# SELF-REGULATED LEARNING AMONG NON-ARAB STUDENTS: CONTRIBUTION OF STUDENTS' MOTIVATIONAL BELIEFS IN LEARNING ARABIC LANGUAGE

MOHAMMAD HAAFIZ, A.[1*] – MOHD KHAIRUDDIN, A.[2]

[1] *Ministry of Education, SK Dampirit Kudat, Sabah, Malaysia.*

[2] *Faculty of Psychology and Education, Universiti Malaysia Sabah, Malaysia.*

*\*Corresponding author*
*e-mail: isoginawo@gmail.com*

**Abstract.** Learning Arabic language among non-Arabic students is a major challenge as they do not native-speaker for the language. At the same time, they obligated to take the test and this can cause students emotional change and feel stress to achieve their goals. Self-regulated learning is one of the ways to overcome the problems because of its effectiveness in learning Arabic language. However, it can be affected by low levels of students' motivational beliefs, especially when they consider the language too difficult to learn. Therefore, this study will determine the contribution of motivational beliefs on 542 non-Arab students from various Malaysian schools. A quantitative approach was adopted and a set of questionnaire was used as an instrument for data collection. Multiple regression analyzes were conducted to determine the contribution. The results revealed that students' motivational beliefs influence self-regulated learning and intrinsic value predicts the most of it. The findings demonstrate how important for students to develop their feeling towards Arabic language and built confidence so that they can practice self-regulated learning in learning Arabic language more effectively.
**Keywords**: *motivational beliefs, self-regulated learning, non-Arab students, Arabic language, intrinsic value*

## Introduction

Learning Arabic among non-Arab students is very challenging because students have to work hard to acquire the language skills they need. Students with effective and well-organized learning will be able to learn this language well and effectively. One of the most well-known ways of learning is self-regulated learning which includes several learning processes such as planning, action, control, observation and evaluation. All this done by the student himself. However, without motivation, perhaps self-regulated learning could not be the way they want such as planning and implementation are going wrong. Meanwhile, for highly motivated students, they evaluated their learning to determine the next step of self-regulated learning. Arabic language maybe requires a combination of motivational belief and self-regulated learning to produce students who excel academically and achieve their goals.

Tzohar-Rozen and Kramarski (2014) state that motivational beliefs is an emotion regulated that refers to students concentration and self-interest that will affect their effort and resilience when performing tasks or achieving goals. The desire that develops in them creates confidence to accomplish and perform tasks based on students' skills and environment. Studies by Kharrazi and Kareshki (2010), Manukaram et al. (2014) and Abdullah (2008) show that students with active learning skills and knowledge supported by good environment obtain from positive and effective behavior. This

demonstrates the role of confidence in their learning process shaping learning skills such as self-regulated learning, especially when completing a heavy task.

However, there's a time that students with high self-regulated learning perceived low motivational beliefs and on the other hand low self-regulated learning but highly motivational beliefs. It is obvious when students' result or respond from their achievement do not meet their goals as desire so that they have to work on other ways and this may cause an anxiety to fail again (Cetin, 2015). An evaluations of student outcomes and task need to be balanced to identify which learning activities can be improved. Therefore, if left unchecked or unbalanced, students will experience a lack of motivational beliefs despite their initial efforts. This scenario can cause students to be unable to determine a proper and effective learning strategy.

In learning Arabic language, non-Arab students surely face a learning problem because of the language not on their tongue. They have to work hard for language acquisition and one of the way to learn it by practicing self-regulated learning as cited from Yusri et al. (2011). Non-Arab students need a high level of confidence and motivation to find and obtain a way to learn Arabic language on their own. If factors like anxiety could disturb their leaning process, this can result a negative or poor achievement in their task or test. Yusri et al. (2010) also suggested that anxiety should be reduced to ensure that students always motivated to engage in Arabic language learning activities. This concern is when students are obligated and intimidated by an examination or test system that assess student achievement (Abdullah, 2010). An increased level of anxiety will lead to low learning skills such as self-regulated learning.

Thus, changes in motivational beliefs are expected to affect the learning of self-regulated learning as well as some other factors. Pintrich (1999) identified self-efficacy and task value can promote self-regulated learning among students when both are positively related. The results of the regression analysis showed that both aspects are capable of predicting self-regulated learning as explained by Mahmoodi et al. (2014) with the addition of student goal orientation that have identified interrelationships between motivational beliefs and self-regulated learning. The association suggests that if high motivation and goal-oriented non-Arab students are able to effectively plan and implement self-regulated learning in learn Arabic language. Thus, students are more confident in completing task or facing tests (Zimmerman, 2002), which means that students are also able to regulate their own motivation during learning (Mahmoodi et al., 2014).

### *Motivational belief*

Studies on motivational beliefs have been extensively researched by previous researchers including Eccles and Wigfield (2002), Emmanuel et al (2014), Kreishan and Al-Dhaimat (2013), Tanriseven and Dilmaç (2013) and Tiwari et al. (2014). They interpret motivation as a desire to achieve something. However, motivational beliefs had a deeper and more detailed meaning because it includes a combination of factors such as aspects of personal, environment, behavior, emotions and individual confidence. Factors that shape this motivational beliefs are also supported by Social Cognitive theory (Bandura, 1986) which he later developed into one of the most frequently used factors in self-regulated learning by numerous studies.

Motivational belief is students' expectancy to contribute and perform that can predict student academic achievement. Specific types such as self-efficacy and goal orientation are predictive student academic achievement (Eccles and Wigfield, 2002; Pintrich,

2004). Existing skills and students' learning related with the importance of a particular subject are among the factors that may enhance students' confidence in their learning. This reflects that such skills in language learning such as Arabic language enables students to take value the importance of the subject. Not for the academic only but for the usage of the language towards the future.

In conclusion, several aspects such as self-efficacy, instructive and affective values are fundamental components of motivational beliefs. This aspect has shaped Arabic language learners who are able to control the environment in line with their efforts. High levels of self-efficacy and intrinsic value emphasize Arabic language learning activities especially in selecting appropriate learning strategies, implementing, evaluating and improvements (Yusri et al., 2013 and 2011) such as self-regulated learning. The specific type of motivational beliefs in this studies will be tested respectively (self-efficacy, intrinsic value, test anxiety) towards self-regulated learning.

## *Self-regulated learning*

Toland and Ayala (2005) found three main constructs that refer to teaching effectiveness, which is instructor's delivery of course information, instructor/student interaction and regulating students learning. The study then developed an instrument to determine the overall level of teaching effectiveness based on the student's perspective and assessment. In other words, the study argues that teachers may be responsible for shaping student learning process.

Among the learning activities that are considered strategic and systematic for students are self-regulated learning. This is due to the inclusion of several aspects such as planning, implementation, observations, elaborates and reflection by students to achieve their learning objectives either on their own or teacher's guidance (Pintrich, 2004; Zimmerman, 2002). However, for active learners, self-regulated learning is not a problem for them because they are confident in the skills and knowledge that enable them to perform their tasks or activities independently and autonomously (Manukaram et al., 2014). Teachers do not have much trouble guiding and teaching active learners to master different learning strategies. However, the implementation of self-regulated learning for passive learners requires more efforts such as monitoring and guidance to avoid unwanted events. Nevertheless, in some situations, active students who are overconfident also can face the same situation without the constant supervision of teachers.

Thus, self-regulated learning practitioners have the knowledge to determine the best and most effective way to learn without being bound by a common learning environment such as teacher-centered and just answering questions. The goal setting switch on students' cognitive strategies by preparing their learning activities until they are satisfied with it. Supported by Winne (2010) who points out that students who seek ways to study will develop an autonomous and effective combination of their own knowledge and skills. In the context of this study, students should strive to use additional materials such as bilingual dictionaries and other reading materials to ensure that their vocabulary is sufficient to create good essays. Students' cognitive skills help to gain input while they perceive self-regulated learning skills help to make learning patterns and work assignments more efficient.

## *Arabic language learning*

The objectives of the Arabic language curriculum according to form 3 standard document of Arabic Language Learners' Development Guide (PPPM), states that students will be able to speak, read, write, memorize morphological patterns, idioms, grammar, and memorize at least 1500 Arabic vocabulary. However, in public examinations such as PMR (now PT3), SPM and STPM, Arabic language is tested and evaluated by a test that contains grammar, comprehension, morphology and essay. Mastering this contents indicates that they have achieved a level of performance appropriate to their proficiency in Arabic language.

Arabic language is an important subject in Malaysian school. The importance of the language is written in Pelan Pembangunan Pendidikan Malaysia (2013-2025) which outlines the need and ability of students to master languages other than Bahasa Malaysia. As a result, Arabic language has been studied from elementary school to higher education. However, the performance and objectives outlined by the Ministry of Education for Arabic language are still low among students who are non-Arab (Abdullah et al., 2015). This is because students do not learn it in the right and effective ways and hoping entirely for teachers. At the same time, Arabic language teachers may not be proficient in learning strategies for students such as self-regulated learning. Teachers are more comfortable dominating learning activities on their own ways and less giving students the opportunity to share an ideas on the content of the lesson's contents (Ahmid et al., 2018). Therefore, enhancing self-regulated learning among students can be an initiative to improve Arabic language achievement.

Guiding self-regulated learning among students can be practiced regularly and naturally by teachers. Schunk and Usher (2012) and Kistner et al. (2010) state that students should be given the opportunity to apply whatever learning method they feel is in accordance with their skills and knowledge. This statement is in line with Rosni (2014) suggestion that teachers should not be too attached to the old teaching methods like reading and translating that occurs teacher-centered learning as their primary source. As a result, the active students can be turned to be passive because they have to follow teacher's ways although the its not fit them. For examples, in reading skills *(qiro'ah),* teacher reads a sentences then translate it just like that without any efforts from students. Rather than that, teachers supposed to provide students with Arabic language children's books as additional reading material in the classroom, in the dormitory or at home. The books can encourage students because it helps them to understand the text they are reading so that they will become better acquainted with the correct pronunciation of the text and expressions, still they have to use dictionary in order to translate the readings.

### *Purpose of study*

This study aimed to determine motivational beliefs and as a predictor to self-regulated learning among non-Arab secondary school students in learning Arabic language. It also aimed to determine the contributions of it aspects (self-efficacy, intrinsic value, test anxiety) towards self-regulated learning.

## **Materials and Methods**

### *Design and participants*

In this study, quantitative design non-experimental survey methods are used for the data collection process because according to Lay and Khoo (2015), survey studies are an appropriate study to identify specific thoughts, feelings and behaviors in a large population. The participants were selected from several secondary schools that required Arabic language (national secondary school (SMK), religious secondary school (SMKA) and state religious secondary school (SMAN). A total of 542 form 4 non-Arab students in Malaysia respond collected to be analyze. Selection of form 4 students is in line with the report of Teh et al. (2010) who state that four years (form 1 to 4) are sufficient for students to develop and determine appropriate learning behaviors in language learning.

### Instruments

To collect the data, a set of questionnaire was distributed to each of participants. The study used Motivational Beliefs Scale from the Motivated Strategies for Learning Questionnaire (MSLQ) by Pintrich and De Groot (1990). This instrument was chosen based on its success and it has been proven by the other researchers and previous studies. The instrument highlights three aspect that self-efficacy, intrinsic value and test anxiety. It a 22-item instrument that required students to response on their motivational beliefs while learning Arabic language. As for self-regulated learning also assessed by the same questionnaire through the Self-Regulated Learning Strategies Scale. There are 22-item in this well-known questionnaire. It also widely used for students to self-report on their learning process. So in this study, we could see students' report on their Arabic language learning.

### Data analysis

The data were analyzed in Statistical Package for Social Science (SPSS) software using inferential multiple regression analysis to determine the contributions of motivational beliefs on students self-regulated learning. Furthermore, analysis was also conducted on the aspects of motivational beliefs towards self-regulated learning. Enter method has used to analyze the data. To make sure the data more accurate, students have to answer the questions honestly and answer it after they clear of the instruction given. They are assured that their response is confidential and the study interested in the average only. Before that the outlier analysis using 3.3/-3.3 value and Mahalanobis distance has been done with the chi-square value accepted to continued further analysis.

### Results

### The contribution of motivational belief

The contributions of motivational beliefs and its aspects (self-efficacy, intrinsic value, test anxiety) on self-regulated learning were examined through multiple regression analyses. *Table 1* shows that the predictor which is motivational beliefs based on all three aspects could significantly contributes moderate percentage 46.0% or $R^2 = .460$ of the variance in self-regulated learning [F (3,541) = 152.724, p <.05] as shown from *Table 2*.

**Table 1.** *Model summary$^b$*.

| Model | R | R square | Adjusted R square | Std. Error of the estimate |
|---|---|---|---|---|
| 1 | .678[a] | .460 | .457 | 11.02735 |

a. Predictors: (constant), Self-efficacy, intrinsic value, test anxiety.
b. Dependent Variable: Self-regulated learning.

**Table 2.** Anova[b].

| | Model | Sum of squares | df | Mean square | F | Sig. |
|---|---|---|---|---|---|---|
| 1 | Regression | 55714.785 | 3 | 18571.595 | 152.724 | .000[a] |
| | Residual | 65422.063 | 538 | 121.602 | | |
| | Total | 121136.849 | 541 | | | |

a. Predictors: (constant), Self-efficacy, intrinsic value, test anxiety.
b. Dependent Variable: Self-regulated learning.

For the predetermined construction factor estimation, *Table 3* indicated the regression coefficients for each aspect (self-efficacy, intrinsic value, test anxiety). The regression analysis revealed that intrinsic value was identified to contributes the largest variance with beta = .517 (t = 11.332, p <.05), followed by test anxiety (beta = .310), (t = 9.571, p <.05). While self-efficacy was the lowest but still significant predictor (beta = .176), (t = 3.805, p <.05). All three aspects predictive to self-regulated learning in positive contribution. Thus, the finding indicates that a high level of intrinsic values in non-Arab students can help them to practice self-regulated learning more accurate than the others. Likewise, increased self-efficacy and their anxiety about test can effectively enhance self-regulated learning to achieve better Arabic language performance.

**Table 3.** Coefficien[a].

| | Model | Unstandardized coefficients | | Standard coefficients | t | Sig. |
|---|---|---|---|---|---|---|
| | | B | Std. error | Beta | | |
| 1 | (constant) | 41.008 | 3.285 | | 12.483 | .000 |
| | Self-efficacy | .270 | .071 | .176 | 3.805 | .000 |
| | Intrinsic value | .877 | .077 | .517 | 11.332 | .000 |
| | Anxiety test | .840 | .088 | .310 | 9.571 | .000 |

a. Dependent Variable: Self-regulated learning.

Thus, table 3 has showed the contribution of every aspect and determine it in parameter equation model:

$$Y = constant + b_1X_1 \text{ intrinsic value} + b_2X_2 \text{ test anxiety} + b_3X_3 \text{ self-efficacy}$$
$$\text{Self-regulated learning} = 41.008 + (.877\ X_1) + (.840X_2) + (.270X_3)$$

The regression equation model showed positive coefficients between variables and found that when motivational beliefs through self-efficacy increased, there would be an increase .270 or 27.0% in self-regulated learning. Then, when there was a variance in intrinsic value there was an increase of .877 or 87.7% in students' self-regulated learning. Furthermore, increasing the level of student anxiety in the Arabic language test would result a variance .840 or 84.0% on self-regulated learning. All aspect had showed high percentage variance, especially intrinsic value and test anxiety.

**Discussion**

The significant influence of motivational beliefs on self-regulated learning is expected because learning Arabic language without motivational beliefs, non-Arab students will not be able to perform and practice self-regulated learning effectively. Self-regulated learning requires constant desire and alert to keep their learning on course. In other words, when faced with difficulties in learning Arabic, or students perform poorly, students are not easily discouraged and always motivated. With self-regulated learning, these motivated students will find ways to improve or modify their learning so that their goals achieved. The studies of Abdullah (2016) have previously reported the influence and significance of motivational beliefs on self-regulated learning, while explaining the contribution of variance in motivational beliefs aspects toward self-regulated learning.

In Arabic language learning, self-regulated learning is a learning behavior that is not tied to one way or another for learning. However, these behaviors require motivational trust because they can give students control over their ability to master the Arabic language even when it is difficult and challenging. The findings of this study are also in agreement with Adnan et al. (2013) who state the important influence of motivational beliefs on self-regulated learning by assuming that self-regulated learning plays an important role in learning Arabic language.

The analysis also shown that the variance in the intrinsic value of non-Arab students is at a higher level than the others. Students' desire driven by inner spirit and confidence towards Arabic language learning even though they are not native speakers of the language. In addition, students' intrinsic value increases because some of them have an ability to read the Quran and have studied Arabic language since elementary school. These existing skills help them to practice self-regulated learning to ensure and achieve the objectives and goals in Arabic language performance. Besides, the importance of the Arabic language in the future being a factors contributing to students' intrinsic value and leads to changes in students learning behavior (Abdullah et al., 2015).

On the other hand, test anxiety also has shown high variance contributes to self-regulated learning second behind intrinsic value. But this does not mean that these non-Arab students are less concerned and confident about the tests they face. According to Faslia and Faslib (2017), non-Arab students are experiencing test anxiety that affect their psychological, physical and academic performance due to specific reasons from their own. For example, in morphology (*sarf*) that requires students to convert the words outlined to the correct morphology according to the given sentence situation. The students anxious they cannot remember the changes that should be made to the words. However, the test anxiety within students has made them to be more practice and effort to detect how to describe the change in the words effectively.

On contrary, self-efficacy showed the lowest variance among the aspects but still positive and predictive to self-regulated learning. This is because the non-Arab students in this study had a relatively low level of self-efficacy but still affected their learning behavior. Students are aware and know of their own abilities and skills in the topics that they learn and apply learning strategies through self-regulated learning at a similarly modest rate to the individual cognitive abilities of each student. This awareness also mentioned by Yusri et al. (2011) in their study of Arabic language proficiency among students. Students abilities limited use basic sentences as well as limited Arabic conversation in learning process occurs only in the classroom. Accordingly, changes in the self-efficacy may lead to changes in self-regulated learning.

Confidence in using words correctly is a priority for students. Students know that if they use the wrong word, it will ruin the whole sentence they've construct. Therefore, to build this confidence the students have tried to gather as much vocabulary by memorizing or copying it in the notes as this will increase the student's self-efficacy for indirect writing and speaking. However, students' self-efficacy levels will increase if they are proficient in morphology (*sarf*) because it also influences the meaning of the sentence. The use of word and verb refer to either *muzakkar* (male), *muannas* (female), *jamak* (plural) or *mufrad* (person) is a priority for students to master it in order to fit the meaning of the sentence that student wants. A verbs or words need an additional letter of morphology indicating their gender and numbers. The vocabulary structure will change slightly and this requires students to master the scales. By mastering these skills, students will become more self-sufficient not only in writing but also in speech.

## Conclusion

In conclusion, non-Arab students need motivational beliefs to ensure they can improve their self-regulated learning practices. The increasing of self-regulated learning, students can master a specific topic within their plan and strategies. However, without deep feelings and desires, students will have no desire to plan, act, observe and evaluate their learning process as cited from Ahmid and Abdullah (2019). They will not care about their learning because they perceived that Arabic languages have no meaning in their future. Therefore, this study is consistent with some previous studies. Without motivational beliefs, self-regulated learning cannot be practiced effectively. Both need to move side by side and have to cooperate with each other to make sure students achieve their Arabic language goals.

## REFERENCES

[1]  Abdullah, A.H.B., Sulaiman, A. A. B., Abdullah, W.I.B.W. (2015): Faktor-faktor yang mempengaruhi motivasi terhadap pembelajaran bahasa Arab. – Jurnal Islam dan Masyarakat Kontemporari 10(1): 104-121.

[2]  Abdullah, M.N.L.Y. (2016): Interaction Effects of Gender and Motivational Beliefs on Self-Regulated Learning: A Study at ICT-Integrated Schools. – Malaysian Journal of learning and Instruction 13(1): 25-41.

[3]  Abdullah, M.N.L.Y. (2010): Self-Regulated Learning: Theory and Application. – Penerbit USM 140p.

[4]  Abdullah, M.N.L.Y. (2008): Children's implicit theories of intelligence: Its relationships with self-efficacy, goal orientations, and self-regulated learning. – International Journal of Learning 15(2): 47-56.

[5]  Ahmid, M.H., Abdullah, M.K.J. (2019): Pembelajaran Regulasi Kendiri Pelajar dalam Bahasa Arab : Sejauh Mana Pengajaran Guru Memainkan Peranan? – International Journal of Education, Psychology and Counseling 4(32): 125–135.

[6]  Ahmid, M.H., Abdullah, M.K., Johari, K. (2018): Teachers' Teachings and Students' Motivational Beliefs in Learning Arabic Language in Secondary School. – Malaysian Journal of Social Sciences and Humanities (MJSSH) 3(3): 136-147.

[7]  Adnan, M.A.M., Nordin, M.S., Ibrahim, M.B. (2013): Relationship between Learning Strategies and Motivation by Using Structural Equation Modeling Approach. – Malaysian Online Journal of Educational Sciences 1(3): 33-40.

[8]     Bandura, A. (1986): Social Foundation of Thought and Action: A Social Cognitivee
        Theory. – New York: Prentice Hall 617p.

[9]     Cetin, B. (2015): Academic Motivation and Self-Regulated Learning in Predicting
        Academic Achievement in College. – Journal of International Education Research 11(2):
        95-106.

[10]    Eccles, J.S., Wigfield, A. (2002): Motivational beliefs, values, and goals. – Annual
        review of psychology 53(1): 109-132.

[11]    Emmanuel, A.O., Adom, E.A., Josephine, B., Solomon, F.K. (2014): Achievement
        motivation, academic self-concept and academic achievement among high school
        students. – European Journal of Research and Reflection in Educational Sciences 2(2):
        24-37.

[12]    Faslıa, F.G., Faslıb, E. (2017): Test Anxiety, Gender Difference, and Locus of Control:
        The Case of the Arabic Oriented Higher Education Students. – International Journal of
        Scientific Study 5(7): 141-147.

[13]    Kharrazi, A., Kareshki, H. (2010): Environmental perceptions, motivational beliefs and
        self-regulating learning by Iranian high school students. – Procedia-Social and Behavioral
        Sciences 5: 2160-2164.

[14]    Kistner, S., Rakoczy, K., Otto, B., Dignath-van Ewijk, C., Büttner, G., Klieme, E. (2010):
        Promotion of self-regulated learning in classrooms: Investigating frequency, quality, and
        consequences for student performance. – Metacognition and learning 5(2): 157-171.

[15]    Kreishan, L.J., Al-Dhaimat, Y. (2013): Intrinsic and Extrinsic Motivation, Orientation
        and Achievements in L2 of Arab Learners of English, French and German: A Study from
        Jordan. – International Education Studies 6(12): 52-63.

[16]    Lay, Y.F., Khoo, C.H. (2015): Pengenalan kepada Pendekatan Kuantitatif dalam
        Penyelidikan Pendidikan 4th ed. – Kota Kinabalu: Penerbit Universiti Malaysia Sabah
        294p.

[17]    Mahmoodi, M.H., Kalantari, B., Ghaslani, R. (2014): Self-regulated learning (SRL),
        motivation and language achievement of Iranian EFL learners. – Procedia-Social and
        Behavioral Sciences 98: 1062-1068.

[18]    Manukaram, K., Abdullah, M.N.L.Y., Shahizah, H. (2014): Pengaruh Psikologi terhadap
        Pembelajaran Regulasi Kendiri Murid Sekolah Rendah. – Asia Pacific Journal of
        Educators and Education 29: 39-54.

[19]    Pintrich, P.R. (2004): A conceptual framework for assessing motivation and self-
        regulated learning in college students. – Educational psychology review 16(4): 385-407.

[20]    Pintrich, P.R. (1999): The role of motivation in promoting and sustaining self-regulated
        learning. – International journal of educational research 31(6): 459-470.

[21]    Pintrich, P.R., De Groot, E.V. (1990): Motivational and self-regulated learning
        components of classroom academic performance. – Journal of educational psychology
        82(1): 33-40.

[22]    Rosni, S. (2014): Suggested Strategies for Non Arabic Speakers in Learning Arabic
        Language. – Pensee Journal 76(1): 232-239.

[23]    Schunk, D.H., Usher, E.L. (2012): Social Cognitive Theory and Motivation. In: The
        Oxford Handbook of Human Motivation. – Oxford University Press 15p.

[24]    Tanriseven, I., Dilmac, B. (2013): Predictive relationships between secondary school
        students' human values, motivational beliefs, and self-regulated learning strategies. –
        Educational Sciences: Theory and Practice 13(1): 29-36.

[25]    Teh, K.S.M., Embi, M.A., Yusoff, N.M.R.N., Mahamod, Z. (2010): Hubungan tahap
        motivasi dengan strategi pembelajaran Bahasa Arab dalam kalangan pelajar Sekolah
        Menengah Agama Terengganu. – Sains Humanika 52(1): 57-67.

[26]    Tiwari, V., Tiwari, P.S., Sharma, K. (2014): Academic motivation and school
        performance. – Indian Journal of Health and Wellbeing 5(4): 437-441.

[27]    Toland, M.D., Ayala, R.J.D. (2005): A Multilevel Factor Analysis of Students'
        Evaluations of Teaching. - Educational and Psychological Measurement 65(2): 272-296.

[28] Tzohar-Rozen, M., Kramarski, B. (2014): Metacognition, Motivation and Emotions: Contribution of Self-Regulated Learning to Solving Mathematical Problems. - Global Education Review 1(4): 76-95.

[29] Winne, P.H. (2010): Bootstrapping learner's self-regulated learning. – Psychological Test and Assessment Modeling 52(4): 472-490.

[30] Yusri, G., Rahimi, N.M., Shah, P.M., Wah, W.H. (2013): Cognitive and metacognitive learning strategies among Arabic language students. – Interactive Learning Environments 21(3): 290-300.

[31] Yusri, G., Rahimi, N.M., Shah, P.M., Wah, W.H., Hassan, A.T. (2011): Kepercayaan jangkaan keupayaan kendiri dalam kalangan pelajar kursus bahasa Arab. – GEMA Online® Journal of Language Studies 11(1): 81-96.

[32] Yusri, G., Rahimi, N.M., Shah, P.M. (2010): Kebimbangan Ujian dan Motivasi dalam Kalangan Pelajar Kursus Bahasa Arab dalam Konteks Kemahiran Lisan. – Asia Pacific Journal of Educators and Education 2(2): 50-63.

[33] Zimmerman, B.J. (2002): Becoming learner: Self-regulated overview. – Theory into Practice 41(2): 64-70.