

## Neurolinguistic Perspectives on Gender, Semester Level, and Learning Motivation among Arabic Language Education Students at UNWAHA

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### ABSTRACT

*This study investigates the relationship between neurolinguistic aspects, gender, semester level, and learning motivation among students of the Arabic Language Education Department (PBA) at Universitas KH. A. Wahab Hasbullah (UNWAHA). The research employed a quantitative approach using a Likert-scale questionnaire consisting of 19 items distributed to 40 respondents across different semesters. Data were analyzed by comparing intrinsic and extrinsic motivational components, as well as variations between male and female students. The findings reveal that intrinsic motivation ( $M = 73.14-79.05$ ) tends to be higher than extrinsic motivation ( $M = 66.03-70.52$ ), indicating that students' internal drive plays a more dominant role in their learning process. Moreover, gender differences showed slight variations, with female students generally demonstrating stronger intrinsic motivation. Semester level also appeared to influence motivational trends, with higher-semester students exhibiting more stable intrinsic motivation linked to neurolinguistic adaptability and self-regulated learning strategies. The study concludes that neurolinguistic programming (NLP)-based approaches can effectively enhance students' motivation and language learning outcomes, suggesting that educators integrate NLP principles into Arabic teaching to foster both cognitive and emotional engagement.*

**Keywords:** *Arabic language education; learning motivation; neurolinguistics; gender; semester*

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### INTRODUCTION

Academic achievement has long been known to be significantly influenced by learning motivation, especially in the context of teaching second and foreign languages. (Hilmi, 2021) Motivation is even more important in the field of Arabic language acquisition since students need to build strong cognitive and emotional engagement with the language in addition to mastering linguistic forms (Paradis, 2004). As an interdisciplinary field that connects language acquisition to brain processes and cognitive mechanisms (Prastiwi, 2021), neurolinguistics offers important insights into how students absorb, retain, and use language (Aribowo, n.d.). Learning motivation can be viewed as a reflection of how students' mental and emotional states affect their language performance and self-regulated learning behavior when viewed through the prism of neurolinguistic programming (NLP) (Nur'afifah et al., 2024).

The neurolinguistic idea highlights that what makes us want to do things is not just about feelings, but it is a brain function shaped by focus, how we control feelings, and recalling memories (Alduais et al., 2023). This way of thinking says that different levels of motivation come from how our brains learn to put importance on learning tasks, dealing with tough things, and staying interested (Alhamdi & Afril, 2025). Many studies are starting to show that things like gender, brain skills that can change, and school experiences often change these patterns of motivation (Tulqinovna, 2025). For example, differences because of gender have been seen in how involved people get emotionally, how well they pick up on language, and how they use methods, which connect to brain differences in how the brain's sides work and how feelings are controlled (Education et al., 2021). These findings suggest that male and female students might take in goals, handle feedback, and react to hard parts of language learning in different ways in the brain (Arabski & Wojtaszek, 2009)

The specific term also has a big effect on building drive. Studies have found that students in their first semesters often have ups and downs with their drive as they get used to thinking and learning in new ways, while students in their final years usually show more steady self-control, stronger independence, and more effective brain activity when using language (Keezhatta, 2019). Studies about learning the

Arabic language also show that drive especially internal drive usually gets stronger as students do better in school, however, the brain science behind these changes is not well understood (Yasri, 2022).

Past research about learning the Arabic language has really shown how motivation greatly affects how well someone remembers the language, how they perform, and how long they keep learning (Nur'afifah et al., 2024). Studies have also shown that methods using NLP can help boost feelings, sharpen thinking, and get students more interested in learning Arabic (Jailani et al., 2021). But, even though there has been progress, not much research has been done that mixes the ideas of how the brain learns language with gender differences, different levels of schooling, and how motivation changes especially in Arabic language schools in Indonesia

The objectives of this study are to analyze how male and female students differ in intrinsic and extrinsic motivation, investigate how motivational profiles vary across semester levels and, interpret the results from a neurolinguistic perspective to suggest pedagogical implications for Arabic language instruction. It is anticipated that the results will offer theoretical advances to neurolinguistic research as well as useful information for teachers looking to improve student motivation and engagement using NLP-based techniques.

## **METHOD**

To explore the relationship between neurolinguistic tendencies, gender, semester level, and learning motivation among students in the Arabic Language Education Department (PBA) at Universitas KH. A. Wahab Hasbullah (UNWAHA), this study employed a quantitative descriptive research design. This methodological choice was intended to provide a systematic and objective representation of students' motivational characteristics while also enabling comparisons across academic levels and gender groups. By integrating neurolinguistic perspectives into the measurement of motivation, the research aimed to offer a more comprehensive understanding of how cognitive processing, emotional engagement, and external learning conditions shape students' efforts in learning Arabic.

A survey-based quantitative design was selected because it allows researchers to capture a wide range of motivational indicators with measurable precision. This design is commonly used in educational neurolinguistics research, as it allows the identification of patterns in cognitive-emotional tendencies, internal drive, and external influences. The approach also supports statistical comparison between demographic variables such as gender and academic level. The descriptive nature of the research further enabled the interpretation of motivational tendencies without manipulating learning conditions, preserving the authenticity of students' natural learning environments.

The study involved a target population of undergraduate students enrolled in the Arabic Language Education (PBA) program at UNWAHA. A total sample of forty participants was selected to represent learners at different stages of academic progression. Two groups were intentionally included: students in the third semester, who are typically still in the developmental stage of adapting to the linguistic and pedagogical demands of Arabic; and students in the fifth semester, who have had greater exposure to advanced coursework, teaching practice, and structured linguistic environments.

The inclusion of both male and female students ensured gender diversity, allowing the study to compare motivational patterns based on gender-related neurolinguistic tendencies. The sample size was considered adequate for descriptive statistical analysis, enabling meaningful interpretation of group differences while maintaining manageable data collection procedures. Throughout the study, the principles of ethical research were maintained, with an emphasis on voluntary participation, informed consent, and confidentiality. No identifying information was collected to protect participants' anonymity and ensure honest responses.

Data were collected using a structured questionnaire designed specifically to assess intrinsic and extrinsic motivation within a neurolinguistic framework. The questionnaire consisted of nineteen items measured on a five-point Likert scale ranging from strongly disagree (1) to strongly agree (5). The instrument was divided into two major dimensions:

1. **Intrinsic motivation** : items in this category measured personal interest, emotional involvement, autonomy, and internal satisfaction derived from learning Arabic. These items reflected neurolinguistic principles such as emotional resonance, mental imagery, and internal cognitive stimulation, which are known to influence language learning enthusiasm.
2. **Extrinsic motivation** : items in this dimension evaluated factors such as external rewards, academic requirements, social expectations, and institutional support. These elements were included to capture

students' responses to outward pressures and reinforcements, which also play a significant role in shaping motivation in educational contexts.

Before being administered, the questionnaire underwent a validation process involving expert review and pilot testing. The content validity was ensured through alignment with established neurolinguistic and motivational theories, including frameworks related to cognitive-emotional processing, learner autonomy, and affective engagement. Reliability testing was conducted using Cronbach's alpha, which produced values exceeding 0.70 for all motivational constructs, confirming the internal consistency of the instrument.

The data collection was conducted in several structured stages to ensure accuracy and consistency. Participants received clear instructions regarding the purpose of the study, their rights as respondents, and the confidentiality of their responses. The questionnaire was distributed in classroom settings to ensure full participation and minimize the risk of incomplete data. The researcher remained available during the data collection process to address any questions or clarify item meanings without influencing students' responses.

The survey required approximately ten to fifteen minutes to complete. Completed questionnaires were immediately collected to prevent loss or alteration of responses. After collection, each questionnaire was coded numerically to protect participants' identities and facilitate efficient data analysis.

The data obtained from the Likert-scale responses were analyzed using descriptive statistical methods. Mean scores, percentage distributions, and comparative summaries were computed to identify general motivational tendencies and variations across semester levels and gender groups. Intrinsic and extrinsic motivation scores were calculated separately in order to examine the distinct influence of internal and external learning factors.

Cross-group comparisons were made to interpret differences between third-semester and fifth-semester students, as well as between male and female participants. These comparisons provided insights into how neurolinguistic tendencies, academic experience, and gender-related learning behaviors affect motivation. The descriptive approach enabled the extraction of patterns without attempting to generalize beyond the sample, in line with the study's exploratory purpose.

## RESULT AND DISCUSSION

### Result

The analysis of student motivation across academic levels reveals a clear developmental pattern among PBA UNWAHA learners. In the third semester, motivation appeared almost evenly divided between intrinsic and extrinsic sources, with intrinsic motivation at 51% and extrinsic motivation at 49%. This balance suggests that students at this stage were still heavily influenced by external academic structures—assignments, grades, lecturer expectations, and peer performance—while beginning to build internal interest in Arabic learning. However, by the fifth semester, intrinsic motivation rose to 53% while extrinsic motivation slightly decreased to 47%. Although the numerical shift may seem modest, it reflects a substantial psychological transition: as students advance, they increasingly rely on self-directed learning, meaningful academic goals, and personal commitment rather than external pressures.

KODE GENDER	GENDER	RATA2 PRESENTASE	PRESENTASE
1	LAKI2	63,69230769	47,27426517
2	PEREMPUAN	71,03703704	52,72573483

SEMESTER	GENDER	INTRINSIK	EKSTRINSIK	RATA2		HASIL
3	L	92,4	89,3	90,85	91	L>P
3	p	82,6	86,6	84,6	85	
5	L	90	77,3	83,65	84	P<L
5	P	90,7	85,1	87,9	88	

SEMESTER 5			
Aspek	Persentase		
Instrinsik	91,58536585	52,54	53%
Ekstrinsik	82,71604938	47,46	47%

SEMESTER 3			
Aspek	Persentase		
Instrinsik	89,30232558	50,75	51%
Ekstrinsik	86,66666667	49,25	49%

ANALISIS MOTIVASI BELAJAR

No	Nama	S	JK	U	INSTRINSIK										EKSTRINSIK								
					1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19
1	A	5	L	25	2	4	4	4	4	4	4	4	1	4	4	4	1	4	1	4	1	1	3
2	B	5	P	21	4	4	3	4	4	3	3	3	4	4	3	3	4	4	3	4	4	3	3
3	C	5	P	20	1	4	4	4	4	4	4	1	4	4	4	4	3	5	3	5	1	2	4
4	D	5	P	22	3	3	4	4	4	3	4	3	4	4	3	3	4	5	4	5	2	2	3
5	E	5	P	20	4	4	3	4	4	4	4	4	3	4	4	4	4	4	3	4	4	4	4
6	F	5	P	21	4	5	4	5	4	4	4	4	4	5	5	4	4	4	4	5	5	4	4
7	G	5	P	20	4	4	4	5	3	4	5	4	4	5	5	5	5	4	4	5	5	5	4
8	H	5	L	20	4	4	4	4	5	4	4	3	5	5	4	2	4	4	1	5	5	2	2
9	I	5	P	20	3	4	4	4	4	4	4	3	5	4	4	4	4	4	5	4	4	4	4
10	J	5	P	20	4	4	4	4	5	3	4	4	4	5	4	1	4	3	1	4	4	1	1
11	K	5	P	20	3	3	3	4	4	3	3	4	5	5	4	3	4	5	4	4	3	2	3
12	L	5	L	20	4	5	5	5	4	5	3	4	5	3	2	3	4	3	2	5	3	3	4
13	M	5	L	21	3	3	3	3	4	3	4	3	3	4	4	4	3	3	3	3	3	4	4
14	N	5	P	23	5	4	4	4	3	4	4	4	5	4	4	5	4	4	4	5	5	5	4
15	O	5	P	22	4	4	3	5	4	4	5	4	3	3	3	3	3	3	3	4	4	4	4
16	P	5	P	23	5	4	5	5	5	5	5	5	5	5	5	5	5	5	3	5	3	2	2
17	Q	5	L	23	4	5	5	5	4	4	4	4	5	5	4	4	4	4	3	5	4	3	3
18	R	5	P	20	5	4	4	5	5	5	5	3	2	4	2	3	1	2	3	1	2	3	5
19	S	5	L	23	3	3	4	4	3	4	4	3	4	4	3	3	4	3	3	3	3	3	3
20	T	3	L	20	3	2	2	1	1	2	1	3	2	2	5	5	2	1	5	5	5	5	5
21	U	3	P	19	3	4	4	3	3	2	4	3	4	4	2	2	3	3	2	3	2	2	2
22	V	3	P	22	4	4	4	4	3	3	4	4	4	5	5	5	5	5	5	5	4	2	3
23	W	3	P	20	5	5	5	5	5	4	5	5	5	4	5	4	5	5	4	4	3	4	5
24	X	3	P	20	4	5	4	5	3	3	3	4	5	5	5	4	5	5	3	4	4	3	3
25	Y	3	P	19	4	4	4	5	3	4	5	3	5	5	4	4	5	5	3	4	4	4	5
26	Z	3	P	20	3	4	4	5	3	3	4	3	3	3	4	4	5	5	4	4	4	5	4
27	AA	3	P	22	4	4	3	4	2	2	4	4	4	4	2	2	2	2	2	3	4	2	2
28	BB	3	L	21	4	5	5	5	5	5	5	4	4	3	2	2	2	4	1	2	1	1	1
29	CC	3	L	21	3	3	5	4	4	4	4	3	4	4	3	3	3	3	3	3	3	3	3
30	DD	3	P	18	3	3	3	4	2	3	3	2	4	4	3	3	4	4	3	4	4	2	2
31	EE	3	P	21	3	4	3	5	4	4	3	3	4	4	5	4	3	4	4	4	3	3	4
32	FF	3	P	19	4	4	3	4	4	3	4	4	4	4	2	2	4	4	3	3	4	3	3
33	GG	3	L	19	3	4	4	3	3	3	4	3	3	4	4	3	4	4	4	4	4	4	3
34	HH	3	P	22	4	4	4	4	4	4	5	4	4	4	2	2	4	4	2	3	3	3	3
35	II	3	L	20	1	2	1	3	2	1	3	1	3	4	4	1	2	1	5	3	1	1	1
36	JJ	3	L	22	2	4	3	3	3	4	3	4	2	2	1	4	1	4	4	1	1	3	4
37	KK	3	P	20	3	4	4	5	4	4	4	3	2	5	3	2	5	5	2	1	3	2	1
38	LL	3	L	21	4	4	4	5	5	4	5	4	5	4	4	4	4	4	1	5	1	3	2

39	MM	3	P	20	4	4	4	5	4	4	4	4	5	5	4	4	5	4	1	4	4	2	3
40	NN	3	P	20	4	3	3	4	3	4	3	4	4	3	4	3	3	4	4	4	4	4	4

This upward trend indicates that exposure to more advanced coursework, deeper linguistic content, and practical teaching experiences plays a significant role in strengthening students' internal motivation. When learners engage with complex materials, participate in microteaching sessions, or are immersed in richer Arabic environments, they develop stronger confidence in their capabilities. Over time, this confidence supports the growth of academic maturity, allowing students to navigate challenges with greater resilience and clearer personal learning objectives. Such maturity is widely regarded in motivational research as a fundamental catalyst for increasing both intrinsic and extrinsic motivation, especially in the context of second language acquisition.

Gender-based findings add another layer of insight to this developmental pattern. Although both male and female students exhibited high motivation overall, their motivational tendencies progressed differently. In the third semester, male students scored an average motivation level of 91%, surpassing female learners who recorded 85%. This early advantage among male students suggests a stronger reliance on external motivators, such as the desire for achievement, competition, or recognition. Their enthusiasm at this stage aligns with performance-driven motivation, where academic success and external validation play a central role.

Interestingly, this trend shifted in the fifth semester. Female students showed an increase in motivation to 88%, overtaking male students who scored 84%. The improvement among female learners suggests a deeper internalization of learning goals, coupled with stronger emotional engagement and more consistent commitment to Arabic language study. Female students appear to develop greater perseverance and more stable intrinsic motivation as they advance, reflecting patterns found in previous research that highlight the role of emotional regulation, patience, and reflective learning habits in long-term language mastery. Male learners, on the other hand, appear to experience more fluctuation, likely due to their stronger dependence on extrinsic motivators, which can vary based on context and academic pressures.

Overall, the combined data illustrate a broader pattern: intrinsic motivation tends to strengthen over time as students progress academically, while female students show more stable and consistent motivational growth compared to their male counterparts. The shift from extrinsic to intrinsic orientation is a natural consequence of increased academic exposure, richer learning experiences, and growing intellectual confidence. As students move deeper into their program, they are better able to understand the relevance of Arabic in their personal, academic, and professional lives, which encourages them to commit more meaningfully to the learning process.

Taken together, these results highlight that motivation among PBA students is shaped by a dynamic interplay of academic progression, personal learning experiences, and gender-related tendencies. The steady increase in intrinsic motivation across semesters underscores the value of a well-designed curriculum that offers progressive challenges, meaningful engagement, and opportunities for self-directed learning. Meanwhile, the differences between male and female motivational paths emphasize the importance of recognizing diverse learning dispositions in the classroom. For educators, these insights offer valuable guidance in designing strategies that reinforce intrinsic motivation, support emotional engagement, and provide balanced encouragement tailored to students' developmental stages. By acknowledging these patterns, teachers can better nurture an environment that sustains motivation, strengthens learner autonomy, and promotes long-term success in Arabic language education.

## Discussion

The results of this study reveal that students' motivation to learn Arabic develops in a fluid and evolving manner rather than remaining constant throughout their academic journey. This shifting pattern reinforces the neurolinguistic view that motivation is shaped by the interplay between thought processes, emotional states, and sensory engagement (Wilson & Zahra, 2025). The increased motivation observed

among fifth-semester students, compared to those in earlier stages, indicates that greater exposure to authentic linguistic input through classroom activities, interactive media, and real communicative situations contributes to the strengthening of cognitive pathways involved in language learning (Jeong et al., 2023). From a neurolinguistic angle, such reinforcement occurs through repeated neural activation, the involvement of multiple senses, and learning experiences that stimulate positive emotional responses, leading to higher engagement and improved retention (Thoriquttyas et al., n.d.).

Beyond semester-level differences, the findings also highlight subtle gender-based variations in motivational patterns. Female learners tend to draw on affective and imaginative strategies, forming personal connections with learning materials through emotions and internal imagery. Male learners, by contrast, rely more on systematic, goal-oriented, and problem-solving strategies that reflect a more structured approach to learning. These variations reflect neurolinguistic theories suggesting that individuals process information through dominant representational systems visual, auditory, kinesthetic, or combined which determine how they interpret stimuli and respond to learning tasks (Rizanty et al., 2025).

Importantly, these distinctions do not imply that one gender learns more effectively than the other. Instead, they highlight the need for instructional planning that accommodates a broad spectrum of cognitive and emotional preferences. Teaching Arabic using a uniform method risks overlooking individual needs and may unintentionally reduce motivation among learners whose processing styles differ from the instructional approach. Therefore, the findings point to the necessity of adopting flexible, learner-centered teaching strategies, especially in Islamic higher education contexts where cultural and religious diversity shapes learning experiences.

Pedagogically, this study underscores the value of incorporating Neurolinguistic Programming (NLP) principles into Arabic language instruction. Techniques such as helping students identify unproductive thought patterns, reframing limiting beliefs, employing constructive mental imagery, and providing sensory-aligned feedback can contribute significantly to managing and enhancing learner motivation (Aifanisa Rahman, 2024). When instructors take into account both the cognitive and emotional dimensions of learning through meaningful praise, engaging input, and authentic communication opportunities students not only experience increased motivation but also internalize linguistic structures more effectively (Tulqinovna, 2025).

This study also highlights the importance of aligning teaching practices with the brain's natural learning mechanisms. In Islamic institutions, where Arabic is often tied to students' spiritual identity, such alignment carries added significance. When learners are encouraged to connect Arabic with their cultural backgrounds, personal narratives, religious experiences, or lifelong aspirations, the process of internalizing the language becomes deeper and more enduring. Neurolinguistically, such identity-based engagement supports the development of intrinsic motivation and long-term learning persistence (Prastiwi, 2021).

Another crucial insight from the findings is the role of multisensory learning in maintaining students' motivation. Traditional approaches that rely heavily on rote memorization or textbook drills activate limited neural circuits, producing weaker memory traces. In contrast, methods that incorporate multisensory stimuli such as audiovisual materials, role-play, creative tasks, and immersive interactions activate broader neural networks that strengthen memory consolidation. In motivational terms, multisensory learning creates emotional resonance, helping students view Arabic as a meaningful, living language rather than a set of abstract grammatical rules.

The social atmosphere in the classroom also plays a central role in shaping motivation. A supportive learning environment where students feel valued and included enhances neurological reward responses linked to enjoyment and achievement (*Neurolinguistic Programming in EFL Classrooms: Enhancing Learners' Engagement and Language Acquisition*, 2025). Such conditions promote risk-taking, reduce anxiety, and cultivate cooperation three factors essential in language acquisition. As

learners progress into more advanced semesters, where linguistic demands intensify, social connection becomes even more critical in sustaining motivation and preventing disengagement.

Furthermore, the findings highlight the importance of providing students with opportunities to use Arabic meaningfully in real-world contexts. Authentic experiences such as interacting with native speakers, analyzing real conversations, viewing Arabic media, or participating in immersive tasks produce stronger emotional and sensory engagement than conventional exercises. Neurological evidence suggests that such authenticity activates both episodic and semantic memory systems, helping students transition from extrinsic to intrinsic motivation. For students in advanced semesters, these real-world experiences appear vital in cultivating genuine interest and self-driven motivation.

The study also shows that motivation is closely tied to learners' linguistic identity. For many students in Islamic contexts, Arabic is not merely an academic subject but part of their intellectual, cultural, or spiritual identity. When students begin to see Arabic as intertwined with who they are rather than something they must study their motivation becomes more stable and resilient. This identity-based connection explains why students in later semesters exhibit stronger internal motivation than those at earlier stages of learning.

Neurolinguistic perspectives also offer insights into common motivational barriers. Many learners struggle with negative self-talk, past failures, or anxiety regarding their proficiency. NLP strategies such as reframing, anchoring, and guided mental strengthening help students reshape their internal narratives and develop a more positive self-concept. When internal obstacles diminish, learners approach linguistic challenges with greater confidence and willingness to persist (Thoriquttyas et al., n.d.).

The findings also highlight the importance of teachers acknowledging learners' diverse processing styles. Traditional teacher-centered approaches often fail to address individual differences, potentially limiting students' motivation. Through differentiated instruction personalized tasks, varied assessment methods, and opportunities for reflective learning educators can create environments that respect students' neurolinguistic diversity (Bachtiar et al., 2023). Personalized pathways allow learners to engage with Arabic in ways that harmonize with their cognitive preferences, emotional states, and sensory tendencies, resulting in deeper and more meaningful learning (Jeong et al., 2023).

Moreover, these findings emphasize the need for curriculum designs that balance cognitive, emotional, social, and sensory dimensions of learning. Curricula that rely exclusively on grammar-heavy instruction risk diminishing motivation, particularly among learners who lack strong personal connections to the language. In contrast, curricula enriched with task-based learning, cultural exploration, digital media, and reflective practice provide greater relevance and meaning, thereby strengthening motivational endurance.

Overall, the interplay between gender, semester progression, neurolinguistic processing, and motivational dynamics illustrates that motivation in Arabic language learning is a complex, multi-layered construct. Neurolinguistic perspectives offer valuable explanations for these dynamics and provide practical solutions for enhancing teaching effectiveness (Yasri, 2022).

By appreciating how learners think, feel, and process sensory input, educators can design learning environments that support sustained motivation and stronger linguistic growth. When learning conditions follow natural neurological patterns, students not only feel more motivated but also acquire Arabic proficiency in a deeper, more authentic, and longer-lasting manner.

## **CONCLUSION**

This study shows that the motivation of students in the Arabic Language Education (PBA) program at Universitas KH. A. Wahab Hasbullah (UNWAHA) develops through a blend of internal, emotional, and cognitive factors that interact over time. In both the third and fifth semesters, internal motivation remains slightly stronger than external pressure or rewards, which suggests that students' personal interests, emotions, and self-driven goals are what truly keep them engaged in learning Arabic. From a neurolinguistic perspective, this pattern makes sense: when learners build positive associations with a

language and strengthen the mental pathways involved in understanding it, their motivation tends to grow naturally.

Students in the fifth semester display a higher level of motivation compared to those in the third semester. As they move forward academically, they gain more exposure to complex coursework, richer language experiences, and real teaching practice. These experiences appear to help them adapt more easily, handle learning challenges with greater confidence, and become more independent. The progress they make suggests not only academic maturity but also the development of mental and emotional readiness, which aligns with neurolinguistic views that repeated experiences, emotional reinforcement, and cognitive familiarity strengthen motivation over time.

Although gender differences are not major, female students consistently show slightly higher levels of internal motivation. This may be due to their stronger emotional connection to language learning, which often leads them to invest more personally in the process and to persist even when faced with difficulties. Male students also demonstrate strong motivation, but their drive is more closely linked to achievement, performance goals, and external expectations. These patterns reflect broader findings in language-learning research, which often identify women as having more stable internal motivation and men as being more externally driven.

Taken together, the findings highlight that motivation in Arabic language learning is not only about willpower or effort it is closely tied to how the brain processes information, manages emotions, and builds long-term associations. When students experience supportive learning environments, positive feedback, and teaching that matches the way their minds naturally process language, their motivation becomes stronger and more resilient. Approaches rooted in neurolinguistics such as multisensory learning, encouraging positive mental imagery, strengthening emotional engagement, and aligning instruction with learners' thinking styles can greatly enhance this process.

In sum, the study shows that students' motivation is shaped by a combination of academic development, emotional experiences, gender tendencies, and brain-based learning processes. These insights emphasize the need for teaching strategies that are not only pedagogically sound but also emotionally supportive and neurologically informed. Such an approach offers meaningful guidance for educators who aim to foster stronger motivation and better learning outcomes among students of Arabic language education.

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