

ANALYSIS OF STUDENTS' PERCEPTIONS OF ARABIC AS A FUTURE NECESSITY

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ABSTRACT

A concise and factual abstract is required (maximum length of 250 words). The abstract should state briefly the purpose of the research, the principal results and major conclusions. An abstract is often presented separate from the article, so it must be able to stand alone. References should therefore be avoided, but if essential, they must be cited in full, without reference to the reference list.

Keywords: *Students' perceptions, Arabic language, future necessity, intrinsic motivation, lifelong learning (Maximum five keywords)*

INTRODUCTION

In the context of language teaching, students' understanding of the future value of language learning is associated with motivation and a long-term tendency toward self-directed learning (Xiaoxia & Weerasawainon, 2022). Students who recognize the connection between language learning, employment opportunities, and personal growth are more likely to cultivate lifelong learning practices.

A narrow perception of Arabic as merely a formal subject or one confined to religious contexts can limit students' motivation to engage in continuous learning beyond the classroom, including using the language in real-life situations, exploring career pathways, and integrating into global networks. Therefore, addressing this perceptual gap is crucial to stimulating students' inclination toward lifelong learning, which in turn positively contributes to the long-term development of their Arabic language competence.

LITERATURE REVIEW

The process of learning Arabic is influenced not only by pedagogical factors but also driven by students' psychological constructs that interact dynamically, namely perception, motivation, learning autonomy, and lifelong learning.

Theoretical Foundations

This concept paper is grounded in two main frameworks. The first is the Language Learning Motivation Theory by Zoltán Dörnyei (L2 Motivational Self System), which emphasizes that students are motivated to learn a language when they possess a vivid future self-image (Ideal L2 Self) of using the language in real life. The second is the Lifelong Learning Theory by Peter Jarvis, which highlights that awareness of the value of knowledge in real-life contexts serves as a catalyst for continuous self-directed learning.

Learning Motivation and Lifelong Learning

The learning motivation by Zoltán Dörnyei through the L2 Motivational Self System emphasizes that a future self-image (Ideal L2 Self) plays a significant role in determining the level of students' commitment. When students are able to envision themselves using Arabic in real-life contexts in the future, the resulting motivation is intrinsic, more stable, and not dependent on external rewards. Such motivation encourages students to adopt diverse and effective learning strategies and to continuously strive to improve their language competence.

The concept of lifelong learning by Peter Jarvis emphasizes that awareness of the value of knowledge in everyday life acts as a catalyst for continuous self-directed learning. In the context of this study, when students recognize that Arabic has practical value for their future, language learning is no longer confined to the classroom. Instead, it becomes part of an ongoing personal learning practice, such as reading supplementary materials, engaging with Arabic-language media, or interacting in real-life situations.

RESEARCH METHODOLOGY

Research Design, Sampling

In statistics, quality assurance, and survey methodology, sampling is the selection of a subset (a statistical sample) of individuals from within a statistical population to estimate characteristics of the whole population.

FINDINGS

Figures and Tables

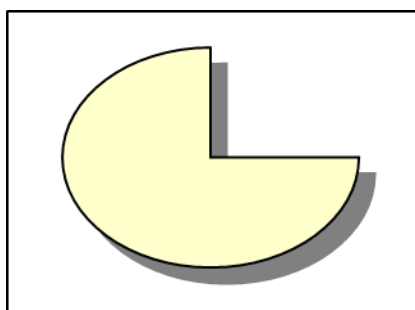


Fig 1 Title of the figure

Table 2 Title of the table

Subject	Quantity	Amount
A	3.00	3.00
B	2.67	10.88
C	4.25	23.25

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DISCUSSION

This concept paper indicates that when students perceive Arabic as a future asset, they demonstrate a higher tendency to engage in self-directed learning beyond the formal classroom context. This perception of Arabic's future value acts as a cognitive trigger that shapes how students evaluate the importance of their learning efforts. When the language is seen as having implications for career prospects, knowledge mobility, and global interaction, students no longer rely entirely on teacher instruction or examination requirements. Instead, they are driven to explore materials, practice, and use the language voluntarily.

This relationship demonstrates a consistent chain between perception, motivation, and learning behavior. The perception of the future value of Arabic shapes intrinsic motivation, which is then translated into lifelong learning behaviors. Therefore, the findings of this study support the view that developing an accurate perception of the importance of Arabic is a fundamental step capable of transforming students' learning patterns from being purely academic requirements to learning that is self-directed, continuous, and meaningful.

CONCLUSION

This study emphasizes that students' perceptions of Arabic as a future necessity are not merely cognitive views, but serve as a primary catalyst that shapes intrinsic motivation and the tendency toward lifelong learning.

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APA format for references

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