

Cross-Cultural Connections: The Perception of Non-Muslim Students Toward Arabic

الروابط بين الثقافات: تصورات الطلاب غير المسلمين تجاه اللغة العربية

Mukmin¹, E-mail: mukmin_uin@radenfatah.ac.id, Universitas Islam Negeri Raden Fatah Palembang, Indonesia

Nurul Hidayah^{2*}, E-mail: nurulhidayah@radenfatah.ac.id, Universitas Islam Negeri Raden Fatah Palembang, Indonesia

Ulfa Soleha³, E-mail: ulfaufa568@gmail.com, Universitas Islam Negeri Raden Fatah Palembang, Indonesia



This is an open access article under the CC-BY-SA license

©2024 by the authors. Submitted for open access publication under the terms and conditions of the Creative Commons Attribution-ShareAlike 4.0 International License (CC-BY-SA) (<https://creativecommons.org/licenses/by-sa/4.0/>)

DOI: <http://dx.doi.org/10.30983/huruf.v4i2.8775>

Submission: November 19, 2024	Revised: December 31, 2024	Published: December 31, 2024
-------------------------------	----------------------------	------------------------------

Abstract

Perception is the way a person views something, this is listed as having an impact on student motivation in following up on this perspective. Arabic language learning is usually the study of Muslim students, but nowadays some Schools open themselves to present opportunities for non-Muslim students to learn Arabic as an additional subject. This study attempts to investigate whether the perception of non-Muslim students can make a positive change in their motivation to learn the language as Muslim students learn it. To bridge this gap, this study explores Non-Muslim students' perceptions towards learning Arabic and its relationship with their motivation to learn it. To answer this gap, this study explored Non-Muslim students' perceptions towards learning Arabic and its relationship with motivation to learn it. To obtain this data, the study was administered to one of the secondary schools that organized Arabic language learning and was attended by 16 non-Muslim students. The results showed that almost all participants had positive perceptions towards learning Arabic. The results also show that Non-Muslim students consider the assignment and interesting packaging of learning presentations to be a motivation in learning. The results of this study can prove that students' perceptions greatly affect learning motivation even though the students are non-Muslim. The results of this study can be useful and enlightening for Arabic language teachers that Arabic language material with good packaging will be accepted by anyone even though this language is very thick with religious studies.

Keywords: Arabic Language, Motivation, Perception

ملخص البحث

إن الإدراك هو الطريقة التي ينظر بها الشخص إلى شيء ما، وهذا مدرج على أنه يؤثر على دافع الطالب في متابعة هذا الإدراك. يكون تعلم اللغة العربية من الطلاب المسلمين، ولكن في الزمن الحاضر تفتح بعض المدارس أبوابها لتقديم فرص للطلاب غير المسلمين لتعلم اللغة العربية كمادة إضافية. وتحاول هذه الدراسة لاستكشاف الامكانيات في تعلم اللغة العربية للطلاب غير المسلمين، بالنظر إلى إدراكهم في اللغة العربية و دوافعهم في تعلمهم. وللحصول على هذه البيانات، أُجرى هذا البحث على إحدى المدارس الثانوية و يجري فيها



تعليم اللغة العربية، وشارك فيه 16 طالبًا من غير المسلمين. أظهرت النتائج أن جميع المشاركين لديهم إدراكًا إيجابيًا في تعليم اللغة العربية. كما أظهرت النتائج أيضًا أن الطلاب غير المسلمين يعتبرون أن التدريبات والتقديم الرائع في التعلم يكون دوافع التعلم. يمكن أن تثبت نتائج هذا البحث أن إدراك الطلاب تؤثر كثيرًا على دافع التعلم للطلاب غير المسلمين. وهذه النتائج هذه الدراسة أن تكون مفيدة لمعلمي اللغة العربية بأن مادة اللغة العربية ذات المواد الجذابة ستلقى قبولاً من الجميع على الرغم من أن هذه اللغة متعلقة جداً بالدراسات الدينية.

الكلمات المفتاحية: العربية، الدوافع، الإدراك

1. INTRODUCTION

Before Baghdad fell in 1258 M, Arabic language was once victorious, at that time Arabic became one of the famous languages and became a trending topic of scientific development, many books were translated into Arabic or from Arabic into other languages. Many Arab scholars also made works or produced technology that influenced Islamic civilization. However, after Baghdad fell to the Mongol army, the academic spirit was weakened, so learning Arabic only to understand the meaning of worship¹

The second era of the revival of Arabic was identified after the WTC bombing in 2001, after that incident, Arabic and Islam became a very interesting study including non-Muslims, several Universities including the University of Leipzig, Germany and Georgetown University Washington DC studied Arabic as one of the majors on campus², In addition, Malaysia, which has the slogan "truly asia", has also been teaching Arabic since elementary school, even though the students are non-Muslim. This learning is also still offered at the university level, there are at least 8 Universities that provide Arabic language courses as elective courses.³

In Indonesia, the equalization of Muslim and non-Muslim studies is also carried out⁴, including learning about Muhammadiyah for non-Muslims⁵, Malay Arabic

¹ Muhib Abdul Wahab, 'Peran Bahasa Arab Dalam Pengembangan Ilmu Dan Peradaban Islam', *ARABIYAT: Jurnal Pendidikan Bahasa Arab Dan Kebahasaan*, 1.1 (2014) <<https://doi.org/10.15408/a.v1i1.1127>>.

² Yuangga Kurnia Yahya, Umi Mahmudah, and Luthfi Muhyiddin, 'De-Sakralisasi Dalam Pembelajaran Bahasa Arab Di Indonesia: Analisis Bahasa Sebagai Identitas Agama', *JLA (Jurnal Lingua Applicata)*, 3.2 (2020), 57 <<https://doi.org/10.22146/jla.57232>>.

³ Mohd Taqwudin Mohd Yazid and others, 'The Techniques of Non-Muslim Students' in Learning Arabic Speaking Skills Online', *GEMA Online Journal of Language Studies*, 22.4 (2022), 327–50 <<https://doi.org/10.17576/gema-2022-2204-19>>.

⁴ Syahrul Syahrul and Hajenang Hajenang, 'Reflections on Multicultural Education for Non-Muslim Students at Muhammadiyah University, Kupang', *Jurnal Tarbiyatuna*, 12.1 (2021), 19–32 <<https://doi.org/10.31603/tarbiyatuna.v12i1.3593>>.

⁵ M Husnaini, Ahmad Syaqui Fuady, and Irnie Victorynie, 'Al-Islam Dan Kemuhammadiyah: How to Teach the Non-Muslim Students at Muhammadiyah Education University of Sorong', *International Journal of Asian Education*, 2.2 (2021), 224–34 <<https://ijae.journal-asia.education/index.php/data/article/view/149>>.

language learning in Riau⁶, As for Arabic language learning, several regions have organized Arabic language, there are Lalan, South Sumatra⁷, Bengkulu, Palu and Kupang⁸.

From these studies, it can be seen that there are many opportunities for non-Muslims to access materials that contain Islamic elements, but the provision of Arabic language materials for non-Muslim students is still minimal and debatable, considering that Arabic in Indonesia is still sacred because religious orientation still dominates the learning patterns provided⁹.

Opportunities for non-Muslims to learn Arabic can be found in public schools that offer Arabic as a local content. Students learn Arabic for 2 hours of meeting once a week. The challenge faced by the teacher was difficult, because what is faced is students who do not know Arabic even one letter, while the age of students has passed the age of 12 years, where lateralization has occurred. For this reason, what students need are external factors that support non-Muslim students to participate in learning Arabic.

Arabic language learning is referred to as second language learning, although not all people who learn the language use it daily in their lives¹⁰. To learn Arabic language is undeniable if the external and internal factors of students take an important role in the success of learning foreign languages, especially Arabic, which is also the language used in the Qur'an¹¹.

Among the external factors that need to be instilled in Non-Muslim students when learning at least Arabic is not the language of religion alone. Arabic also has the opportunity to make students see the outside world, because the nature of language is communication, not just deepening a religious study. Arabic is the same as other learning materials, for that the packaging of the material provided by the teacher must indeed be challenging so that non-Muslim students are interested in studying Arabic.

Students' interest in learning is the main thing because students have entered adolescence and really need a positive view of learning materials. This positive view can stimulate students to create a mindset or assumption towards Arabic or what is called a positive perception, in the end this perception can be seen from the outcomes of non-Muslim students, both in learning output or a sense of wanting to develop themselves dynamically¹².

Research related to perception is often studied because it plays an important role

⁶ Hafzah Harja and others, 'Sikap Mahasiswa Non Muslim Dalam Mengikuti Pelajaran Arab Melayu Angkatan 2021 PBSI Universitas Riau', 2.1 (2024).

⁷ Nurul Hidayah and Ludfi Muyassaroh, 'Pembelajaran Bahasa Arab Bagi Non Muslim Berbasis Moderasi Beragama Di Sekolah Umum', *Jurnal Ilmiah Wahana Pendidikan*, 9.3 (2023), 103–4 <<https://doi.org/10.1306/st531003c13>>.

⁸ Ilfiana Iffah Jihada and Muhajir Musa, 'Perspektif Mahasiswa Nonmuslim Terhadap Mata Kuliah Bahasa Arab Di Universitas Muhammadiyah Kupang', *Jurnal Alwatzikhoebillah: Kajian Islam, Pendidikan, Ekonomi, Humaniora*, 9.2 (2023), 424–33 <<https://doi.org/10.37567/alwatzikhoebillah.v9i2.1885>>.

⁹ Yahya, Mahmudah, and Muhyiddin.

¹⁰ Akhiril Pane, 'Urgensi Bahasa Arab; Bahasa Arab Sebagai Alat Komunikasi Agama Islam', *Komunikologi*, 2.1 (2018), 77–88.

¹¹ Nurul Hidayah, Mukmin Mukmin, and Ulin Nofia Sari, 'Learning Evaluation of Arabic Morfhoplogy for Tsanawiyah Students Based on 21', in *International Conference On Islam And Education*, 2024, pp. 222–42.

¹² Nassima Kerras and Moulay Lahssan Baya Essayahi, 'Education and COVID-19: Learning Arabic Language and Perspectives', *Electronic Journal of E-Learning*, 20.1 Special Issue (2022), 36–52 <<https://doi.org/10.34190/ejel.20.1.1976>>.



in a person's opinion regarding a process¹³. Some perception research includes¹⁴, Perceptions related to the Covid-19 Era Learning Phenomenon¹⁵, There are many studies related to perceptions of covid learning, this is due to the rare phenomenon experienced by students¹⁶, therefore the assumptions or frames of mind of both students and students are very important during covid, the perception in this study produces research output in the form of a person's reaction given the treatment.

The reaction produces a drive that will make someone to continue to achievement¹⁷, creation¹⁸, determine a learning style that can support him to continue to be active in learning¹⁹. This encouragement is called motivation which is present when non-Muslim students have a reaction to every lesson given, although there are other things that can affect motivation including gratitude²⁰ but the perception of the selection of the right teaching model from the teacher, age²¹ and learning experiences that students have²², and an environment conducive to learning Arabic²³ becomes another important factor that is interesting to look for its relationship in non-Muslim students considering that non-Muslim students.

This factor makes researchers interested in knowing, how high the internal and external influence of students on the motivation that appears when the learning process takes place. This internal factor is based on the religion adopted, the age possessed when learning Arabic. The external factors are obtained through the surrounding environment

¹³ Mahyudin Ritonga and others, 'Arabic as Foreign Language Learning in Pandemic COVID-19 as Perceived by Students and Teachers', *Linguistics and Culture Review*, 5.1 (2021), 75–92 <<https://lingcure.org/index.php/journal/article/view/726>>.

¹⁴ Hamzah, Abdul Fattah, and Khaira Boukhari, 'Students' Responses and Perceptions in Learning Strategy of Ilmu Al- Badi Based on Mind Maps', *Jurnal Al Bayan: Jurnal Jurusan Pendidikan Bahasa Arab*, 14.2 (2022), 513–33 <<https://doi.org/10.24042/albayan.v14i2.14275>>.

¹⁵ Mardianto Mardianto and Muhammad Shaleh Assingily, "'Dosen Ngajar On the Road": Persepsi Mahasiswa Tentang Fenomena Pembelajaran Era Covid-19', *Jurnal Obsesi : Jurnal Pendidikan Anak Usia Dini*, 6.1 (2021), 526–38 <<https://doi.org/10.31004/obsesi.v6i1.1374>>.

¹⁶ Arifah Prima Satrianingrum and Iis Prasetyo, 'Persepsi Guru Dampak Pandemi Covid-19 Terhadap Pelaksanaan Pembelajaran Daring Di PAUD', *Jurnal Obsesi : Jurnal Pendidikan Anak Usia Dini*, 5.1 (2020), 633 <<https://doi.org/10.31004/obsesi.v5i1.574>>.

¹⁷ Omer Ozer and Nebahat Badem, 'LEARN Journal: Language Education and Acquisition Research Network Student Motivation and Academic Achievement in Online EFL Classes at the Tertiary Level', 0672.1 (2022) <<https://so04.tci-thaijo.org/index.php/LEARN/index>>.

¹⁸ Nurul Hidayah, Mukmin Mukmin, and Siti Marfuah, 'The Correlation between Arabic Learning Motivation and Arabic Language Competence of Education Study Program Students in PostCOVID-19 Pandemic', *Al Bayan: Jurnal Jurusan Pendidikan Bahasa Arab*, 15.2 (2023), 380–98 <<https://doi.org/10.24042/albayan.v15i2.17453>>.

¹⁹ Hasan Hariri and others, 'Motivation and Learning Strategies: Student Motivation Affects Student Learning Strategies', *European Journal of Educational Research*, 10.1 (2020), 39–49 <<https://doi.org/10.12973/EU-JER.10.1.39>>.

²⁰ Tamilselvan Ramis and Sau Cheong Loh, 'Mediating Effect of Psychological Needs Satisfaction on the Relationship between Gratitude and Academic Motivation during Online Learning', *Journal of Pedagogical Research*, 7.4 (2023), 131–43 <<https://doi.org/10.33902/JPR.202322757>>.

²¹ John Read, 'The Influence of the Common European Framework of Reference (CEFR) in the Asia-Pacific Region', *LEARN Journal: Language Education and Acquisition Research Network*, 12.1 (2019), 12–18.

²² Nitza Davidovitch and Ruth Dorot, 'The Effect of Motivation for Learning Among High School Students and Undergraduate Students—A Comparative Study', *International Education Studies*, 16.2 (2023), 117 <<https://doi.org/10.5539/ies.v16n2p117>>.

²³ Nurul Hidayah, Mukmin, and Cardasyifa, 'Cefr Pada Materi Bahasa Arab : Inovasi Pembelajaran Ramah Anak Pada', *KIDDO : Jurnal Pendidikan Islam Anak Usia Dini*, Spesial Edition: Araksa 1, 2024, 117–27 <<https://doi.org/10.19105/kiddo.v5i1.12742>>.

that exists in these non-Muslim students. These two factors will be seen through the perceptions of students during the 3 years of learning Arabic and whether the perceptions during this study affect the motivation of non-Muslim students to learn Arabic as a language of communication or Arabic only ends in the language of religion.

2. RESEARCH METHODS

This study uses a quantitative approach because it will describe the data on student motivation and perceptions related to Arabic language learning that is carried out at school, the research uses a correlational method that will describe the quantitative data obtained by researchers when conducting research in the field. The data collection method is done by distributing questionnaires to students related to these 2 variables.

The population in this study were all students at SMA Negeri 1 Lalan and the sample in this study were class XII students, totaling 16 non-Muslim students consisting of 4 women and 12 men who were 14 Hindus and 2 Christians, at school only 16 non-Muslims were available, so the sample used was a saturated sample. The selection of this sample is based on the reason that these students have experienced Arabic language learning for at least 3 years since entering class X until they are in the final class, namely class XII.

SMA N 1 Lalan is the only school that still thinks that it does not matter when a non-Muslim learns Arabic, because of the great hope of the teacher, that students can interact with a variety of foreign languages including Arabic later.

This study uses a questionnaire as a data collection tool both data related to student perceptions of Arabic language learning and motivation arising from perceptions held by students. This questionnaire is arranged based on 6 indicators of motivation, and 6 indicators of learning perceptions which are contained in 20 statements for each variable. In this study, the analysis used correlation and regression tests with the help of SPSS 23.

3. FINDING AND DISCUSSION

Data Description : Perception

The first data that will be described in this study is data on non-Muslim students' perceptions of Arabic language learning which is explained in the table below

Tabel 1: Descriptive Data Perception

	N	Minimum	Maximum	Sum	Mean	Std. Deviation
Persepsi	16	58	91	1187	74.19	10.114

From the table above, the highest score of non-Muslim students' perception is 91 while the lowest score is 58, and the average value of non-Muslim students' perception of learning Arabic is 74.19 with a standard deviation of 10.114.

The highest level of non-Muslim students' perceptions of Arabic is on students' perceptions of Arabic teaching, while the lowest level is on perceptions of the professionalism of Arabic itself, whether Arabic is able to bridge future careers is still a big question mark for non-Muslim students..



Data Description : Motivation

The motivation of non-Muslim students in learning Arabic in this study can be described through the table below:

Tabel 2: Descriptive Data Motivation

	N	Minimum	Maximum	Sum	Mean	Std. Deviation
Motivasi	16	47	90	1094	68.38	13.696

From the table above, the highest score of non-Muslim students' perception is 90 while the lowest score is 47, and the average value of non-Muslim students' Arabic learning motivation is 68.38 with a standard deviation of 13.696.

The highest level of motivation of non-Muslim students is in external motivation while internal motivation is still low, it appears in the description of the questionnaire results that students are very happy with the provision of prizes when learning takes place, and students feel more excited with the support of both teachers and students during the learning process.

Data Analysis

The variables measured in this study were measured using a questionnaire consisting of 20 questions of perception and 20 questions of motivation in learning Arabic for non-Muslim students. In the perception variable, the researcher divides it into 3 categories; perception from a religious perspective, perception from a professional perspective, and perception from a teacher's perspective, the following is data related to the description outlined in the following table:

Tabel 3: Descriptive Statistics

	N	Minimum	Maximum	Mean	Std.	Skewness		Kurtosis	
						Statistic	St Error	Statistic	St. Error
Agama	16	18	30	22.94	3.255	.726	.564	.144	1.091
Profesi	16	15	27	20.94	3.924	.000	.564	-1.299	1.091
Pengajar	16	24	39	30.31	4.347	.197	.564	-.545	1.091
Motivasi	16	47	90	68.38	13.696	.142	.564	-1.303	1.091

This table shows that the mean on the variable of students' perception of Arabic in terms of religion is 22.94 and SD is 3.25. Students' perceptions of Arabic in terms of professionalism have a mean of 20.94 and an SD of 3.92. Perceptions of Arabic teachers have a mean of 30.31 and an SD of 4.34. The motivation variable has a mean of 68.38 with an SD of 13.69. Skewness is in the range of 0.000-0.726 while kurtosis is in the range of -1.3 - 0.144. After that, the researcher continued with the normality test.

Tabel 4: Normality test

		Agama	Profesi	Pengajar	Motivasi
N		16	16	16	16
Normal Parameters ^{a,b}	Mean	22.94	20.94	30.31	68.38
	Std. Deviation	3.255	3.924	4.347	13.696
Most Extreme Differences	Absolute	.224	.210	.107	.134
	Positive	.224	.210	.089	.131
	Negative	-.151	-.169	-.107	-.134

Test Statistic	.224	.210	.107	.134
Asymp. Sig. (2-tailed)	.031 ^c	.056 ^c	.200 ^{c,d}	.200 ^{c,d}

From this table, it can be concluded that both perception and motivation variables have normal data because they have a significance greater than 0.05, namely 0.31 for perceptions from a religious perspective, 0.056 for a professional perspective, and 0.2 for teaching and motivation perspectives. Furthermore, researchers conducted a homogeneity test using Levene's test with the following results:

Tabel 5: Test of Homogeneity of Variance^a

		Levene Statistic	df1	df2	Sig.
Motivasi	Based on Mean	.001	1	8	.975
	Based on Median	.024	1	8	.882
	Based on Median and with adjusted df	.024	1	7.146	.882
	Based on trimmed mean	.005	1	8	.945

From the table above, it is known that based on the existing mean, the motivation variable is 0.975, this value is greater than 0.05, which means that the variance of motivation data in terms of student perceptions of religion, profession and Arabic language teachers is homogeneous. After these two tests were carried out, the researchers continued with the correlation test.

Tabel 6: Correlation test

		Motivasi	Agama	Profesi	Pengajar
Pearson Correlation	Motivasi	1.000	.717	.686	.871
	Agama	.717	1.000	.464	.784
	Profesi	.686	.464	1.000	.685
	Pengajar	.871	.784	.685	1.000
Sig. (1-tailed)	Motivasi	.	.001	.002	.000
	Agama	.001	.	.035	.000
	Profesi	.002	.035	.	.002
	Pengajar	.000	.000	.002	.

from the table above, it can be seen that the perception of non-Muslim students towards Arabic language when viewed from religion has a correlation with motivation of 0.717, while when viewed from a professional perspective it is 0.686 and in terms of teachers who deliver Arabic language material is 0.871. from these three correlation tests, it can be seen that the highest correlation is owned by the perception of non-Muslim students towards Arabic language teachers, the second correlation is the perception of students from a religious perspective, and the last is in terms of professionalism.

Before proceeding with the regression test, the researcher wants to find out whether there is a correlation between other variables by conducting a multicollinearity test. A good regression model does not have a correlation between variables, for this reason, researchers use the Tolerance and VIF methods with a reference; if the tolerance value > 0.1 and VIF < 10.00, it can be concluded that there is no multicollinearity. can be seen in the coefecient table as follows:



Tabel 7: Tolerance Test and VIF

		Tolerance	VIF
1	Agama	.376	2.659
	Profesi	.517	1.935
	Pengajar	.254	3.933

From the table above, it can be seen that the tolerance value of religion, profession and teaching is greater than 0.1 and the VIF value of the three is smaller than 10.00. this shows that the three have no influence on one another. The next test is the heteroscedasticity test, to test whether the regression results are accurate or not, a good regression is one that does not have symptoms of heteroscedasticity, indicated by the results of the Glesjer test which shows the significance of the data > 0.05.

Tabel 8: Glesjer Test

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	11.990	6.112		1.962	.073
	Agama	-.466	.404	-.506	-1.154	.271
	Profesi	-.107	.286	-.141	-.376	.714
	Pengajar	.213	.368	.308	.578	.574

a. Dependent Variable: Abs_Res

From this table, the Glesjer test shows that the significance value of perception both from the perspective of religion, profession and teacher is greater than the value of 0.05 which indicates that there are no symptoms of heteroscedasticity.

The next test is to see the effect between the two variables, while the regression test results are as follows:

Tabel 9: Regression Test

Model	R	R Square	Change Statistics						
			Adjusted R Square	Std. Error of the Estimate	R Square Change	F Change	df1	df2	Sig. F Change
1	.883 ^a	.780	.725	7.183	.780	14.181	3	12	.000

a. Predictors: (Constant), Pengajar, Profesi, Agama

b. Dependent Variable: Motivasi

When viewed from the table below, the sig F change is 0.00 < 0.05 which indicates that these two variables have a simultaneous influence. Then the correlation coefficient is 0.883. From these results it can be seen that the relationship between perception and motivation variables has a very strong relationship, to see what contributes most to this relationship, the researcher sees the largest β coefficient in the table below

Tabel 10: Coefficient with 3 predictors

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	-18.930	14.059		-1.347	.203
	Agama	.519	.929	.123	.558	.587

Profesi	.647	.657	.185	.985	.344
Pengajar	2.041	.846	.648	2.412	.033

From this table, it can be seen that the largest β coefficient is owned by student perceptions from the perspective of Arabic language teachers, then continued with professionalism and ended with religion.

Discussion

There is a very strong relationship between the perception of non-Muslim students and motivation to learn Arabic, and in this study it is proven that students' perceptions of Arabic learning can significantly make non-Muslim students motivated to learn Arabic. This proves that, the view of the Arabic language greatly affects the outcome of students²⁴.

Language must be realized by using the language in learning and outside the classroom. The orientation of learning Arabic should be able to not only be religiously oriented but also communication oriented²⁵, so that Arabic does not look exclusive, and can only be learned by Muslim students, while for non-Muslim students the urgency of learning it is still questionable

The results of this study certainly reminded the glory days of Islam when Arabic was the language of knowledge, every scientist flocked to translate thousands of Arabic books into a variety of other languages. Arabic became the mother of thousands of sciences which were then transferred to other languages in order to be disseminated, this is what causes world scientists to have the perception that if you want to master science then master Arabic.

As for this research, 3 student perceptions of Arabic were found, namely; perceptions of Arabic language teachers, student perceptions in terms of religion, and the last is perception in terms of professionalism. Students' perception of the treatment given by the teacher makes students give a very positive response in the form of high motivation. Among the assumptions seen in this study are the teacher's pattern of delivering material, choosing methods, the ability to map students' abilities, students' learning styles besides that, students' perceptions of Arabic language material presented by prioritizing the ability to express ideas by speaking, Arabic language is also indicated to be able to develop students' attitudes towards Arabic itself so that material that is categorized as difficult can be easily digested by students even though they are from non-Muslim circles²⁶.

The second perception is seen from a religious perspective, from this research it can be seen that non-Muslim students think that Arabic is able to make them have good character, develop culture and understand the manners and procedures for good behavior as citizens. In addition, non-Muslim students strongly agree on the urgency of Arabic as a religious language, but do not deny that Arabic can also be used as a tool to open new

²⁴ Mukmin Mukmin, Nurul Hidayah, and Naila Amelina, 'Evaluasi Program Intensif Bahasa Arab Pada Kelas Akselerasi Di Pondok Pesantren', *NASKHI: Jurnal Kajian Pendidikan Dan Bahasa Arab*, 6.1 (2024), 38–47 <<https://doi.org/10.47435/naskhi.v6i1.2570>>.

²⁵ Mukmin Mukmin, Nurul Hidayah, and Siti Marpuah, 'Reorientation of The Arabic Language Curriculum for Secondary Education in The Endemic Era', *Arabiyât: Jurnal Pendidikan Bahasa Arab Dan Kebahasaaraban*, 10.2 (2023), 217–29 <<https://doi.org/http://dx.doi.org/10.15408/a.v10i2.34960>>.

²⁶ Nurul Hidayah, Mukmin Mukmin, and Listia Eltika, 'Konsep Aritmetika Pada Perubahan Kata Bahasa Arab', *Kalamuna: Jurnal Pendidikan Bahasa Arab Dan Kebahasaaraban*, 4.2 (2023), 153–69 <<https://doi.org/10.52593/klm.04.2.04>>.



horizons for students as a treasure of knowledge that has not been obtained during education.

The last perception seen by non-Muslim students is the perception related to career opportunities in the future, which will open opportunities for them to get to know the world better with their language skills, so that Arabic is not just for getting grades on report cards but also has the opportunity to make them have hopes to explore the outside world.

The motivations that dominate because of the perception of non-Muslim students include the following:

1. Want to succeed in learning Arabic
2. Motivation because of rewards, awards, prizes from teachers
3. Motivation because interesting activities trigger curiosity and a sense of success in learning
4. Motivation due to the support of Muslim friends and the positive social interactions that are built in the classroom.

From the results of the questionnaire distributed, external motivation dominates more than internal motivation²⁷. This shows that external factors from non-Muslim students are very supportive of students in learning Arabic, because internally the motivation that students have cannot be said to be diverse and high considering that non-Muslim students only learn Arabic when students are in high school.

The opportunity for non-Muslim students to be internally motivated certainly cannot dominate the form of student motivation, this is because the age of students who have passed the age of 12 years and have gone through the lateralization phase and need conscious effort in learning a material. The highest factor that dominates student motivation is gifts and awards from teachers, besides that support from Muslim students also facilitates student understanding in learning, this is what can later make non-Muslim students more directed in learning Arabic, because of the teacher and peer factors that support the learning process so as to create a conducive environment when learning Arabic.

4. CONCLUSIONS

This study found that the perception of non-Muslim students has a very high correlation with the motivation to learn Arabic, while the most influential predictor is the student's perception of the presentation of interesting Arabic teaching, both the selection of appropriate methods to conducive learning environment conditions. Perception variables are also proven to simultaneously affect the motivation variable as much as 88.3%, so that the motivation that arises due to this perception is dominated by external motivation obtained by non-Muslim students while studying at school. The theoretical implication of this research is that Arabic language teachers or educators should pay more attention to learning patterns and treatments given to students, because student perceptions related to this matter greatly affect student motivation in learning Arabic even though these students come from non-Muslim religions. This research can provide benefits to Arabic language activists so as not to always orientate language as a religious

²⁷ Nurul Hidayah, Mukmin Mukmin, and Geta Apriyani, 'Kemampuan Abad 21 Siswa Pendidikan Menengah Di Sumatera Selatan: Sebuah Tinjauan Pembelajaran Menulis Berbahasa Arab Di Madrasah', in *Al-Muktamar As-Sanawi Li Al-Lughah Al-Arabiyyah (MUSLA)* (Curup, Bengkulu, 2024), pp. 1–10 <<https://prosiding.iaincurup.ac.id/index.php/musla/article/view/17/21>>.



language and forget the nature of language as a language of communication that can lead students to understand broader knowledge.

REFERENCES

- Davidovitch, Nitza, and Ruth Dorot, 'The Effect of Motivation for Learning Among High School Students and Undergraduate Students—A Comparative Study', *International Education Studies*, 16.2 (2023). <<https://doi.org/10.5539/ies.v16n2p117>>
- Hamzah, Abdul Fattah, and Khaira Boukhari, 'Students ' Responses and Perceptions in Learning Strategy of Ilmu Al- Badi Based on Mind Maps', *Jurnal Al Bayan: Jurnal Jurusan Pendidikan Bahasa Arab*, 14.2 (2022). <<https://doi.org/10.24042/albayan.v14i2.14275>>
- Hariri, Hasan, Dedy Hermanto Karwan, Een Yayah Haenilah, Riswanti Rini, and Ujang Suparman, 'Motivation and Learning Strategies: Student Motivation Affects Student Learning Strategies', *European Journal of Educational Research*, 10.1 (2020). <<https://doi.org/10.12973/EU-JER.10.1.39>>
- Harja, Hafzah, Endah Melani, Anisa Putri, and Hasnah Faizah, 'Sikap Mahasiswa Non Muslim Dalam Mengikuti Pelajaran Arab Melayu Angkatan 2021 PBSI Universitas Riau', 2.1 (2024)
- Hidayah, Nurul, Mukmin, and Cardasyifa, 'Cefr Pada Materi Bahasa Arab : Inovasi Pembelajaran Ramah Anak Pada', *KIDDO : Jurnal Pendidikan Islam Anak Usia Dini*, Special Edition: Araksa 1, 2024.<<https://doi.org/10.19105/kiddo.v5i1.12742>>
- Hidayah, Nurul, Mukmin Mukmin, and Geta Apriyani, 'Kemampuan Abad 21 Siswa Pendidikan Menengah Di Sumatera Selatan:Sebuah Tinjauan Pembelajaran Menulis Berbahasa Arab Di Madrasah', in *Al-Muktamar As-Sanawi Li Al-Lughah Al-Arabiyyah (MUSLA)* (Curup, Bengkulu, 2024).<<https://prosiding.iaincurup.ac.id/index.php/musla/article/view/17/21>>
- Hidayah, Nurul, Mukmin Mukmin, and Listia Eltika, 'Konsep Aritmetika Pada Perubahan Kata Bahasa Arab', *Kalamuna: Jurnal Pendidikan Bahasa Arab Dan Kebahasaaraban*, 4.2 (2023). <<https://doi.org/10.52593/klm.04.2.04>>
- Hidayah, Nurul, Mukmin Mukmin, and Siti Marfuah, 'The Correlation between Arabic Learning Motivation and Arabic Language Competence of Education Study Program Students in PostCOVID-19 Pandemic', *Al Bayan: Jurnal Jurusan Pendidikan Bahasa Arab*, 15.2 (2023).<<https://doi.org/10.24042/albayan.v15i2.17453>>
- Hidayah, Nurul, Mukmin Mukmin, and Ulin Nofia Sari, 'Learning Evaluation of Arabic Morphology for Tsanawiyah Students Based on 21', in *International Conference On Islam And Education*, 2024.
- Hidayah, Nurul, and Ludfi Muyassaroh, 'Pembelajaran Bahasa Arab Bagi Non Muslim Berbasis Moderasi Beragama Di Sekolah Umum', *Jurnal Ilmiah Wahana Pendidikan*, 9.3 (2023). <<https://doi.org/10.1306/st531003c13>>
- Husnaini, M, Ahmad Syauqi Fuady, and Irnie Victorynie, 'Al-Islam Dan Kemuhammadiyah: How to Teach the Non-Muslim Students at Muhammadiyah Education University of Sorong', *International Journal of Asian Education*, 2.2 (2021). <<https://ijae.journal-asia.education/index.php/data/article/view/149>>
- Jihada, Ilfiana Iffah, and Muhajir Musa, 'Perspektif Mahasiswa Nonmuslim Terhadap Mata Kuliah Bahasa Arab Di Universitas Muhammadiyah Kupang', *Jurnal Ahwatzikhoebillah : Kajian Islam, Pendidikan, Ekonomi, Humaniora*, 9.2 (2023).



- <<https://doi.org/10.37567/alwatzikhoebillah.v9i2.1885>>
- Kerras, Nassima, and Moulay Lahssan Baya Essayahi, 'Education and COVID-19: Learning Arabic Language and Perspectives', *Electronic Journal of E-Learning*, 20.1 Special Issue (2022). <<https://doi.org/10.34190/ejel.20.1.1976>>
- Mardianto, Mardianto, and Muhammad Shaleh Assingily, "'Dosen Ngajar On the Road": Persepsi Mahasiswa Tentang Fenomena Pembelajaran Era Covid-19', *Jurnal Obsesi: Jurnal Pendidikan Anak Usia Dini*, 6.1 (2021). <<https://doi.org/10.31004/obsesi.v6i1.1374>>
- Mukmin, Mukmin, Nurul Hidayah, and Naila Amelina, 'Evaluasi Program Intensif Bahasa Arab Pada Kelas Akselerasi Di Pondok Pesantren', *NASKHI: Jurnal Kajian Pendidikan Dan Bahasa Arab*, 6.1 (2024). <<https://doi.org/10.47435/naskhi.v6i1.2570>>
- Mukmin, Mukmin, Nurul Hidayah, and Siti Marpuah, 'Reorientation of The Arabic Language Curriculum for Secondary Education in The Endemic Era', *Arabiyât: Jurnal Pendidikan Bahasa Arab Dan Kebahasaaraban*, 10.2 (2023). <<https://doi.org/http://dx.doi.org/10.15408/a.v10i2.34960>>
- Ozer, Omer, and Nebahat Badem, 'LEARN Journal: Language Education and Acquisition Research Network Student Motivation and Academic Achievement in Online EFL Classes at the Tertiary Level', 0672.1 (2022) <<https://so04.tcithaijo.org/index.php/LEARN/index>>
- Pane, Akhiril, 'Urgensi Bahasa Arab; Bahasa Arab Sebagai Alat Komunikasi Agama Islam', *Komunikologi*, 2.1 (2018).
- Ramis, Tamilselvan, and Sau Cheong Loh, 'Mediating Effect of Psychological Needs Satisfaction on the Relationship between Gratitude and Academic Motivation during Online Learning', *Journal of Pedagogical Research*, 7.4 (2023). <<https://doi.org/10.33902/JPR.202322757>>
- Read, John, 'The Influence of the Common European Framework of Reference (CEFR) in the Asia-Pacific Region', *LEARN Journal: Language Education and Acquisition Research Network*, 12.1 (2019).
- Ritonga, Mahyudin, Martin Kustati, Meliza Budiarti, Ahmad Lahmi, Musda Asmara, Rahadian Kurniawan, and others, 'Arabic as Foreign Language Learning in Pandemic COVID-19 as Perceived by Students and Teachers', *Linguistics and Culture Review*, 5.1 (2021). <<https://lingcure.org/index.php/journal/article/view/726>>
- Satrianingrum, Arifah Prima, and Iis Prasetyo, 'Persepsi Guru Dampak Pandemi Covid-19 Terhadap Pelaksanaan Pembelajaran Daring Di PAUD', *Jurnal Obsesi: Jurnal Pendidikan Anak Usia Dini*, 5.1 (2020). <<https://doi.org/10.31004/obsesi.v5i1.574>>
- Syahrul, Syahrul, and Hajenang Hajenang, 'Reflections on Multicultural Education for Non-Muslim Students at Muhammadiyah University, Kupang', *Jurnal Tarbiyatuna*, 12.1 (2021). <<https://doi.org/10.31603/tarbiyatuna.v12i1.3593>>
- Wahab, Muhib Abdul, 'Peran Bahasa Arab Dalam Pengembangan Ilmu Dan Peradaban Islam', *ARABIYAT: Jurnal Pendidikan Bahasa Arab Dan Kebahasaaraban*, 1.1 (2014) <<https://doi.org/10.15408/a.v1i1.1127>>
- Yahya, Yuangga Kurnia, Umi Mahmudah, and Luthfi Muhyiddin, 'De-Sakralisasi Dalam Pembelajaran Bahasa Arab Di Indonesia: Analisis Bahasa Sebagai Identitas Agama', *JLA (Jurnal Lingua Applicata)*, 3.2 (2020). <<https://doi.org/10.22146/jla.57232>>
- Yazid, Mohd Taqwudin Mohd, Wan Muhammad Wan Sulong, Nik Farhan Mustapha,



and Mohd Azidan Abdul Jabar, 'The Techniques of Non-Muslim Students' in Learning Arabic Speaking Skills Online', *GEMA Online Journal of Language Studies*, 22.4 (2022). <<https://doi.org/10.17576/gema-2022-2204-19>>