between learning motivation and learning outcomes among students majoring in Arabic language education, particularly in the subject of nahwu. Nahwu itself is a branch of Arabic language studies that deals with grammar and the position of words in sentence structure. According to several arguments from the students who were respondents, the nahwu course is considered one of the courses that has its own difficulties. This is also what led the researcher to choose the nahwu course as the object of the experiment. Additionally, nahwu is one of the unique aspects of the Arabic language (Salida & Zulpina, 2023)

Research examining the Correlation between motivation and learning outcomes has been widely conducted, including in the study by Ade Kiki and Ahmad titled "The Correlation Between Learning Motivation and Cumulative Grade Point Average of Medical Education Program Students at the Faculty of Medicine, Abulyatama University," with 132 respondents. The results of Ade Kiki and Ahmad's research indicate that there is a Correlation between learning motivation and the GPA of the study respondents. (Kiki & Sitompul, 2017)

Additionally, Darni et al. conducted a relevant study titled "The Correlation Between Learning Motivation and Basic Learning Outcomes of FIK UNP Students." The study used a sample of 66 students, with the results showing a significant Correlation between learning motivation and basic learning outcomes of FIK UNP students. The innovation or uniqueness of this study lies in the sample used and the selection of the research object, namely the Nahwu course, which has not been extensively studied by other researchers.

Research Methods

This study was conducted using a quantitative approach, which is quantitative because the research involves the process of discovering knowledge using data in the form of numbers as a tool to find information about what is wanted to be known(Inah &

Khairunnisa, 2019). This study also falls under the category of correlational research, which aims to examine the Correlation between two variables: the independent variable (X) and the dependent variable (Y), without any attempt to influence these variables, thus avoiding any manipulation of the variables(Darmayanti & Zulkarnain, 2017). In this case, the independent variable is learning motivation, and the dependent variable is students' learning outcomes in the nahwu course. The research instrument is a questionnaire containing statements that are distributed to the sample, where these statements are used to assess students' motivation levels. Meanwhile, students' learning outcomes are directly assessed based on their final semester grades in the relevant course. The motivation questionnaire used in this study was a Likert scale model with the options Strongly Agree, Agree, Neutral, Disagree, and Strongly Disagree. (Darmayanti & Zulkarnain, 2017)

The population in this study was all students in the Arabic language education program. The sampling technique used was random sampling, with a total of 23 samples selected. The stages of the research process were as follows: 1) First stage: the researcher obtained permission from the prospective respondents or samples, 2) Second stage: the researcher distributed the questionnaire via Google Forms and measured the level of learning motivation and learning outcomes of Arabic language program students in the Nahwu course. 3) Third stage: the researcher analyzed the data using the product-moment correlation formula, also known as Pearson's correlation, which can be performed in Excel or SPSS or calculated manually. This correlation technique is used to identify Correlations and test hypotheses regarding the Correlation between two variables when the data for both variables are interval or ratio data, and the data sources for the two or more variables are the same. (Prof. Dr.Sugiyono, 2012)The formula used in the product-moment correlation is as follows:

$$r_{xy} = \frac{\sum xy}{\sqrt{\sum x^2 y^2}}$$

After obtaining the product moment correlation value through calculations using the SPSS application, a significance test was conducted by comparing the calculated r with the table r to determine whether the correlation coefficient could be generalized with a 5% error rate. The final step was to calculate the coefficient of determination value to determine the contribution of variable X to variable Y.

Results And Discussion

The following is the raw data generated from the research instrument.

Tabel 1
Raw Data From Research.

Learning Motivation (X)	Learning Outcome (Y)
86	80
68	89
74	89
84	90
68	88
76	88
76	93
94	79
98	98
82	75
94	89
100	89
78	78
100	77
78	77
86	77
76	77
90	92
76	77
74	75
72	92
82	77
94	94

A. Student Motivation in Nahwu Course

Related to student learning motivation as an independent variable, or symbolized by X, has been obtained through a questionnaire or questionnaire, producing data in the following table:

Table 2.
Results Of Data Analysis Of Variable X (Learning Motivation)

Statistics	Variable X
Total Value	*1906*
Highest Score	100
Lowest Score	68
Standard Deviation	10,0331466
Mode	76
Mean	82,8695652
Median	82

Based on the results of data analysis of variable X, namely learning motivation in the table above, it can be seen that the total score or value of motivation from 23 respondents is 1906, with the highest value occupying a value of 100, the lowest value is 68, the standard deviation value is 10.0331466, the mode value is 76, the mean or average value is 82.8695652, and the median value is 82. Then to find out the level of student learning motivation in nahwu courses, it can be seen in the categorization table shown in Table 3 below.

Table 3. X
Variable Data Categorization (Learning Motivation)

Score	Frequency	Percentage	Category
81-100	12	52,17 %	Very High
61-80	11	47,83%	High
41-60	0	0%	Medium
21-40	0	0%	Low
0-20	0	0%	Very Low
Total	**23**	**100%**	

Based on the categorization in table 3 above, it can be concluded that the learning motivation of Arabic language study program students in Nahwu courses is classified as very high at a percentage of 52.17%, then at a percentage of 47.53% for samples classified as having high motivation. This shows that students in learning Nahwu courses have high motivation. This situation is in line with research (Inah & Khairunnisa, 2019) , where student learning motivation is categorized as high as measured based on student answers at Ma'had Al-Jami'ah IAIN Kendari with a total score ($\sum$ = 2459) with an average of 61.48. The results of this study are supported by Huitt inah who says that motivation is an internal position or status (sometimes interpreted as a need, desire or desire) that directs a

person's behavior to actively act in order to achieve a goal. There are three keywords related to motivation according to Huitt, namely: a) the condition or status that activates and gives direction to one's behavior, b) the desire that gives energy and directs one's behavior to achieve a goal, and c) the level of needs and desires will affect the intensity of one's behavior. In the learning process, motivation is very necessary because someone who does not have motivation in learning will not be able to carry out learning activities.(Inah & Khairunnisa, 2019)

B. Student Learning Outcomes in Nahwu Course

Regarding student learning outcomes as the dependent variable, or symbolized by Y which has been obtained through the final learning score in the Nahwu course, by producing data in the following table:

Table 4. Results of data analysis of variable Y (learning outcomes)

Statistics	Variable Y
Total Value	1.936
Highest Score	98
Lowest Score	75
Standard Deviation	7,20260164
Mode	77
Mean	84,173913
Median	88

Based on the results of data analysis of variable Y, namely learning outcomes in the table above, it can be seen that the total score or value of learning outcomes of 23 respondents is 1936, with the highest value occupying a value of 98, the lowest value is 75, the standard deviation value is 7.20260164, the mode value is 77, the mean or average value is 84.173913, and the median value is 88. Then to find out the level of student learning outcomes in nahwu courses, it can be seen in the categorization table shown in Table 5 below.

Table 5.
Categorization of Y Variable Data (Learning Outcomes)

Score	Frequency	Percentage	Category
81-100	12	52,17 %	Very High
61-80	11	47,83%	High
41-60	0	0%	Medium
21-40	0	0%	Low
0-20	0	0%	Very Low
Total	**23**	**100%**	

Based on the categorization in table 5 above, it can be concluded that the learning outcomes of Arabic language study program students in Nahwu courses are classified as very high at a percentage of 52.17% with a sample size of 12, then at a percentage of 47.53% for samples classified as having high learning outcomes with a total of 11 samples. This shows that students in learning Nahwu courses have high final semester grades or learning outcomes.

C. **The Correlation between Motivation and Student Learning Outcomes in Nahwu Courses**

In measuring or knowing whether there is a Correlation between Motivation and Student Learning Outcomes in Nahwu courses, in this case a product moment correlation test will be carried out using the SPSS application. There are several steps or requirements before doing the correlation test. Before the calculation is carried out, the research hypothesis is determined, namely:

H_0:There is no strong positive Correlation between variable X (learning motivation) and variable Y (learning outcomes).

H_a:There is a strong positive Correlation between variable X (learning motivation) and variable Y (learning outcomes).

The first step is to test the normality of the data. In this case, if the normality of the data is ≥ 0.05, then the data is categorized as normal. As in this study, the data is normally distributed with a significance value of 0.545.

After the data normality test, the next step is the data linearity test, the goal is to find out whether the two variables have a significant linear Correlation or not. A good correlation should have a linear Correlation between the variables. The linearity test between variables X and Y in this study was carried out using the help of the SPSS application, so that a linearity value of 0.238 was obtained. If the linearity significance value is ≥0.05, then a decision can be made that there is a linear Correlation between Variable X and Variable Y. Because 0.238≥0.05, there is a linear Correlation between Variable X and Variable Y. After carrying out the two stages above, namely the data normality test and the data linearity test, then the correlation test can be carried out, which in this case the results are obtained in the following table.

Tabel 6
Correlations Data

		Motivation	Learning outcomes
Motivation	Pearson Correlation	1	,133
	Sig. (2-tailed)		,545
	N	23	23

Learning outcomes	Pearson Correlation	,133	1
	Sig. (2-tailed)	,545	
	N	23	23

In the correlation test table above, we can see that the correlation coefficient obtained is 0.133. If r $_{calculated}$ and r $_{table}$ are compared then 0.433≥ 0.133, so H $_a$ is rejected and H $_0$ is accepted. Thus, it can be concluded that there is no strong positive Correlation between learning motivation and learning outcomes.

Furthermore, to interpret the correlation coefficient is large or small, it can be guided by the provisions of the correlation level of the correlation coefficient in the following table(Sugiyono, 2012)

Tabel 7
The Provisions Of The Correlation Level

Coefficient Interval	Correlation Level
0,00-0,199	Verry Low
0,20-0,399	Low
0,40-0,599	Moderate
0,60-0,799	Strong
0,80-1,000	Verry Strong

With a correlation coefficient of 0.133, then based on the above provisions, it can be concluded that the level of correlation between variable X and variable Y is low. In the correlation analysis there is a term called the coefficient of determination, the value of which is r ^{2}. This coefficient can also be interpreted as the determining coefficient, because the variance that occurs in the dependent variable can be explained by the independent variable, so it can be directly known that the coefficient of determination is r $^{(2)}$= 0.133 ^{2}=0,02. This means that the learning outcomes in the nahwu course are 2% determined by learning motivation, while 98% is determined by other factors.

Conclusion

Based on the research conducted, several conclusions can be drawn: first, student motivation in nahwu courses is very high and high, with percentages of 52.17% and 47.53%, respectively. Second, students' learning outcomes in the Nahwu course are classified as very high and high, with respective percentages of 52.17% and 47.53%. Third, after conducting a correlation test, it can be concluded that the relationship between students' motivation to learn in the Nahwu course is low, with a contribution of 2% to

learning motivation on students' learning outcomes, while the remainder is determined by other factors.

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