HOW DOES ACHIEVEMENT GOAL ORIENTATION AFFECT THE PROCESS OF LEARNING ARABIC? A NARRATIVE INQUIRY STUDY

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Article Info	Abstract
	This study examines how different achievement goal orientations influence learning styles and academic performance among students in the Arabic Language Education (PBA) program. Using a narrative inquiry approach, data were collected through interviews, observations, and documentation involving students and lecturers at STIT Darul Fattah. Data analysis followed Miles and Huberman's four-stage model: data collection, condensation, display, and conclusion drawing. The findings reveal two dominant goal orientations: Performance Approach and Mastery Approach. Students with a performance-oriented mindset often adopt a diverging learning style and achieve high academic performance across subjects. In contrast, students with a mastery orientation tend to align with an assimilating style, excelling in courses that match their personal learning goals and intellectual interests. Drawing on David Kolb's experiential learning theory, the study highlights how achievement goals shape learning styles, which in turn affect academic outcomes. This research underscores a dynamic and reciprocal relationship between motivation, learning preferences, and success in Arabic language learning, offering actionable insights for educators to tailor instruction based on students' motivational profiles and enhance language learning effectiveness.

Keywords:	Achievement Goal Orientation; Arabic Learning; Narative Inquiry.

مستخلص البحث

تهدف هذه الدراسة إلى تحليل الفروق في توجهات أهداف التحصيل الدراسي بين طلاب قسم تعليم اللغة العربية وتأثيرها على أساليب التعلم ومستوى الأداء الأكاديمي. اعتمدت الدراسة منهج البحث السردي، وتم جمع البيانات من خلال المقابلات والملاحظات والوثائق، بمشاركة الطلاب والأساتذة في جامعة دار الفتح. تم تحليل البيانات باستخدام نموذج مايلز وهوبيرمان المكوّن من أربع مراحل: جمع البيانات، تكثيف البيانات، عرض البيانات، واستخلاص النتائج والتحقق منها. أظهرت النتائج وجود نوعين مهيمنين من توجهات أهداف التحصيل، هما: التوجه القائم على الأداء والتوجه القائم على الإتقان. يميل الطلاب ذوو التوجه القائم على الأداء إلى اتباع أسلوب التعلم المتباين، ويظهرون إنجازاً عالياً في مختلف المواد. أما الطلاب ذوو التوجه القائم على الإتقان، فيتمثل أسلوب تعلمهم في أسلوب المستوعب، حيث يبرعون في المقررات التي تتماشى مع أهدافهم التعليمية وفهمهم العميق. من خلال تطبيق نظرية كولب في أساليب التعلم التجريبي، توضح هذه الدراسة كيف أن توجهات التحصيل تؤثر في أسلوب التعلم، مما ينعكس على الأداء الأكاديمي. وتؤكد النتائج على وجود علاقة ديناميكية بين الدافعية وتفضيلات التعلم ونجاح الطالب في تعلم اللغة العربية، مما يوفر رؤى تطبيقية للمعلمين لتكييف استراتيجيات التدريس بما يتناسب مع الملفات التحفيزية للطلاب، وبالتالي تعزيز فعالية تعلم اللغة.

كلمات أساسية: أهداف الإنجازي ؛ تعلم العربية؛ التحقيق السردي.

Introduction

Interest in learning Arabic in Indonesia has grown significantly, as evidenced by the increasing number of schools and educational institutions teaching Arabic in teaching and learning activities.[1] Arabic has been taught in Indonesia for centuries because of the many adherents of Islam in the archipelago.[2] However, in the current global context, the perception of Arabic has shifted. It is no longer viewed solely as a language for understanding religious texts but also as a global language of communication.[3] Learning Arabic is not only intended as a means of understanding religious sciences but also as a form of existence in the international world as a means of communication.[4] Learners come from diverse backgrounds, which naturally leads to variations in motivation and interest in learning.[5] It is the responsibility of educators to understand students' backgrounds, as this understanding is essential for selecting appropriate media, teaching methods, and instructional strategies.

Motivation and interest are key determinants of student engagement in Arabic language learning.[6] Hoffman defines learning motivation as an internal drive that encourages students to achieve their educational goals.[7] In this context, motivation plays a critical role in helping students master Arabic language skills. Özhan and Kocadere's research supports this view, showing that motivation significantly influences learning outcomes.[8] Motivation is generally divided into

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[1] Zurqoni Zurqoni et al., "Has Arabic Language Learning Been Successfully Implemented?," *International Journal of Instruction* 13, no. 4 (October 1, 2020): 715–30, https://doi.org/10.29333/iji.2020.13444a; Linda Khuroidah, "The Transformation of Arabic Learning Language Majors in High School," *Studi Arab* 13, no. 2 (December 23, 2022), https://doi.org/10.35891/sa.v13i2.3393.

[2] Ismail Suardi Wekke, "Arabic Teaching and Learning: A Model from Indonesian Muslim Minority," *Procedia - Social and Behavioral Sciences* 191 (June 2015): 286–90, https://doi.org/10.1016/j.sbspro.2015.04.236; Choirul Mahfud et al., "Islamic Cultural and Arabic Linguistic Influence on the Languages of Nusantara; From Lexical Borrowing to Localized Islamic Lifestyles," *Wacana* 22, no. 1 (May 7, 2021): 224, https://doi.org/10.17510/wacana.v22i1.914.

[3] Bernard Comrie, *The World's Major Languages* (London: Routledge, 2018), https://doi.org/10.4324/9781315644936; Mohamed Zain Sulaiman, "Book Review: New Insights into Arabic Translation and Interpreting," *The International Journal of Translation and Interpreting Research* 10, no. 1 (February 28, 2018), https://doi.org/10.12807/ti.110201.2018.r01.

[4] Hamidah Hamidah, "Arabic Language: Between Learning Necessity and Responsibility (Ar)," *Al-Ta'rib : Jurnal Ilmiah Program Studi Pendidikan Bahasa Arab IAIN Palangka Raya* 7, no. 1 (June 1, 2019): 35–44, https://doi.org/10.23971/altarib.v7i1.1472.

[5] Joshua L. Howard et al., "Student Motivation and Associated Outcomes: A Meta-Analysis From Self-Determination Theory," *Perspectives on Psychological Science* 16, no. 6 (November 2021): 1300–1323, https://doi.org/10.1177/1745691620966789.

[6] Xiaoxin Miao and Pucheng Wang, "A Literature Review on Factors Affecting Motivation for Learning Arabic as a Foreign Language," *Open Journal of Social Sciences* 11, no. 06 (2023): 203–11, https://doi.org/10.4236/jss.2023.116014.

[7] Bobby Hoffman, *Motivation for Learning and Performance* (Academic Press, 2015).

[8] Şeyma Çağlar Özhan and Selay Arkün Kocadere, "The Effects of Flow, Emotional Engagement, and Motivation on Success in a Gamified Online Learning Environment," *Journal of Educational Computing Research* 57, no. 8 (January 2020): 2006–31, https://doi.org/10.1177/0735633118823159.

intrinsic and extrinsic types.[9] Intrinsic motivation arises from within, such as a personal desire to understand Arabic or access Islamic texts, while extrinsic motivation is shaped by external factors like grades or career goals. According to Uno, intrinsic motivation is reflected in indicators such as the desire to succeed, the need to learn, and the aspiration to achieve goals all of which are essential in supporting students' progress in Arabic language acquisition.[10]

Achievement Goal Theory, as proposed by Elliott and Dweck provides a useful framework for understanding student motivation in Arabic language learning.[11] This theory explains how learners' goals influence their engagement and performance by categorizing achievement goals into four types: Mastery Approach, Mastery Avoidance, Performance Approach, and Performance Avoidance.[12] In the context of Arabic language education, where learners' motivations can vary widely from mastering linguistic skills to meeting external expectations this theory helps identify the different orientations students bring to the learning process.[13] Understanding these goal orientations is crucial for educators to design instructional strategies that foster positive motivation, reduce anxiety, and promote meaningful engagement with the Arabic language.

Several studies have examined motivation in Arabic language learning. For example, Calafato et al focused on social and cultural factors influencing learners' motivation to acquire Arabic as a second language.[14] While Juping Qiau et al explored the roles of intrinsic and extrinsic motivation in learner engagement.[15] In contrast, research related to Achievement Goal Theory by Miller et al investigated how individual achievement motivation affects learning behavior generally,

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[9] Lisa Legault, "Intrinsic and Extrinsic Motivation," in *Encyclopedia of Personality and Individual Differences*, ed. Virgil Zeigler-Hill and Todd K. Shackelford (Cham: Springer International Publishing, 2020), 2416–19, https://doi.org/10.1007/978-3-319-24612-3_1139; Edwin A. Locke and Kaspar Schattke, "Intrinsic and Extrinsic Motivation: Time for Expansion and Clarification.," *Motivation Science* 5, no. 4 (December 2019): 277–90, https://doi.org/10.1037/mot0000116.

[10] Muassomah Muassomah, "Demotivation Of AFL Students In The Online Learning," *Ijaz Arabi Journal of Arabic Learning* 6, no. 1 (February 25, 2023), https://doi.org/10.18860/ijazarabi.v6i1.16884.

[11] Elaine S. Elliott and Carol S. Dweck, "Goals: An Approach to Motivation and Achievement.," *Journal of Personality and Social Psychology* 54, no. 1 (1988): 5–12, https://doi.org/10.1037/0022-3514.54.1.5.

[12] Bilson Simamora and Elisabeth Vita Mutiarawati, "Achievement Goals Model Validation: Is the 2X2 Better than the Trichotomous?," *International Journal of Evaluation and Research in Education (IJERE)* 10, no. 1 (March 1, 2021): 142, https://doi.org/10.11591/ijere.v10i1.20869.

[13] Judith L. Meece, "The Role of Motivation in Self-Regulated Learning," in *Self-Regulation of Learning and Performance*, by Dale H. Schunk and Barry J. Zimmerman (New York: Routledge, 2022), 25–44, https://doi.org/10.4324/9780203763353-2.

[14] Raees Calafato, "Learning Arabic in Scandinavia: Motivation, Metacognition, and Autonomy," *Lingua* 246 (October 2020): 102943, https://doi.org/10.1016/j.lingua.2020.102943.

[15] Juping Qiao, Kassim Noor Lide Abu, and Badrasawi Kamal, "Motivation and Arabic Learning Achievement: A Comparative Study Between Two Types of Islamic Schools in Gansu, China," in *Pacific Rim Objective Measurement Symposium (PROMS) 2012 Conference Proceeding* (Berlin, Heidelberg: Springer Berlin Heidelberg, 2013), 197–217, https://doi.org/10.1007/978-3-642-37592-7_14.

without a specific focus on Arabic language learning.[16] Similarly, Zhang et al investigated the impact of achievement goal orientations on academic performance broadly, rather than within the context of Arabic learning.[17] Although these studies provide valuable insights into motivation and achievement goals, there remains a significant gap concerning how specific learning goals influence motivation and outcomes in Arabic language education. Therefore, further research is needed to explore the role of goal orientation in promoting success in Arabic language learning.

This study seeks to address this gap by exploring students' achievement goal orientations through their personal learning narratives. Specifically, it seeks to identify the types of achievement goals held by students in the Arabic Language Education (PBA) program and to examine how these goal orientations influence their Arabic learning process. Accordingly, the study is guided by the following research questions: (1) What types of achievement goals do PBA students hold in learning Arabic? (2) How do these achievement goal orientations affect their learning styles and outcomes in Arabic language acquisition?

Through this focus, the study aims to provide a deeper understanding of the relationship between learners' motivational goals and their learning styles and achievements in Arabic language education.

Method

This study employed a qualitative method with a narrative inquiry approach.[18] Aiming to explore the personal experiences of students in the Arabic Language Education (PBA) program at STIT Darul Fattah regarding their achievement goal orientations and the influence of these orientations on the Arabic language learning process. This approach was chosen because it enables the researcher to understand how students construct meaning around their learning goals through personal narratives. The primary participants of this study were PBA students, while lecturers served as supporting informants by providing contextual insights into students' profiles and learning characteristics. Specifically, this study aimed to identify the types of achievement goals students hold and analyze how these goals influence their style and learning outcomes in the context of Arabic language education.

This study involved three sixth semester students from the Arabic Language Education (PBA) Study Program at STIT Darul Fattah as the primary participants.

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[16] Angie L. Miller, Kyle T. Fassett, and Dajanae L. Palmer, "Achievement Goal Orientation: A Predictor of Student Engagement in Higher Education," *Motivation and Emotion* 45, no. 3 (June 2021): 327–44, https://doi.org/10.1007/s11031-021-09881-7.

[17] Qiannan Zhang et al., "Role of College Environment on Students' Soft Skills: Achievement Goal Structure," *College Teaching* 70, no. 4 (October 2, 2022): 422–32, https://doi.org/10.1080/87567555.2021.1971603.

[18] D. Jean Clandinin, *Engaging in Narrative Inquiry* (Routledge, Taylor & Francis Group, 2023).

They were purposively selected based on the diversity of their educational backgrounds and levels of Arabic proficiency: LIM comes from a pesantren background with advanced (mutaqaddimah) proficiency; FS graduated from a madrasah aliyah with intermediate (mutawassith) proficiency; and AU comes from a general high school with beginner (mubtadi) proficiency. This variation allows for an in-depth exploration of achievement goal orientations across different learning contexts. Two lecturers, MZS and RAR, were included as supporting informants. MZS, the Head of the Study Program with over eight years of experience, and RAR, a permanent lecturer known for her close interaction with students, provided contextual insights into students' academic characteristics and learning behaviors. The use of purposive sampling aligns with the narrative inquiry approach, which emphasizes depth and diversity of experience over generalizability in understanding individual learning processes.

Data were collected using three primary techniques: semi structured interviews, non participant observation, and documentation analysis. The semi structured interviews aimed to get stories and in-depth experiences from the informant regarding his Achievement Goal Orientation in learning Arabic and its influence on the informant in the learning process. Non participant observation is used as a reinforcement to photograph the teaching and learning process in the informant class. Meanwhile, documentation is taken by looking at notes, papers, and writings that can provide an overview of the informant's behavior, the documents collected were exam results and personal notes.

The analysis of this research data uses Miles, Huberman and Saldana's qualitative analysis, which consists of four steps: Data Collection, Data Condensation, Data Presentation, and Data Verification.[19] Data collection was carried out using data obtained from all research instruments. In the Data Condensation stage, the collected data was sorted based on the research objectives through abstraction and transformation. Data Presentation was used to display the sorted data in the form of figures, tables, and interview excerpts. The figure illustrates the learning behaviors of informants as observed during the study. The table presents data on informants' achievement goals in learning the Arabic language. Interview excerpts were used to describe the informants' achievement goals and their influence on the learning process. Through these four steps, the researcher obtained valid data on achievement goal orientation and its impact on the informants. To ensure the credibility of the data, the researcher employed triangulation by comparing and cross-checking data from observations, interviews, and documentation. Member checking was also conducted by asking informants to validate the interview transcripts and data interpretations.

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[19] Matthew B. Miles, A. Michael Huberman, and Johnny Saldana, *Qualitative Data Analysis* (Los Angeles: SAGE, 2014).

Result and Discussion

PBA Student Achievement Goal Orientation

Based on the results of interviews, observations, and documentation, the achievement goal data of PBA STIT Darul Fattah Bandar Lampung students is obtained in the following table:

Table 1. Student Achievement Goal in Learning Arabic

Informants	Achievement Goal Type	Description
LIM	Performance Approach	I learned Arabic because I wanted to be better than others
FS	Mastery Approach	I studied Arabic because I wanted to master the science
AU	Mastery Approach	I learned Arabic because I wanted to have proficiency in international languages

Table 1 shows differences in achievement goal orientations among PBA STIT Darul Fattah Bandar Lampung students towards learning Arabic. LIM informant, as a student with a background in pesantren education, has a type achievement goal "Performance Approach". In contrast, both FS, who graduated from a madrasah aliyah, and AU, who comes from a general high school, exhibit a Mastery Approach in their achievement goals. To provide a deeper understanding of these differing orientations, a detailed discussion of each participant's goal type and its influence on their learning will follow.

Performance Approach

LIM stated that learning Arabic is a step to show one's existence to look better than others; this can be seen in the results of a joint interview with LIM;

> *"My goal is to be the best compared to others. When I can speak Arabic, I am one step better than the others. In class, because I am a graduate of the pesantren, I have to show that I understand faster than other students".* (LIM)

The interview results show that LIM has a learning goal of being better than others. This is also corroborated by the results of interviews with Informant MZS and RAR as lecturers in LIM classes;

> *"LIM is the most outstanding student in his class; in some circumstances LIM is very enthusiastic in lectures to show that he is the best".* (MZS)

> *"It is a gift to be able to teach students like LIM. His high enthusiasm made his classmates follow the rhythm of his learning. He is indeed the best in the class".* (RAR)

Based on interview data, LIM exhibits a Performance Approach orientation in his achievement goals. This is evident in his consistent enthusiasm in classroom activities, where he actively answers questions and seeks recognition for his performance. LIM stated, "*I feel challenged when my peers are good at Arabic, I want to be better too.*" This statement aligns with Elliot et al.'s theory, which

defines the Performance Approach as a goal orientation focused on outperforming others.[20] Alhadabi and Karpinski further explain that such orientation is reflected in efforts to demonstrate superior performance by excelling and differentiating oneself in task completion.[21] Observational data reinforce these findings, showing that LIM actively participates, especially during competitive tasks. In contrast to demotivated students described by Liu who often forget instructions and lack engagement LIM maintains a high level of focus and energy.[22] These findings illustrate that a Performance Approach, when grounded in internal motivation, can foster positive learning behaviors and increase academic engagement in Arabic language education.

To further deepen the understanding of LIM's intrinsic motivation previously discussed, it is important to explore the underlying components driving it through the lens of achievement goal orientation theory. Wirthwein et al. categorize the performance approach goal into two dimensions: appearance focus, which involves striving to demonstrate competence, and normative focus, which emphasizes outperforming others based on social comparisons.[23] This theoretical framework helps explain LIM's motivation, as his enthusiasm in class reflects both his desire to be seen as capable and to surpass peers. Hasanahs findings further clarify that competitive learning methods, such as quizzes and tournaments, effectively stimulate this drive by fostering a normative focus.[24] Observational data from LIM's learning environment confirm that these methods enhance his engagement and motivation. Additionally, Charamba et al.'s research highlights the role of parental support in reinforcing learners' confidence and competitive spirit outside the classroom.[25] LIM's personal narrative about parental encouragement

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[20] Andrew J. Elliot and Nicolas Sommet, "Integration in the Achievement Motivation Literature and the Hierarchical Model of Achievement Motivation," *Educational Psychology Review* 35, no. 3 (September 2023): 77, https://doi.org/10.1007/s10648-023-09785-7.

[21] Amal Alhadabi and Aryn C. Karpinski, "Grit, Self-Efficacy, Achievement Orientation Goals, and Academic Performance in University Students," *International Journal of Adolescence and Youth* 25, no. 1 (December 31, 2020): 519–35, https://doi.org/10.1080/02673843.2019.1679202.

[22] Jing Liu, "Demotivating Factors among Undergraduate Distance English Learners: A Chinese Case Study," *Revista Signos* 55, no. 109 (August 2022): 581–604, https://doi.org/10.4067/S0718-09342022000200581.

[23] Linda Wirthwein and Ricarda Steinmayr, "Performance-Approach Goals: The Operationalization Makes the Difference," *European Journal of Psychology of Education* 36, no. 4 (December 2021): 1199–1220, https://doi.org/10.1007/s10212-020-00520-2.

[24] Mamluatul Hasanah, Renni Hasibuan, and Muhammad Jundi, "Elevating Arabic Vocabulary Learning: Integrating Teams Games Tournament and Show & Tell Method," *Arabiyat : Jurnal Pendidikan Bahasa Arab Dan Kebahasaaraban* 11, no. 1 (July 3, 2024), https://journal.uinjkt.ac.id/index.php/arabiyat/article/view/37937.

[25] Erasmos Charamba and Peter Jo Aloka, "Prioritising Transformation Through Involving Parents in Early Childhood Education Centres: A Critical Perspective," in *Towards a Transformative Pedagogy for Early Childhood Care and Education*, vol. 43, International Perspectives on Early Childhood Education and Development (Cham: Springer Nature Switzerland, 2024), 107–34, https://doi.org/10.1007/978-3-031-59648-3_7.

to practice Arabic at home exemplifies this dynamic. By systematically linking these theoretical insights with empirical data, the study provides a comprehensive understanding of how intrinsic motivation driven by the performance approach is sustained in Arabic language learning.

Building on the understanding of intrinsic motivation driven by the performance approach, it is important to also consider its potential weaknesses, particularly when students focus excessively on outperforming others rather than mastering the Arabic language.[26] To mitigate these limitations, teachers can provide extrinsic motivation as reminders and encouragement.[27] According to Kember, extrinsic motivation in teaching and learning may take the form of providing positive perceptions, rewards, and clearly defined roles.[28] Supporting this, Peng and Fu's research revealed that extrinsic motivators can significantly improve student learning outcomes.[29] Therefore, integrating both intrinsic and extrinsic motivational strategies based on achievement goal theory especially performance approach can foster a balanced learning environment that encourages Arabic language learners to not only compete but also develop deeper mastery and sustained engagement. This approach holds practical implications for Arabic language education, suggesting that educators should design classroom activities that stimulate healthy competition while reinforcing the importance of personal growth and mastery.

Mastery Approach

In contrast to LIM, FS and AU informants show that both have the same orientation in learning Arabic, namely, to master a skill. This can be seen in the following interview;

> *"I learned Arabic because I am a Muslim. And it is a must for me to understand my religion. And one of the bequests to learn religious science is to learn Arabic.".* (FS)

> *"My goal is to be able to communicate in Arabic. Because I know that with Arabic, I can communicate in a more global scope".* (AU)

Interview results indicate that FS is motivated by a desire to understand religious knowledge, while AU's primary goal in learning Arabic is to communicate

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[26] Karen M. Gilbert and Andrew J. Elliot, "Metamotivational Task Knowledge of Performance-Approach and Performance-Avoidance Achievement Goals," *Current Psychology* 43, no. 41 (November 2024): 32288–302, https://doi.org/10.1007/s12144-024-06773-0.

[27] I-Fan Liu, "The Impact of Extrinsic Motivation, Intrinsic Motivation, and Social Self-Efficacy on English Competition Participation Intentions of Pre-College Learners: Differences between High School and Vocational Students in Taiwan," *Learning and Motivation* 72 (November 2020): 101675, https://doi.org/10.1016/j.lmot.2020.101675.

[28] David Kember, *Understanding the Nature of Motivation and Motivating Students through Teaching and Learning in Higher Education* (Singapore: Springer Singapore, 2016), https://doi.org/10.1007/978-981-287-883-0.

[29] Renzhong Peng and Rongrong Fu, "The Effect of Chinese EFL Students' Learning Motivation on Learning Outcomes within a Blended Learning Environment," *Australasian Journal of Educational Technology*, June 13, 2021, 61–74, https://doi.org/10.14742/ajet.6235.

within the international context. This was also confirmed by MZS and RAR in an interview;

> "*FS, in terms of language understanding quality, is quite good; he is more obsessed with learning Qiroah and Tarjamah. Even though AU only learned Arabic when he was on campus, he had a strong desire. Especially in learning the maharah of Kalam, he becomes a diligent person who asks questions about things that have not been understood*". (MZS)

> "*FS has good Qiroah and Tarjamah scores but is inconsistent in other subjects. For AU, because he has just learned Arabic, his grades are indeed small, but judging from his enthusiasm, it seems that he is more enthusiastic about learning Maharah Kalam*". (RAR)

The data show that although FS and AU have different learning objectives, both share a Mastery Approach achievement goal orientation. According to Xiuli Guo, this orientation emphasizes mastering skills, which aligns with Urdan's view that learners with a Mastery Approach are driven by a strong desire to develop their abilities.[30] Kaiye Du et al. further explain that such individuals focus on meaningful learning experiences.[31] Observations confirm that despite differing goals, FS and AU exhibit similar enthusiasm in Arabic learning, reflecting the consistent motivation fostered by the Mastery Approach. This highlights the importance of recognizing learners' mastery orientation to support effective language acquisition.

Building upon the observed enthusiasm and intrinsic motivation driven by the Mastery Approach, previous studies have also highlighted the crucial role of external stimuli in enhancing students' motivation. Xiomings research shows that students' learning outcomes closely align with their enthusiasm for learning.[32] Moreover, the Mastery Approach can sometimes be fostered through encouragement from others; for instance, Bakhtawer's study found that students' curiosity can be stimulated by teacher-provided stimuli.[33] To address potential weaknesses of the Mastery Approach, teachers can employ various stimuli such as

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[30] Xiuli Guo et al., "The Relationship between Mastery-Approach Goals and Perseverance in Senior High School Students: The Chain Mediating Role of Self-Esteem and Positive Rumination," *Personality and Individual Differences* 246 (November 2025): 113307, https://doi.org/10.1016/j.paid.2025.113307; Tim Urdan and Avi Kaplan, "The Origins, Evolution, and Future Directions of Achievement Goal Theory," *Contemporary Educational Psychology* 61 (April 2020): 101862, https://doi.org/10.1016/j.cedpsych.2020.101862.

[31] Kaiye Du et al., "Achievement Goals and Creativity: The Mediating Role of Creative Self-Efficacy," *Educational Psychology* 40, no. 10 (November 25, 2020): 1249–69, https://doi.org/10.1080/01443410.2020.1806210.

[32] Xiaoming Xu et al., "Student Engagement and Learning Outcomes: An Empirical Study Applying a Four-Dimensional Framework," *Medical Education Online* 28, no. 1 (December 31, 2023): 2268347, https://doi.org/10.1080/10872981.2023.2268347.

[33] Bakhtawer Nasrullah, Ghulam Fatima, and Dur E Nayab, "Strategies Used by Public Primary School Teachers for Enhancing Students' Curiosity in Science," *Journal of Accounting and Finance in Emerging Economies* 7, no. 1 (January 26, 2021): 93–101, https://doi.org/10.26710/jafee.v7i1.1568.

experiential learning, inspirational stories, and rewards. This is supported by Kuang-Chung Hao's findings, which underscore that incorporating inspirational narratives into educational media can serve as a motivational tool, encouraging learners to engage more deeply in the learning process.[34]

A comprehensive understanding of achievement goal theory offers significant implications for the future development of Arabic language education. Recognizing that students' motivation is shaped by their learning goals allows educators to design more adaptive and responsive instructional strategies. Therefore, understanding motivational dynamics through the lens of achievement goal theory should serve as a foundational consideration in designing curricula, teaching methods, and assessments for more effective and meaningful Arabic language instruction.

The Effect of Achievement Goals on the Arabic Learning Process

The difference in Achievement Goal Orientation affects the learning process of individuals, such as in the case of LIM, FS, and AU, which have differences in learning styles and learning achievements, which are explained in the following discussion;

Differences in Arabic Learning Styles of Performance Approach and Mastery Approach

Based on the results of classroom observations in the LIM, FS, and AU accross several courses, the differences in learning methods were identified as described in the following table:

Table 2. The Learning Styles of Performance Approach and Mastery Approach

Informants	Achievement Goal Type	Learning Style Description
LIM	Performance Approach	Likes the task of generating ideas, wants to continue to get new experiences, and is not afraid to try
FS	Mastery Approach	Prefer learning that presents information at the beginning and summarizes concepts logically and clearly.
AU	Mastery Approach	

Interviews with LIM, FS, AU, MZS, and RAR lecturers also confirmed the results of the above observations;

"*As a student, I have to be able to convey the ideas I have; that's how I usually do in class. I always want to get new things by trying*". (LIM)

"*When learning, I like to listen to what the lecturer says because understanding what the lecturer says makes it easier for me to understand the material.*". (FS)

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[34] Kuang-Chung Hao, "Creating a DGBL Integrating ARCS Motivation Theory with Animation, Narrative Story, Fun, and Usability to Enhance Learning Motivation and Effectiveness," *Interactive Learning Environments* 31, no. 9 (December 2023): 5698–5714, https://doi.org/10.1080/10494820.2021.2016862.

"*I am not too vocal in class because I am more interested in listening to what the lecturer and other friends who already understand. Because of that, I can learn new sciences*". (AU)

The views of MZS and RAR on LIM, FS and AU in teaching and learning activities are as follows;

"*I see them as good students in lectures and LIM, with various ideas they convey, while FS and AU have good concentration and understanding in class.*". (MZS)

"*LIM is indeed very active in the class; his character is unique. He is probably the most vocal in the class. FS has good consistency in learning, while AU in the classroom is not too vocal, but he is a good listener*". (RAR)

David Kolb's learning style theory can define the difference between the performance approach and the mastery approach above. This theory holds that learning styles can be divided into four parts: (1) Diverger, describing a learning style that likes tasks and is not afraid to try; (2) Assimilator, describing a learning style that can understand information from various sources and concepts, (3) Convergence, defined as a learning style that can solve problems, (4) Accommodator, defined as a learning style that has good learning skills as a result of experiences carried out alone.[35] In line with this theory, Eny Syatriana's research also revealed that Kolb's learning style theory can have implications in determining curriculum and learning strategies.[36]

Based on observation and interview data, LIM's learning tendencies correspond to Kolb's Diverger learning style. According to Kolb, individuals with this style are imaginative, enjoy exploring multiple perspectives, and are highly receptive to new ideas. This is reflected in LIM's active classroom engagement and enthusiasm when responding to varied Arabic language learning tasks. Idkhan's research supports this by describing Divergers as learners who enjoy challenges and are motivated by opportunities to experiment and explore.[37] LIM's curiosity and willingness to engage with complex Arabic texts and oral exercises exemplify the Diverger's characteristics and demonstrate how his learning style complements his performance-approach motivation. As he stated in the interview, "*I always feel challenged when given a difficult task. It makes me want to prove that I can do it.*" This statement underscores LIM's intrinsic drive to explore and achieve

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[35] David A. Kolb, *Experiential Learning: Experience as the Source of Learning and Development* (FT Press, 2014).

[36] Eny Syatriana, Erwin Akib, and Saiful Saiful, "Kolb's Learning Style Affect EFL Creativity of Indonesian Students," *AL-ISHLAH: Jurnal Pendidikan* 14, no. 3 (August 1, 2022): 3425–36, https://doi.org/10.35445/alishlah.v14i3.1209.

[37] A. Muhammad Idkhan and Muhammad Maruf Idris, "Dimensions of Students Learning Styles at The University with The Kolb Learning Model," *International Journal of Environment, Engineering and Education* 3, no. 2 (August 31, 2021): 75–82, https://doi.org/10.55151/ijeedu.v3i2.60.

excellence—hallmarks of the Diverger learning style—when combined with a strong performance-approach orientation.

In contrast, FS and AU display learning preferences that correspond to Kolb's Assimilator learning style, which emphasizes deep conceptual understanding and structured reflection. Interview responses revealed that both students prefer to process and understand information thoroughly before applying it in practice. FS stated, "*I have to fully understand the meaning first before I can practice*," while AU noted, "*If I'm not confident yet, I prefer to take notes and understand it first before speaking*." These responses reflect Kolb's characterization of Assimilators as learners who excel at synthesizing information and forming clear conceptual models.[38] This learning orientation was evident in their consistent behavior during Arabic morphology and grammar lessons, particularly through meticulous note-taking and sought clarification before participating. Furthermore, the Assimilator style's strength in integrating and interpreting knowledge helps explain their consistent progress in mastering foundational concepts in Arabic, in line with their mastery-approach motivation.

Difference in Learning Achievement Performance Approach and Mastery Approach

Different Achievement Goals affect learning achievement, in this case learning achievement is defined as the learning outcomes that a person obtains after the implementation of learning efforts.[39] Furthermore, Nitko and Brookhart revealed that learning achievements are visualized with numbers, symbols, letters, and sentences.[40] In this discussion, the researcher explained the value of learning achievement in language skills courses and language rules, as seen in Figure 1;
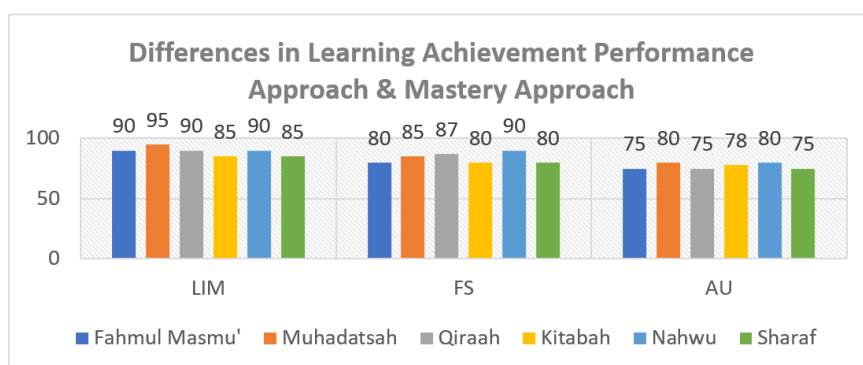

Figure 1. Learning Achievement Performance Approach & Mastery Approach

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[38] John Hattie and Timothy O'Leary, "Learning Styles, Preferences, or Strategies? An Explanation for the Resurgence of Styles Across Many Meta-Analyses," *Educational Psychology Review* 37, no. 2 (June 2025): 31, https://doi.org/10.1007/s10648-025-10002-w.

[39] Ilyas Supena, Agus Darmuki, and Ahmad Hariyadi, "The Influence of 4C (Constructive, Critical, Creativity, Collaborative) Learning Model on Students' Learning Outcomes," *International Journal of Instruction* 14, no. 3 (July 1, 2021): 873–92, https://doi.org/10.29333/iji.2021.14351a.

[40] Anthony J. Nitko and Susan M. Brookhart, *Educational Assessment of Students* (Pearson Education, 2014).

Figure 1 shows that LIM had a dominant value compared to FS and AU. In all learning, Maharah and LIM Rules were the best. Meanwhile, FS scores were high in several courses, such as Muhadatsah, Qira'ah, and Nahwu. As for AU, performance across courses was generally satisfactory, with the most notable achievements observed in Muhadatsah and Nahwu, where scores reached 80 in both subjects.

LIM's high achievement value reflects a strong alignment with the Performance Approach in Achievement Goal Theory. According to Elliot and Harackiewicz, students with a performance approach are driven by the desire to demonstrate competence by outperforming others. Observational and interview data confirm that LIM consistently shows enthusiasm and competitive drive in class. As he expressed, "I always feel challenged when I'm given a difficult task; it pushes me to prove that I can do it." This competitive orientation is not only intrinsic but also reinforced by tasks that require analytical skills and prompt responses, such as translating and interpreting Arabic texts. This supports theoretical assumptions that performance-based motivation can lead to high academic achievement when properly directed.[41]

In contrast, FS and AU demonstrated a Mastery Approach orientation, where the primary focus is on developing competence and understanding. FS was particularly driven by a desire to comprehend linguistic structures, as shown in his consistent engagement during nahwu and sharf sessions. He explained, "*If I understand the rules, reading turats texts becomes easier.*" This aligns with theory that Mastery Approach learners focus on skills relevant to their academic goals.[42] Meanwhile, AU focuses on muhadatsah activities to improve his maharah kalam, indicating an awareness that fluency develops through continuous practice. His statement, "*I feel more confident speaking after regular dialogue practice,*" illustrates how his motivation is directed toward long term skill development rather than immediate performance. Together, these findings illustrate how different achievement goal orientations shape learning behaviors and outcomes in Arabic language education.

This study contributes to the growing body of literature on motivation in Arabic language learning by applying Achievement Goal Theory to explain the relationship between students' motivational orientations, learning styles, and academic outcomes. While Calafato emphasizes the roles of self-efficacy, multilingual identity, and strategic competence in influencing achievement, his study does not specifically address how different types of achievement goals

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[41] Corwin Senko and Blair Dawson, "Performance-Approach Goal Effects Depend on How They Are Defined: Meta-Analytic Evidence from Multiple Educational Outcomes.," *Journal of Educational Psychology* 109, no. 4 (May 2017): 574–98, https://doi.org/10.1037/edu0000160.

[42] Jiesi Guo et al., "Mastery-Approach Goals: A Large-Scale Cross-Cultural Analysis of Antecedents and Consequences.," *Journal of Personality and Social Psychology* 125, no. 2 (August 2023): 397–420, https://doi.org/10.1037/pspp0000436.

manifest in students' actual classroom behaviors.[43] This research fills that gap by showing how students with a Performance Approach tend to adopt a Diverger learning style favoring competition and active participation while those with a Mastery Approach align with an Assimilator style focused on understanding and analysis. In this way, the current study supports Calafato's findings by reinforcing the importance of individual learner profiles, while also extending his work by offering a more granular analysis of motivational subtypes through the lens of Achievement Goal Theory.

Conclusion

This study has identified two primary achievement goal orientations among PBA students – Performance Approach and Mastery Approach – and how these relate to their learning styles based on David Kolb's theory. LIM, who follows a Performance Approach, exhibits a Diverger style, characterized by creativity and a preference for practical challenges, as seen in his enthusiasm for competitive Arabic class activities. In contrast, FS and AU, aligned with the Mastery Approach, show an Assimilator style, marked by a focus on analyzing texts and understanding grammar before practice. These findings illustrate how achievement goal orientation is closely linked to students' learning styles and academic outcome in Arabic language education.

Based on the findings of this study, future research is recommended to further investigate the relationship between achievement goals and students' learning styles by involving a larger and more diverse sample across different educational backgrounds. Additionally, subsequent studies could also explore the impact of pedagogical interventions, such as instructional strategies tailored to students' motivational types and learning styles on the improvement of Arabic language learning outcomes. In addition, longitudinal studies would be valuable in tracking changes in students' achievement goals and learning styles over time, offering deeper insights into the development of motivation and its sustained impact on Arabic language acquisition.

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[43] Raees Calafato, "Charting the Motivation, Self-Efficacy Beliefs, Language Learning Strategies, and Achievement of Multilingual University Students Learning Arabic as a Foreign Language," *Asian-Pacific Journal of Second and Foreign Language Education* 8, no. 1 (July 7, 2023): 20, https://doi.org/10.1186/s40862-023-00194-5.

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Author Contribution Statement

KA conceptualized the study and supervised the overall research process. MS was responsible for data curation and formal analysis. DC contributed to the methodology and validation of results. MH conducted the literature review and assisted in data interpretation. SS managed project administration and coordinated communication among all authors. All authors contributed to the revision of the manuscript and approved the final version.

Declaration of Competing Interest

The authors declare that they have no known competing financial interests or personal relationships that could have appeared to influence the work reported in this paper.

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