

From Obedience to Awareness: Internalizing the Motivation for Using Arabic in Students of Nurul Ilmi Tualang Islamic Dormitory School

Aisyah Adz Dzakiyyah¹⁾, Angga Frananda²⁾

^{1,2)}Imam Shafii Islamic Institute Indonesia

Email: ¹⁾aisyahadz04@gmail.com, ²⁾anggafrananda@gmail.com

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ABSTRACT

This study analyzes the process by which students' motivation to use Arabic shifts from extrinsic regulation to intrinsic regulation at Nurul Ilmi Tualang Islamic Boarding School, as well as identifying the factors driving the change. An instrumental single qualitative case study design with embedded analysis units was used. The informants consisted of seven junior and senior high school students and one Arabic language teacher, who were purposively selected based on specific criteria. Data were collected through in-depth interviews, participant observations, and documentation, and analyzed using the interactive model Miles, Huberman, and Saldaña. The findings suggest that this shift took place through three dominant, though not uniform, phases: external regulation among younger students, characterized by rule compliance and avoidance of sanctions; transitional phase, in which introspective or competency-based regulation emerges through peer role models and mastery experiences; and, among senior students, identified and autonomous regulation approaches intrinsic motivation, driven by awareness of the Arabic language as a gateway to Islamic knowledge. A single student showed no change in motivation after more than a year, consistent with motivation driven by a mismatch between the speed of teaching and learning needs, not just developmental stages suggesting that the three-phase pattern is more dominant, rather than universal. Long-term habituation in the boarding school environment plays a central role in this internalization process, with evidence in the form of a shift in Arabic language practice from one dependent on supervision to a willingness to maintain it without supervision. Boarding school managers and Arabic language teachers are encouraged to build a learning environment that meets students' needs for autonomy, competence, and interconnectedness, not just discipline.

Keywords: Internalization; Motivation to Use Arabic; Theory of Self-Determination; Islamic Boarding School; Autonomous Regulation.

INTRODUCTION

Arabic occupies a strategic position in Islamic education because the understanding of the Qur'an, hadith, and classical-contemporary Islamic literature depends on its mastery (Saputra et al., 2025). In Islamic boarding schools, Arabic is not only taught in the classroom, but also mandatory as a language of daily communication through habituation programs such as MufradāT every day, muḥāDatsah, Muḥāddirection, and the study of the book (Mardani et al., 2024). The success of this process is generally attributed to the student's psychological factors, particularly learning

motivation, which encourage engagement, perseverance, and active use of the Arabic language (Fernando et al., 2024; Hendrilia et al., 2025).

Motivation is not static, the Theory of Self-Determination (SDT) developed by Ryan and Deci describes motivation as a continuum: from motivation and regulation that are completely controlled by external factors, through introjective and identified regulation, to integrated regulation and intrinsic motivation, through an internalized process supported by the fulfillment of three basic psychological needs, namely autonomy, competence, and connectedness. It should be emphasized from the outset that identified and integrated regulation, that is, when individuals understand and appreciate the value of an activity, remains classified as autonomous extrinsic motivation, and is conceptually distinct from intrinsic motivation, which is purely driven by the satisfaction inherent in the activity itself (Tonikusnanto et al., 2026). The study deliberately differentiated the two when interpreting the findings, and did not equate “understanding the benefits of Arabic” with “having achieved intrinsic motivation”.

At the Nurul Ilmi Tualang Islamic Boarding School, Siak Regency, Riau, early observations showed an interesting pattern: junior high school students tended to use Arabic due to the demands of rules and sanctions avoidance, while secondary school students began to use it based on academic needs and personal awareness although, as will be shown in the Results and Discussion section, this pattern did not apply equally to all informants. This multi-level but non-uniform pattern is the empirical phenomenon this study seeks to explain: how motivation shifts from obedience to awareness at all levels of pesantren education, and under what conditions the transition does not occur.

Previous research on motivation to learn Arabic has generally relied on three trends: (1) the relationship between motivation and learning outcomes (Hilmi & Nurhayati, 2024), (2) learning strategies or media that increase motivation (Belanisa et al., 2022), and (3) identify types of intrinsic-extrinsic motivations without explaining how the transition process occurs (Anwar et al., 2025). The international literature on SDT has indeed explained the internalization mechanism of motivation in general (Otermans et al., 2025), but its application in the context of intensive Arabic-language Islamic boarding schools in Indonesia is still limited to measuring motivation levels, not to explaining the internalization process or individual variation.

The novelty of this study does not lie in showing that students have intrinsic or extrinsic motivation, but in the explanation of how motivational regulation is internalized gradually and not always linear in an intensive Arabic-language pesantren environment. Based on this description, this study aims to analyze the process of switching student motivation from external regulation to

autonomous regulation in the use of Arabic in the Nurul Ilmi Tualang Islamic Boarding School, the factors that drive the process, and the conditions that cause the transition not to occur in some students. The results of this study are expected to make a theoretical contribution to the study of SDT-based Arabic motivation, as well as practical input for pesantren managers and educators.

METHODS

This study uses a qualitative approach with a case study design to understand in depth the process of changing the motivation to use Arabic in students based on their learning experience in the pesantren environment. The research was conducted at the Nurul Ilmi Tualang Islamic Dormitory School, Siak Regency, Riau. The types and boundaries of cases, the system of Arabic use in the research site, and the criteria and profiles of informants are described in the following subsection.

Case Types and Boundaries

This study is a single case study of instrumental type (Stake, 1995; Yin, 2018). The case is single because only one pesantren, namely the Nurul Ilmi Tualang Islamic Dormitory School, was studied. The type is instrumental because this case is not studied solely to understand the pesantren, but as a means to explain how motivation using Arabic is internalized according to the Theory of Self-Determination (SDT). In the single case, the analysis was carried out on several subunits, namely the grade VII to XII levels, so that the design is classified as embedded (Yin, 2018). This comparison between class levels allows the study to see a shift in motivation as well as cases that deviate from the general pattern.

Case boundaries are set in four dimensions (Miles et al., 2014; Creswell & Poth, 2018). First, the boundary of the place: the school environment and the Nurul Ilmi Tualang dormitory in Siak Regency, Riau. Second, the boundary of the phenomenon: students' motivation in using Arabic, which is read through the continuum of SDT motivation regulation; Arabic language mastery as a linguistic achievement is not measured. Third, the limit of perpetrators: junior high school (grades VII–IX) and high school (grades X–XII) and one Arabic teacher; other parties, such as student organization administrators and parents, are not informants. Fourth, time limit: data is collected in April 2026 with the scope of informants' experiences since they study at Islamic boarding schools, so that motivation changes are reconstructed from informants' narratives, not longitudinally observed.

The System of Arabic Language Use in the Research Location

Nurul Ilmi Tualang implements a habituation system (habituation) of Arabic that lasts for twenty-four hours, so that Arabic is not only a subject, but also a language of communication in the school and dormitory environment. This system consists of four activities, namely *mufradāt*, *muḥādatsah*, *muḥāḍarah*, and book study, plus supervision of language use and teacher guidance. Details of the form of the activity, implementation, time, and reinforcement mechanism are presented in Table 1.

Table 1. Components of the Arabic Language Habituation System at Nurul Ilmi Tualang

Components	Form of activity	Implementers	Timing and reinforcement
<i>Mufradāt</i>	Addition and use of Arabic vocabulary. Deposit or memorization, number of vocabulary.	Language manager or teacher	Once a week
<i>Muḥādatsah</i>	Conversations in Arabic. Between students in the dorm, in class, or with teachers.	Language manager or teacher	Every day.
<i>Muḥāḍarah</i>	Practice speaking in Arabic.	Language manager or teacher	Once a Month
Book study	Learning Arabic books; at the high school level, there is a simple book learning (yellow book), as called Informant 4.	Teacher of the book	Every once a week
Language surveillance (language raids)	Examination of the use of Arabic outside of class activities; students who violate are sanctioned (Informant 1).	Student organization administrators	Additional Vocabulary Punishment

Components	Form of activity	Implementers	Timing and reinforcement
Teacher guidance and evaluation	Arabic teachers (ustadzah) guide and evaluate students' language development.	Arabic teacher	Evaluation of students' Arabic language development is carried out periodically: at the beginning of the semester (diagnostics to map ability), during the learning process (formative through oral/written tests and observation for direct feedback), and at the end of the semester (summative for report card scores). The results of this evaluation are based on guidance in the form of remedial and enrichment programs.

Source: primary data of research (interviews, observations, and documentation), April 2026.

In this system, language activities function to form habits, while supervision accompanied by sanctions functions to maintain compliance outside of these activities. This distinction is used in the Results and Discussion sections to assess the extent to which the use of Arabic has become a habit that students themselves maintain.

Criteria and Informant Profiles

Informants were selected using a purposive sampling technique based on criteria and maximum variation (Patton, 2015) so that different stages of experience were covered. The criteria for student informants are (1) active students of Nurul Ilmi Tualang who live in dormitories and undergo an Arabic habituation system; (2) be at one of the levels of grades VII to XII, with at least one student represented at each level; (3) be able to tell their experiences and changes in motivation in using Arabic; and (4) be willing to become informants voluntarily. The criteria for teacher informants are Arabic teachers (ustadzah) who are experienced in guiding and evaluating students' language development.

Based on these criteria, seven students and one teacher were selected. Since there were seven students for six grade levels, class XI was represented by two students. The profile of the informant is presented in Table 2; the identity is disguised with a code.

Table 2. Informant Profile

They report	Class (level)	Age	Long time in pesantren / teaching period	Interview date
1 reported	VII (Junior High School)	15 Years	± 9 Months	April 17, 2026
2 reported	VIII (SMP)	14 Years	± 1 Year 9 Months	April 17, 2026
3 reported	IX (SMP)	15 Years	± 2 Years 9 Months	April 17, 2026
4 reported	X (SMA)	16 Years	± 3 Years 9 Months	24 April 2026
5 reported	XII (High School)	17 Years	± 4 Years 9 Months	24 April 2026
6 reported	XI (SMA)	17 Years	± 5 Years 9 Months	24 April 2026
7 reported	XI (SMA)	17 Years	± 4 Years 9 Months	24 April 2026
Arabic teacher	Teacher	22 Years	± 2 Years 9 Months	April 20, 2026

Source: primary data of the study, April 2026.

Data Collection and Analysis

Data were collected through semi-structured in-depth interviews in April 2026, participatory observation of students' daily activities in Arabic, and documentation studies. Each interview session was recorded and transcribed verbatim, supplemented by an analytical memo written immediately after each session to flag emerging patterns of motivational regulation. Data analysis followed the interactive model of Miles, Huberman, and Saldaña (2014) through the stages of data condensation, data presentation, and inferences/verification. Eight transcripts (seven students and one teacher) were openly coded; the analytical annotations generated at the external regulation stage, introjection regulation, identified regulation, competencies, and motivation followed terms in the SDT continuum, then grouped into dominant patterns presented in the Outcomes and Discussions sections.

The validity of the data was maintained through source triangulation (comparing student and teacher information) and technical triangulation (comparing interviews, observations, and documentation). This study obtained permission from the Nurul Ilmi Tualang Islamic Dormitory School; the participation of informants is voluntary with the right to resign at any time. The identity of the informants is disguised in the presentation of results using codes (Informants 1–7 for students; Arabic teachers for teacher informants).

RESULTS AND DISCUSSION

An analysis of seven student transcripts and one teacher transcript showed that shifts in motivation for the use of Arabic formed three dominant patterns. First; External regulation

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(Informants 1 and 2 at the junior high school level). Second; Introspective and competency-based transition regulation (Informants 3 and 4 at the junior high school – secondary school transition level). Third; Identified/autonomous regulation that is close to intrinsic motivation (Informants 5, 6, and 7 at the secondary school level). This pattern is dominant, not absolute. In contrast to informant 2 who shows motivational conditions that are not covered by these three patterns, and this is discussed separately in the Negative Cases sub-section.

Characteristics of Motivational Switching Patterns

The analytical annotations in the eight transcripts were grouped into three dominant categories as presented in Table 3: external regulation, transitional regulation, and autonomous/identified regulation. Motivation in one informant was treated as a separate category outside of the three, as it was conceptually at the lowest end of the SDT continuum, not part of the ongoing internalization process.

Table 3. Distribution of Regulatory Patterns of Student Informant Motivation

Pattern	Informant (Class)	SDT Perspective	Key Indicators
External Regulations	Informan 1 (VII)	<i>External Regulations</i>	Obeys because of rules/sanctions, no internal encouragement
Amotivation (outside of dominant patterns)	Report 2 (VIII)	<i>Amotivasi</i>	No change in motivation after >1 year; Teaching Method Barriers
Transitional Regulation	3 (IX), 4 (X) report	<i>Introjection / Competence</i>	Encouragement towards social recognition (role models); confidence from technical achievements
Autonomous Regulation towards Intrinsic	Informan 5 (XII), Informan 6 (XI), Informan 7 (XI)	<i>Identified/Autonomous</i>	Benefit awareness, teacher support, ideal orientation

External Regulation Phase (Early Junior High School Level)

Informant 1 (class VII) openly stated that his involvement with pure Arabic stemmed from the obligation of an Islamic boarding school: "Actually, learning Arabic here because it has become a mandatory rule in boarding schools, Sis. But to be honest, at first I didn't like learning Arabic, because I thought it was very difficult" (Informant 1, interview April 17, 2026). The use of Arabic in daily life is also emphasized as a form of sanctions evasion: "Ana still speaks Arabic, Sis, and ana is forced to speak Arabic so that she will not be punished" (Informant 1, April 17, 2026 interview),

including admitting that she only really actively speaks Arabic when there is a language raid from the management of the student organization. In the perspective of SDT, this pattern is purely external regulation: behavior that is completely driven by external pressure from outside individuals.

This pattern is in line with the finding that a structured learning environment encourages discipline as a foundation before more independent motivation grows (Marsabila et al., 2022). The difference between these studies and these studies is that external regulation is placed not as an independent variable, but rather as a point in a series of internalization processes that, as Informant 2 points out in the Negative Cases subsection, do not automatically proceed to the next phase.

Transition Phase: Introspective and Competency-Based Regulation (Transition Level)

Informant 3 (class IX) shows a form of transition driven by the need for social recognition. He recounts the influence of a senior who is fluent in Arabic: "Now I am studying because I also want to be recognized, Sis, I want to be considered as good as the older class. Perhaps this is not entirely pure from my own heart, but at least it is very different from the time when class VII was very full of hatred" (Informant 3, interview April 17, 2026). Within the framework of SDT, this is the regulation of introjection: external values begin to be absorbed, but they are still underpinned by the need for social validation, rather than a full appreciation of the benefits of the language itself.

Another form of transition can be seen in Informant 4 (class X), who attributes motivational growth to the achievement of technical competence: "Especially now at the secondary school level, there is already a lot of enthusiasm in simple books (yellow books). This success makes Ana even more enthusiastic about learning Arabic again" (Informant 4, interview April 24, 2026). The confidence born of this competence is consistent with SDT's basic psychological needs for competence as a support for the internalization of motivation (R. Rahmayanthi et al., 2022). Interestingly, these two forms of transition, social validation and competency achievement, emerged at different grade levels (IX and X), suggesting that motivational transitions are not driven by a single mechanism.

Identified and Autonomous Regulatory Phase towards Intrinsic Motivation (Secondary School Finals)

Informant 6 (class XI) points out a clear rule: "I used to study because I was afraid of losing my friends, Sis, now I study because I am aware that I need to build a future in my life as a student of science" (Informant 6, interview April 24, 2026) Arabic is understood as a prerequisite for understanding religious books, no longer a formal obligation. A pattern approaching intrinsic motivation can be seen in Informant 5 (class XII), who when asked if he would continue learning Arabic if there were no exams or rules of compulsory boarding school, replied: "Still want, brother,

because now it is my own pleasure, not a burden anymore" (Informant 5, interview April 24, 2026) an answer that suggests that Arab activities are beginning to be maintained without regard to external incentives. A similar pattern appears in Informant 7 (class XI), who attributes his motivation to future goals: "This change of likes also makes Ana have big dreams, Sis. Hopefully one day Ana can continue her studies in Saudi Arabia" (Informant 7, April 24, 2026 interview), driven by a desire to explore the Qur'an directly from its source.

The Arabic teacher who became the informant confirmed this contrast from the teacher's point of view: "If you teach at the junior high school level, children tend to be passive... On the other hand, at the secondary school level, they are much more active. Students have the courage to raise their hands, rush forward" (Arabic Language Teacher, April 20, 2026 interview), and attributes this change to "age maturity factors, cottage environment adaptation, and their understanding of the essence or benefits of Arabic itself" (Arabic Language Teacher, April 20, 2026 interview). It is worth emphasizing that the patterns in these three high school informants are classified as identified and autonomous regulations that are close to intrinsic motivations, not pure intrinsic motivations that have been fully achieved; Arabic language activities are still strongly linked to academic, social, and spiritual goals, not just the satisfaction of the language itself (Anwar, 2025). Motivation comes from within through high-level learning engagement, but the contribution of this study lies in explaining the mechanism: autonomous regulation at the secondary school level does not arise spontaneously, but rather is the result of the accumulation of successful experiences, social support, and language habituation from previous phases (Urfatullaila et al., 2022)

Evidence of Arabic Language Habituation

Habituation in this study is understood as the repeated use of Arabic in the system of daily activities (Table 1) until it becomes a habit. Evidence of habituation is presented according to the presence or absence of external supervision when Arabic is used, namely three levels: practices that depend on supervision, practices that are habituated through example and achievement, and practices that are maintained without supervision. Table 4 summarizes evidence from interviews, observations, and documentation at each level.

Table 4. Evidence of Arabic Language Habituation at Each Level of Practice

Practice level	Interview evidence	Observational evidence and documentation	They report
Relying on supervision	Actively speaking Arabic, especially when there is a language raid; avoiding sanctions.		1 reported
Habituation without motivational change (negative cases)	More than a year in the same system, still assessing Arabic difficult, and choosing to remain silent in class.		2 reported
Become accustomed through example and achievement	Followed fluent seniors for social recognition; became more enthusiastic after succeeding in a simple book.	 	Informants 3 and 4
Maintained unattended	Still want to learn when there are no exams or rules (Informant 5); reasons to switch to future goals (Informants 6 and 7); high school students are more active in the classroom according to the teacher.	   	Informants 5, 6, 7; Arabic teachers

Source: interviews, observations, and research documentation, April 2026.

At the first level, the practice of speaking Arabic still depends on supervision. Informant 1 admitted that he actively spoke Arabic, especially when there was a language raid, so that the habit that seemed to have not been separated from the threat of sanctions. Informant 2 showed the other

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side: after more than a year in the same system, he still considered Arabic difficult and chose to remain silent in class, so being in the habituation system did not automatically result in a habituation habit.

At the second level, habits are formed through example and achievement. Informant 3 follows fluent seniors, and Informant 4 becomes more enthusiastic after succeeding in a simple book. At the third level, the three high school informants (Informants 5, 6, and 7) mention the reasons that no longer rely on rules, and Informant 5 states that they will continue to study even though there are no exams or mandatory rules. The Arabic teacher reinforces this picture by calling high school students more active in the classroom and attributing it to adaptation to the cottage environment (April 20, 2026 interview).

Participatory observation and documentation complement the evidence of the interview. Early students (junior high school grades VII and VIII) tend to speak in Arabic rigidly, often stopped to think, On the other hand, upper level students (high school grades XI and XII) are seen chatting casually, using Arabic fluently (dormitory environment around February-April 2026). Then seen from the weekly summary of language violations, at the junior high school level tends to be more than at the high school level.

Thus, habituation appears to be a necessary condition, but not a guarantee of internalization. The same system results in a practice that relies on supervision in Informant 1 and a willingness to maintain the use of Arabic without external incentives in Informant 5, whereas in Informant 2 habituation for more than a year is not followed by a change in motivation. This difference in results is in line with SDT's explanation that internalization depends on the fulfillment of basic psychological needs, not just on the repetition of behavior, and is the basis for the discussion of negative cases in the following subsection.

Negative Cases and Pattern Variations

An in-depth analysis of the seven student informants confirms that the above three-phase pattern is dominant, not uniform. The most prominent case is Informant 2 (class VIII), who after more than a year of studying at the pesantren shows no signs of any change in motivation at all. He stated explicitly: "Not yet, Sis. Until now, I still find Arabic difficult and dizzying" (Informant 2, interview April 17, 2026), and when asked about the encouragement from within, he replied succinctly: "If it's from within yourself, there's no excuse, sis" (Informant 2, interview April 17, 2026). He attributed this impasse not to a rejection of Arabic itself, but rather to the difficulty of following the teacher's method of teaching the classroom which he thought was too fast, so he chose to remain silent rather than ask questions directly. This condition goes beyond ordinary external

regulations and is more accurately described as motivation within the framework of SDT, which is a condition of motivational emptiness that arises when basic psychological needs, especially competencies, are not met at all (Utomo et al., 2026). These findings suggest that changes in motivation are not only determined by the length of time in the pesantren or grade level, but are highly dependent on the suitability of the teaching method with the individual learning needs of the students.

Another nuance emerges from Informant 3 (class IX), which is formally still at the junior high school level but has shown introjective regulation that goes beyond pure compliance more advanced than Informant 1 and Informant 2 who are both at the junior high school level. This suggests that the division between junior high school/high school used as the framework in Table 3 is a general tendency, not a rigid boundary; grade IX seems to be a more decisive transition period than just the formal school level.

As a side note, no reverse pattern was found in this study sample: none of the high school informants (grades XI–XII) whose Arabic use was still dominated by fear of sanctions. The three high school informants interviewed (Informants 5, 6, and 7) consistently attributed their motivation to awareness of benefits, teacher support, or idealism, rather than fear. Similarly, none of the informants at the junior high school level (grades VII–VIII) showed autonomous regulation from the beginning of Informant 1 and Informant 2 were still in external regulation or motivation. The absence of these two patterns in this sample may indicate that autonomous regulation in pesantren does take a long time to get used to, although this needs to be further tested on a larger sample or longitudinal design.

Overall, the transformation of motivation for the use of Arabic in Nurul Ilmi Tualang is systematic but not uniform: external regulation becomes the starting point, transitional regulation builds awareness of the benefits of Arabic through social pathways and competencies, and identified/autonomous regulation encourages self-use that is close to intrinsic motivation with a single case of motivation suggesting that this process may or may not be successful at all (Table 5). This differs from previous studies that generally stopped at the identification of motivational types (Rismayanti et al., 2023), this study explains the transition mechanism as well as its limitations, and emphasizes that the success of Arabic language learning in Islamic Boarding Schools depends on the ability of institutions to create an environment that meets the needs of students' autonomy, competence, and connectedness, not just discipline, and not just a matter of time.

Table 5. Arabic Language Use Motivation Transformation Model

Stages	Process characteristics	Empirical Indicators (Informants)	Transformation Results
External Regulations	Rule-based learning and supervision	Informant 1: Obey for fear of sanctions	Early discipline and habits
(Negative Case) Motivation	No effective internal or external push	Informant 2: teaching method barriers, >1 year without shift	Motivation does not develop
Transitional Regulation	Social validation (role models) or competency achievement	Informant 3: social recognition; Informant 4: technical success	Awareness of the value of Arabic increased
Identified/Autonomous Regulation	Awareness of the academic-spiritual benefits and independence	Informant 5, 6, 7: benefit awareness, teacher support, ideals	Autonomous regulation that approaches intrinsic motivation

These findings suggest that the development of Arabic language learning in pesantren needs to be directed not only at linguistic competence, but also at the formation of sustainable motivation and needs to be sensitive to students who are at risk of experiencing amotivation due to inconsistencies in teaching methods, as shown in the case of Informant 2. Language habits, teacher examples, peer support, and the academic culture of pesantren are factors that accelerate the internalization of motivation, while teaching methods that do not accommodate students' learning speed risk inhibiting it (Fikri et al., 2025). Managers and educators of Islamic boarding schools need to design an environment that provides a space for meaningful learning experiences and independence, so that the use of Arabic evolves from a curriculum requirement to an ongoing academic and spiritual necessity (Mahmudm et al., 2025).

CONCLUSION

This study shows that students' motivation to use Arabic at Nurul Ilmi Tualang Islamic Boarding School generally changes gradually from external regulation to identified/autonomous regulation that approaches intrinsic motivation, through a transitional pattern driven by social validation and competency achievement. However, this pattern is dominant, not universal: one in seven informants exhibit a persistent state of motivation for more than a year, due to a mismatch of teaching methods with their learning needs, while another informant who was previously still at the junior high school level exhibits transitional regulation. These findings confirm that motivation is

not a static condition or simply an age function, but rather a psychological process that is highly dependent on the suitability between students' needs and their learning environment.

The main contribution of this study lies in the explanation of the mechanism of motivational shift and its limitations from a conceptual model that enriches the application of Self-Determination Theory in the context of intensive Arabic-language Islamic boarding schools, while showing that motivation can emerge in the midst of a generally supportive environment. This model emphasizes that the success of learning Arabic is determined not only by classroom learning methods, but also by the ability of institutions to create an ecosystem that facilitates the internalization of motivation in a sustainable manner, through the fulfillment of student autonomy, competence, and connectedness.

The study had limitations: the coverage of one pesantren location with seven student informants limited the generalization of the findings; motivational changes were reconstructed from informant narration in a single data collection period (April 2026), rather than observed longitudinally; and the qualitative case study design was not intended to quantitatively measure the magnitude of motivational changes. Further research is suggested to further explore cases of motivation such as that of Informant 2, for example through tailored teaching method interventions on a larger sample, or using longitudinal or mixed-methods approaches to obtain a more comprehensive picture of motivational changes over time.

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