Learning Foreign Language Towards Its Media and Identity To Motivate Student's Personal Growth

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Abstract

Over the past few years, motivational research on language learning has focused on how learners see language knowledge as a medium and part of their inherent identity. This article presents a study that explores the significance of personal growth as a motivator for Indonesian university students learning Arabic and English. The research employs qualitative interviews to collect data and thoroughly examines the role of personal growth in student motivation. In analysis methods, the study emphasizes its comprehensive approach to investigating personal growth's role in student motivation while thoroughly examining the collected information.   Next, this article will present the main findings and argue that personal growth and the desire of Indonesian students to broaden their horizons strongly motivate them to further their education in Saudi Arabia. Finally, the article ends by finding that language and culture courses should be designed around relevant topics related to students' experiences and memories, thus allowing reflection and course content to present new ideas to students who sometimes might challenge their views.

Keywords: Arabic, identity, language, learning, university students

1. Introduction

People who have spent their entire lives in an Arabic-speaking country are likely to think of themselves as "fortunate" because they have had the opportunity to speak a language spoken worldwide as their mother tongue. The United Nations recognizes Arabic and English as six languages that should be used in official communications (Elmadani et al., 2020; Majid, 2023; McEntee-Atalianis & Affiliation, 2020). On the other hand, the people of Indonesia have a particularly needed resistance to their languages and customs (Widiasri, 2023). However, foreign languages can be used as media to grow the economy, politics, education, and facilities as another side of multiculturalism in Indonesian people (Fitriati & Rata, 2020; Poedjiastutie et al., 2021; Tiawati et al., 2022). This is because Indonesia is home to many ethnic groups (Maryelliwati et al., 2018; Rahmat et al., 2022). This is especially true for the people who live in Indonesia. For instance, in Indonesia, pupils in grades 6 to 9 make up less than 25 percent of those who attend Islamic schools; nonetheless, the overwhelming majority of these students learn Arabic and English as their primary language (Al-Khresheh et al., 2020; Faisal & Martin, 2019; Puad & Ashton, 2021).

The reluctance of individuals to embark on the journey of acquiring new languages can be attributed to various factors, some of which are more apparent than others. One plausible explanation for this phenomenon is the difficulties individuals encounter when absorbing and retaining new linguistic information (Varis & Hou, 2019; Rosdiana et al., 2023). This misconception often persists due to the erroneous belief that languages like Arabic and English are universally spoken, rendering language acquisition unnecessary. In order to dispel this baseless belief, it is crucial to delve into the complex intricacies of language dynamics. (Monika et al., 2020; Pristianingrum & Damayanti, 2022). The misguided perception that Arabic and English enjoy universal use significantly deters language acquisition in Indonesia. Many mistakenly assume these languages are so widespread that there is little incentive to learn them. While Arabic and English are widely used, especially in global business and communication, the assumption that everyone speaks them is

far from accurate. Linguistic diversity is a hallmark of our world, with thousands of languages spoken across different regions (Ibrahim & Aharon-Peretz, 2005; Satini et al., 2020; Tiawati & Maneechukate, 2021). Understanding this diversity is crucial for fostering effective cross-cultural communication and cooperation.

Considering Indonesia's economic landscape is also crucial when addressing language learning trends. Regional trade dynamics, international partnerships, and domestic industry growth influence the country's economic priorities. These factors can significantly impact language motivations (Rahardi, 2022; Boyd, 2022). For instance, individuals may be more inclined to learn languages directly linked to Indonesia's economic interests or those facilitating collaboration with key trade partners. Moreover, Indonesia's geographical isolation plays a notable role in shaping language preferences. As an archipelago comprising thousands of islands, Indonesia's physical separation from neighboring countries can influence language choices. Proximity and historical ties often contribute to the adoption of specific languages. Therefore, comprehending the intricate interplay between geography and language acquisition is essential in understanding why individuals in Indonesia exhibit varying degrees of motivation to learn specific languages. Encouraging the embrace of multilingualism necessitates recognizing and addressing these complex elements while emphasizing the significance of linguistic variety within our interconnected and globalized world.

The motivation to attain proficiency in Arabic and English can be traced back to an insatiable thirst for knowledge and a sincere passion for honing linguistic skills (Faisol et al., 2022). Individuals embarking on this linguistic journey are driven by the desire for personal growth and by recognizing the intrinsic value of acquiring additional language skills. These motivations manifest as a deep-seated inclination to engage in various domains of life, be it in the professional realm, educational pursuits, or even travel to regions where Arabic and English are the predominant languages. Moreover, these motivations can indicate an individual's proficiency in spoken Arabic (Calafato, 2020; Faisol & Rahmat, 2021). A direct correlation exists between these motivations and the ability to engage in meaningful conversations in Arabic and English while immersed in regions where these languages hold sway. These motivations often translate into practical communication skills, allowing individuals to navigate diverse linguistic landscapes confidently.

Additionally, it is crucial to underscore the pivotal role that Arabic and English play in the contemporary business world. These languages have become indispensable assets, opening doors to many career opportunities and advancement. Recognizing their significance in the professional sphere adds another layer of motivation for individuals to embark on their linguistic journey. Furthermore, this multifaceted motivation extends to those planning to embark on religious pilgrimages, such as Umrah or Hajj, in Middle Eastern countries. Proficiency in Arabic becomes instrumental in fostering a deeper spiritual connection, facilitating communication during religious gatherings, and enriching the overall pilgrimage experience. Understanding these motivations is essential in appreciating the diverse reasons individuals embark on the rewarding journey of mastering these languages.

2. Literature Review

Many recent in-depth studies have been conducted (Djafri & Wimbarti, 2018; Yendra et al., 2018) to investigate the factors contributing to Indonesian university students' decisions to major in Arabic and English culture. The present research investigates the determinants that influence the selection of Arabic and English language and culture as a major among university students in Indonesia. These investigations aimed to examine the determinants that impact the choices made by Indonesian tertiary students to pursue a specialization in Arabic and English language and culture. The research above endeavors was carried out to identify the determinants that impact the selection of Arabic and English language and culture as a specialization among university students in Indonesia.

The present study was conducted to identify the factors that impact the decision-making process of Indonesian university students when it comes to selecting Arabic and English language and culture as their areas of specialization. Considerable emphasis is placed on the importance of the decision-making process that students undertake when deciding whether to incorporate Arabic and English language courses into their degree programs. In addition, an extensive focus is placed on the various factors students must consider before making this decision. The findings of both studies indicate the presence of a diverse range of incentives. The authors emphasize three pivotal factors that influence individuals' motivation in their daily routines. The results also provide evidence of a broad spectrum of diverse motivations. To acquire proficiency in Arabic, an individual must possess a fundamental inclination towards the language and the associated cultural milieu of its speakers. The initial and paramount requirement for an individual to meet when acquiring proficiency in Arabic and English is to fulfill this particular need. The reason for this is that Arabic and English hold a significant position in the cultural heritage of its speakers. This assertion holds particularly valid in the Middle Eastern region.

Various contributing factors influence the present condition of Indonesia. These are some challenges the country is presently endeavoring to address; however, numerous others declare that language policy should be changed (Gordon et

al., 2009; Rahmat, Tiawati et al., 2023; Wee, 2021). For the successful completion of this change, the government's cooperation in each nation on an individual basis is required. In addition, there has been a change in the languages currently positioned as having the highest level of importance. This transition came about as a result of a combination of factors. A factor that, when viewed from the perspective of history, has had a part to play in contributing to the depreciation of the educational value of learning languages such as English and Arabic and English foreign languages at educational institutions such as schools Arabic and English and English are two examples of these languages. The phrase "depreciation" comes from the fact that the value of acquiring languages has decreased over time. The educational value of doing so has decreased, which indicates that the value has decreased over time. This is meant by the phrase "depreciation," which refers to this phenomenon. This category includes Arabic and English, just two examples of such languages.

On the other hand, educational institutions have noted a significant increase in the number of students interested in beginning-level language study(Afifah et al., 2023; Winowatan & Pricilia Anneke, 2023), particularly Arabic and English language study. This trend is particularly noticeable in Indonesia. According to projections, this trend will likely continue well into the foreseeable future (Djafri & Wimbarti, 2018; Mulyaningsih et al., 2022; Ramadhina et al., 2019). The increase in the number of degree programs offered at various colleges and universities throughout Indonesia may be one of the factors that led to this development. This explanation might be right or wrong, but it is a possibility. Students today find it much simpler to include the study of languages into their overall academic goals due to the work these universities have put forth to make this transition possible.

A significant increase in students enrolling in language classes can be attributed, at least partly, to this factor. Since universities require language programs to increase their revenue, introducing foreign language programs directly results from this need (Baugh, 2021; de Wit & Altbach, 2021; Godwin-Jones, 2018). This article aims to describe the findings of a qualitative study that investigates the factors that motivate Indonesian undergraduate students to study Arabic. This study was conducted to determine why Indonesian students study Arabic. At the same time, a preliminary examination of the collected data revealed a variety of motives for learning Arabic, such as a fascination with the culture of Arabic-speaking countries or a desire to visit Makka. However, one of the most common reasons was the desire to travel to the holy city of Makka (Umra or Hajj).

It also demonstrated that student's motivation to learn Arabic and English at university was greatly influenced by their desire to promote personal development (Abbad, 2021; Calafato, 2020; Pauceanu et al., 2019; Rahmat, Putra et al., 2023). Therefore, this paper aims to investigate the personal motives for learning Arabic and English that were brought up by the participants in the interviews carried out for this research. Before examining the search strategy and methodology, the paper gives an overview of the theoretical background within which the study is set. This is done before moving on to analyzing the search strategy. Following this, the central section will summarize the key findings and argue that the primary goal of Arabic and English instruction for Indonesian students is the student's personal growth. The findings and their implications for the future are examined in the concluding half of the report.

3. Methodology

In pursuit of its objectives, this study employed a quantitative descriptive approach. The primary goal of this research was to underscore the significance of incorporating cultural and linguistic aspects into the factors influencing college students' motivation to achieve proficiency in Arabic and English. To achieve this, the study conducted straightforward calculations to provide comprehensive insight into the characteristics inherent to the Arabic and English heritage and their relevance within an educational context. The analytical process undertaken in this research was instrumental in gaining a more comprehensive understanding of the broader significance of the Arabic and English language environment. Through quantitative analysis, the study aimed to elucidate the cultural and linguistic elements that impact college students' motivation to excel in Arabic and English, thereby contributing to a more holistic comprehension of the motivating factors within this linguistic context. The study's dataset comprised numerical information from participants' responses collected through the Google form (Nayak & K A, 2019; Sari et al., 2020).

The study delved into exploring the intricate connection between linguistic and cultural factors, shedding light on their profound influence on students' motivations and efforts to acquire proficiency in Arabic and English. Specifically, the research focused on first-year students enrolled in language and literature programs, focusing on Arabic and English as foreign languages, within select universities in West Sumatra, Indonesia. Employing fundamental descriptive statistical methods, the data derived from questionnaires underwent rigorous analysis to comprehensively portray the students' awareness levels and the significance they attributed to achieving proficiency in the Arabic language. This analytical process was meticulously conducted to construct a concise yet comprehensive summary, which would subsequently be presented as a succinct overview.

The computed estimates of these responses have contributed significantly to our understanding of the complex interplay

between linguistic and cultural factors. Moreover, they have unveiled the pivotal role of these factors in shaping the motivations and pursuits of students endeavoring to master the Arabic and English languages. The study's focal point was directed at first-year students who had chosen to embark on language and literature programs, specifically emphasizing Arabic and English as foreign languages. These students were drawn from specific universities situated in the region of West Sumatra, Indonesia. The data gleaned from meticulously designed questionnaires underwent thorough analysis by applying fundamental descriptive statistical methods. The primary aim of this analysis was to construct a comprehensive representation of the students' awareness levels and the significance they attributed to attaining proficiency in the Arabic language. This meticulous, analytical process produced a concise yet informative summary, subsequently serving as a coherent and succinct overview of the research findings.

The data gathered from the questionnaires, analyzed through fundamental descriptive statistical methods, have yielded valuable insights into the intricate relationship between linguistic and cultural factors. These insights have illuminated the central role played by these factors in shaping the motivations and educational pursuits of students striving to achieve proficiency in Arabic and English. The study specifically concentrated its efforts on first-year students enrolled in language and literature programs, with a specialized focus on Arabic and English as foreign languages. These students were selected from specific universities located within the region of West Sumatra, Indonesia. The research meticulously examined the data collected through thoughtfully designed questionnaires, applying fundamental descriptive statistical techniques to ensure a thorough analysis. This rigorous analytical process aimed to construct a comprehensive representation of the students' awareness levels and the significance they placed on acquiring competence in the Arabic language. The resulting summary, concise yet informative, effectively encapsulated the key findings and served as a clear and succinct overview of the research outcomes.

4. Result and Discussion

It is widely acknowledged that the geographical isolation of Indonesia's distinct regions has played a significant role in shaping the country's linguistic and cultural heterogeneity but also the distinctiveness of its populace. The rationale behind this is that every region in Indonesia harbors a unique community of individuals. Indonesia has earned the moniker "Mother of All Islands" due to its possession of the highest number of islands in the world. This phenomenon can be attributed to each geographical area's unique linguistic system and showcasing a distinctive set of cultural practices and beliefs. Consequently, the introductory segment conducts a comprehensive investigation into motivations related to identity, which surpasses the scope of the subsequent section that focuses solely on the individual learner.

The data gleaned from the Google form indicates that the considerable geographical distance between Indonesia and Saudi Arabia has engendered a curiosity towards the cultures and languages of the latter. Furthermore, the data revealed that the prevalence of this interest was higher in Indonesia compared to Saudi Arabia. The subsequent excerpt is an illustration of a statement articulated by Fauzi in his remarks on the Google Form, which is accessible for viewing at this point:

> Even though most people in Indonesia adhere to the Islamic faith, I do not believe that Arab countries are comparable to Indonesia. Therefore, I reasoned that I wouldn't be interested in them initially. However, especially when it comes to learning Arabic and English and the culture of the country, on the other hand, after completing my studies at MAN, I eventually developed an interest in furthering my education at this institution, and this is the driving force behind my ambition to become fluent in Arabic and English(Fauzi.2022).

> *Meskipun mayoritas penduduk Indonesia menganut agama Islam, saya tidak percaya bahwa negara-negara Arab sebanding dengan Indonesia. Oleh karena itu, saya beralasan bahwa saya tidak akan tertarik pada mereka pada awalnya. Terutama dalam mempelajari bahasa Arab dan Bahasa Inggris budayanya. Namun, setelah menyelesaikan studi saya di MAN, saya akhirnya mengembangkan minat untuk melanjutkan pendidikan saya di lembaga ini, dan ini adalah kekuatan pendorong di balik ambisi saya untuk menjadi fasih berbahasa Arab*[Fauzi, 2022].

Another student, Rahma, went a step further by underlining Indonesia's need to interact with other cultures due to its considerable distance from Saudi Arabia and European countries:

> If we look at a map of Indonesia, we will notice that the country is either a little isolated or rather close to East Asia. But compared with countries in the Middle East and European countries that are almost close together, I believe it is quite important to cultivate friendships with those countries, especially Saudi Arabia. So that the people of Indonesia can have the same opportunities as people to study, Umra, or Hajj in Saudi Arabia, like other countries in the Middle East and European countries that are almost close together. So, in other words, I believe that it is quite important to cultivate friendships with those countries[Rahma, 2022].

> *Jika kita melihat peta Indonesia, kita akan melihat bahwa negara ini agak terisolasi atau agak dekat dengan Asia Timur. Namun dibandingkan dengan negara-negara di Timur Tengah dan negara-negara Eropa yang hampir berdekatan, saya kira cukup penting untuk memupuk persahabatan dengan negara-negara tersebut, khususnya Arab Saudi. Sehingga masyarakat Indonesia kemudian dapat memiliki kesempatan yang sama dengan masyarakat untuk menuntut ilmu, umroh, atau haji di Arab Saudi, seperti negara-negara lain di Timur Tengah dan negara-negara Eropa yang hampir berdekatan. Jadi, dengan kata lain, saya percaya bahwa memupuk persahabatan dengan negara-negara tersebut cukup penting.* [Rahma, 2022].

On the other hand, many argue that Indonesia's geographical isolation makes it more challenging for its residents to learn the languages of other countries. For example, the following is a comment made by the same student, Fauzi, who was overheard making the statement earlier that there is a large gap between Indonesia and Arab countries:

> After completing high school, I faced the dilemma of continuing my education to learn a second language, such as English or Arabic. To be eligible for a scholarship to study in another country, your level of English proficiency must be high. To continue my education in Saudi Arabia, I need to improve my speaking of Arabic and English as a second language. Because it is improbable that we would be required to continue our education in Indonesia indefinitely, I am forced to explore the possibility of moving to a location very far away from the country, specifically Saudi Arabia or another nation in the Middle East[Fauzi, 2022].

> *Setelah menyelesaikan sekolah menengah, saya menghadapi dilema apakah saya harus melanjutkan pendidikan saya untuk belajar bahasa kedua, seperti bahasa Inggris atau bahasa Arab. Agar memenuhi syarat untuk beasiswa belajar di negara lain, tingkat kemahiran bahasa Inggris Anda harus tinggi. Jika saya ingin mencapai tujuan saya untuk melanjutkan pendidikan saya di Arab Saudi, maka saya harus menjadi lebih baik dalam berbicara bahasa Arab dan Bahasa Inggris sebagai bahasa kedua. Karena tidak mungkin kami harus melanjutkan pendidikan kami di Indonesia tanpa batas waktu, saya terpaksa menjajaki kemungkinan pindah ke lokasi yang sangat jauh dari negara, khususnya Arab Saudi atau negara lain di Timur Tengah. [Fauzi, 2022]*

The assertion above conveys a significant indication that the incentive of Indonesian pupils to acquire knowledge of Arabic and English surpasses pragmatic rationales, such as the intention to ease communication with individuals hailing from nations in the Middle Eastern region. An instance of such a rationale could be the aspiration to communicate with individuals from Saudi Arabia. According to Fauzi, the decision to acquire proficiency in a foreign language is a purposeful and conscious choice made by Indonesians, suggesting that the motivation behind this decision is rooted in deeper underlying factors. According to Fauzi's assertion, acquiring a second language is a conscious and intentional choice made by individuals from Indonesia. Indonesia's geographical remoteness from the Middle East may engender a particular fascination with diverse cultures. The participants were queried regarding their life goals about language acquisition, and a vast majority expressed their desire to acquire proficiency in a new language. Upon closer examination of the "verbs" used by students to convey their motivation for studying Arabic, it becomes apparent that most of these verbs indicate personal aspirations and objectives (verb marker emphasized).

- It **brings me a great deal of** joy to be able to communicate in more than one language [Fitri, 2022].
- It **never ceases to astonish me** when others can communicate in a language that is not their native tongue [Silvia, 2022].
- **I've always been interested** in learning Arabic and English[Vino, 2022].
- Arabic and English is a languages that **will always be interesting to know and study** [Rina, 2022].
- *Saya **sangat senang** bisa berkomunikasi dalam lebih dari satu bahasa* [Fitri, 2022].
- ***Tidak pernah berhenti membuat saya takjub*** *ketika orang lain dapat berkomunikasi dalam bahasa yang bukan bahasa ibu mereka* [Silvia, 2022].
- ***Saya selalu tertarik*** *untuk belajar bahasa Arab* [Vino, 2022].
- *Bahasa Arab adalah bahasa yang **selalu menarik untuk diketahui dan dipelajari*** [Rina, 2022].

Based on the responses provided, it can be inferred that the individual student is considered the primary source of motivation for studying a foreign language. The student population believes that the ability to communicate in multiple languages is a fundamental aspect of their identity and future aspirations. There is a belief among individuals that

engaging in such behavior can enhance their professional success. It is widely believed that acquiring proficiency in a second language contributes to the holistic development of individuals, owing to its potential to expand their horizons and provide exposure to novel experiences. This is why individuals perceive that acquiring proficiency in a foreign language contributes to their holistic development.

This research aims to assess the existence of identity-related incentives in the pursuit of Arabic and English language acquisition among students enrolled in Islamic institutions in Indonesia. The researchers' primary objective is to ascertain the presence of identity-related motivations. Upon analyzing the data, it was found that the students prioritized the ability to speak Arabic and English as an integral component of their overarching aspirations and goals. According to Fauzi [2022], acquiring language is commonly regarded as a personal development phenomenon. The author emphasizes that acquiring a foreign language is a prerequisite for achieving the task above, as evidenced by their repeated assertions.

Furthermore, it is widely believed among students that acquiring a second language is a crucial endeavor that broadens their perspectives. The individual identified as Rahma in the year 2022. Upon examining a map of Indonesia, it can be observed that the country is situated at a considerable distance from the remainder of East Asia or near it. Compared to the geographically proximate Middle Eastern and European nations, this region exhibits a relatively secluded nature. Consequently, the individual believes that establishing amicable connections with said nations, with a particular emphasis on Saudi Arabia, holds great importance. Indonesian citizens possess equivalent opportunities to pursue academic endeavors, undertake Umra, or embark on Hajj in Saudi Arabia, comparable to their counterparts from other Middle Eastern and European nations. The students generated comparative data about a more profound level of motivation for the present study, thereby facilitating a heightened comprehension among the students. This research has provided students with enhanced understanding. The student's comprehensive reactions and communicative abilities indicate a cohort of highly motivated language learners who know that acquiring a foreign language entails more than just acquiring a set of linguistic competencies. The language learners' motivation level is reflected in their expressive responses. The enthusiasm for acquiring knowledge of additional languages is highly motivating. Notably, all individuals involved in this investigation willingly offered to be interviewed.

Consequently, these individuals likely possessed a strong commitment and intrinsic drive as language learners from the very beginning. However, the eagerness to acquire knowledge of different languages is a highly motivating factor. Linguistic learners understand the strong correlation between the language acquisition process and an individual's sense of self. The statement that "learning a language kind of opens a part of your mind to being able to do all sorts of other things" acknowledges the multifaceted nature of foreign language acquisition, which goes beyond acquiring a mere communication system and involves various academic disciplines. This statement also implies that language learning is intricately intertwined with an individual's cognitive processes.

Furthermore, this assertion recognizes that gaining proficiency in a foreign language encompasses more than mastering a means of communication. The notions above exemplify the individual's perspective on language acquisition, emphasizing that it facilitates the development of cognitive abilities applicable to various domains. The user's statement regarding the potential cognitive benefits of language acquisition, specifically its role in enhancing proficiency in diverse areas, underscores these two fundamental principles. This illustrates how language learners can integrate their academic pursuits with the cognitive processes associated with the subject matter they are studying. Based on the data gathered from the Google Forms survey, it can be inferred that students perceive acquiring a foreign language as a crucial means of broadening their cognitive horizons and enriching their global perspective.

The obtained outcome holds substantial importance, particularly from the perspective of individuals who hold the belief that possessing proficiency in a foreign language has transformed into a commodity that enhances the value of one's other competencies (Kokotsaki et al., 2014; Onishchuk et al., 2020; Ulugbek, 2020). Furthermore, students agree that learning Arabic and English adds value to their degree (Barnawi, 2022; Kaid Mohammed Ali et al., 2019; S. Almohaimeed & M. Almurshed, 2018). Because of this, it encourages students to look beyond the advantages to themselves individually and see that learning the language enables them to get new perspectives.

Language education in a learner's language is one of the most important aspects of establishing intercultural competence in students and contributing to the learner's overarching goals and ambitions. First, language education in a learner's language takes place in the learner's native language. Second, this is because pupils who have received instruction in a language are better able to communicate with people of diverse cultures—developing students' intercultural competence and contributing to the learner's larger goals and aspirations require education in a language, which is a vital component of the process. Third, this is because pupils who have received instruction in a language are better able to communicate with people of diverse cultures. Malyuga (2018), Rahmat (2019), Nichols (2019), Othman (2020), King-Ries (2021), and Tiawati (2022) assert that the ability to conduct an impartial analysis of one's values, beliefs, and behaviors is the

bedrock of intercultural competence. For a person to objectively examine their point of view, they must first have a complementary point of reference with which they can contrast it. Only then will they be able. This is a result of the fact that to conduct an objective analysis. Therefore, it is necessary to use two distinct points of reference. The phrase "this second reference point" refers to the second reference point or perspective those language learners receive as a result of learning a new language. This second reference point is obtained due to learning a new language. Therefore, this "second reference point" also refers to "this second perspective," which is another way of putting it. Students of foreign languages develop skills throughout their studies, including the capacity to communicate effectively in the language they have just learned.

Practical recommendations for educators.

Educators aiming to enhance the learning experience of Indonesian students pursuing degrees in Arabic and English should adopt a multifaceted approach. This approach involves various strategies and considerations to cater to these students' diverse needs and goals.

The first is contextual relevance. One essential aspect is ensuring that language and culture courses are contextually relevant to the students' lives. This means structuring the curriculum around subjects directly relating to their daily experiences and interests. Educators can make the material more personally meaningful by connecting the course content to their individual backgrounds. For instance, if students are from diverse cultural backgrounds, incorporating elements of their cultures into the curriculum can foster a deeper connection. Besides that, reflective learning is a practical recommendation for educators. Encouraging reflective learning is another vital component. This can be achieved through activities that prompt students to contemplate how their learning connects to their experiences. Activities such as keeping journals, engaging in group discussions, or working on personal projects related to the language and culture being studied can facilitate this process. Reflective learning encourages students to absorb information, internalize it, and apply it to their lives. Language skills should not be confined to the classroom but have real-life applications. It is crucial to emphasize the practical use of the language in authentic scenarios. This could involve arranging opportunities for students to engage in conversations with native speakers or immerse themselves in cultural experiences where they can apply their language skills. Real-life application enhances their language proficiency and connects their learning to tangible experiences.

The next practical recommendation for educators is to promote intellectual growth alongside language proficiency; educators should introduce concepts and topics that challenge students' existing beliefs and encourage critical thinking. By presenting materials that provoke thought and broaden perspectives, students can develop their language skills and ability to analyze and critically evaluate information. Lastly, support educators' professional development by offering training and resources to enhance their teaching skills. This is particularly important in the context of language and personal growth education. Educators should continuously update their knowledge and teaching methodologies to provide students with the best learning experience. By incorporating these recommendations, educators can create a dynamic and holistic learning environment that aligns language acquisition with broader personal growth objectives, especially in Arabic and English.

5. Conclusion

The feasibility of integrating a personal development element into the language and culture courses offered at universities poses a more substantial challenge. This is because classes are generally designed to cater to collective rather than individual learning, thus raising ambiguity regarding the feasibility of this task. While the studies presented in this article do not aim to formulate a pedagogical approach, their findings imply that language and culture courses should be structured around relevant subjects and connected to learners' individual experiences and recollections, thereby facilitating contemplation. This phenomenon can be attributed to the fact that students are more inclined to acquire and retain knowledge when perceived as personally relevant. This is because pupils in such classrooms exhibit a higher propensity to establish correlations between the academic material being taught and the real-life occurrences they encounter.

Furthermore, the educational material imparted during lectures ought to introduce novel concepts that may occasionally confront the preconceived notions of the learners. This aspect holds significant value in the realm of academic learning. In summary, this research suggests that Indonesian students enrolled in Islamic institutions and pursuing a degree in Arabic and English acquiring a foreign language is a crucial aspect of their holistic personal growth. Moreover, the students above believe that acquiring proficiency in a foreign language is conducive to personal development. Categorizing learning a foreign language as a reflective activity is possible. However, the study results indicate that students perceive studying a foreign language as a means to look outward rather than inward. However, it may be feasible to categorize this facet of acquiring a second language as an introspective pursuit. To establish their voice, individuals must develop a heightened sensitivity to the voices of their peers. Despite the emphasis on the long-term

nature of the objective, it is an educational aim. Further research is warranted to investigate the potential of university language and culture courses to facilitate students' achievement of this objective.

In conclusion, this research highlights that Indonesian students in Islamic institutions pursuing degrees in Arabic and English view acquiring a foreign language as a fundamental component of their comprehensive personal growth. They firmly believe that proficiency in a foreign language contributes significantly to personal development. While it is plausible to categorize learning a foreign language as a reflective activity, the study findings suggest that students primarily perceive foreign language study as a means to broaden their horizons externally rather than introspectively. Nevertheless, it remains possible to consider this aspect of second language acquisition as an introspective pursuit. To assert their voices, individuals must also develop a heightened sensitivity to the perspectives of their peers. This objective, although emphasizing its long-term nature, is indeed an educational aspiration. Further research is essential to explore the potential of university language and culture courses in facilitating students' progress toward this objective.

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