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The Influence of Age Gap on Differentiated Arabic Language Learning in Heterogeneous Students at Sekolah Indonesia Makkah

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ABSTRACT

This study employed a quantitative approach with a correlational comparative design to analyze the relationship between students' age and Arabic language learning outcomes and to identify factors influencing age differences in Arabic language learning at *Sekolah Indonesia Makkah*. From a total population of 77 students, a sample of 20 students was selected using purposive sampling based on specific research criteria, particularly students who had complete academic records and were enrolled in heterogeneous classes with noticeable age variation. Data were collected through report card documentation and questionnaires measuring learning readiness, motivation, learning environment, and parental support. Considering the relatively small sample size, non-parametric statistical techniques were applied to ensure the robustness of the analysis. Data were analyzed using the Spearman Rank correlation test, independent sample tests, and multiple linear regression with SPSS version 25. The findings indicate that student age has no significant relationship with Arabic learning outcomes (correlation value = 0.012; sig. = 0.959 > 0.05). Similarly, the independent sample test shows no significant differences in learning outcomes among different age groups (sig. = 0.791 > 0.05). These results suggest that age differences do not significantly influence students' Arabic learning outcomes, indicating that age is not a primary factor determining students' success in heterogeneous classes. Instead, learning motivation particularly intrinsic motivation plays a crucial role in encouraging students to achieve optimal learning outcomes. Therefore, efforts to improve students' achievement should focus on strengthening intrinsic motivation.

Keywords: *Age gap, learning outcames, learning motivation, Arabic language, Indonesian schools abroad*

1. INTRODUCTION

Sekolah Indonesia Luar Negeri (SILN) (Indonesian Schools Abroad) face unique challenges in implementing the national curriculum because they must adapt to significantly different local cultures, such as in Saudi Arabia. As the center of Islamic civilization and one of the richest countries in the Middle East, Saudi Arabia has undergone various educational reforms over time (Luthfiah et al., 2025; Rosita, 2024). However, despite this progress, the country continues to preserve and uphold its religious values and structured social traditions (Yunal, 2022). In the context of the *Sekolah Indonesia Makkah* (Indonesian Schools Makkah), these social and religious conditions have shaped the approach to classroom learning. Arabic language learning is crucial because, in addition to being a tool for cross-cultural communication (Tungkagi et al., 2022), this language is also part of Islamic identity (Laely & Kusnawati, 2023), therefore early Arabic language learning is considered very important and is often a major component in Islamic education curricula, including in SILN environments such as the Indonesian Schools Makkah.

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Education is essential in forming students' attitudes, abilities, and mindsets through the learning process (Nashan et al., 2023). In Safarudin et.al. and Amni et.al., the context of a second language, learning success is influenced by internal variables of the learners, such as age, in addition to teacher and learning technique aspects (Amni et al., 2021; Safaruddin et al., 2022). The critical period hypothesis, which theorizes that there is a specific age at which people have the greatest innate ability to acquire language effectively and successfully, is one notion relevant to explaining the effects of age on language learning. After a certain age, this skill begins to decline due to biological and psychological changes, although other studies demonstrate that cognitive factors, environment, and learning tactics also affect language acquisition performance, it is thought that children in this age range naturally have the capacity to acquire language more rapidly and efficiently than those who have passed this age (He, 2024).

Arabic language learning faces particular challenges due to age differences, which require an understanding of complex morphological and syntactic structures. Age has a significant impact on learning Arabic since it affects cognitive development and learning readiness. The minister of education of education and culture regulation number 1 of 2021 concerning PPDB, which outlines Indonesia's school entry age regulations, stipulates that students must be at least six years old to begin elementary school, with the exception of those who are five years and six months old and deemed ready to learn. According to these requirements, second-grade primary school pupils are typically between the eight and nine years old (Damayanti et al., 2022). Children between these ages are in the concrete operational stage, where their capacity for logical thought starts to take shape, but they are still restricted to concrete objects, in accordance with Piaget's theory of cognitive development. Children at this age also exhibit more stable social and emotional growth. They also pick up skills including cooperation, following the rules, and adjusting to the school setting (Ramlan et al., 2023). These circumstances are perfect for learning Arabic and other languages. There is an age gap in the second grade at the Indonesian Schools Makkah, though, as the majority of the pupils are older than ten. This age gap may affect language understanding, attention span, and readiness for learning This may therefore result in disparities in the academic performance of the students (Syahriani & Santoso, 2024).

This phenomenon has emerged for obvious reasons. Various factors, such as school administrative policies, high mobility of parents working abroad, and differences in the education systems in Indonesia and Saudi Arabia, contribute to this age gap phenomenon (Zulkarnain & Maunah, 2023). In addition, age differences within the classroom are caused by internal school policies that allow for grade promotion or retention based on students' academic and emotional readiness (Ziaulhaq et al., 2024), although younger students can demonstrate interest quick, require

a more concrete approach to learning than older students as they are more easily distracted. Their attention spans are longer, their verbal skills more mature, and they have more learning experience. Because of these differences, teachers must modify their methods to assist all students meet their goals of learning as successfully as possible. Age variations in the classroom, according Ghosh and Kleine, leads to different relationships and learning conditions that have a direct impact on students' learning outcomes, this is especially relevant when social and cognitive maturity levels are related to age differences (Ghosh & Kleine, 2025). Although the findings of a meta-analysis made public in 2025 demonstrate that it can improve academic results when cross-age methods of learning, such peer tutoring, integrate with age differences of learning, differences in age may therefore enhance classroom learning if they are addressed using an adaptive learning approach (Chang et al., 2025), even though they additionally pose pedagogical difficulties.

Arabic language learning faces specific challenges due to age differences, which require an understanding of complex morphological and syntactic structures (Fahmi & Abidin, 2023). Younger students are still in the early stages of literacy, but older students may find it easier to understand language patterns. As a result, the speed and level of student comprehension varies. Consequently, flexible and inclusive teaching strategies are needed. This phenomenon shows that age differences are not only an administrative issue but also a pedagogical issue that needs to be studied. Based on SK Dirjen Pendis Number 3302 of 2024 concerning PAI and Arabic Language Learning Outcomes, Arabic language learning requires cognitive, affective, and psychomotor skills (Kemenag RI., 2024). This means that the success of learning Arabic is measured not only by the ability to understand the structure of the language, but also by the ability to use the language to interact, communicate Islamic principles, and relate them to the socio-cultural context. As a result, age can affect learning readiness and development.

The conclusions of several earlier investigations have been inconsistent. The academic development of SDIT Baiturrahim students was not significantly impacted by early school entering age, according to Fauzia and Deswalantri, nevertheless, the cognitive achievement of first-grade elementary school kids was greatly impacted by school entry age (Fauzia & Deswalantri, 2021). Meanwhile, studies on Arabic language education have shown that affective elements, such interest in studying, have a big impact on Arabic language proficiency (Sulkifli, 2024), more research is required to determine how age inequalities within a class impact the learning outcomes of Arabic, given the disparities in research findings. This is particularly important in Indonesian schools overseas, where the academic, social, and cultural environments differ.

This study was designed to answer two primary questions based on the problem's background, 1) is there a correlation between students' age and their Arabic studies in grade II at

the Indonesian Schools Makkah, and 2) what factors impacts the age gap on Arabic learning outcomes? According to how the issues have been identified, the purpose of this study is to determine whether student age and Arabic language learning outcomes are related, as well as to pinpoint the variables that affect the age difference in Arabic language learning outcomes among second-grade students at the Indonesian Schools Makkah.

This study specifically examines "age gaps within a class" and "their relationship to Arabic language learning outcomes." This differs from previous studies that focused more on school entry age or internal factors such as interest in learning in relation to overall academic achievement. Age differences among students not only indicate chronological variation, but also bring cognitive, social, and emotional differences that can affect learning, making this focus important. The Indonesian Schools Makkah is an Indonesian educational institution abroad with a diverse student background in terms of age, learning experience, and social environment. This research was conducted there. Factors such as relocation, adjustment to the education system, and student admission policies cause age differences in this school to be often greater than in schools in Indonesia. In addition, the school context in Saudi Arabia has unique dynamics because students use Arabic in their daily lives and their Islamic identity. Therefore, it is hoped that this study will provide "new contributions to research on the relationship between age and Arabic language learning," especially in the context of Indonesian education abroad. In addition, this study will serve as a basis for developing more "adaptive and inclusive" learning methods that take into account differences in age and student abilities.

2. METHOD

This study uses a quantitative design with a correlational-comparative approach to analyze the relationship between student age and Arabic language learning outcomes, while comparing academic achievement between age groups in heterogeneous classes. This approach was chosen because it allows for statistical testing of relationships between variables and identification of patterns of learning outcome differences based on age variations. The research subjects were all 77 second-year students at the Indonesian Schools Makkah, but only 20 students were sampled due to respondent availability and the completeness of data related to age and Arabic report card scores. The sampling technique used was purposive sampling, which involved selecting students who were most relevant to the research objectives, this approach is considered the most scientific and accountable for describing the relationship between age and Arabic learning outcomes (Syahroni, 2022).

The sample was selected to represent the population so that the research results could be generalized. The technique used was purposive sampling, which is the selection of respondents

based on certain criteria relevant to the research objectives. In this study, 20 second-year students at Indonesian Schools Makkah were selected because they met the criteria for testing the relationship between age difference and Arabic language learning outcomes (Mushofa et al., 2024).

Various sources were used to collect data (Lestari et al., 2024). As a prerequisite for the research's conclusions to accurately address the topics under investigation (Romdona et al., 2025). Research instruments are devices that's used to gather information, measure subjects of a variable that will be combined and reported, or test study hypotheses (Muslihin et al., 2022). The author used two types of data, namely primary data and secondary data. Primary data was obtained through the distribution of questionnaires to students to measure factors such as readiness to learn, motivation, learning environment, and parental support. Meanwhile, secondary data was obtained from school documents in the form of age data and Arabic report card scores of second-grade students at Indonesian Schools Makkah, which were used to analyze the relationship between age and learning outcomes.

Data analysis was conducted using SPSS version 25. Prior to the main analysis, the data distribution was examined using the Kolmogorov–Smirnov normality test (Nashoih & Janah, 2022). The results indicated that the data were not normally distributed and the number of respondents was fewer than 30. Therefore, the analysis was conducted using non-parametric statistical techniques, which are more appropriate for small sample sizes and non-normal data distributions. In addition, the measurement scale of several variables was ordinal, further supporting the use of non-parametric methods. Consequently, the Spearman Rank correlation test and other relevant non-parametric procedures were employed to analyze the relationships between variables in this study. Spearman's rank correlation test was used to examine the correlation between students' ages and their Arabic language learning outcomes at the Indonesian Schools Makkah (Saadah et al., 2025). In addition, multiple linear regression was used as a supporting analysis to determine how Arabic learning outcomes were influenced by additional variables, such as learning readiness, motivation, learning environment, and parental support (Rinaldi et al., 2021).

The questionnaire instrument underwent validation through expert judgment to confirm that each item accurately represented the intended construct. The experts assessed the relevance, clarity, and appropriateness of each statement using a rating scale. The results of the expert evaluation were analyzed using Aiken's V formula to measure the level of agreement among experts regarding the relevance of each item. Items with Aiken's V values exceeding the acceptable threshold were regarded as valid and appropriate for inclusion in the questionnaire. Furthermore, item-total correlation analysis was performed to evaluate the consistency of each item with the overall construct. Reliability was tested using Cronbach's Alpha with a minimum value of 0.70 as an

indicator of internal consistency. Secondary data from schools was considered valid because it came from official academic documents that had undergone standard administrative procedures.

3. RESULT AND DISCUSSION

3.1. Research Data

The number of students who were willing and met the criteria for participation in the study was 20 samples. During the data collection process, variations in student attendance rates and relatively simple classroom conditions were two factors that influenced the limited number of respondents. Because the sample category was small, the study could still be conducted methodologically because the entire relevant and accessible population could be successfully reached. In addition, the results of the assumption test showed that the data met the minimum requirements for use in linear regression analysis. These results indicate that a sample of twenty students is still acceptable. Therefore, the data collected is considered sufficient to meet the research objectives and describe the conditions of SIM class II. The age distribution of the students can be seen in Table 1 below.

Table 1. Age Distribution of Second Grade Students at the Indonesian Schools Makkah

Sample	8 Years	9 Years	11 Years	12 Years
20	10	7	1	2

The table above shows that most students are aged eight to nine years old, which is the normal age for second grade elementary school students. However, there are some students aged 11 to 12 years old, which causes age differences in the class. This variation is used as a basis for investigating the possible influence of age on Arabic learning outcomes. Theoretically, this age range is at different stages of cognitive development. Therefore, there may be differences in students' levels of understanding of the subject matter. However, age differences do not have a significant effect on Arabic learning outcomes, according to the empirical data collected. This condition is in line with what happens at the Indonesian School in Makkah, where classes consisting of students of various ages are organized using an adaptive and responsive learning approach tailored to the needs of students. In addition, variations in development among students can be well compensated for by a multicultural learning environment and adjustments to the teacher's learning strategies. The data show that although age is an important developmental factor, it is not the main factor influencing learning outcomes in this study. As a result, other factors, such as motivation to learn and readiness to learn, have a greater influence on the research data.

3.1.1. Homogeneity Test and Independent Samples t-Test

Table 2. Homogeneity Test Results and Independent Sample t-Test

Independent Samples Test										
		Levene's Test for Equality of Variances		t-test for Equality of Means						
							Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)			Lower	Upper
Student grades	Equal variances assumed	.268	.611	-.269	18	.791	-1.41176	5.25622	-12.45467	9.63114
	Equal variances not assumed			-.311	3.165	.775	-1.41176	4.54260	-15.45162	12.6280

To ensure for sure that the variance was the same between age groups, a homogeneity test was applied prior to the independent samples t-test (Sianturi, 2022). A similar variance in the data is demonstrated by a test for significance of 0.611 (> 0.05). To search out if age differences impact the Arabic learning outcomes of the various student groups, the Independent Samples t-Test was used. Levene's Test for Equality of Variances was used to test for variance homogeneity prior to the t-test.

Next, the results of the t-test for Equality of Means. Next, the results of the t-test, t-value = -0.269, df = 18, and Sig. (2-tailed) = 0.791 > 0.05, with a Mean Difference value = -1.41176. The difference in mean between the age groups is only about 1.41 points, but it is not statistically significant. Thus, the Independent Samples Test yielded a significance value of 0.791 (> 0.05). Therefore, it can be concluded that there is no significant difference between Arabic learning outcomes in different age groups.

This suggests the reality that the Indonesian Schools Makkah does not differentiate Arabic learning outcomes based on the age of its students. This result is consistent with that of (Fauzia & Deswalantri, 2021), researchers saw no significant correlation between elementary school students academic achievement and the age at which they begin school. As a result, age has no impact on learning success.

3.1.2. Spearman Rank Correlation Test

Correlation analysis is a technique in statistics used to determine the level and direction of linear relationships between two or more variables, whether the relationship is positive, negative, or non-existent. The Spearman Correlation Test is used to determine the relationship between

student age and Arabic learning outcomes (Nurhalijah et al., 2024). Table 3 below shows the results of the Spearman Rank correlation test.

Table 3. Result Spearman's Rank Correlation Test between Age and Learning Outcomes

Correlations				
			Age Student	**of Student Grades**
Spearman's rho	Student Grades	Correlation Coefficient	1.000	.012
		Sig. (2-tailed)	.	.959
		N	20	20
	Student Grades	Correlation Coefficient	0.12	1.000
		Sig. (2-tailed)	.959	.
		N	20	20

Based on the results of the Spearman Rank correlation test between student age and Arabic learning outcomes, a correlation coefficient value of 0.012 was obtained with a significance value (Sig. 2-tailed) of 0.959 (> 0.05), which means that the relationship between the two variables is very weak and insignificant.

These results indicate that there is no significant correlation between Arabic learning outcomes and student age; in other words, younger and older students have comparable academic abilities. This suggests that other variables, such as student motivation, classroom environment, and teacher learning approaches, have a greater influence on Arabic learning success than the chronological age of students.

3.1.3. Multiple Linear Regression

Multiple Linear Regression (MLR) was applied in this study to analyze the simultaneous effects of several independent variables, including age, learning readiness, motivation, learning environment, and parental support, on the dependent variable, namely students' Arabic learning outcomes as reflected in their report card scores. Through this analysis, the researcher can determine how much each independent variable contributes to predicting students' learning achievement. The relationship and influence among variables were identified based on the regression coefficients and their significance values (Sig.) shown in the MLR Coefficients table. A significance value lower than 0.05 indicates that the independent variable has a statistically significant effect on the dependent variable (Ramadhana et al., 2021).

Multiple Linear Regression Analysis is used to determine the simultaneous effect of several independent variables on Arabic language learning outcomes. Multiple regression analysis is a statistical technique used to measure the extent to which two or more independent variables affect a dependent variable simultaneously. In addition to measuring the direction and strength of the relationship, this technique allows researchers to determine which variables have the greatest

impact on changes in the dependent variable (Rinaldi et al., 2021). This study uses multiple regression analysis to evaluate the influence between "student age" as an independent variable and "Arabic learning outcomes," which are measured through "report card scores" as a dependent variable.

Table 4. Results of the Multiple Linear Regression

Coefficients[a]

Model	Unstandardized Coefficients		Standardized Coefficients		
	B	**Std. Error**	**Beta**	**t**	**Sig.**
1 (Constant)	102.122	19.121		5.341	.013
Age of student	-.413	1.775	-.061	-.233	.831
readiness to learn 1	-2.657	1.330	-.412	-1.997	.140
readiness to learn 2	7.513	4.974	1.083	1.510	.228
readiness to learn 3	1.085	2.045	.171	.530	.633
motivation 1	-9.453	2.403	-1.307	-3.934	.029
motivation 2	11.776	2.788	1.661	4.224	.024
motivation 3	8.905	3.268	1.660	2.725	.072
environment 1	-3.372	1.970	-.415	-1.711	.186
environment 2	-9.653	5.098	-.911	-1.893	.155
environment	10.609	5.143	1.104	2.063	.131
parental support 1	.988	3.733	.168	.265	.808
parental support 2	3.149	4.779	.534	.659	.557
parental support 3	1.255	2.262	.209	.555	.618
learning outcomes 1	-33.000	12.217	-5.086	-2.701	.074
learning outcomes 2	13.741	5.913	2.237	2.324	.103
learning outcomes 3	-2.306	2.708	-.325	-.852	.457

Dependent Variable: report card scores

Based on the results of multiple linear regression analysis presented in the Coefficients table, it is known that the constant value is 102.122 with a significance value of 0.013 < 0.05, which means that the regression model as a whole can be used to explain the dependent variable, namely report card scores (Arabic learning outcomes). From the results of testing each independent variable, the following findings were obtained.

1. Student age has a significance value of 0.831 > 0.05, so it does not have a significant effect on Arabic learning outcomes. This means that differences in student age do not directly determine the level of their learning outcomes.
2. Learning readiness (learning readiness 1–3) also had a Sig. value > 0.05, which means that there was no significant effect on learning outcomes. However, the positive coefficient

values for several indicators show that the higher the learning readiness, the greater the tendency for learning outcomes to increase, although the effect was not statistically significant.

3. Learning motivation showed the strongest and most significant results.
    - Motivation 1 has a Sig. value of 0.029 < 0.05,
    - - Motivation 2 has a Sig. value of 0.024 < 0.05,

    Which means that motivation has a positive and significant effect on Arabic learning outcomes.

    This means that the higher the students' motivation to learn, the better their learning outcomes will be.
4. The learning environment had a Sig. value between 0.131 and 0.186, indicating that it did not have a significant direct effect. However, indicator 3 (Sig. = 0.131) was close to the significance threshold, indicating that environmental factors had the potential to strengthen or weaken the effect of motivation on learning outcomes.
5. Parental support (Sig. = 0.557–0.808) did not show a significant effect on learning outcomes, which may be due to the context of Indonesian schools abroad, where students spend more time at school than engaging in academic interactions at home.
6. Internal learning outcome variables (learning outcomes 1–3) showed significance values between 0.074 and 0.457, which means they were not significant enough at the 5% level, although some indicators (such as learning outcome 1 with Sig. = 0.074) were close to the significance threshold.

The results of this study indicate that learning motivation is the most influential factor on Arabic learning outcomes, while student age has no significant effect. This study's theoretical basis is motivation theory Unaradjan (2019) these findings reinforce Self-Determination Theory, which states that intrinsic motivation is the main factor that drives a person to achieve the best learning outcomes. Students at Indonesian Schools Abroad (SILN), such as the Indonesian Schools Makkah, have diverse learning experiences, cultural backgrounds, and ages, which require strong internal motivation to adapt and achieve. The results of the regression analysis show that students' learning motivation is better in Arabic. However, although the age variable is often associated with cognitive development and learning readiness, it did not show a significant contribution in this model. This indicates that learning motivation functions as the main mediating factor in Arabic language learning in a multicultural environment such as the Indonesian Schools Makkah, which is able to balance differences in age and background among students in achieving academic success.

3.2. Discussion

The results of the study show that there is no significant relationship or difference between the age of students and their Arabic learning outcomes at the Sekolah Indonesia Makkah. These results indicate that age is not a major factor influencing learning success. As long as students have a high level of motivation and readiness to learn, both younger and older students can achieve comparable learning outcomes. This condition shows that Arabic language learning at the Indonesian Schools Makkah teachers have successfully adapted their teaching methods to engage students from various age groups. These findings are in line with research Alucyana et al. (2021) in Al-Hikmah: Journal of Religion and Science, which concluded that age and intelligence level do not significantly affect a child's readiness to enter elementary school. In other words, academic development is more determined by psychological readiness, learning environment, and social support than biological factors such as chronological age Suud et al. (2024). These results also support the view Fauzia & Deswalantri (2021), that early school entry age has no significant correlation with academic achievement. This finding also reinforces the idea that psychological factors and the learning environment have a greater influence on learning success than biological factors such as chronological age.

Age variation within a single class at Indonesian Schools Abroad (SILN), particularly at the Indonesian School in Makkah, is normal and unavoidable. This is due to factors originating from abroad, such as the high mobility of parents working overseas and differences in the education systems of Indonesia and Saudi Arabia (Magdalena et al., 2023). This condition often leads to administrative adjustments, where students must adapt when transferring schools. This causes the age range in a class to be uneven. However, the findings of this study indicate that age differences do not have a significant effect on Arabic learning outcomes (Siripipatthanakul et al., 2023). This shows that student learning success is more determined by the quality of teacher learning and student internal motivation (Oktavia et al., 2021). Age differences do not pose a major obstacle to the learning process if there are many different learning methods, a conducive learning environment, and teacher involvement that can adjust the approach to student characteristics (Çöküк & Kozikoğlu, 2021). On the other hand, age diversity in multicultural classes such as at the Indonesian School in Makkah can be beneficial for enhancing rich social interaction, improving cooperation, and increasing students' sense of responsibility (Parrott & Cohen, 2021).

Teachers at Indonesian Schools Makkah have a strategic responsibility to ensure that the learning process functions well among students of different ages, backgrounds, and abilities. Teachers are not only tasked with delivering lessons but also with helping to make classes interactive, contextual, and student-centered (Whittier, 2021). To ensure that all students, both

younger and older, have equal learning opportunities, a learning approach tailored to their needs is essential. Creative learning methods such as the use of digital media, game-based approaches, collaborative learning, and communicative approaches can increase student engagement and motivation to learn. In order to make Arabic language learning more meaningful and relevant to students, teachers must incorporate local cultural values and the context of everyday life in Saudi Arabia (Purnasari, 2024). Adaptive and creative lesson planning enables teachers to overcome the challenges of age gaps and create an inclusive, enjoyable learning environment focused on achieving optimal learning outcomes for each student (Junaidin & Mirna, 2025).

Thus, this study shows that it is not only the age of students that determines the success of Arabic language learning in Indonesian schools abroad, but also student motivation, learning strategies, and the role of teachers as innovative and adaptive instructor (Maysuroh et al., 2024). Rather than being an obstacle, age differences provide an opportunity to develop more adaptive and inclusive learning methods. This study is expected to serve as a basis for teachers and schools to develop learning policies and strategies that are more responsive to student diversity. This will make Arabic language learning more enjoyable and effective and have a positive impact on students' academic development and character.

4. CONCLUSION

Based on the analysis, the results of the study indicate that there is no significant correlation between the age of students in the second grade of Indonesian Schools Makkah and their Arabic learning outcomes. These results show that age is not a determining factor in learning success because other variables, especially learning motivation, have a more dominant influence than parental support, learning environment, and learning readiness. Therefore, improving learning outcomes depends more on strengthening students' internal factors and their active involvement in the learning process. The results show that using a communicative, contextual, engaging, and student-centered approach is a learning strategy that focuses on increasing intrinsic motivation, especially in a multicultural classroom environment such as Indonesian Schools Makkah.

This study has limitations in terms of the relatively small sample size, which limits the generalization of the findings. In addition, the study has not examined in depth pedagogical and psychological variables, such as learning strategies, learning styles, and exposure to Arabic outside the classroom. Therefore, further research is recommended to involve a larger sample and expand the scope of variables, including family factors, linguistic environment, or affective aspects of students. A mixed methods or qualitative approach is also recommended in order to gain a more comprehensive understanding of the non-cognitive factors that influence learning outcomes.

Comparative studies between Indonesian Schools Abroad (SILN) in various countries can provide broader insights into the dynamics of Arabic language learning in the context of international education.

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