

Micro-credentials in Language Education: A Study of Student Satisfaction with e-Safar Sa'id: The Wonders of Malaysia Course

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Abstract: *Micro-credentials have become an increasingly popular way to support flexible and modular learning, yet their role in language education particularly Arabic has not been widely examined. This study explored student satisfaction with e-Safar Sa'id: The Wonders of Malaysia, an Arabic micro-credential offered through UiTM's UFUTURE platform. A total of 112 undergraduates participated in a survey that measured perceptions of course relevance and usability, satisfaction across the four key language skills, and overall experience with the programme. The findings show that students responded positively, with average ratings across dimensions ranging from 3.96 to 4.18 on a five-point scale. Reading was rated highest ($M = 4.14$), followed closely by listening, while speaking and writing were rated somewhat less favourably. Overall satisfaction was strong ($M = 4.14$) and a majority of respondents said that they would recommend the course to others.*

Reading satisfaction was the most significant predictor of overall satisfaction for regression analysis ($\beta = 1.10, p < .001$) and therefore authentic reading tasks (e.g., signage, menus and tourism texts) can give learners a consistent sense of progress and relevance. The findings point to the promise of Arabic micro-credentials in higher education. Future research may address the need for more integration of writing components and literacy-focused tasks with oral practice.

Keywords: Arabic education, Digital learning, Language skills, Micro-credentials, Student satisfaction

1. INTRODUCTION

The proliferation of digital learning changes the way the higher education system offers adaptable, skill-based courses. These innovations include micro-credentials, short and stackable courses that allow learners to learn targeted competencies aligned with employability and lifelong learning (OECD, 2025; UNESCO, 2025). Unlike traditional teaching and learning, micro-credentials are designed to be modular and competency-based, which enable them to be portable across contexts, making them attractive to a variety of learners and employers. It also provides opportunities for colleges and universities to move forward with higher education's diversity of learning pathways and align support national efforts for upskilling and reskilling.

In Malaysia, Universiti Teknologi MARA (UiTM) has initiated micro-credentials on its UFUTURE platform, and it is supporting the demand for more flexible, industry-relevant education from the Ministry of Higher Education (MOHE, 2023). One of these initiatives is e-Safar Sa'id: The Wonders of Malaysia, a micro-credential course to develop Arabic communication skills for tourism and hospitality students, who are looking to learn about the Arabic language and the nation's cultural values. The course integrates listening, speaking, reading and writing activities based on real life tourism environments such as accommodation, restaurants, travel and tourism attractions. It also encourages language skills as well as puts language students in a new context of Malaysia's tourism industry, which is in line with UiTM's general policy of employability-focused learning.

Understanding students' satisfaction with micro-credential courses is important because such student satisfaction frequently decides how successful they become in learning, their motivation to learn and whether they choose to finish a course (Sun et al., 2008; Kuo et al., 2014). When a course is expected to be useful, easy-to-understand and related to learners' goals, learners will be likely to stay engaged and actively participate in online learning environments (Davis, 1989; Venkatesh & Davis, 2000). However, even though micro-credentials are becoming increasingly common in higher education, there is still limited research examining their effectiveness in language learning, especially in the context of Arabic as a foreign language. This study aims to address this gap through an investigation of student perceptions and experiences of learners regarding the e-Safar Sa'id: The Wonders of Malaysia course, particularly focusing on its usefulness, ease of use, content relevance, and contribution to developing listening, speaking, reading, and writing skills.

2. LITERATURE REVIEW

2.1 MICRO-CREDENTIALS IN DIGITAL EDUCATION

Micro-credentials refer to specific short courses focused on competencies that recognize distinct skills and knowledge, often taught online or in a blended format (Fitzgerald & Huijser, 2023; OECD, 2025). They are driven by the global demand for lifelong learning, job opportunities, and adaptable education systems. In higher education, micro-credentials allow for the acquisition of specific skills without the need for full degree programs, aligning education more closely with industry needs (Council of the EU, 2022; UNESCO, 2025).

However, the integration of micro-credentials in language education is still very new. Micro-credentials and digital badges have been shown to boost learner motivation, engagement, and confidence in English as a Foreign Language (EFL) setting, although evidence of measurable skill improvement is mixed (Tsai, 2024; Ironsi, 2025). For the Arabic language, evidence is limited, but UiTM's pilot projects (such as Arabic for Tourism micro-credentials) indicate both institutional readiness and learner interest (UiTM, 2025). The literature thus highlights the potential of micro-credentials and the urgent need for rigorous, language-specific frameworks.

2.2 MICRO-CREDENTIALS IN HIGHER EDUCATION

Micro-credentials have been gaining global popularity as short, adaptable and aligned with industries, allowing students to gain specific competencies (Fitzgerald & Huijser, 2023). These credentials often form part of lifelong learning systems as stackable awards that allow learners to progress towards diplomas or degrees (Council of the EU, 2022). Micro-credentials are viewed as a tool for advancing workforce readiness, student mobility, and responsive curriculum development in higher education (UNESCO, 2025).

In Malaysia, the Malaysian Qualifications Agency (MQA, 2020) has established micro-credentials guidelines, framing them as tools to promote flexible education in line with the Malaysian Education Blueprint. A big part of UiTM's commitment is to embrace micro-credentials, providing access and making them relevant because communication skills, especially in the tourism and business sectors, have become key to the industry. However, while policy frameworks are strong, there are limited empirical evaluations of student experiences.

2.3 MICRO-CREDENTIALS IN LANGUAGE LEARNING

Notably, the integration of micro-credentials in language teaching is still relatively small in comparison to the development of micro-credentials in technical and professional training. However, the inherently modular and flexible approach of micro-credential programmes has unique advantages in terms of language learning (Digivisio2030, 2023). It also facilitates the gradual and structured acquisition of core competencies such as listening, speaking, reading, and writing along a sequence of skill units by means of which learners can move through targeted skill sets.

Motivational and Engagement Benefits

From the literature in the field on learning English as a Foreign Language (EFL), people realize that micro-credentials and digital badges can significantly increase the motivation, engagement, and persistence of students. For instance, Tsai (2024) argued that gamified badges created a level of pride and motivated students to complete the learning modules. Ironsi (2025) also found micro-credentials significantly increased autonomy among learners, as students were able to progress at their own pace which is an additional motivation factor.

Overall, these studies make clear that the credentialing component itself can function as an effective motivational factor in language learning contexts.

Skill-specific Applications

Micro-credentials are also particularly appropriate to the unique modularity of language learning. Martín-Gilete and Blanco-García (2025) showed that when micro-credentials are designed around specific tasks, such as vocabulary development, oral presentation skills, or intercultural communication, learners' perceptions of relevance and usefulness are enhanced. In an Arabic context, such a modular approach is particularly appropriate with its built-in complexities such as diglossia, unique script, and intricate grammatical structures (Al-Hamami, 2013). These include practical tasks such as listening to tourism-related dialogues or writing short texts, and micro-credentials can decrease cognitive overload and lead to more focused, incremental skill development.

Challenges in Implementation

Although integrating micro-credentials in language education has immense potential, it is not without several difficulties. The first challenge is the challenge of measuring language proficiency within short, standalone modules, because communicative competence usually builds over a continuous practice and interaction period. Another concern is the risk of micro-credentials being viewed as peripheral or supplementary if they are not integrated into a broader, well-structured curriculum (Oliver, 2019). Moreover, access and equity issues likely will remain unresolved, especially for learners who have neither sufficient digital infrastructure nor technological skills nor institutional support (Hasumi, 2024).

Emerging Research on Arabic

However, micro-credentials specifically designed for Arabic language learning are still rare. UiTM's e-Safar Sa'īd: The Wonders of Malaysia course is a pioneering effort of this - by integrating Arabic instruction in a tourism and hospitality context, this method links language learning with actual professional needs (Yunus et al., 2025). By embedding Arabic use within authentic Malaysian tourism scenarios, UiTM's e-Safar Sa'īd: The Wonders of Malaysia course offers a valuable example of how micro-credentials can serve a clear and practical purpose. Nonetheless, limited empirical research examines learner perceptions of its effectiveness, pointing out the necessity to pursue studies such as the current one to fill this gap.

2.4 STUDENT SATISFACTION IN ONLINE AND DIGITAL COURSES

Student satisfaction is a multidimensional construct that is also related to perceived usefulness, ease of use, quality of content, interaction, and support (Sun et al., 2008). In digital courses, satisfaction predicted learner motivation, retention, and likelihood of recommending courses as learners (Kuo et al., 2014). TAM-based studies (Davis, 1989; Venkatesh & Davis, 2000) stress that perceived usefulness and ease of use are important concepts in terms of digital learning system use and adoption. In the realm of digital language learning, satisfaction also has to do with the balance between authentic language tasks and technological usability (Hasumi, 2024). For Arabic, ensuring that tasks reflect real communicative needs, for instance checking into hotels, asking directions, reading signs is crucial to both a learner's motivation as well as employability outcomes.

Even though a global push is well-made for micro-credentials, there are still important gaps within the existing literature. Most research has concentrated on professional and technical sectors, such as information technology, healthcare, or business, but language-specific micro-credentials are scarce (Fitzgerald & Huijser, 2023; OECD, 2025). Although there are many studies within language education, most of these concentrate on English, leaving Arabic and other non-dominant languages overlooked (Martín-Gilete & Blanco-García, 2025). Empirical evaluations of student experiences are limited, as many studies address the potential of micro-credentials in a conceptual rather than a systematic sense to measure learner satisfaction (Oliver, 2019; UNESCO, 2025). The few findings that are present generally view “language learning” as a single category without disaggregating outcomes by skills, preventing clear skill-specification for listening, speaking, reading, and writing (Hasumi, 2024; Tsai, 2024). Finally, only a few focus on equity and inclusion, particularly in terms of digital access; the granting of micro-credentials; and the representation of non-dominant languages, including Arabic (UNESCO, 2025; Ironsi, 2025). Such gaps imply that empirical work such as the current study is required, as it provides an empirical study on student satisfaction with Arabic-oriented micro-credentials exploring both skills-specific and local-contextual aspects.

2.5 EQUITY AND INCLUSION IN MICRO-CREDENTIALS

Whilst micro-credentials are presented as inclusive, issues of access and recognition must be critically considered. There may be difficulties in accessing digital technologies for learners from rural or low-income backgrounds, thus participation is hindered (Hasumi, 2024). Furthermore, micro-credentials must have an acceptable recognition value within an educational and professional context, or they suffer from undervaluation (Oliver, 2019). At present, recognition is important to language learners, especially in non-dominant language contexts such as Arabic, as credentials should indicate that they have demonstrated mastery (UNESCO, 2025). Equity concerns representation of languages and cultural contexts as well. Much current academic research has primarily concentrated on English, with Arabic and other world languages taken to the margins (Martín-Gilete & Blanco-García, 2025). UiTM's e-Safar Sa'īd attempts to help this imbalance by framing Arabic through the Malaysian tourism framework to ensure linguistic as well as cultural equality. Lastly, an inclusive pedagogical design is essential so that micro-credentials are developed to provide equitable learning outcomes. This includes, in addition to providing scaffolding to assist with diglossia and the complexities of Arabic orthography, providing pathways for students with diverse backgrounds to succeed (Ironsi, 2025).

According to literature, micro-credentials are transforming higher education by providing more flexible and modular learning pathways that can be tailored to individual's employability goals. In language education, they have significant promise in terms of enhancing learner motivation, increasing engagement, and fostering a continuous development of skills, respectively. But there are also obstacles to implementing these systems in fields such as assessment, curriculum integration and fair access. Although there is increasing global interest, Arabic-focused micro-credentials remain underexplored, and there is a significant gap in our knowledge regarding their effectiveness and learners' satisfaction. To fill this gap, we focus on student satisfaction with UiTM's e-Safar Sa'īd course, focusing on how students perceive the course as being of good utility, particularly through its ease of use, content relevance, and its contribution to listening, speaking, reading and writing skills development.

3. METHODOLOGY

3.1 RESEARCH DESIGN

The purpose of this research was to investigate student satisfaction with the e-Safar Sa'īd: The Wonders of Malaysia Arabic micro-credential course available on the UFUTURE platform at Universiti Teknologi MARA (UiTM) using a quantitative survey research design. The main objective was to explore learners' perceptions of the course, focusing on its perceived usefulness, ease of use, content relevance, and effectiveness in developing skills such as listening, speaking, reading, and writing. A quantitative approach was chosen, as it provides the ability to collect and analyze information systematically from a large sample of participants and conduct statistical analysis to identify patterns, relationships, and predictors of satisfaction. In terms of learning, quantitative research is useful for studying methods of behavior, attitudes, and perceptions of students across large samples (Cohen, 2018). Similarly, according to Muijs (2011), statistical tools, like regression and correlation, enable systematic determination of predictors of phenomena and improve the validity and generalization of findings in educational research.

3.2 DATA SAMPLING

A total of 112 undergraduate students at UiTM, primarily in the Tourism and Hospitality program, followed by other related programmes, took part in the study. The sample size of 112 is acceptable for educational research (Comrey & Lee, 2013) and for survey research as well as regression analysis with a reasonable number of predictors (Tabachnick & Fidell, 2019). Following a purposive sampling technique, we selected relevant participants who had direct experience with the e-Safar Sa'īd: The Wonders of Malaysia micro-credential course integrated into their programme curriculum. A simple random sampling technique was used to select participants, thereby providing each student in the programme with an equal opportunity to be included in the research. Their insights were valuable as they had an experience with the e-Safar Sa'īd: The Wonders of Malaysia micro-credential course. This methodology ensured that the data collected is not biased and also represents the whole student community. Second-year students comprised the majority of respondents (43.8%), with third year (25.0%), fourth year (16.1%) and first-year (15.2%) students following in close. The vast majority (84.8%) were pursuing study

in the Tourism and Hospitality program and 15.2% were from other academic backgrounds. The study was voluntary, and the respondents gave their consent prior to answering the questionnaire.

3.3 RESEARCH INSTRUMENT

The data collection tool was based on a structured online questionnaire adapted from the established scales in e-learning and satisfaction research (Davis, 1989; Sun et al., 2008; Kuo et al., 2014; Martín-Gilete & Blanco-García, 2025). The questionnaire comprised seven main sections:

1. Demographic Information: programme of study, year level, prior Arabic exposure, device used, and internet quality.
2. Perceived Usefulness: students' perceptions of the value and relevance of the course.
3. Ease of Use: evaluating how simple and user-friendly the platform and materials were.
4. Content Relevance: measuring how well the course content aligned with learning needs and real-world application.
5. Listening Skills: exploring satisfaction with activities designed to improve comprehension of spoken Arabic.
6. Speaking Skills: assessing perceived improvement in oral communication.
7. Reading and Writing Skills: examining the effectiveness of tasks aimed at literacy development.

All items (except demographic questions) were measured on a 5-point Likert scale ranging from 1 = Strongly Disagree to 5 = Strongly Agree. In educational research, this style is commonly used to measure attitudes and perceptions (Joshi, Kale, Chandel, & Pal, 2015; Boone & Boone, 2012; Clason & Dormody, 1994).

3.4 DATA COLLECTION PROCEDURE

The data was collected via an online survey (Google Forms) which was embedded into the UFUTURE platform and distributed through class communication channels. This approach is a frequently used and cost-effective method for quantitative research (Creswell & Creswell, 2018). Prior to beginning the survey, the students were presented with an informed consent

statement that described the purpose for the study, the voluntary aspect of the study, confidentiality, and anonymity of the information. The survey was conducted for one week at the end of the semester to guarantee that the students had adequate experience of the course. Responses were automatically collected and entered into SPSS, a statistical tool that is frequently used in educational research (Pallant, 2020), for further analysis.

3.5 DATA ANALYSIS

The data was processed using SPSS version 29. The analysis was carried out in four stages. Pallant (2020) suggested the following steps:

1. Descriptive Statistics – frequencies and percentages were calculated for demographic variables, while means (M) and standard deviations (SD) were computed for each satisfaction dimension.
2. Reliability Analysis – Cronbach's alpha coefficients were computed to assess the internal consistency of all subscales, with values ranging from .90 to .95, indicating excellent reliability.
3. Descriptive Analysis of Constructs – average satisfaction scores were interpreted to assess learners' perceptions across all domains of the course.
4. Multiple Regression Analysis – a regression model was used to identify which factors significantly predicted overall satisfaction.

All participants were notified of the purpose of the study followed by an explanation that their participation would be completely voluntary and anonymous. No personal data was collected, and the data was used for academic research only.

4. OBJECTIVES

The study aims to evaluate student satisfaction with the e-Safar Sa'īd: The Wonders of Malaysia Arabic micro-credential offered by UiTM via the UFUTURE platform. The objectives are:

Objective 1: To explore students perceived usefulness, ease of use, and content relevance of the e-Safar Sa'īd: The Wonders of Malaysia micro-credential course.

Objective 2: To evaluate student satisfaction with the micro-credential in developing listening, speaking, reading, and writing skills.

Objective 3: To identify the key factors that contribute to overall student satisfaction in the e-Safar Sa'īd: The Wonders of Malaysia micro-credential course.

Theoretical work aside, the paper presents an avenue for practice for institutions like UiTM seeking to map their programs with the current national higher education priorities, and the trends in global digital modes of study.

5. FINDINGS

5.1 DEMOGRAPHIC PROFILE OF RESPONDENTS

This study evaluates the e-Safar Sa'īd: The Wonders of Malaysia Arabic micro-credential course available through UiTM's UFUTURE platform, N = 112 undergraduate students (Table 1). The findings show that most of the respondents (84.8%) were enrolled in Tourism and Hospitality programmes whilst the rest (15.2%) were from other academic disciplines. In terms of their academic status, most were in their second year of study (43.8%), followed by participants in the third year (25.0%), fourth year (16.1%) and first year (15.2%). For students with prior exposure to Arabic, 42.9% reported some kind of previous learning experience, and 57.1% said they had no previous experience of the language. Most students used laptops to access the course (56.3%), followed by smartphones (40.2%), and a small percentage, tablets (3.6%). Regarding internet connectivity, most of the students rated the connections as good (60.7%), while 26.8% rated it as excellent, 10.7% as fair, and only 1.8% as poor. The results of this study suggest that students were from varying levels of educational programmes, year of study, language exposure and technology availability. This variety makes it possible to develop a greater understanding of the learning environment and highlights the different factors that may influence their satisfaction with the e-Safar Sa'īd course.

<i>Variable</i>	<i>n</i>	<i>%</i>
<i>Programme</i>		
Tourism & Hospitality	95	84.8
Others	17	15.2
<i>Year of Study</i>		
Year 1	17	15.2
Year 2	49	43.8
Year 3	28	25.0
Year 4	18	16.1
<i>Prior Arabic Exposure</i>		
Yes	48	42.9
No	64	57.1
<i>Device Used</i>		
Laptop	63	56.3
Smartphone	45	40.2
Tablet	4	3.6
<i>Internet Quality</i>		
Excellent	30	26.8
Good	68	60.7
Fair	12	10.7
Poor	2	1.8

Table 1. Demographic Characteristics of Respondents

5.2 RELIABILITY OF SCALES

To analyse the internal consistency of the questionnaire scale, Cronbach's alpha coefficients were calculated for each of the subscales. Cronbach's alpha is a well-known measure of reliability that indicates how well a group of survey items consistently reflects the same construct. Values above .70 are acceptable according to guidelines, .80 are considered good, and those above .90 demonstrate superior reliability (George & Mallery, 2019; Nunnally & Bernstein, 1994). The instrument achieved excellent reliability across all aspects in these studies with coefficients of .90 to .95. Both the listening and the speaking subscales were scored .95, indicating highly consistent responses regarding students' perceptions of their oral communication skills. Reliability was also found to be strong with both perceived usefulness and content relevance (.93), with ease of use recording .92. The writing and reading subscales had strong reliability (.94 and .95, respectively) and the overall satisfaction scale obtained .90, which confirms the overall reliability and robustness of the measurement instrument. These The results confirm that the questionnaire is a statistically reliable tool and well-suited for measuring students' perceptions of the e-Safar Sa'īd micro-credential course.

Subscale	Number of Items	Cronbach's α
Perceived Usefulness	4	.93
Ease of Use	3	.92
Content Relevance	3	.93
Listening	3	.95
Speaking	3	.95
Reading	4	.95
Writing	4	.94
Overall Satisfaction	3	.90

Table 2. Reliability of Questionnaire Subscales

5.3 DESCRIPTIVE STATISTICS

Descriptive analyses reveal that the students perceived e-Safar Sa’id micro-credential high for all dimensions measured. According to Table 3, the perceived usefulness showed the highest mean ($M = 4.18$, $SD = 0.64$), which indicates that the learners have significant feelings of assistance for the course that is relevant to their academic and professional development. Relevance ($M = 4.14$, $SD = 0.65$) high mean scores were recorded along with ease of use ($M = 4.12$, $SD = 0.66$), reflecting that learners believe the content is of relevance to them, and that they can access it online effortlessly and is user-friendly. In language skills, listening ($M = 4.01$, $SD = 0.73$) and reading ($M = 4.14$, $SD = 0.68$) received high confidence from students in terms of understanding spoken and written Arabic for tourism use. Speaking ($M = 3.96$, $SD = 0.74$) and writing ($M = 3.99$, $SD = 0.72$) scored lower, but quite well, which implies a favourable learning experience. The overall satisfaction index ($M = 4.14$, $SD = 0.79$) also shows that the students appeared fairly satisfied with the micro-credential course’s ability to help them learn the Arabic language better resulting in more successful outcomes. These results show that the course met students’ expectations as the content was relevant, easy to follow, and supportive of language skill development.

<i>Dimension</i>	<i>M</i>	<i>SD</i>
Perceived Usefulness	4.18	0.64
Ease of Use	4.12	0.66
Content Relevance	4.14	0.65
Listening	4.01	0.73
Speaking	3.96	0.74
Reading	4.14	0.68
Writing	3.99	0.72
Overall Satisfaction	4.14	0.79

Table 1. Demographic Characteristics of Respondents

5.4 REGRESSION ANALYSIS

Based on the results, a multiple regression analysis was conducted to identify which factors influenced the students' overall satisfaction with the e-Safar Sa'īd micro-credential course the most. The findings indicated that the overall model was statistically significant, $F(5, 106) = 59.13$, $p < .001$, explaining 74% of the variation of students' satisfaction ($R^2 = .74$), indicating a strong predictive relationship between the combined variables and overall satisfaction (Hair et al., 2019). Among all the predictors, reading satisfaction was the only significant factor ($\beta = 1.10$, $p < .001$) revealing that these improvements in students' reading skills had the biggest influence on the overall satisfaction. Hence, when learners became more proficient in reading, their satisfaction with the course increased significantly. Other variables such as speaking, listening, writing, ease of use, and perceived usefulness were non-significant ($p > .05$), suggesting that they were less impactful overall when taken in conjunction with reading. These findings emphasize the key role of reading-focused activities in shaping students' perceptions of micro-credential effectiveness as well as course satisfaction.

Predictor	β	t	p
Perceived Usefulness	-0.24	-1.55	.124
Ease of Use	0.04	0.22	.830
Content Relevance	—	—	—
Listening	0.04	0.22	.830
Speaking	0.15	0.98	.328
Reading	1.10	7.47	.000
Writing	-0.10	-0.75	.457

Model summary: $F(5, 106) = 59.13$, $p < .001$, $R^2 = .74$

Table 4. Regression Analysis Predicting Overall Satisfaction (N = 112)

5.5 SUMMARY OF FINDINGS

This study explored the elements of student satisfaction with the e-Safar Sa'īd Arabic micro-credential course on UiTM's UFUTURE platform in terms of perceived usefulness, ease of use, content relevance, and the four language skills: listening, speaking, reading, and writing. Generally, the results paint a positive picture. The majority of the respondents were Tourism and Hospitality undergraduate students in their second or third year, representing a diverse group in terms of language background, technology usage, and internet access. The survey instrument demonstrated excellent reliability on all subscales, verifying that the questionnaire effectively captured students' perceptions. Satisfaction with all areas of the descriptive results was moderate to high, with perceived usefulness, content relevance, and reading skills rated highest. Students viewed with high consideration the relevance to real-life scenarios and the role of the course in supporting their comprehension of written Arabic. There was also regression analysis that contributed to the understanding of the elements involved in students' overall satisfaction. However, among all the variables measured, reading satisfaction was significant as the predictor, implying that interpretation and understanding of Arabic texts were important in the learning experience. Listening, speaking, and writing were positive attributes for students but did not adequately predict overall satisfaction once reading was considered. This suggests an aspect where future course design could focus more on, in improving those areas to establish a more balanced learning experience. Overall, the results show that the e-Safar Sa'īd micro-credential delivered on the learner's expectations and also on meaningful and engaging language learning experiences. They also highlight the merits of literacy-focused activities for micro-credential course design, specifically for learners who are learning to use their Arabic in professional tourism contexts.

6. DISCUSSION

6.1 OVERVIEW OF THE STUDY FINDINGS

This research aims to determine students' level of satisfaction with the Arabic micro-credential e-Safar Sa'īd: The Wonders of Malaysia, offered through UiTM's UFUTURE platform. The study predicts learners' perceptions of four components of the course: ease of use, usefulness, content relevance, and its effectiveness in developing the four fundamental language skills: listening, speaking, reading, and writing. The finding revealed a favorable overall result, with students reporting generally positive experiences in all dimensions. Satisfaction was high and it confirmed that the course was able to achieve its aims to enable the flexibility of Arabic language learning in a technology-rich environment, especially with students pursuing micro-credential's part time while working or studying elsewhere.

The demographic data also provides important contexts for interpreting the results. The majority of respondents are second or third-year students in the Tourism and Hospitality programs, which indicates a strong relevance of the course in their field of study. This diversity in levels of past exposure to Arabic, device utilization, and internet quality issues provides further evidence that micro-credentials must be designed to fit a variety of learner backgrounds and technological conditions. A majority of students strongly agreed on all the feedback indicating that the e-Safar Sa'īd course was useful and applicable to their learning needs. This was the highest level of satisfaction among all surveyed items for perceived usefulness. This indicates that the learners did not view the micro-credential simply as an extra academic task - they also observed that it was valuable enough on its own to learn skills directly at work, such as in tourism and customer service.

6.2 PERCEIVED USEFULNESS, EASE OF USE, AND CONTENT RELEVANCE

Students strongly agreed with the e-Safar Sa'īd course being useful and relevant to their learning requirements, with perceived usefulness receiving the highest satisfaction rating. This result suggests that learners perceived the micro-credential as not only an additional academic requirement, but also regarded it as a significant resource for skill development applicable in workplaces,

particularly for tourism and customer service jobs. The result is in line with previous research showing engagement and satisfaction is heightened when content of a course is authentic, practical and relevant to employability and career aspirations (Fitzgerald & Huijser, 2023; Zainuddin & Abdullah, 2025).

For ease of use, the UFUTURE platform and course design received high marks, consistent with what students said was intuitive and approachable. This is important because technology acceptance is key to learner motivation and satisfaction (Davis, 1989). When platforms are user-friendly and resources are easily accessible, students are more likely to interact with the material and focus on it. Moreover, positive feedback in relation to the relevance of the content substantiates the fact that the material of the course itself was perceived as meaningful and closely related to the students' career vision and language needs.

6.3 LANGUAGE SKILLS: STRENGTHS AND WEAKNESSES

Student success in acquiring skills included the highest levels of satisfaction with reading and listening, followed by writing and speaking. This important finding highlighted the strong performance of reading skills. Not only did reading get a lot of ratings but it was also the strongest predictor of satisfaction overall in the regression analysis. This suggests that the written activities of interpreting signs, menus, travel documents, and informational materials helped students in particular. These exercises were probably a source of tangible progress and confidence for students, as they could immediately apply what they had learned in real life. This is consistent with results of earlier research, in which the authors have found that authentic and contextually based literacy tasks can have quite an impact on learners' motivation and satisfaction (Al-Hamami, 2013; Oliver, 2019).

The listening skills also rated well when it came to spoken Arabic, meaning that students were able to feel supported and develop their understanding of spoken Arabic. This is also relevant in a tourism context, where listening is essential for customer interaction. The speaking and writing areas, however, though rated positively, were relatively weaker. The students may need further practice and feedback for these skills, as they may not feel as confident

using the information without live engagement or personalised support. This indicates a requirement for course designers to work towards developing the communicative aspects of the micro-credential more effectively, through speaking practice, collaborative tasks, and formative writing activities.

6.4 PREDICTORS OF SATISFACTION AND IMPLICATIONS

The regression analysis gave us further understanding of what contributes to student satisfaction - while all the variables were measured, reading is clearly the only significant predictor. This finding highlights the importance of literacy-based learning influencing learners' beliefs about the course experience as a whole. Even if oral communication is highly valued in tourism, it could still be found that the value of reading and interpreting written Arabic is higher, in getting to the goal of understanding and applying Arabic. However, the fact that speaking, listening and writing were not significant predictors once reading was considered, does not lessen the importance of those items. It instead underscores the interdependent nature of language skills and the necessity for a balanced approach. One explanation is that the reading tasks were made more clear, and authentic, to enable learners to directly link reading tasks with applied purposes. Possible future versions of the course may try to achieve more of this as a part of the speaking and writing components, so that all the skills are well-scaffolded and relevant.

6.5 BROADER IMPLICATIONS FOR MICRO-CREDENTIAL DESIGN

These results have a set of more general implications for the development and application of micro-credentials in language education. First, they confirm the interest that students place in courses that are relevant and practical and closely aligned with real-world applications. As a result, micro-credentials need to emphasise task authenticity and link the learning outcomes with employability skills. Second, the substantial effect of reading on satisfaction implies that literacy should not be viewed as a secondary competence, even in communication-focused programmes. Rather, reading tasks should be included in the curriculum on purpose, as part of learners' communicative competence.

It is also mentioned that micro-credentials can be utilised for language learning in useful and flexible methodologies with careful design. They provide personalised learning, a self-paced progression, and targeted skill development as well as features that are particularly needed in today's rapidly evolving educational landscape. However, there also emerges some limitations and opportunities that were identified, particularly around the reinforcement of the linguistic components, speaking and writing skills for the more comprehensive language learning process to be implemented.

In summary, the discussion indicated that students saw the e-Safar Sa'īd: The Wonders of Malaysia Arabic micro-credential as a useful, relevant and effective learning experience. They found it useful, containing meaningful content and user friendly. They also reported significant progress in their reading and listening skills. Reading was found to be notably a factor that influenced overall satisfaction, indicating that literacy skills are a crucial aspect of learners' perception. At the same time, the relatively lower satisfaction of speaking and writing indicates possible avenues for the next iterations of the course. Together these findings provide a number of insights into how micro-credentials can be configured to better facilitate language learning in higher education contexts.

7. CONCLUSION

The goal of this study is to assess student satisfaction toward e-Safar Sa'īd: The Wonders of Malaysia Arabic micro-credential from UiTM's UFUTURE platform with regard to the perceived importance of the course regarding ease of use, relevance of content and perceived effectiveness of the course in developing foundational language skills. The findings suggested that micro-credentials offer a valuable and adaptable tool for language learning in higher education. The most common course dimensions received generally positive student scores and satisfaction levels as students felt that the course content was relevant to their academic and professional goals. Not only that, user engagement on the platform also came from the friendly interface, where authentic and helpful learning resources are perceived as being more useful.

One of the significant findings of this study concerns the impact of reading skills on overall satisfaction. Students scored their reading very highly, not only in the highest percentage but also in how it predicted their experience as a whole. That is to say that literacy tasks in general and tasks involving real-world applications like tourism-based texts provide learners with clear progress and achievement. While listening, speaking and writing were also rated they did not predict satisfaction when reading was included. This observation suggests that in designing future lessons, a balanced emphasis on oral and written modes of communication as well as literacy components are essential.

This study also emphasizes how micro-credentials can alleviate some shortcomings of the current traditional way of language teaching, whether in terms of it being inflexible, or it being scalable or being transferable towards employability. Breaking the task of learning other languages down into targeted modules that can be easily learned or studied, gives students an opportunity to completely experience a new kind of education and freedom. Micro-credentials open the doors for learners to go on learning. For UiTM or other institutions, it is also about making relationships between education and industry, especially industry demands, such as in tourism and hospitality.

However, this study also highlights areas for improvement and further research. Future course designs should consider integrating more interactive speaking and writing activities, supported by feedback and collaboration, to build learner confidence and competence in these skills. The long-term extent of satisfaction and skill-development over time, as well as long-term changes in language proficiency and career outcomes in the course of micro-credentials and their influence also require longitudinal surveys.

In conclusion, the micro-credential of e-Safar Sa'īd: The Wonders of Malaysia indicates that flexible approaches influenced by technology are being harnessed in the field of Arabic language education in higher education. Findings of the study add to the evidence that micro-credentials are not limited to 'trends' of the moment, rather, they are emerging as crucial assets in shaping learner-centered, context-relevant, future-ready teaching and learning to be successful. By improving their design and delivery, universities can enhance their ability to give students the language skills set and multi-cultural skills they will need to succeed in this changing global landscape.

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10. AUTHORS' CONTRIBUTION

Suzzana Othman served as the main researcher and corresponding author. She conceptualised the study, designed the research framework, developed the research instrument, conducted data analysis, and prepared the first draft of the manuscript. Azman Che Mat, as the main supervisor, provided overall academic supervision, conceptual guidance, and critical scholarly input throughout the research process. He contributed to the refinement of the research design, analytical direction, and interpretation of findings. Ijlal Saja contributed to data collection, literature review refinement, and validation of the research instrument.

Siti Feirusz Ahmad Fesol provided critical review, technical input, and editorial guidance during the writing and revision process.

All authors reviewed and approved the final version of the manuscript and contributed substantially to shaping the research, analysis, and interpretation of results.

11. CONFLICT OF INTEREST DECLARATION

We declare that there is no conflict of interest regarding the subject matter or materials presented in this manuscript. The article represents the original work of the authors and has not been previously published or submitted elsewhere. We confirm that we have contributed significantly to the validity, integrity, and interpretation of the data and findings for submission to IJELHE.

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