

## A PSYCHOLINGUISTIC APPROACH TO ENHANCING ARABIC VOCABULARY AND MORPHOLOGY MASTERY THROUGH INSPIRATIONAL QUOTES

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### Article Info

#### Article History:

Received: January 9, 2025

Revised: March 19, 2025

Accepted: May 30, 2025

Published: June 13, 2025

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### Abstract

This study investigates the effectiveness of using inspirational Arabic quotes to enhance vocabulary acquisition and morphological understanding among Arabic language learners. Employing a three-week mixed-methods design that integrated both qualitative and quantitative data, the research involved 30 students aged 16-18 from Pondok Pesantren Darullughah Wadda'wah engaged with Arabic quotes to enrich vocabulary and morphological skills. Pre and post-assessments revealed significant improvements in vocabulary retention, morphological awareness, and contextual vocabulary usage. The psycholinguistic elements embedded in inspirational quotes served as mnemonic devices, facilitating deeper engagement and motivation among students. Findings suggest that inspirational quotes bolster vocabulary acquisition and promote cultural resonance and emotional engagement, making Arabic language learning more effective and meaningful. This approach, encapsulated in the acronym EMPOWER—Engagement, Motivation, Practice, Optimised Learning, Wisdom Integration, Emotional Resonance, and Retention—presents a holistic model for Arabic language education, emphasising motivational and cultural learning contexts to enhance language proficiency.

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#### Keywords:

Arabic; Vocabulary Acquisition; Morphology; Inspirational Quotes; Psycholinguistic.

### مستخلص البحث

تبحث هذه الدراسة في فعالية استخدام الاقتباسات العربية الملهمة لتعزيز اكتساب المفردات وفهم الصرف بين متعلمي اللغة العربية. من خلال تصميم مختلط للبحث استمر لمدة ثلاثة أسابيع وشمل جمع البيانات النوعية والكمية، شارك ٣٠ طالبًا تتراوح أعمارهم بين ١٦ و ١٨ عامًا من معهد دار اللغة والدعوة في دراسة الاقتباسات العربية لتحسين مهارات المفردات والصرف. أظهرت التقييمات قبل وبعد التجربة تحسنًا ملحوظًا في حفظ المفردات، الوعي الصرفي، واستخدام المفردات في السياق. وقد عملت العناصر النفسية اللغوية المدججة في الاقتباسات الملهمة كأجهزة مساعدة على التذكر، مما ساعد على تعزيز التفاعل والتحفيز العميق بين الطلاب. تشير النتائج إلى أن الاقتباسات الملهمة لا تعزز فقط اكتساب المفردات، بل تساهم أيضًا في تعزيز الارتباط الثقافي والتفاعل العاطفي، مما يجعل تعلم اللغة العربية أكثر فعالية ومعنى. ويعرض هذا النهج، في إطار الاختصار EMPOWER (التفاعل، التحفيز، الممارسة، التعلم الأمثل، دمج الحكمة، التفاعل العاطفي، والحفظ)، نموذجًا شاملاً لتعليم اللغة العربية، يركز على السياقات التحفيزية والثقافية للتعلم لتحقيق كفاءة أفضل.

كلمات أساسية: اللغة العربية؛ اكتساب المفردات؛ الصرف؛ الاقتباسات الملهمة؛ النهج النفسي اللغوي.

## Introduction

Arabic language professionals view language learning as a key to enhancing communication abilities and developing social interaction in studying and educating overseas, which facilitates discovering different cultures.<sup>1</sup> Language learning in general and scientific language proficiency, particularly Arabic vocabulary and morphological skills, could aid students in identifying scientific themes and enhancing the opportunity for oral scientific communication with professionals.<sup>2</sup>

Through vocabulary instruction, students are expected to overcome challenges in mastering vocabulary, such as difficulty in identifying and conveying word meanings, making contextual errors in defining vocabulary, and struggling with vocabulary retention.<sup>3</sup> Additionally, on a subconscious level, students become accustomed to regularly memorising vocabulary, training their brains to the point where encountering new vocabulary no longer feels burdensome.<sup>4</sup> Instead, the brain effortlessly retains it. The more vocabulary students memorise, the easier it becomes to master Arabic conversation, read texts, and write in Arabic. Memorising Arabic vocabulary also undeniably influences their understanding of morphology (sharaf), enhancing their ability to comprehend and apply grammatical structures.<sup>5</sup>

Therefore, learning a language entails finding ways to efficiently achieve communicative competence in a second language.<sup>6</sup> Educationists often believe that

<sup>1</sup> Ateng Ruhendi and Nanang Kosim, "Developing Arabic Language Teachers' Competence and Performance through Teacher Profession Education," *Jurnal Pendidikan Islam* 8, no. 1 (June 30, 2022): 37–50, <https://doi.org/10.15575/jpi.v8i1.18243>.

<sup>2</sup> Suci Ramadhanti Febriani and Anasruddin Anasruddin, "Technology for Four Skills Arabic in the Era Emergency of Covid-19 in Indonesia," *Ta'lim al-'Arabiyyah: Jurnal Pendidikan Bahasa Arab & Kebahasaaraban* 4, no. 1 (June 15, 2020): 1–11, <https://doi.org/10.15575/jpba.v4i1.8221>; Akbota Toleuzhan et al., "The Educational Use of YouTube Videos in Communication Fluency Development in English: Digital Learning and Oral Skills in Secondary Education," *International Journal of Education in Mathematics, Science and Technology* 11, no. 1 (November 5, 2022): 198–221, <https://doi.org/10.46328/ijemst.2983>.

<sup>3</sup> Yousif A. Alshumaimeri and Abeer M. Alhumud, "EFL Students' Perceptions of the Effectiveness of Virtual Classrooms in Enhancing Communication Skills," *English Language Teaching* 14, no. 11 (October 25, 2021): 80, <https://doi.org/10.5539/elt.v14n11p80>; Maswani, N. Lalah Alawiyah, and Safira, "The Frayer Model Effectiveness in The Arabic Vocabulary Development for Students in Madrasah," *An Nabighoh* 26, no. 1 (April 26, 2024): 17–30, <https://doi.org/10.32332/annabighoh.v26i1.17-30>.

<sup>4</sup> Meila Fride Fikriana, Wiyanto Wiyanto, and Sri Haryani, "Development of the Diary Book of Science with the STEM Approach of Discovery in Improving Students' Concept Understanding and Scientific Communication Skills," *Jurnal Penelitian Pendidikan IPA* 9, no. 4 (April 30, 2023): 1641–49, <https://doi.org/10.29303/jppipa.v9i4.3032>.

<sup>5</sup> Anthony Dudo, John C. Besley, and Shupey Yuan, "Science Communication Training in North America: Preparing Whom to Do What With What Effect?," *Science Communication* 43, no. 1 (February 2021): 33–63, <https://doi.org/10.1177/1075547020960138>.

<sup>6</sup> Amanda P. Goodwin, Yaacov Petscher, and Jamie Tock, "Morphological Supports: Investigating Differences in How Morphological Knowledge Supports Reading Comprehension for Middle School

a fair level of oratory in Arabic hinges on understanding new terms.<sup>7</sup> Vocabulary learning and morphological ability are undisputed component of a solid language system. Amidst the current advancements shaping Arabic language education, there is an increasing need for supportive tools and resources that facilitate practical and precise Arabic learning experiences.<sup>8</sup> Social media platforms, particularly Instagram, play a valuable role in this context, with accounts like Qwnin offering beautifully crafted, motivational, and inspiring quotes. These platforms provide learners with accessible and engaging content that can enrich vocabulary and deepen cultural understanding, making Arabic language education relevant and dynamic in today's digital era.<sup>9</sup>

This study addresses the following research questions: How do inspirational Arabic quotes influence learners' vocabulary retention and morphological understanding? Do motivational quotes significantly improve students' engagement and interest in learning Arabic vocabulary? What psycholinguistic mechanisms underlie the effectiveness of inspirational quotes as a mnemonic tool? This research aims to bridge the gap in current Arabic language pedagogy by exploring these questions, integrating cognitive and emotional engagement to enhance learning outcomes.

Several studies have explored innovative methods to enhance Arabic language acquisition. However, these approaches often lack the emotional depth or motivational aspects that could make learning more engaging and meaningful for students. This study addresses these gaps by introducing a psycholinguistic approach that leverages inspirational quotes to enhance Arabic vocabulary acquisition and morphological understanding. The research examines the effectiveness of integrating motivational and culturally rich quotes into language learning, exploring how these quotes can act as mnemonic devices to improve vocabulary retention, foster emotional engagement, and provide cultural insights.

The scope of this study includes 30 students at Pondok Pesantren Darullughah Wadda'wah, engaging with inspirational Arabic quotes over six weeks. The research is limited to vocabulary acquisition and morphological

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Students With Limited Reading Vocabulary," *Language, Speech, and Hearing Services in Schools* 51, no. 3 (July 15, 2020): 589–602, [https://doi.org/10.1044/2020\\_LSHSS-19-00031](https://doi.org/10.1044/2020_LSHSS-19-00031).

<sup>7</sup> Siri Steffensen Bratlie et al., "Morphology—A Gateway to Advanced Language: Meta-Analysis of Morphological Knowledge in Language-Minority Children," *Review of Educational Research* 92, no. 4 (August 2022): 614–50, <https://doi.org/10.3102/00346543211073186>.

<sup>8</sup> Amy C. Crosson et al., "Morphological Analysis Skill and Academic Vocabulary Knowledge Are Malleable through Intervention and May Contribute to Reading Comprehension for Multilingual Adolescents," *Journal of Research in Reading* 44, no. 1 (February 2021): 154–74, <https://doi.org/10.1111/1467-9817.12323>.

<sup>9</sup> Haomin Zhang and Jiexin Lin, "Morphological Knowledge in Second Language Reading Comprehension: Examining Mediation through Vocabulary Knowledge and Lexical Inference," *Educational Psychology* 41, no. 5 (May 28, 2021): 563–81, <https://doi.org/10.1080/01443410.2020.1865519>.

understanding, with broader implications for incorporating motivational strategies into Arabic language education.

Building on existing literature, this study identifies a critical gap. While the role of mnemonic devices in language learning has been acknowledged, there is limited exploration of how inspirational quotes can enhance both linguistic and cultural proficiency in Arabic. By addressing this gap, the study aims to contribute to the field of Arabic language education by proposing a novel, holistic framework—EMPOWER (Engagement, Motivation, Practice, Optimized Learning, Wisdom Integration, Emotional Resonance, and Retention)—that integrates psycholinguistic and motivational strategies for more effective and meaningful learning outcomes.

Psycholinguistic theories, particularly dual coding and schema theory, can explain the effectiveness of inspirational quotes in language learning. Paivio's dual coding theory suggests that information is more effectively retained when presented verbally and visually, which aligns with how inspirational quotes engage linguistic processing and emotional resonance.<sup>10</sup> Furthermore, schema theory posits that new knowledge is better assimilated when it connects to existing cognitive frameworks.<sup>11</sup> By embedding vocabulary and morphology within meaningful, motivational contexts, inspirational quotes facilitate deeper mental associations, allowing learners to internalise and recall words more effectively. This theoretical foundation reinforces the study's findings, in which participants exhibited notable improvements in vocabulary retention, morphological understanding, and contextual application. The interplay between affective engagement and cognitive processing highlights the potential of using motivational content as a pedagogical tool in Arabic language acquisition.

The main objective aims to identify the effect of quotes on vocabulary retention in terms of consolidation and recalling the meaning of the new, enriching words and their production and creativity in utilising the new words learned. Additionally, the main goal of this research is to evaluate whether the use of quotes affects the morphological understanding of the vocabulary during the post-experimental test. The secondary objective of the study is to investigate the students' motivational engagement and attitude – prior to the intervention, at the onset, and before the final test. The goal is to identify the effect of the mentioned influencing factors on the results and the impact of using personally meaningful quotes that trigger authentic motivation.

<sup>10</sup> Mark Sadoski and Beth Lawrence, "Abstract Vocabulary Development: Embodied Theory and Practice," *Educational Psychology Review* 35, no. 3 (September 2023): 84, <https://doi.org/10.1007/s10648-023-09802-9>.

<sup>11</sup> Rusen Meylani, "Innovations With Schema Theory: Modern Implications For Learning, Memory, And Academic Achievement," *International Journal For Multidisciplinary Research* 6, no. 1 (February 22, 2024): 13785, <https://doi.org/10.36948/ijfmr.2024.v06i01.13785>.

## Method

This study employed a mixed-methods approach over six weeks, combining qualitative and quantitative data collection. A total of 60 students, 30 from Madrasah Ibtidaiyyah and 30 from Madrasah Tsanawiyah at Pondok Pesantren Darullughah Wadda'wah, participated in the research, where inspirational Arabic quotes were integrated into daily language exercises. Data collection involved pre- and post-tests assessing vocabulary retention and morphological awareness, open-ended questionnaires to gauge students' perceptions and engagement, and focus group discussions for qualitative insights. Data analysis was conducted using paired t-tests to compare pre- and post-test scores ( $p < 0.05$ ) and thematic analysis to interpret qualitative responses.

This methodological choice ensures that the findings apply to a broader demographic while maintaining a consistent linguistic background, as all participants have a basic foundation in Arabic. By incorporating students from two different educational levels within the same institution, the study provides a structured evaluation of how inspirational quotes impact Arabic language acquisition across learners with varying degrees of prior language exposure. This study followed a within-subjects design, allowing each participant to engage with new Arabic quotes each week, which were used as stimuli to measure improvements in vocabulary and morphology.<sup>12</sup> The six-week duration provided sufficient time for participants to deeply engage with each quote while minimising variability due to external factors.

**Weekly Quote Selection:** Participants randomly selected an inspirational Arabic quote at the start of each week. They studied the chosen quote in detail, focusing on vocabulary, morphological structures, and contextual meaning. They were also encouraged to integrate the quote into their speech and writing during the week to reinforce learning.

**Open-ended Questionnaires:** At the beginning of each week, participants completed questionnaires designed to capture their baseline knowledge and attitudes toward the week's quote and any previous familiarity with specific vocabulary or structures.

**Interviews and Focus Group Discussions:** At the end of each week, participants engaged in semi-structured and focus group discussions, providing qualitative feedback on their experience with each quote, challenges faced, and perceived improvements in vocabulary and morphology.<sup>13</sup>

<sup>12</sup> Sarah Saad Alanazi et al., "Question Answering Systems: A Systematic Literature Review," *International Journal of Advanced Computer Science and Applications* 12, no. 3 (2021), <https://doi.org/10.14569/IJACSA.2021.0120359>.

<sup>13</sup> Omolola A. Adeoye-Olatunde and Nicole L. Olenik, "Research and Scholarly Methods: Semi-structured Interviews," *JACCP: Journal of the American College of Clinical Pharmacy* 4, no. 10 (October 2021): 1358–67, <https://doi.org/10.1002/jac5.1441>.

Pre and Post-Study Assessments: Vocabulary assessments were administered at the beginning and end of the study. These assessments comprised 50 vocabulary and morphology items directly derived from the quotes studied, enabling a quantitative basis of vocabulary acquisition over the six weeks.<sup>14</sup>

Quantitative Analysis: Paired t-tests were used to compare vocabulary scores from pre- and post-study assessments. Descriptive statistics were also applied to track vocabulary growth and morphological understanding, with statistical significance at  $p < 0.05$ .

To ensure reliability, data triangulation was implemented by cross-verifying findings from multiple sources—questionnaires, interviews, and focus group discussions. The weekly exposure to new quotes was designed to reduce variability in participant responses and enhance internal validity by providing consistent and structured learning experiences throughout the study.

Regarding ethical considerations, all participants were informed of their right to withdraw at any time without consequence. Anonymity and confidentiality were maintained for all collected data, ensuring participants' responses remained private.

## Result and Discussion

Morphology (sharaf) no longer seems challenging when approached through a psychological lens. For instance, recognizing that Arabic verbs beginning with است often carry the meaning of “requesting,” can help learners form meaningful connections: استأذن means “to request permission,” استقل implies “independence” (or a request for freedom), and استيقظ suggests “waking up” (requesting awareness). These mental associations function as cognitive anchors, making vocabulary acquisition and morphological understanding more intuitive and memorable.

Inspirational statements can serve as effective tools for enhancing morphological comprehension, tapping into learners' emotions and cognitive frameworks.<sup>15</sup> They are not only processed cognitively but also resonate affectively, drawing upon learners' personal and societal experiences. Even before taking the necessary courses at the college level, students read and pronounce

<sup>14</sup> John W. Creswell and J. David Creswell, *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches* (Los Angeles: SAGE Publications, 2020).

<sup>15</sup> Shen Qiao et al., “The Effects of a Gamified Morphological Awareness Intervention on Students' Cognitive, Motivational and Affective Outcomes,” *British Journal of Educational Technology* 53, no. 4 (July 2022): 952–76, <https://doi.org/10.1111/bjet.13178>; Keisey Fumero and Sana Tibi, “The Importance of Morphological Awareness in Bilingual Language and Literacy Skills: Clinical Implications for Speech-Language Pathologists,” *Language, Speech, and Hearing Services in Schools* 51, no. 3 (July 15, 2020): 572–88, [https://doi.org/10.1044/2020\\_LSHSS-20-00027](https://doi.org/10.1044/2020_LSHSS-20-00027).



aphorisms. They are then administered written statements to check on the progress of these activities.<sup>16</sup>

Acquiring a new language can pose several challenges, specifically vocabulary acquisition, due to the number of words one may need to learn during the language learning process.<sup>17</sup> The Arabic language is known for its rich morphological structure, which has several implications for vocabulary learning.<sup>18</sup>

Despite the existence of practical strategies for vocabulary instruction, research often lacks focus on how learning and memory processes are supported, particularly in Arabic language acquisition. The field continues to report deficiencies in the development of practical Arabic learning tools, often limited to rote memorisation of isolated word lists or rigid morphological drills. Traditional approaches—such as using dictionaries or isolated vocabulary lists—frequently fail to engage students, becoming repetitive and uninspiring.<sup>19</sup>

Exploring morphologically rich vocabulary can motivate and invigorate learning, especially when presented through engaging, multilevel, and semantically meaningful texts.<sup>20</sup> However, there appears to be a lack of research on using inspirational quotes in Arabic as linguistically embedded texts—texts that not only convey moral or motivational messages but also contain valuable morphological and semantic features that can capture learners' attention and foster a genuine love of reading and vocabulary development.<sup>21</sup> Unfortunately, teaching inspirational quotes has often been reduced to rote memorization, missing out on their deeper educational potential.<sup>22</sup>

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<sup>16</sup> Shen Qiao et al., "Examining the Effects of Mixed and Non-digital Gamification on Students' Learning Performance, Cognitive Engagement and Course Satisfaction," *British Journal of Educational Technology* 54, no. 1 (January 2023): 394–413, <https://doi.org/10.1111/bjet.13249>.

<sup>17</sup> Amrah Kasim et al., "Bugis and Arabic Morphology: A Contrastive Analysis," ed. Mehdi Nasri, *Education Research International* 2022 (April 12, 2022): 1–9, <https://doi.org/10.1155/2022/9031458>.

<sup>18</sup> Lameen Souag, "When Is Templatic Morphology Borrowed?: On the Spread of the Arabic Elative," *Morphology* 30, no. 4 (November 2020): 469–500, <https://doi.org/10.1007/s11525-020-09360-8>.

<sup>19</sup> Malik Sallam et al., "Language Discrepancies in the Performance of Generative Artificial Intelligence Models: An Examination of Infectious Disease Queries in English and Arabic," *BMC Infectious Diseases* 24, no. 1 (August 8, 2024): 799, <https://doi.org/10.1186/s12879-024-09725-y>.

<sup>20</sup> Menik Mahmudah and Nur Hanifansyah, "Implementation of the Jigsaw Learning Method for Maharah Qiro'ah Learning at MA As-Sholach, Kejeran Boyeman, Gondangwetan, Pasuruan," *Lughawiyah: Journal of Arabic Education and Linguistics* 6, no. 2 (December 29, 2024): 165, <https://doi.org/10.31958/lughawiyah.v6i2.13456>.

<sup>21</sup> Nur Hanifansyah and Menik Mahmudah, "Enhancing Arabic Vocabulary Mastery Through Communicative Strategies: Evidence from Malaysia," *Al-Ta'rib : Jurnal Ilmiah Program Studi Pendidikan Bahasa Arab IAIN Palangka Raya* 12, no. 2 (December 5, 2024): 263–78, <https://doi.org/10.23971/altarib.v12i2.9082>.

<sup>22</sup> Yogia Prihartini, Wahyudi Buska, and Yusmarni Yusmarni, "Implementation of Online Arabic Learning With the Help of WhatsApp Media During the Covid-19," in *Proceedings of the 4th International Colloquium on Interdisciplinary Islamic Studies in Conjunction with the 1st International Conference on Education, Science, Technology, Indonesian and Islamic Studies, ICIS and ICESIIS 2021*,

This study contributes to narrowing this gap by advocating for the reintroduction of inspirational, reflective texts into early educational stages and by extending vocabulary research into adult learning. It also supports the idea that such texts can positively influence learners' perceptions of their own cognitive and linguistic development—what is sometimes referred to as their subjective age. Conventional vocabulary learning models often focus on proper nouns, familiar verbs, and function words, as typically found in word lists. These approaches rarely consider the broader nature of the mental lexicon across languages, particularly in morphologically rich languages like Arabic. As a result, they overlook the transformative potential of more sophisticated and culturally embedded linguistic materials.

Modern theories of language teaching and learning increasingly call for innovation and integration. Yet, the content of many current language textbooks—both national and international—rarely includes poetic texts, proverbs, or motivational quotations. This omission ignores the cognitive benefits offered by mnemonic strategies, especially those supported by multimedia. Evidence shows that using multimodal materials taps into the brain's dual verbal-imagery system, enhancing retention through semantic and visual connections.<sup>23</sup>

To date, no significant research has explored the role of semantic relatedness in inspirational texts—particularly those rich in morphemic structures—targeted at adult learners. Such texts could play a pivotal role in encouraging reading habits and enhancing linguistic engagement. The concept of Integrated Educational Language is crucial here: educational materials should be structured to meet both form and function, aligning with standards in language education. This is particularly beneficial for programs such as Arabic as a Foreign Language, Applied Linguistics, and language pedagogy in general.<sup>24</sup>

In the current diverse educational environment, creating an inclusive Arabic language curriculum is essential to provide all students with fair access to quality education.<sup>25</sup> By incorporating a psycholinguistic approach that leverages inspirational quotes to enhance Arabic vocabulary and morphology, we can enrich students' learning experiences. This method promotes linguistic proficiency and

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20-21 October 2021, Jambi, Indonesia (Jambi, Indonesia: EAI, 2022), <https://doi.org/10.4108/eai.20-10-2021.2316356>.

<sup>23</sup> Cahyani Dara and Marudut Bernadtua Simanjuntak, "Representation of Standard Language on The Dilan Characters in The Novel 'Dilan 1990,'" *LITERACY: International Scientific Journals of Social, Education, Humanities* 1, no. 2 (August 22, 2022): 57–68, <https://doi.org/10.56910/literacy.v1i2.215>.

<sup>24</sup> Kevin W. Rockmann and Heather C. Vough, "Using Quotes to Present Claims: Practices for the Writing Stages of Qualitative Research," *Organizational Research Methods* 27, no. 4 (October 2024): 621–49, <https://doi.org/10.1177/10944281231210558>.

<sup>25</sup> Muhammad Thohri, "Development of Arabic Language Curriculum Focused on Diversity and Inclusion," *An Nabighoh* 26, no. 1 (May 16, 2024): 31–50, <https://doi.org/10.32332/annabighoh.v26i1.31-50>.



adapts to learners' varied needs, fostering mastery and engagement in a way that aligns with modern educational inclusivity.

Inspirational quotes in the context of learning a language are, at their essence, what the phrase "inspirational quotes" communicates on its face: a piece of language with personal, moral, emotional, or sometimes religious import, or all of the above. Inspirational quotes inspire individual actions and attitudes that favour the motivation to be a learner and the effort required once someone assumes that role. Quotes should be relatively short. Acceptable shorthand is 4-5 words; a maximum of 3 lines of average Latin script. Inspirational quotes work on an emotional level; they can promote self-engagement on the part of maintainers. As a matter of content, the quotes offered here can aid with the recall of some texts that, on their surfaces, involve discussions or mention of part or the whole of the lesson learned, or can be used themselves as actual 'in memoriam' material. In addition, learners can simultaneously help solidify that content when they encounter it later in a verse.

These quotes from IG Qwnin, then we break down by deciphering the vocabulary and understanding the existing Sharaf.

**Table 1.** Lexical and Morphological Analysis of an Inspirational Arabic Quote

اِبْتِسَامَةُ مَنْ نُحِبُّ # تَغْفِرُ مُرَّ الْحَيَاةِ	
The smile of the figure we love, covering the bitterness of life	
Smile	: اِبْتِسَامَةُ
Who/ Person	: مَنْ
Love	: أَحَبَّ - يُحِبُّ - مَحَبَّةً
Forgive/ Cover	: غَفَرَ - يَغْفِرُ
Bitter	: مُرٌّ
Life	: الْحَيَاةِ

This table presents the semantic breakdown of the Arabic quote "The smile of the figure we love, covering the bitterness of life." It illustrates key vocabulary and its morphological roots. The analysis exemplifies how emotionally resonant phrases can facilitate vocabulary retention and morphological awareness in Arabic language learning.

**Table 2.** Lexical and Morphological Analysis of a Motivational Arabic Quote for Vocabulary and Morphology Acquisition

لِنَبْقَى مُتَبَاعِدِينَ الْيَوْمَ # كَيْ نَتَعَانَقَ غَدًا	
Let us stay apart today, so that we can hug each other tomorrow (Because they miss each other)	

Let the rest, stay	: بَقِيَ
Far from each other	: تَبَاعَدَ
Today	: الْيَوْمَ
To	: كِي
Hugging each other	: تَعَانَقَ
tomorrow	: غَدًا

In Arabic morphology, the pattern tafā'ala (تَفَاعَلَ) is a significant morphological scale that typically conveys the meaning of reciprocity or mutual action between two or more parties. Examples of verbs that follow this pattern include ta'ānaqa (تَعَانَقَ – to hug each other) and tabā'ada (تَبَاعَدَ – to move away from each other), both of which illustrate actions performed jointly or interactively. This pattern also appears in nominal forms such as tabādul al-ra'y (تَبَادُلُ الرَّأْيِ – exchange of opinions) and tabādul al-afkār (تَبَادُلُ الْأَفْكَارِ – exchange of ideas), which are commonly used in the context of discussion or brainstorming. Understanding the tafā'ala pattern enables learners to interpret and generate new words reflecting reciprocal interactions in Arabic.

The pre- and post-test assessments aim to evaluate the effectiveness of using inspirational quotes to enhance Arabic vocabulary and morphological understanding. The tests are designed as parallel forms, containing similar structures but different content to prevent memorisation and familiarity, and consist of three sections: vocabulary recognition, morphology analysis, and sentence construction.

The vocabulary recognition section assesses students' understanding of new words introduced through quotes with 20 multiple-choice questions, each presenting a target word and four meaning options, scoring 1 point per correct answer for a maximum of 20 points. Morphology analysis measures students' ability to identify root forms and patterns in 15 short-answer questions, scoring 2 points per question—1 for determining the root and 1 for explaining the morphological pattern—for a maximum score of 30 points. The sentence construction section evaluates students' ability to use new vocabulary and morphological patterns in context, with five short-answer questions asking students to construct sentences. Scoring is 4 points per question, with points assigned for correct vocabulary usage, grammatical accuracy, and relevance to the context, totalling up to 20 points.

The pre-test was administered one week before the intervention to establish a baseline, while the post-test was conducted one week after the six-week quote-based learning intervention to measure improvement. The results were statistically analysed using a paired t-test to assess significant improvements in

vocabulary recognition, morphological analysis, and contextual usage. Descriptive statistics (mean, median, and mode) were used to provide an overall measure of progress. Reliability was ensured by maintaining parallel structure and a consistent level of difficulty, and content validity was established through alignment with learning objectives targeting vocabulary and morphology skills enhanced by the intervention quotes.

The quantitative results of this study included a comparative analysis of pre-test and post-test scores to evaluate improvements in Arabic vocabulary acquisition and morphological understanding following the intervention with inspirational quotes. The assessment was conducted on 60 students from Pondok Pesantren Darullughah Wadda'wah, comprising learners from both Ibtidai'yyah and Tsanawiyah levels. The tests contained questions related to vocabulary and morphology that reflected the material embedded in the inspirational quotes studied. Statistical analysis was carried out to evaluate the effectiveness of this method on students' language abilities.

### **Improvement in Vocabulary Scores**

The results revealed significant improvements in students' vocabulary acquisition and morphological understanding. The pre-test average score for vocabulary recognition was 52% (SD = 6.3), which increased to 78% (SD = 5.8) in the post-test, with a paired t-test result of  $t(59) = 7.42$ ,  $p < 0.001$ , indicating a substantial improvement. Similarly, the pre-test morphological understanding score averaged 47% (SD = 7.1), rising to 75% (SD = 6.2) in the post-test, with a paired t-test result of  $t(59) = 6.89$ ,  $p < 0.001$ . The effect size (Cohen's  $d = 1.25$ ) suggests that the intervention substantially impacted learning outcomes. These findings align with previous research emphasising the role of mnemonic devices and motivational strategies in enhancing language retention and morphological processing.

### **Improvement in Morphological Understanding**

The quantitative results of this study demonstrate a significant improvement in Arabic vocabulary acquisition and morphological understanding among participants. The pre-test results showed an average vocabulary score of 52%, which increased to 78% in the post-test, reflecting a statistically significant enhancement ( $p < 0.05$ ). Similarly, morphological understanding improved from 47% to 75%, reinforcing the role of inspirational quotes in reinforcing morphological patterns and root word recognition.

Qualitative findings indicate that students experienced greater motivation and engagement when learning vocabulary through emotionally resonant and culturally meaningful quotes. Several students reported associating vocabulary with meaningful phrases helped them recall words more effectively. The study also revealed that students became more confident using newly acquired written and spoken Arabic vocabulary.

Despite these positive findings, the study acknowledges certain limitations. The absence of a control group limits the ability to isolate the impact of inspirational quotes from other external learning influences. Additionally, while thematic analysis of student reflections provided valuable qualitative insights, future research could incorporate longitudinal studies to assess the long-term impact of this method on Arabic language retention.

The reliability of the measurement was ensured by using parallel structure and difficulty levels in both the pre-test and post-test questions. Content validity was maintained by aligning all test items directly with learning objectives focused on improving vocabulary and morphology through inspirational quotes.

These quantitative results demonstrate that using inspirational quotes as a learning tool had significantly positive impacts on students' vocabulary acquisition and morphological understanding in Arabic. The improvement in scores across all measured aspects indicates that this method effectively enhances vocabulary and supports morphological comprehension and contextual application in Arabic.

Vocabulary can be fostered in unique ways, and the goal in these activities is not merely the familiarisation of some basic, easily navigable structures, but to encourage the learner to actively look closely into the cultural-ideas nexus by getting them to figure out—where memory alone may not suffice—what the drop of vocabulary for each inspirational quote means. Each of the following words will be found in the following inspirational quotes; they are arranged by lesson. In other words, the words for lesson 1 will be found in lesson 1 quotes only, and so on. These words (singular; plural) denote materials derived from the nation, government, and political or judicial contexts, and therefore should be helpful to you in dialect and lessons. To facilitate natural, engaging learning, quotes were used because they inherently aligned with the moral, philosophical, and socio-cultural subthemes that formed the conceptual foundation of the 8th lesson.

Enhancing Arabic vocabulary and morphology proficiency can be effectively achieved through a practical and innovative approach that seamlessly incorporating various inspirational quotes encompassing multiple spheres of life. Thus, the learning process is effortlessly stimulated, ensuring information retention.<sup>26</sup> By embracing this unique methodology, learners can delve deeper into the intricate complexities of the Arabic language, thereby unveiling its rich lexicon and elaborate structure, all bolstered by the profound wisdom and timeless guidance conveyed through these motivational quotes. As these quotes resonate with learners personally, they create a profound connection that ignites a passion for Arabic language acquisition, driving an unwavering dedication to unravelling

<sup>26</sup> Menik Mahmudah, "Enhancing Arabic Vocabulary with Hilyah Book," *Al-Muhawwaroh: Jurnal Pendidikan Bahasa Arab* 1, no. 1 (February 2, 2025), <https://ejournal.uiidalwa.ac.id/index.php/almuhawwaroh/article/view/2427>.

the linguistic intricacies and achieving linguistic excellence. Consequently, this innovative technique combines the power of inspiration with the academic rigour required for mastering Arabic vocabulary and morphology. It not only enhances linguistic proficiency but also cultivates a deep appreciation for the richness, beauty, and eloquence of the Arabic language.

The interviews with students provided valuable insights into their experiences using inspirational quotes to enhance their Arabic vocabulary and morphological understanding. The responses revealed several recurring themes, reflecting this method's psychological, motivational, and linguistic impact on their learning journey. Below are the main themes that emerged from the interviews.

### **Increased Motivation and Interest in Learning**

Many students expressed that the inspirational quotes made learning Arabic more enjoyable and engaging. For example, one student shared, "These quotes excited me to learn new words because they have meaning and purpose. It's not just memorising for an exam but something I feel connected to." This sense of personal connection motivated students to participate actively in learning activities, as they felt the quotes resonated with their own life experiences.

### **Enhanced Vocabulary Retention through Emotional Association**

Students reported associating vocabulary with inspirational quotes helped them remember new words more effectively. One participant noted, "When I read a quote, I remember the words because they make me feel something. I don't forget them as easily as I would with a list of words." This emotional association facilitated better retention, as students connected words with the feelings and meanings conveyed by each quote, making vocabulary learning a more memorable experience.

### **Improved Morphological Awareness**

Several students remarked that the inspirational quotes facilitated an intuitive grasp of Arabic morphological structures. One student explained, "I started recognising patterns in words, like the root letters, which made it easier to guess the meanings of similar words." This awareness of roots and patterns allowed students to decode new vocabulary independently, which boosted their confidence in reading and understanding Arabic text.

### **Cultural and Emotional Resonance with the Material**

Students appreciated that the quotes often reflected cultural values and life lessons, which enriched their learning experience. One participant stated, "The quotes taught me new words and wisdom from the Arabic culture, which I found inspiring." This cultural and emotional resonance made students feel that they were learning more than just the language, as they gained insights into values and wisdom that are integral to Arabic-speaking communities.



### ***Increased Confidence in Using Arabic Vocabulary***

Several students reported feeling more confident using new vocabulary in conversations and written assignments. One student shared, “After studying the quotes, I felt more comfortable using Arabic words in sentences, and I wasn’t as afraid of making mistakes.” This increased confidence encouraged them to participate more actively in speaking exercises and engage in Arabic conversations with peers, as they felt more capable and empowered to express themselves.

### ***Positive Impact on Group Dynamics and Peer Learning***

In addition to individual gains, students also highlighted that working with quotes in group discussions and activities fostered a supportive learning environment. One participant noted, “Discussing the quotes with my classmates made learning more fun, and I learned from hearing how they understood and used the vocabulary.” The collaborative aspect of studying quotes fostered peer learning, as students exchanged interpretations and learning techniques, making the experience more dynamic and inclusive.

From a psycholinguistic perspective, the use of inspirational quotes serves as an effective mnemonic device to support the retention and internalisation of Arabic vocabulary and morphological patterns.<sup>27</sup> Psycholinguistics enhances the memorisation of Arabic vocabulary by using inspirational quotes as mnemonic devices to understand morphology easily. Learners can associate each word with a memorable quote or phrase that encapsulates its meaning and usage.<sup>28</sup> This technique not only aids in retention but also makes the learning process more engaging, enjoyable, and effective. As a result, the integration of inspirational quotes not only enhances vocabulary acquisition but also supports the development of morphological awareness, leading to deeper linguistic understanding and long-term retention.<sup>29</sup>

“An inspirational quote is a short, pithy, and usually memorable sentence, quotation, or thought that can tell stories and paint clear pictures in the readers’ minds.” Since time immemorial, teachers have been accustomed to using quotes to instil support and confidence in their students by selecting quotes that support cultural paradigms that motivate learners and stimulate feelings. This significance aligns with the perspective that further supports quotes for higher education

<sup>27</sup> Nur Hanifansyah, Menik Mahmudah, and Sultan Abdus Syakur, “Mnemonic Storytelling as a Psycholinguistic Approach to Enhancing Arabic Writing Competence,” *El-Jaudah : Jurnal Pendidikan Bahasa Dan Sastra Arab* 5, no. 2 (December 25, 2024), <https://jurnal.stain-madina.ac.id/index.php/ej/article/view/2029>.

<sup>28</sup> Moh. Tohiri Habib et al., “Podcasts as an Innovative Solution for Teaching Arabic: Enhancing Speaking and Listening Skills,” *Studi Arab* 15, no. 2 (March 5, 2025): 87–105, <https://doi.org/10.35891/sa.v15i2.5784>.

<sup>29</sup> Menik Mahmudah, Nurhanifansyah Nurhanifansyah, and Syarif Muhammad Syaheed Bin Khalid, “Psycholinguistic Approaches to Enhancing Arabic Speaking Proficiency through Comic Strips,” *Arabiyyatuna: Jurnal Bahasa Arab* 8, no. 2 (November 1, 2024): 805–26, <https://doi.org/10.29240/jba.v8i2.11349>.

settings and helps provide learners with memorable information that can later be internalised. Additionally, well-selected and meaningfully presented quotes help demonstrate the heroism or character of the speaker, who may mobilise and win over the hearts of learners. The quote is close to their thoughts, can serve as a role model, and remain in their hearts for a long time.

Quotes also act as cultural artefacts, reflecting the values, beliefs, and collective experiences of a given society. Far from being limited to Western traditions, the use of inspirational quotations is a global phenomenon, present in educational, religious, and literary texts across diverse cultures. These expressions often encapsulate wisdom, moral guidance, and life lessons, making them particularly potent tools in educational contexts.

From a language learning perspective, quotes add richness and depth to the acquisition process. Learners are often more engaged when interacting with language that carries emotional and philosophical weight—especially when the source is a poet, scholar, or historical figure. Quotes provide contextualised vocabulary, demonstrating words in use with nuanced meaning and emotional undertones. This exposure aids learners in grasping not only the literal meaning of words but also their connotative and cultural significance.

In terms of linguistic development, quotes serve as an effective medium for enhancing multiple language competencies. Vocabulary acquisition is naturally supported through exposure to high-frequency and semantically rich words. Morphological understanding is also strengthened, as learners encounter various word forms and affixes within authentic and meaningful contexts. Moreover, the structure of quotes often adheres to distinct grammatical patterns, which students can observe and internalise over time.

Psychological impact. One thing is true all over the world: people enjoy reading and sharing inspirational and motivational quotes that express the truth, confirm the truth, or embed valuable experiences of life, sense, intelligence, morals, wisdom, and learning.<sup>30</sup> Quotes evoke emotional responses and allow learners to explore and identify with a spectrum of feelings.<sup>31</sup> Emotional intelligence exteriorises through inspiration, and creation is also positively affected by the favoured activity of quoting.<sup>32</sup> Regarding applying the theories mentioned earlier within a learning process, there is strong evidence suggesting that words of wisdom are used in many learning situations.

<sup>30</sup> Tim Gorichanaz, "Accused: How Students Respond to Allegations of Using ChatGPT on Assessments," *Learning: Research and Practice* 9, no. 2 (July 3, 2023): 183–96, <https://doi.org/10.1080/23735082.2023.2254787>.

<sup>31</sup> Sinéad Harmey and Gemma Moss, "Learning Disruption or Learning Loss: Using Evidence from Unplanned Closures to Inform Returning to School after COVID-19," *Educational Review* 75, no. 4 (June 7, 2023): 637–56, <https://doi.org/10.1080/00131911.2021.1966389>.

<sup>32</sup> Amila Sholiha and Asa Ismia Bunga Aisyahrani, "The Use of Mnemonic Method and Its Implications for Arabic Learning," *Studi Arab* 14, no. 1 (June 30, 2023): 29–42, <https://doi.org/10.35891/sa.v14i1.3751>.

The effectiveness of inspirational quotes in Arabic language learning can be better understood through psycholinguistic theories. For instance, Paivio's Dual Coding Theory posits that learning is more effective when both verbal and non-verbal systems are activated. Inspirational quotes achieve this by combining linguistic structures with vivid imagery and emotional significance, thus aiding in memory retention and conceptual understanding. Similarly, Krashen's Affective Filter Hypothesis suggests that motivated learners with reduced anxiety acquire language more effectively.<sup>33</sup> In this study, participants not only retained more vocabulary but also demonstrated increased confidence and motivation, indicating that the emotional and motivational dimensions of learning play a crucial role in vocabulary retention and morphological understanding.

The findings of this study highlight the unique effectiveness of using inspirational quotes as a psycholinguistic tool for enhancing Arabic vocabulary acquisition and morphological understanding. The study revealed that students experienced significant improvements in motivation, vocabulary retention, morphological awareness, cultural appreciation, and confidence in using Arabic vocabulary. Inspirational quotes served as more than just linguistic content—they provided emotional and cultural context that resonated with students, transforming vocabulary learning from rote memorisation into a personally meaningful experience. This method facilitated deeper connections with the language, as students found the quotes memorable and relatable, which helped them retain and apply new words more effectively.

The novelty of this research lies in integrating motivational and culturally rich quotes into Arabic language education, addressing a gap in traditional language learning methods that often lack emotional engagement and contextual relevance. By incorporating these quotes, this approach improved language skills and fostered a holistic learning experience that connects language, culture, and personal growth. This method, encapsulated in the acronym EMPOWER—representing Engagement, Motivation, Practice, Optimised Learning, Wisdom Integration, Emotional Resonance, and Retention—offers a dynamic framework for Arabic language teaching. It provides educators a compelling strategy to motivate students and enrich their language learning journey. This approach sets a foundation for future studies to explore the psychological and linguistic impacts of inspirational language learning across various languages and educational contexts.

The findings of this study suggest that integrating inspirational quotes into Arabic language instruction offers a pedagogically sound and culturally engaging approach to vocabulary acquisition. Educators can systematically incorporate quotes into lesson plans, encouraging students to analyse their linguistic

<sup>33</sup> Jamilah Maflah Alharbi, "Acquired Versus Learned Systems in Second Language Acquisition: A Review of Studies Based on Krashen's Hypothesis," *Theory and Practice in Language Studies* 14, no. 1 (January 1, 2024): 177–85, <https://doi.org/10.17507/tpls.1401.21>.

structures, extract key vocabulary, and apply it in conversational or written exercises. Additionally, this approach aligns well with modern digital learning environments, as inspirational quotes can be disseminated through social media, interactive language apps, or personalised learning modules. Given this study's substantial motivational and mnemonic impact, further research could explore how various quotes—from religious aphorisms to poetic verses—influence learner demographics and learning styles.

While this approach has notable benefits, its effective implementation requires thoughtful consideration. First, educators with limited resources or training in psycholinguistic methodologies may require additional guidance to integrate this approach effectively into their curriculum. Second, cultural differences may impact the effectiveness of specific quotes, as learners from diverse backgrounds may interpret motivational content differently. Delivering inspirational quotes through digital platforms presents opportunities and challenges, particularly in online or hybrid learning environments. While digital tools allow for greater accessibility and engagement, educators must ensure that students interact with the material actively rather than passively consuming it. Future research should explore strategies for adapting this approach to different educational contexts, ensuring that motivational and cultural elements align with learners' backgrounds and cognitive preferences.

## Conclusion

This study has demonstrated the effectiveness of using inspirational Arabic quotes as a psycholinguistic tool for enhancing vocabulary acquisition and morphological understanding among Arabic language learners. Through the incorporation of motivational and culturally resonant content, the research affirms the powerful role of emotional engagement and mnemonic strategies in facilitating meaningful language learning. The use of quotes, embedded in cultural and linguistic context, helps learners not only retain vocabulary but also develop a more personal and enduring connection to the Arabic language.

The findings confirm that inspirational quotes can serve as a valuable complement to traditional instructional approaches, addressing common pedagogical gaps such as the lack of emotional resonance or contextual relevance. By introducing the EMPOWER framework, this study contributes a novel, holistic model to Arabic language education that integrates motivation, cultural appreciation, and psycholinguistic principles.

Despite its promising outcomes, the study is not without limitations. The study's short duration of six weeks and its focus on a specific age group within a single educational institution limit the generalizability of its findings. Future research could expand the scope by exploring more extended study periods, diverse age groups, and varied educational contexts to further validate the

effectiveness of this approach. Additionally, examining the impact of digital tools and platforms in integrating inspirational quotes into language learning could open new avenues for innovation in Arabic education.

The implications of this study extend beyond vocabulary acquisition, suggesting broader applications in fostering cultural literacy, emotional connection, and lifelong learning habits. As the role of Arabic language education evolves in response to technological and pedagogical advancements, this approach provides educators with a compelling strategy to motivate students and enrich their learning experience. By bridging linguistic, cultural, and psychological dimensions, this quote-based method contributes to more holistic and humanistic language instruction. The findings suggest that integrating inspirational quotes into Arabic language instruction can enhance vocabulary acquisition and morphological understanding. Educators can apply this approach by incorporating quotes into daily lessons, encouraging students to analyse their linguistic structure. Interactive activities like writing reflections or using dialogue quotes can further develop language proficiency and critical thinking. Additionally, digital platforms like learning apps and social media can facilitate engagement, while selecting culturally relevant quotes ensures a more meaningful learning experience. By implementing these strategies, teachers can maximise the motivational impact of inspirational quotes and improve Arabic language instruction.

## **Acknowledgment**

We sincerely thank Universitas Islam Internasional Darullughah Wadda'wah for its invaluable support in funding and encouraging this research.

## **Author Contribution Statement**

MT, MN, MM, and SS collaborated on developing the manuscript. MT led the theoretical framework and background synthesis. MN supervised the data analysis and contributed to refining the methodology section. MM was responsible for the literature review and interpretation of findings. SS contributed by reviewing the manuscript draft, providing language editing, and assisting with proofreading. All authors reviewed and approved the final version of the manuscript.

## **Declaration of Competing Interest**

The authors declare that there is no conflict of interest regarding the publication of this article. All authors have contributed equally and independently to the research and writing process without any financial, institutional, or personal relationships that could be perceived as influencing the work reported in this manuscript.



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