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Factors Influencing Students' Motivation in Online Learning for Arabic Language Courses at UiTM Perlis Branch

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ABSTRACT

Online learning applications are an important medium in Arabic language education to replace face-to-face teaching and learning nowadays. Therefore, this study aims to identify the applications of students' interests in online learning and the factors that influence students' motivation in online learning for Arabic Language courses. This study used a quantitative study design using stratified random sampling. Data were collected using a questionnaire instrument and analyzed using IBM SPSS Statistics software. This questionnaire used the Likert Scale 5 measurement of Strongly Disagree, Disagree, Not Sure, Agree and Strongly Agree to identify the applications that students are interested in online learning and the factors that influence their motivation in online learning for Arabic language courses. The sample involved in the study was a total of 216 students who took Arabic language courses at Universiti Teknologi Mara Perlis. This study suggested that lecturers should use Google Meet, U-Future, WhatsApp, Telegram and Google Classroom applications in teaching Arabic. Meanwhile, the main factors that influenced the student' motivation in online learning for Arabic language courses are the frequent use of online materials provided as well as the recorded lecture videos.

Keywords: *factors; students' motivation; online learning; Arabic language courses*

1.0 INTRODUCTION

Arabic language course is one of the compulsory subjects taken by students to meet the requirements of diploma and bachelor's degree at Universiti Teknologi MARA (UiTM). In UiTM, Arabic is one of the languages out of eight (8) other foreign languages namely Mandarin, Korean, French, Japanese, German, Italian and Spanish that could be considered by students as an alternative subject to qualify them for graduation. These foreign languages are placed under the Department of Modern Languages of the Academy of Language Studies (ALS), UiTM (http://apb.uitm.edu.my).

Meanwhile, UiTM Perlis Branch is one of the UiTM branch campuses in Malaysia that offers Arabic language courses as a foreign or third language other than Mandarin and Japanese. There are several faculties at UiTM Perlis Branch including the Faculty of Applied Sciences, Faculty of Architecture, Planning and Surveying, Faculty of Sports Science and Recreation, Faculty of Computer Science and Mathematics and Faculty of Business Management (https://perlis.uitm.edu.my/v2/).

Learning Arabic at UiTM is for the purpose of acquiring basic communication to achieve four language skills such as listening, reading, writing and speaking. Students are exposed to language practice either in the form of conversational practice, reading or writing practice, discussion with lecturers and group as well as simulation practice. The Arabic course must be taken for three semesters for the study of the bachelor's degree, namely Introductory Arabic level I, Introductory Arabic level II and Introductory Arabic level III taken in the first, second and third semester respectively.

The teaching and learning of Arabic at UiTM Perlis Branch is usually carried out face-to-face. While the use of online teaching and learning is implemented in blended learning, which is a combination of face-to-face learning and online learning, that is carried out periodically in specified weeks using i-Learn Portal application developed by UiTM. The use of other applications in online learning are rarely used as students are able to follow the teaching and learning directly in the classroom.

Since the presence of the Covid-19 pandemic that hits the whole country at the end of 2019, most sectors of the country have been affected, including the education sector which has had a huge impact on national educational policy. In Malaysia, major changes to teaching and learning styles according to the new norms have been implemented following the Ministry of Higher Education's recommendation. It is to ensure that, online learning can be fully utilized as a solution to address learning problems affecting the education sector during the Movement Control Order (MCO) to meet the needs of quality education for the students.

The lecturers as well as the students are exposed to several applications that can be used for teaching and learning such as the use of Google Meet, Zoom, Webex, WhatsApp, Telegram and so on to replace face-to-face instruction because the learning must be implemented entirely through online platforms in this Covid-19 pandemic era. This is a challenge especially for students in learning Arabic because they have to face several problems such as internet access, online learning application facilities, atmosphere and learning environment at home (Muhammad Sukri et al., 2007), lack of face-to-face activities and social interactions (Chung et al., 2020) that affect emotions and motivation in learning Arabic (Abdul Hakim et al., 2015).

Abdul Hakim et al. (2014) stated that a positive attitude towards learning Arabic, learning environment, self-awareness and the effectiveness of teaching and learning are important to increase student motivation in learning Arabic. Therefore, this study is important to answer two research questions. First, what are the applications that the students are interested in using for online learning when they learn Arabic language courses? Second, what are the factors that influence students' motivation towards online learning for Arabic language courses?

2.0 LITERATURE REVIEW

Online learning is also known as e-learning (Agatha & Muhamad Suhaimi, 2016) which is a learning that uses internet facilities and online lecture sessions. The delivery of lectures or tutorials can be achieved through online lecture sessions quickly and effectively (Hazwani et al., 2017; Rubiah & Jamilah, 2009) while providing learning facilities that meet the quality learning policies in line with the current needs of students, stakeholders, society and the market (Hazwani et al., 2017).

This online learning is an important approach to replace face-to-face learning that serves as an information system and database system to manage, deliver learning content, communicate or facilitate in implementing flexible teaching and learning activities (Agatha & Muhamad Suhaimi, 2016). In fact, the online learning is a challenge for both educators and students. Hence, it is crucial for those who involved in education to assess the relationship between the multimedia usage in the understanding level and students' interest in order to improve the learning quality (Mohamad Zaid et al., 2013). As Navani and Ansari (2019) stated that e-learning is currently an alternative style of teaching and learning in higher education in the country.

Most public and private institutions of higher learning in Malaysia today, have provided internet network facilities to promote an online learning environment for the use of university students. For example, in 1999, the Multimedia University in Cyberjaya was one of the universities that developed the e-learning system rapidly since Malaysia developed the Multimedia Super Corridor (MSC). Lecture delivery, assessment and examination are conducted through computer and multimedia networks (Rubiah & Jamilah, 2009). Among other universities in Malaysia that have being actively improving online learning facilities for teaching and learning activities are Universiti Malaysia Sabah (UMS), Universiti Putra Malaysia (UPM), Universiti Teknologi MARA (UiTM) and Universiti Sains Malaysia (USM) (Mohd Koharudin, 2004). A study done by Waleed et al. (2018) concludes that Malaysian university students have favourable attitudes toward e-learning and plan to use it for educational purposes.

Apparently, there are several factors that influence the acceptance of online learning. Hazwani et al.(2017) investigated the correlation between factors such as infrastructure within and outside the dormitory and attitudes towards e-learning efficacy on 200 diploma and bachelor students of one private university in the Selangor. This demonstrates that both internal and external elements, such as infrastructure, have a significant impact on the success of e-learning. On the other hand, teaching and professional behaviour, course instructional planning and methodology and online connectivity were discovered to be the factors that influence online learning in six private universities in Pakistan (Mustafa et al., 2020). Besides that, according to Chung et al. (2020), the biggest challenge faced by students when they are doing online learning is poor internect connection. Apart from that, they discovered that gender did not play a significant role on student online readiness.

Ahmad Zaki et al. (2014) found that online learning is able to attract students to learn Arabic and it is very suitable for the third language teaching and learning process based on the functions provided in the application used. This is in line with global developments that show that educators begin to be interested in combining the teaching and learning process with technological advances such as online applications either for free or for a fee. Internal factors such as self-esteem (Siti Hajar et al., 2019) as well as external factors such as good infrastructure are important as they can influence the level of its use to students in institutions of higher learning (Hazwani et al., 2017). In addition, discussion, easy access of information, conducive environmental factors (Mahizer, 2007), support from parents, teachers and lecturers as well as peers (Abdul Hakim et al., 2015; Wan Azura, Lubna, & Ahmad Fazullah, 2013) play important roles in increasing students' interest and motivation in learning Arabic. Teachers or lecturers also need to diversify creative teaching methods and techniques to attract students to learn Arabic.

Agatha and Muhamad (2016) also stated that students' acceptance of online learning are influenced by the benefits and usability gained from e-learning, as well as, time savings in addition to course content that is simple and appropriate to the task. Factors such as students' direct interaction with online lecturers and lecturers' motivation can also affect students' interest in online learning.

Apart from that, most students are also more likely to learn online by listening to recorded lecture uploaded on Google Classroom and Youtube platforms (Chung et al., 2020), WhatsApp and Telegram applications (Syed Lamsah, 2017), padlet.Com, online application (Diyak et al., 2018) as well as Kahoot to improve students' mastery towards learning (Faridah & Afham Zulhusmi, 2019). However, through the researchers' survey, previous studies on online learning only focused on specific applications according to the needs during the study. Studies on online learning to entirely replace face-to-face learning for Arabic language courses have yet to be studied by past researchers. Therefore, this study is important to identify the applications of students' interest in online learning for Arabic language courses and the factors that influence students' motivation to follow online learning for Arabic language courses.

2.1 E-learning Readiness in Other Countries

Initially, the world's standard practise was to have a classroom with one teacher and several students, with both groups meeting in physical structures and in real time. With the advancement of computer technology and the internet, prior to the pandemic, the set-up of teaching and learning has shifted to the online learning or some called it e-learning.

A study by Coopasami et al. (2017) found that the nursing students at the Durban University of Technology in Durban are not technologically ready to fulfil e-Learning requirements. A modified Chapnick Readiness Score to assess the students' psychological, equipment and technological readiness for the shift in their learning approach. The findings of their study revealed that students' psychological readiness for e-Learning was high even though they lacked technological and equipment readiness. Based on the findings, it is important for the institution to assist students by providing them with the appropriate tools and necessary hardware to allow e learning.

Furthermore, Kim et al. (2019) investigated students' perceptions of e-learning based on their experiences, as well as the mediating effects of academic engagement and digital preparedness in an e-learning environment for academic accomplishment at a university. They conducted the study on 614 undergraduate students who enrolled in a Korean university. Their findings indicate that although students positively had a favourable perception of their campus e-learning experiences, they needed excellent digital abilities to complete academic work and to commit to active participation in the context of academic learning in university e-learning environments. In fact, the findings have practical implications on how to improve the adoption of e-learning environments by college students, educators, and administrators. Meanwhile, a study by Ngampornchai and Adams (2016) showed students in the Northeast of Thailand have a slightly positive perception toward e-learning. They are well-versed in mobile technologies and social media but are unfamiliar with other collaborative e-learning tools.

Apparently, survey by Widyanti et al, (2020) which was carried out in an Indonesian university, found that there was a high level of e-learning readiness among the students. In e-learning, their mental workload is significantly higher than in face-to-face learning. However, data collected in a survey collected from eight (8) Iranian comprehensive universities showed that the students' readiness scored over 25% and the faculty members' readiness scored about 40%, which were "less than medium", and the total average scores for both were "medium (Farazkish & Montazer, 2020).

As in Ghana, a study has been conducted to explore the students' readiness for online learning at the distance education in the University of Cape Coast, College of Distance Education (CoDE). Both researchers discovered students had a positive attitude towards online learning through distance education programme. Moreover, their findings demonstrated that students had good self-regulated learning, collaboration and information communication and technical abilities that were applicable to online learning via distance education (Forson & Vuopala, 2019).

2.2 Demir and Yurdugul Model

This study also used the Demir and Yurdugul model (2015) which emphasizes on six aspects namely competency of technology usage, self-direct learning, access to technology, confidence in pre-requisite skills and self, motivation and time management. Demir and Yurdugul (2015) explained that technology competence indicates effectiveness in using computers, internet and other technological devices. While self-learning includes learning resources, learning materials, strategies used by a person as well as evaluation of learning processes and outcomes. Access to technology refers to the need for students to either possess the necessary technological tools or have access to them such as having a stable internet connection. Confidence in prerequisite skills and own self is a combined component that encompasses a person's belief in the skills needed to succeed in e-learning and in oneself (Demir & Yurdugul, 2015; Muhammad Sukri et al., 2007). Motivation is the drive and determination of students (Abdul Hakim et al., 2015) as well as the willingness to attend classes through online or electronic methods (Demir & Yurdugul, 2015). Lastly, time management component refers to the extent to which students are able to utilize their time effectively for the purpose of achieving targets (Demir & Yurdugul, 2015).

3.0 METHODOLOGY

This study used a quantitative study design and stratified sampling procedure. The study sample consisted of students who took Arabic language courses at UiTM Perlis Branch for September 2020 - January 2021 semester. These students were from six (6) different faculties: Faculty of Computer Science and Mathematics, Faculty of Architecture, Planning and Surveying, Faculty of Business Management, Faculty of Applied Sciences, Faculty of Sports Science and Recreation and Faculty of Information Management. A sample size was taken of 216 people based on the sample size of Krejcie and Morgan (1970). Selection of the study sample was based on the following criteria:

i. The students were between 20 to 25 years old.

ii. The students came from a variety of different faculties.

iii. The students were made up of different semesters of study.

3.1 Pilot Study

A pilot study was conducted randomly on 37 students who took Arabic language courses at UiTM Perlis Branch to represent the student population at UiTM. These students made full use of online learning and were not involved with the actual study. Data for this pilot study were analyzed using SPSS version 20.0. The results of the analysis showed that the value of Cronbach's Alpha reliability coefficient as a whole exceeded 0.8. A value of Cronbach's Alpha reliability coefficient exceeding 0.8 is an accepted value and indicates that the instrument used has high reliability (Fraenkel & Wallen, 1990; Muijs, 2004).

3.2 Instrument

To obtain the desired data, a questionnaire instrument was chosen and it was divided into three parts: Part A (student background), Part B (applications of interest to students in online learning) and Part C (factors influencing student motivation towards online learning for Arabic language courses). The questionnaire was adapted and modified from a study by Mohd Koharuddin (2004) in accordance to the suitability of the objectives in this study. The questionnaire used the measurement of five Likert Scales namely 1. Strongly Disagree, 2. Disagree, 3. Not Sure, 4. Agree and 5. Strongly Agree. The instrument developed by Mohd Koharuddin (2004) was used in this study because this scholar also studied about online learning. The items used were also easy to understand and appropriate to the study conducted by the researchers. A total of 216 forms were distributed and returned for analysis.

3.3 Data Analysis

The data obtained from the questionnaire were analysed using SPSS software version 20.0 (Statistical Package for Social Sciences version 20.0). The items in Section A were analysed based on frequency and percentage. While the items in Sections B and C, were analysed based on descriptive statistics of percentage, mean and standard deviation. The formula used is as follows:

$$\frac{\text{Largest scale} - \text{smallest scale}}{3} = \frac{5-1}{3} = 1.33$$

Therefore, the mean range is as follows:

Table 1: Description Based on Mean Range

Mean range	Level
1.00 - 2.33	Low
2.34 - 3.67	Medium
3.68 - 5.00	High

Source: Mohd Koharuddin (2004)

4.0 FINDINGS

Table 2 to table 6 show the background data of respondents based on faculty, gender, age, venue while having ODL and location of residence. It can be explained as follows:

Table 2 : Faculty

Faculty	Frequency	Percentage
Faculty of Computer Science and Mathematics	61	28.2
Faculty of Architecture, Planning and Surveying	6	2.8
Faculty of Business Management	36	16.7
Faculty of Applied Sciences	42	19.4
Faculty of Sports Science and Recreation	70	32.4
Faculty of Information Management	1	.5
Total	**216**	**100.0**

Table 3 : Gender

Gender	Frequency	Percentage
Male	81	37.5
Female	135	62.5
Total	**216**	**100.0**

Table 4 : Age

Age	Frequency	Percentage
20	14	6.5
21	47	21.8
22	100	46.3
23	32	14.8
24	17	7.9
25	6	2.8
Total	**216**	**100.0**

Table 5: Venue while having ODL

Venue	Frequency	Percentage
College	12	5.6
Others	12	5.6
Home	192	88.9
Total	**216**	**100.0**

Table 6 : Location

Location	Frequency	Percentage
Urban area	113	52.3
Rural area	103	47.7
Total	**216**	**100.0**

Based on the background of the respondents in table 2 to table 6, the students consisted of 37.5% male and 62.5% female out of 216 students. These students are from different faculties namely Faculty of Computer Science and Mathematics 28.2%, Faculty of Architecture Planning and Surveying 2.8%, Faculty of Business Management 16.7%, Faculty of Applied Science 19.4%, Faculty of Sports and Recreation Science 32.4% and Faculty of Information Management 0.5 %. These students range in age from 20 to 25 years old. The findings of the study also showed that 88.9% of students were at home and only 5.6% of students were in residential colleges and other places while pursuing online learning with 52.3% in urban locations and 47.4% in rural locations. These data show that most students use internet facilities at home with its location in the city and outside the city.

4.1 Findings of Research Question 1

What applications do the students prefer while learning Arabic language courses online?

Table 7: Preferred Applications in Online Learning For Arabic Language Courses

Statistic	N	Mean	Standard deviation
Google Meet	216	4.46	.727
Zoom	216	2.89	1.148
Webex	216	2.80	1.207
Google Classroom	216	4.00	1.106
U-Future	216	4.22	.922
Microsoft Team	216	2.81	1.094
Google Drive	216	3.94	1.030
WhatsApp	216	4.22	.952
Google Form	216	4.00	1.061
Telegram	216	4.20	.876
Kahoot	216	3.33	1.227
Padlet	216	3.09	1.074
Quizlet	216	3.13	1.138
You Tube	216	3.86	1.116

Based on table 7, the findings of the study showed that the Google Meet application obtained the highest mean score of 4.46. U-Future (an application developed by UiTM) and WhatsApp with a mean value of 4.22 and Telegram with a mean value of 4.20. Next, Google Classroom with a mean value of 4.00, Google Drive with a mean value of 3.94 and Youtube with a mean value of 3.86. Meanwhile, Kahoot, Quizlet, Padlet, Zoom, Webex and Microsoft Team got a moderate mean value. These findings show that students were more interested in using Google Meet, U-future, WhatsApp, Telegram and Google Classroom applications compared to other applications in online learning for Arabic language courses at UiTM Perlis branch. This finding is important because using applications that are appropriate to students' interests are able to increase their motivation in learning Arabic, which in turn affects students' achievement for Arabic language courses.

4.2 Findings of Research Question 2

What are the factors that influence students' motivation to pursue online learning for Arabic language courses?

Based on previous studies and research model from Demir and Yurdugul (2015), the researchers divided the factors that influence students' motivation for online learning into teaching materials, implementation of lectures, internet and ICT facilities and equipment, environment, motivation and cost and time management by constructing 23 question items.

Overall, the factors that influenced the students' motivation to follow online learning for Arabic language courses had a high mean value with a mean value of 4.16 with a standard deviation of 0.5. This shows that on average the students agree that the factors of preparation of teaching materials appropriate to the current situation, use of appropriate applications, support and encouragement of universities and lecturers, environment and internet and ICT facilities influence their motivation for online learning for Arabic language courses.

Table 8: Factors Influencing Students' Motivation towards Online Learning for Arabic Language Courses

Statistics for factors influencing students' motivation towards online learning for Arabic language courses

Item	N	Mean	Standard deviation
Online learning materials are easily accessible and downloadable	216	4.21	.688
Online learning materials are easily shared by lecturers and peers	216	4.45	.552
The teaching materials provided by the lecturers can be viewed over and over again	216	4.50	.554
I love that lectures are conducted entirely online	216	3.79	.987
I like lectures to be mixed (online and face to face)	216	3.79	.934
I like face-to-face lectures (offline)	216	3.83	.937
Able to interact and engage in live question and answer session with lecturers	216	4.31	.797
The lecturer's teaching can be followed repeatedly through video recordings	216	4.50	.554
Good encouragement and support from the university	216	4.50	.625
Encouragement and support from lecturers	216	4.50	.579
Encouragement and support from family	216	4.49	.625
Encouragement and support from friends	216	4.43	.598
Online learning saves cost and time	216	4.32	.897
Easily submit assignments through online learning	216	4.43	.664
Online learning becomes a necessity	216	4.37	.754
Online learning is not boring	216	3.87	.941
Good and comfortable learning environment	216	4.25	.797
Having internet facilities at home	216	3.98	.860
Satisfactory internet speed at home	216	3.81	.948
The ICT facilities provided by the university are satisfactory	216	3.69	.818
The ICT facilities provided draw interest in online learning	216	3.76	.849
The latest ICT facilities and in line with current needs	216	3.82	.830
Have sufficient equipment to follow online learning	216	3.96	.812
Total mean score :	**216**	**4.1632**	**.50111**

Based on Table 8, the main factor for the teaching materials provided by lecturers was the teaching materials that can be seen repeatedly with the highest mean value of 4.50. The second factor was that the materials provided online were easily shared by lecturers and peers with a mean value of 4.45 and the students also agreed that the online learning materials were easily accessible and downloadable with a mean value of 4.21. As for the teaching factor, students were more inclined to face-to-face learning as compared to online learning with the highest mean score of 3.83. Fully online learning or blended learning obtained the same mean score of 3.79.

These findings showed that students preferred face-to-face teaching compared to online or mixed teaching. However, if the learning needs to be implemented online, the lecturer's teaching can be followed repeatedly through video recording scored a high mean value with 4.50 if compared to the lecturer's live teaching with

a mean value of 4.31. This means that for online learning, it is important to provide instructional video recordings in addition to live teaching session so that the students can follow it over and over again.

The findings of the study also showed that the encouragement and support from the university and lecturers got a high mean value of 4.50 followed by family support with a mean value of 4.49 and friends 4.43. This shows that if learning needs to be implemented completely online, encouragement and support from the university and lecturers are important to increase students' motivation in online learning for Arabic language courses.

Furthermore, the cost and time factors as well as the environment also increased students' motivation towards online learning because students could easily submit their assignments with the highest mean value of 4.43. Furthermore, online learning became a current need with a mean value of 4.37 as well as saving costs and time with a mean value of 4.32. In addition, a comfortable environment factor with a mean value of 4.25. This shows that the factor of submitting assignments easily is the main key point as it saves cost and time.

For equipment, internet facilities and ICT, the factor of having internet facilities at home got the highest mean value of 3.98. Furthermore, sufficient equipment to follow online learning with a mean value of 3.96, the latest ICT facilities and in accordance with current needs with a mean value of 3.82 and satisfactory internet speed in the home with a mean value of 3.81. Furthermore, the ICT facilities draw interest in following online learning with a mean value of 3.76 and the last one was satisfactory ICT facilities provided by the university with a mean value of 3.69.

If viewed in detail, internet and ICT factors got lower mean values compared to other factors. This indicates that internet and ICT facilities need to be further improved in line with the current needs of online teaching and learning which requires full online access which in turn can further increase students' motivation in online learning akin to face-to-face learning.

5.0 CONCLUSION AND RECOMMENDATION

Based on the findings of the above study, it can be concluded that online teaching and learning for Arabic language courses is able to influence and increase students' motivation even if it is implemented entirely online. Several conclusions can be drawn based on the objectives of the study. Firstly, it was found that the most preferred online application for students learning Arabic courses at UiTM Perlis branch was Google meet, followed by other four which were U-future, WhatsApp, Telegram and Google Classroom.

This study suggests that the use of Google Meet, U-Future, WhatsApp, Telegram and Google Classroom should be implemented more in teaching and learning of Arabic courses so that the students can follow the lesson well and learning outcomes can be achieved successfully. The diagram below shows the teaching and learning process for Arabic language courses:

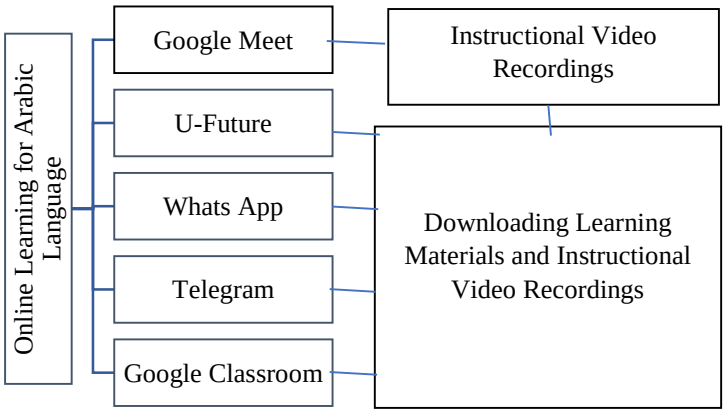

Figure 1: ODL Process for Arabic Language Courses

The use of various applications for downloading materials such as U-Future, WhatsApp, Telegram as well as Google Classroom make it easier for students to access the materials based on their own convenience

and internet speed at home and location. The smooth running of teaching and learning through online is very important as it is closely related to satisfactory internet connection. In addition, online learning can also be implemented more effectively as students can follow a difficult topic repeatedly through self - learning (Noraiysah, 2018). Students are able to follow the learning of Arabic well and can perform language activities that focus on the practice of the four language skills so that the objectives of teaching and learning can be achieved effectively.

Secondly, it was found that the factors that motivate students to learn Arabic course online can be classified into four (4) main categories which are accessibility of teaching materials, course instructional planning and methodology, human support and internet connectivity. The result indicates that the teaching materials provided by the lecturers that can be viewed by students over and over again was the main factor which motivated them to learn Arabic course online. However, based on the results, the students still preferred to learn face to face with the lecturers instead of learning online.

As such, the effectiveness of teaching and learning does depends on the appropriate applications, teaching materials and recording lectures that are easily accessible and can be viewed over and over again as well as the support of the university and the lecturers. Students can also save cost and time because it is easy to submit assignments to the lecturer within the allotted time. Apart from that, an easily accessible internet line, ICT facilities and equipment are also important to facilitate the teaching and learning process.

It is significant for lecturers to stay current with technological advancements in order as to modernize Arabic teaching methods. They can look at a variety of online applications that will allow them to teach their students rather than relying on traditional Arabic language teaching methods. The online applications or the apps allow students to download and retrieve the lecturers' online materials, audio-recording, do meetings, engage in discussions and perform on-going assessments. Lecturers can use the applications to help students learn more and facilitate teaching and learning in a distance learning environment during the pandemic. One of the main goals of adopting technology is to allow students to interact and engage actively in Arabic language learning. Furthermore, it could inspire them to achieve Arabic language abilities in a practical and applicable manner. As Abdullah et al. (2019) assert this could be accomplished by having the ministry of education, schools, communities, and instructors working together to integrate technology into teaching and learning.

It is recommended that the management of the university as well as the ministry of higher institution should focus their efforts on developing proper online learning Arabic courses support as this is a requirement for graduation. Likewise the use of technology to enhance Arabic language instruction and improve students' command of the language would be beneficial.

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