



## Exploring the Influence of the Social Environment on the Use of Arabic in Higher Education: A Survey Research

Prayoga Saputra<sup>1</sup>, Ifkar Rasyid<sup>2</sup>, Aida Fitria<sup>3</sup>, Rahmawati<sup>4</sup>, Yondri Ahmadi<sup>5</sup>

<sup>1</sup>Universitas Islam Negeri Maulana Malik Ibrahim Malang

<sup>2345</sup>Universitas Islam Negeri Imam Bonjol Padang

<[220104210027@student.uin-malang.ac.id](mailto:220104210027@student.uin-malang.ac.id)> <[ifkarrasyid99@gmail.com](mailto:ifkarrasyid99@gmail.com)>

<[aidafitria63@gmail.com](mailto:aidafitria63@gmail.com)> <[rahmawatimag@uinib.ac.id](mailto:rahmawatimag@uinib.ac.id)>

<[yondriahmadi@gmail.com](mailto:yondriahmadi@gmail.com)>

**Abstrak:** Penelitian ini bertujuan untuk mengeksplorasi dan menganalisis pengaruh lingkungan sosial terhadap penggunaan Bahasa Arab di perguruan tinggi, dengan fokus khusus pada mahasiswa Bahasa Arab di UIN Imam Bonjol Padang. Latar belakang penelitian mencerminkan kompleksitas penggunaan Bahasa Arab di lingkungan akademis, dengan kendala utama seperti keterbatasan kosa kata, kurangnya dukungan lingkungan, dan kekurangan teman muhadasah. Metode penelitian menggunakan desain kuantitatif survei dengan instrumen pengumpulan data berupa angket. Sebanyak 20 responden dipilih dengan pertimbangan tertentu untuk mencakup variasi dalam pengalaman dan latar belakang mereka. Hasil survei menyoroti bahwa beberapa mahasiswa menghadapi kendala dalam penggunaan Bahasa Arab di perguruan tinggi. Keterbatasan kosa kata dan kurangnya dukungan lingkungan merupakan hambatan utama, sementara kurangnya teman muhadasah memperkuat pentingnya interaksi dalam Bahasa Arab di luar kelas. Meskipun demikian, sebagian besar responden merasa terdorong dan termotivasi oleh lingkungan sosial untuk menggunakan Bahasa Arab di konteks non-akademis. Kesimpulan ini memberikan dasar untuk merancang strategi pembelajaran dan menciptakan lingkungan yang mendukung, mempromosikan interaksi Bahasa Arab yang lebih intens, dan meningkatkan dukungan dari lingkungan sekitar. Dengan demikian, penelitian ini memberikan kontribusi pada pemahaman faktor-faktor yang memengaruhi penggunaan Bahasa Arab di perguruan tinggi, membuka jalan untuk pengembangan inisiatif yang lebih efektif dalam meningkatkan aktifitas penggunaan Bahasa Arab di lingkungan akademis tersebut.

**Kata Kunci:** *Pembelajaran, bahasa Arab, Instragram, Teori Konstruktivisme..*

**Abstract:** This research aims to explore and analyze the influence of the social environment on the use of Arabic in higher education, with a special focus on Arabic students at UIN Imam Bonjol Padang. The research background reflects the complexity of using Arabic in an academic environment, with main obstacles such as limited vocabulary, lack of environmental support, and lack of muhadasah friends. The research method uses a quantitative survey design with a data collection instrument in the form of a questionnaire. A total of 20 respondents were selected with particular consideration to cover variations in their experiences and backgrounds. The survey results highlight that some students face obstacles in using Arabic in higher education. Limited vocabulary and lack of environmental support are the main obstacles, while the lack of muhadasah friends reinforces the importance of interaction in Arabic outside the classroom. Nevertheless, the majority of respondents felt encouraged and motivated by the social environment to use Arabic in non-academic contexts. This conclusion provides a basis for designing learning strategies and creating a supportive environment, promoting more intense Arabic language interactions, and increasing support from the surrounding environment. Thus, this research contributes to the understanding of the factors that influence the use of Arabic in higher education, paving the way for the development of more effective initiatives in increasing the use of Arabic in these academic environments.

**Keywords:** *Social Environment, Higher Education, Survey Research.*

## 1. INTRODUCTION

Universities, as higher education institutions, not only function as places for knowledge transfer and academic learning, but also create a diverse social environment (Umar 2020). Language as a means of communication is an important element in forming identity and supporting intellectual development (Noels, Yashima, and Zhang 2020). The use of Arabic, as a language that has a deep history and cultural richness, in higher education plays a strategic role in enriching the academic environment and maintaining cultural identity (Alkhateeb, Al Hamad, and Mustafawi 2020).

The use of Arabic in the tertiary environment reflects the importance and diversity in language and culture learning. According to Al-Mahrooqi and Denman (Al-Mahrooqi and Denman 2022), language use in higher education has a significant impact on the development of students' cultural identity and language proficiency (Rose et al. 2020). Therefore, it is important to understand how the use of Arabic in higher education can contribute to the student learning experience, especially at UIN Imam Bonjol Padang.

Through interviews and direct observations with Arabic language students at UIN Imam Bonjol Padang, it appears that the factors that influence the less than optimal use of Arabic involve a lack of a supportive environment, low vocabulary, and minimal class and group discussions in Arabic. This is in line with the findings of Al-Shboul (2015) which shows that to facilitate language development, a supportive social context and intense social interaction are needed (Mashaqba et al. 2020).

This research found that the lack of an Arabic language environment at UIN Imam Bonjol Padang creates challenges for

students to actively involve yourself in the use of Arabic in everyday life. A social environment that does not support the use of Arabic outside the classroom has a significant impact on the development of students' language skills and cultural understanding (Ashour 2020).

The use of Arabic outside the formal learning context has significant relevance. According to (Kamal Abdien and Jacob 2019)), the use of Arabic outside the classroom can strengthen students' cultural identity, connect them with their cultural roots, and promote multiculturalism in higher education. This can also help in developing communication skills, mastering vocabulary, and strengthening language skills, according to the findings of Kostoulas (Laely and Hanafi n.d.).

Although the importance of using Arabic outside the classroom is acknowledged, there is still a gap in knowledge about how the social environment in higher education influences students' use of Arabic outside the classroom. This research tries to fill this gap by exploring it through a survey approach.

Previous research was motivated by the importance of foreign language skills in facing an increasingly connected era of globalization (Zhang, Dai, and Wang 2020), especially in the context of increasing demand to learn Arabic as an official language in more than 20 countries. The aim is to analyze the needs and challenges of learning Arabic in a higher education environment, focusing on the views of students and lecturers. The research results show that students have academic and professional goals in mastering Arabic, with learning motivation that includes religious, cultural and professional factors. Challenges faced by students include the complexity of Arabic grammar and writing systems, lack

of practice opportunities outside the classroom, and limited learning resources. The implications include increasing access to learning resources, creating inclusive and innovative learning environments, and providing support in Arabic language practice outside the classroom (Aninisa and Safii 2023).

Arabic Language Students at UIN Imam Bonjol Padang face challenges in motivating themselves to actively use Arabic. These challenges involve a lack of a supportive environment, limited vocabulary, and minimal class and group discussions in Arabic. This finding is in line with research by Al-Hinai and Al-Balushi (2019) which shows that the lack of opportunities to speak and interact in Arabic outside the classroom can limit the development of students' speaking skills (Al Hinai 2023).

Furthermore, research related to motivation in learning by Linda Urfatullaila (Urfatullaila et al. 2022) investigated the contribution of leadership behavior to teacher work loyalty in private high schools in Cibungbulang District. By involving 25 teachers as samples, this research used a non-probability sampling method with a saturated sampling technique. A quantitative approach with survey methods was used, and data was collected through questionnaires. The data analysis technique applied is simple linear regression. The results of the analysis show that there is a positive contribution between leadership behavior and teacher work loyalty. The implication is that the stronger the influence of leadership behavior, the higher the level of work loyalty shown by teachers. Therefore, this research emphasizes the importance of the role of leadership in forming and increasing teacher work loyalty, and recommends that leaders increase

leadership behavior as a strategy to strengthen work loyalty among teachers.

Other research focuses on the motivation of students studying Arabic at Arabic language course institutions in Kediri, East Java, Indonesia. In the Indonesian context, even though Islam is the majority religion, the use of Arabic is not common in society. However, many Indonesian Muslims choose to study Arabic, seeing the importance of this language in understanding Islam. This research tries to explore students' motivation, what level of Arabic language proficiency they want, and how they can independently organize their learning strategies. The results of the research show that students at Arabic language course institutions in Kediri have diverse motivations for learning Arabic, providing valuable insight for the development of learning programs that suit the interests and aspirations of these students (Sa'diyah and Abdurahman 2021).

The conclusions of three previous studies highlight the importance of factors such as motivation, leadership behavior, and environmental diversity in understanding and improving the use of Arabic. This research provides insight into the complexity of learning Arabic in various contexts, from higher education environments to course institutions in Indonesia. As a novel step, the next research focuses on the influence of the social environment on the use of Arabic in higher education, especially among Arabic language students at UIN Imam Bonjol Padang. This research is expected to provide a deeper understanding of the dynamics of social factors that influence the use of Arabic outside of academic contexts, paving the way for the development of more effective and supportive learning strategies (Brosh 2019).

The results of this research are expected to contribute to our understanding of the influence of the social environment towards the use of Arabic in the tertiary environment. Further understanding of the factors that influence the use of Arabic can provide a basis for the development of strategies and programs that support the use of the language outside the classroom.

By detailing the context of Arabic use in higher education in general, the problem of Arabic use at UIN Imam Bonjol Padang, and the relevance of the importance of using Arabic outside the classroom, this introduction is expected to provide a comprehensive overview and provide a strong foundation for further research.

## 2. METHODOLOGY

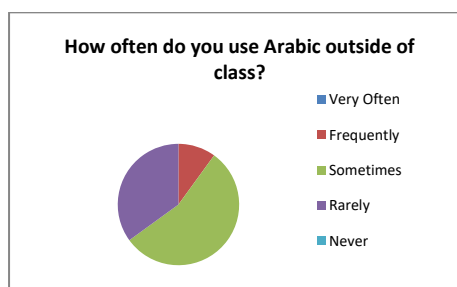
This research methodology uses a quantitative survey design with a data collection instrument in the form of a questionnaire (Creswell and Hirose 2019). A quantitative survey was chosen to explore the influence of the social environment on the use of Arabic among Arabic language students at UIN Imam Bonjol Padang. The population of this study was Arabic students at UIN Imam Bonjol Padang, and a sample of 20 respondents was selected with certain considerations to cover variations in their experiences and backgrounds. The data collection instrument used was a questionnaire with structured questions, focusing on aspects of Arabic language use and social environmental impacts. The data collection procedure involves distributing questionnaires to respondents with efforts to maintain validity and reliability through careful planning stages (Aithal and Aithal 2020). Data analysis was carried out using descriptive statistical methods to describe the characteristics of respondents, while regression analysis was used to assess the

extent to which the social environment influences the use of Arabic (Yulyani 2021). Interpretation of the results of data analysis aims to provide an in-depth understanding of the relationship between the variables studied, strengthen research findings, and contribute to the understanding of the factors that influence the use of Arabic in the tertiary environment.

## 3. RESULT AND DISCUSSION

### A. Use of Arabic in Higher Education

From the results of distributing a questionnaire to 20 students with the question 'How often do you use Arabic outside of class?' and the answer options given, several conclusions can be drawn as follows:



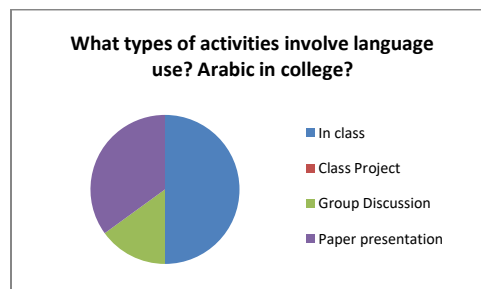
From the survey results above, we can analyze that the majority of respondents, namely 11 people (55%), chose the 'Sometimes' option, indicating that the use of Arabic outside of class is periodic or does not happen all the time. A total of 7 people (35%) chose the 'Rarely' option, indicating that there are some students who are less active in using Arabic outside of formal learning contexts. 2 people (10%) chose the option 'Often,' indicating that a small

percentage of students are more active in using Arabic in everyday life.

No one chose 'Very Often' or 'Never': No respondents chose the option 'Very Often,' indicates that use of Arabic outside the classroom does not occur intensively in this group of respondents. No one chose the option 'Never,' indicating that each respondent has some level of use of Arabic outside of class, although perhaps not regularly.

Implications and Further Analysis: These findings illustrate that the majority of students use Arabic outside of class with varying frequency (Al Rawashdeh et al. 2021). The option 'Sometimes' was the majority choice, which may indicate that certain factors influence students to engage in using Arabic in certain contexts. Thus, these results provide a basis for understanding patterns of Arabic language use by students outside formal learning contexts, which can be used as a basis for further research or designing more contextual learning strategies (Abdulmalik Ali 2020).

The next question is 'What types of activities involve language use? Arabic in college?' with the results of 20 respondents, the following answers were obtained:



The results were obtained from 20 respondents, namely, 10 respondents (50%) chose the 'In Class' option, indicating that half of the students used Arabic actively in activities that occurred in class. 7 respondents (35%) chose the 'Show Papers' option, indicating that a number of students were involved in using Arabic when making presentations or appearing papers in front of the class. 3 respondents (15%) chose the 'Group Discussion' option, indicating that a small percentage of students actively use Arabic in the context of discussions or group activities.

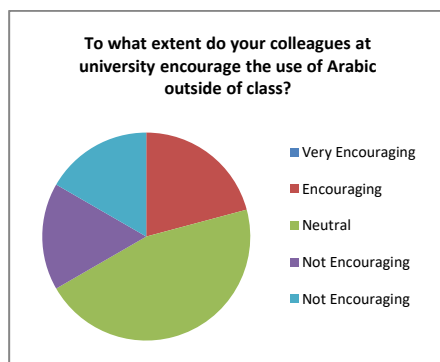
Getting the implication that activities in class are the majority's choice, shows that the majority use Arabic students concentrate on formal learning activities (Juryatina and Amrin 2021). Then appearing as a paper as a fairly popular option can indicate that there is an opportunity for students to use Arabic in the context of presentations or appearances in front of the class. Even though group discussions are less of an option, the presence of this option shows

that there is interaction in group activities outside of class.

These results provide further understanding of the context of students' use of Arabic, especially in relation to the types of activities in higher education. Further analysis can be carried out to explore the factors that influence the choice of this type of activity and its implications for the development of students' Arabic language skills.

### **B. Influence of the Social Environment**

To find out the results of the survey regarding the influence of the social environment, researchers distributed a questionnaire to 20 respondents asking the question. To what extent do your colleagues at university encourage the use of Arabic outside of class? with the following survey results:



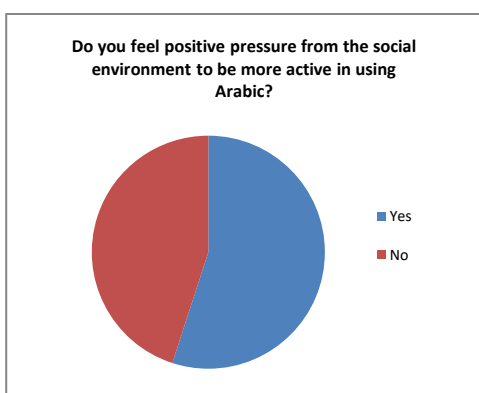
The results of distributing the questionnaire and the answer options provided, from 20 respondents several conclusions can be drawn: A total of 11

respondents (55%) chose the 'Neutral' option, indicating that the majority of respondents felt that their colleagues did not have a strong stance regarding encouraging or not encouraging the use of Arabic outside the classroom. 5 respondents (25%) chose the 'Encourage' option, indicating that there are a number of students who feel that their peers actively support or encourage the use of Arabic in various contexts outside formal learning. 4 respondents (20%) chose the option 'Not Encouraged,' indicating that there is a group of students who feel that their peers do not provide support or encourage the use of Arabic outside of academic contexts.

The majority of respondents felt neutral towards the attitudes of their peers regarding the use of Arabic outside the classroom. This can be interpreted that perception or support from peers does not significantly influence the respondent's decision to use Arabic. However, the existence of a group of students who feel that their peers encourage the use of Arabic can be considered a potential positive influence in creating an environment that supports the use of Arabic outside the classroom. Further analysis can be carried out to explore the factors that influence peer attitudes and how these attitudes can

influence students' decisions to use Arabic in various contexts.

Next question 'Do you feel positive pressure from the social environment to be more active in using Arabic? outside of the classroom?' and the answer options 'Yes' and 'No,' the following conclusions can be drawn:

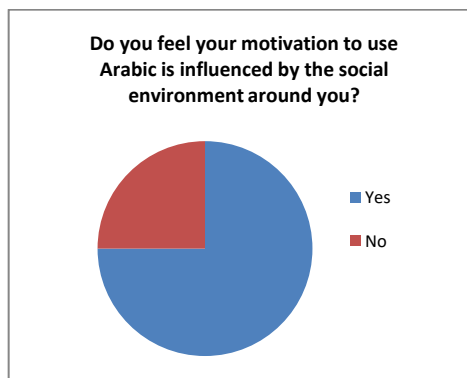


From the results above, it can be concluded that 11 respondents (55%) felt positive pressure from the social environment to be more active in using Arabic outside the classroom. This shows that a number of students perceive positive support or encouragement from their social environment. A total of 9 respondents (45%) did not feel any positive pressure from the social environment. This could indicate that some students do not feel there is a strong expectation or encouragement from the social environment to be more active in using Arabic outside the formal learning context.

This finding reflects variations in perceptions among students regarding positive pressure from the social environment regarding the use of Arabic. Then students who feel positive pressure may feel support and encouragement from their peers or the academic environment which can motivate them to be more active in using Arabic in various contexts. On the other hand, students who do not feel positive pressure may not feel burdened by the expectations of the social environment and choose to use Arabic more independently.

Further analysis can be carried out to understand the factors that influence students' perceptions of positive pressure from the social environment and the implications for their decisions in using Arabic outside the classroom.

Next question 'Do you feel your motivation to use Arabic is influenced by the social environment around you?' with the following survey results:



From the survey results above, it can be analyzed that as many as 15 respondents (75%) felt that their motivation to use Arabic was influenced by the social environment around them. This shows that the majority of students recognize the positive influence of the social environment on their motivation to use Arabic. A total of 5 respondents (25%) did not feel that their motivation was influenced by the social environment. This could indicate that a small percentage of students feel their motivation to use Arabic is more internal and does not depend on external factors.

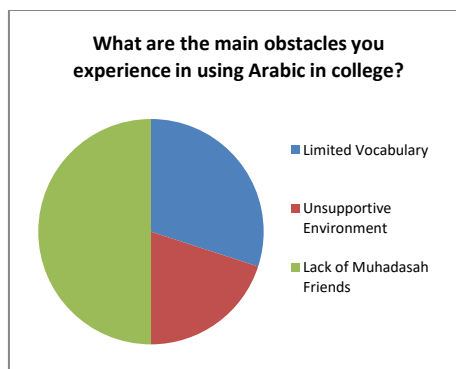
These findings indicate that the social environment has a significant role in motivating students to be more active in using Arabic outside the classroom. Then students who feel their motivation is influenced by the social environment may get support or inspiration from peers or the academic environment which can increase their enthusiasm for using Arabic. On the other hand, students who feel uninfluenced may have motivation that is more independent or comes from other factors that are not directly related to the social environment.

Further analysis can be carried out to explore the specific factors that influence student motivation and how they play a role. The social environment can be strengthened to have a positive

impact on the use of Arabic outside of academic contexts (Alasmari and Zhang 2019).

### C. Obstacles in Using Arabic

Regarding obstacles to using Arabic, from the results of distributing a questionnaire with the question 'What are the main obstacles you experience in using Arabic in college?' and the answer options 'Limited Vocabulary,' 'Unsupportive Environment,' and 'Lack of Muhadasah Friends,' several conclusions can be drawn:



A total of 6 respondents (30%) identified limited vocabulary as the main obstacle in using Arabic at University. This shows that some students feel limited in mastering Arabic vocabulary, which can be an obstacle in active use. Then 4 respondents (20%) chose the 'Unsupportive Environment' option, indicating that there were students who felt that the environment around them did not provide adequate support for using



Arabic. A total of 10 respondents (50%) identified the lack of muhadasah friends (friends who actively communicate in Arabic) as the main obstacle. This reflects that the majority of students feel the lack of interaction in Arabic with peers is the main factor influencing their use of Arabic in college.

The barriers students face can vary, and these results provide insight into the specific factors that can be barriers in the use of Arabic in higher education. Limited vocabulary indicates the need to focus on increasing vocabulary as part of an Arabic language learning strategy (Al-Khresheh and Al-Ruwaili 2020). An unsupportive environment emphasizes the importance of creating an environment that supports the use of Arabic in higher education. The lack of muhadasah friends suggests that strengthening interaction and communication in Arabic with peers could be a solution to overcome this obstacle.

Further analysis can be carried out to explore strategies and initiatives that can be implemented to overcome these obstacles and facilitate greater use of Arabic active in the university environment.

#### 4. CONCLUSION

The survey results show that the use of Arabic in higher education, especially at UIN Imam Bonjol Padang, involves various factors and has certain challenges. Some students identified limited vocabulary as the main obstacle, indicating the need to increase vocabulary in learning Arabic. In addition, some respondents stated that the lack of support from their surrounding environment was a significant obstacle, underscoring the need to create an atmosphere that supports the use of Arabic outside the classroom. Another major obstacle is the lack of muhadasah friends, indicating the importance of strengthening interactions in Arabic with peers. On the other hand, most respondents felt encouraged and motivated by the social environment to use Arabic outside of academic contexts, indicating the positive impact of support and encouragement from their peers (Wardhana and Hidayat 2020). This conclusion highlights the complexity of using Arabic in higher education and provides a basis for designing learning strategies and a supportive environment to increase Arabic language use activities in the academic environment.

## 5. REFERENCES

- Abdulmalik Ali, Mohammed. 2020. "Investigation of Vocabulary Learning Strategies to Identify Word Meanings for Saudi EFL Students in Reading Context." *Arab World English Journal (AWEJ) Volume 11*.
- Aithal, Architha, and P. S. Aithal. 2020. "Development and Validation of Survey Questionnaire & Experimental Data—a Systematical Review-Based Statistical Approach." *International Journal of Management, Technology, and Social Sciences (IJMSTS) 5(2):233–51*.
- Al-Khresheh, Mohammad Hamad, and Shatha F. Al-Ruwaili. 2020. "An Exploratory Study into Vocabulary Learning Strategies Used by Saudi EFL Learners." *Journal of History Culture and Art Research 9(2):288–302*.
- Al-Mahrooqi, Rahma, and Christopher J. Denman. 2022. "Introduction: Individual and Contextual Factors in the English Language Classroom: Theoretical, Pedagogical, and Empirical Approaches." Pp. 1–11 in *Individual and Contextual Factors in the English Language Classroom: Theoretical, Pedagogical, and Empirical Approaches*. Springer.
- Alasmari, Talal, and Ke Zhang. 2019. "Mobile Learning Technology Acceptance in Saudi Arabian Higher Education: An Extended Framework and A Mixed-Method Study." *Education and Information Technologies 24(3):2127–44*.
- Alkhateeb, Hadeel, Muntasir Al Hamad, and Eiman Mustafawi. 2020. "Revealing Stakeholders' Perspectives on Educational Language Policy in Higher Education through Q-Methodology." *Current Issues in Language Planning 21(4):415–33*.
- Aninisa, Maryam Nur, and Randi Safii. 2023. "Analisis Kebutuhan Dan Tantangan Dalam Pembelajaran Bahasa Arab Sebagai Bahasa Asing Di Pendidikan Tinggi: Perspektif Mahasiswa Dan Dosen." *Jurnal of Foreign Language 2(2):313–28*.
- Ashour, Sanaa. 2020. "How Technology Has Shaped University Students' Perceptions and Expectations around Higher Education: An Exploratory Study of the United Arab Emirates." *Studies in Higher Education 45(12):2513–25*.
- Brosh, Hezi Y. 2019. "Arabic Language-Learning Strategy Preferences among Undergraduate Students." *Studies in Second Language Learning and Teaching 9(2):351–77*.
- Creswell, John W., and Mariko Hirose. 2019. "Mixed Methods and Survey Research in Family Medicine and Community Health." *Family Medicine and Community Health 7(2)*.
- Al Hinai, Farah F. 2023. "Understanding the Engagement Experiences of Bank Muscat Employees in the Sultanate of Oman During the Covid-19 Pandemic."
- Juryatina, Juryatina, and Amrin Amrin. 2021. "Students' Interest in Arabic Language Learning: The Roles of Teacher." *Journal of Educational Management and Instruction (JEMIN) 1(1):40–49*.
- Kamal Abdien, Mohamed, and Marta Jacob. 2019. "Cross-Cultural Training and

- Cultural Intelligence of Hospitality Students: A Case Study in Egypt and Spain.” *Journal of Teaching in Travel & Tourism* 19(3):191–215.
- Laely, Nurul Rahmatil, and Taufik Hidayah Hanafi. n.d. “IMPROVING STUDENTS ‘ENGLISH SPEAKING SKILL OF THE TENTH GRADE OF AGAMA 2 CLASS USING PPP AT MAN BONDOWOSO 2018/2019 ACADEMIC YEAR.”
- Mashaqba, Bassil, Haneen Abu Sa’aleek, Anas Huneety, and Sabri Al-Shboul. 2020. “Grammatical Number Inflection in Arabic-Speaking Children and Young Adults with Down Syndrome.” *South African Journal of Communication Disorders* 67(1):1–7.
- Noels, Kimberly A., Tomoko Yashima, and Ray Zhang. 2020. “Language, Identity, and Intercultural Communication.” Pp. 55–69 in *The Routledge handbook of language and intercultural communication*. Routledge.
- Al Rawashdeh, Alaa Zuhir, Enaam Youssef Mohammed, Asma Rebhi Al Arab, Mahmoud Alara, and Butheyra Al-Rawashdeh. 2021. “Advantages and Disadvantages of Using E-Learning in University Education: Analyzing Students’ Perspectives.” *Electronic Journal of E-Learning* 19(3):107–17.
- Rose, Heath, Samantha Curle, Ikuya Aizawa, and Gene Thompson. 2020. “What Drives Success in English Medium Taught Courses? The Interplay between Language Proficiency, Academic Skills, and Motivation.” *Studies in Higher Education* 45(11):2149–61.
- Sa’diyah, Halimatus, and Maman Abdurahman. 2021. “Pembelajaran Bahasa Arab Di Indonesia: Penelitian Terhadap Motivasi Belajar Bahasa Asing.” *Lisanan Arabiya: Jurnal Pendidikan Bahasa Arab* 5(1):51–69.
- Umar, Mardan. 2020. “Buku Ajar Pendidikan Agama Islam: Konsep Dasar Bagi Mahasiswa Perguruan Tinggi Umum.”
- Urfatullaila, Linda, Ima Rahmawati, Hana Lestari, and Zulfikar Ismail. 2022. “Pengaruh Motivasi Intrinsik Terhadap Prestasi Belajar Siswa Pada Mata Pelajaran Bahasa Arab Kelas V Di MI Al Azkia Tenjolaya Bogor.” *As-Syar’i: Jurnal Bimbingan & Konseling Keluarga* 4(3):266–75.
- Wardhana, Rahma Ananda Putri, and Nur Hidayat. 2020. “An Analysis of The Use of Presentation and Debate Techniques by The Mentors in Muhadatsah Activity at Pondok Pesantren Modern Islam Assalaam Surakarta.”
- Yulyani, Rani Dewi. 2021. “Pengaruh Potensi Diri, Motivasi Belajar, Lingkungan Sosial, Dan Prospek Kerja Terhadap Keputusan Mahasiswa Memilih Kuliah Di Prodi Bahasa Arab Uin Sultan Maulana Hasanuddin Banten.” *Jurnal Kajian Ilmu Pendidikan (JKIP)* 2(1):18–29.
- Zhang, Huiyu, Ying Dai, and Yingchong Wang. 2020. “Motivation and Second Foreign Language Proficiency: The Mediating Role of Foreign Language Enjoyment.” *Sustainability* 12(4):1302.