ISLAMIC STUDENTS' ATTITUDES AND MOTIVATIONS TOWARDS LEARNING ENGLISH: INDONESIAN CONTEXT

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ABSTRACT

This study investigates the attitudes and motivations of Islamic students toward learning English at several state Islamic universities in Indonesia. This study uses a quantitative research methodology with a survey design. Data were collected from 123 Islamic students from twelve universities across five major Indonesian islands. The findings show that Islamic students have a positive attitude toward learning English, both in terms of cognitive, affective, and conative. Students also have positive motivation from intrinsic and extrinsic components. Technological developments such as the internet and social media help students increase their motivation to learn English, especially in spreading Islamic teachings globally. However, this research is still being investigated in general. It is recommended for future researchers to be able to explore students' attitudes and motivation from other factors such as gender, grades, and family background to find out attitudes and motivation in more depth.

Keywords: Attitudes; Islamic Students; Learning English; Motivation

Due to the influence of globalization, learning English is becoming more crucial. The use of English is increasing through encounters with socio-cultural diversity (Nouraldeen & Elyas, 2014), such as international relations and the increasingly rapid role of media and technology, as spread through films, songs, fashion, advertising, culture, and social dynamics which use English as a medium of communication (Rizmadana & Milal, 2022). Knowing English is essential in academic settings since it enables students to access most of the material. This is because English is the primary language used in scientific literature. This accentuates how crucially important learners' intense motivation to learn the language is. Because of this, educators and policymakers in non-English countries must understand students' learning styles and why sure pupils lose interest in and enthusiasm for studying. (Kashefian-Naeeini, Sara Aminlari & Mousavi, 2018). Students' needs, interests, attitudes, and motivations are essential factors that must be considered in educational policy. Every curriculum's conception, design, and growth now concentrate on the students. The aspect of practice that respects the learners' perspective and the requirement for learner-centered proficiency is highlighted. Researchers interested in enhancing student attitudes and motivation increasingly advise

listening to students' views (Daif-Allah & Aljumah, 2020; Saranraj, Khan, & Zafar, 2016).

Since attitude affects learning outcomes, attitude is crucial to language acquisition (Alharbi, 2022; Pham & Nguyen, 2021; Sciacca, Laffan, O'Higgins Norman, & Milosevic, 2022). Zayed & Razeq (2021) said that attitude is related to language and culture. Lailiyah & Wediyantoro (2021) claim that Critical thinking and attitude are related in several ways. How a person feels about something has much to do with his or her experience with it and personal assessment of it. Most people have opinions regarding language, both positive and negative. Students with a positive outlook on language learning and maintenance are more likely to behave well while learning it. On the other hand, a negative attitude toward a language can lead to bad ideas and behaviors among learners, such as being too indolent to continue the learning process. Then, Motivation is something that inspires or motivates someone to act to achieve fluency and success in acquiring the target language; motivation can be employed as a guide. Motivation plays a crucial part in language acquisition. The success rate will increase more quickly with increased motivation to learn a foreign language (Rizmadana & Milal, 2022).

Most researchers agree that students' potential to learn English increases when they have good attitudes and are motivated. Even though there are many factors at play, it is crucial to address the intricate social and psychological facets of human behavior. Students' attitudes toward the target language, the culture of the target language's speakers, and the social norms surrounding language learning can all impact students' ability to learn

English. Teachers of English as a foreign language (EFL) must also be aware that all students have a range of positive and negative attitudes and that negative attitudes can be changed through deliberate teaching strategies like using resources and activities that foster students' understanding and appreciation of other cultures (Brown, 2007). It is impossible to exaggerate the value of learner attitudes in advancing language proficiency. A person's learning outcomes are strongly influenced by his attitude towards the subject, which will be influenced by internal and external factors such as parents and the environment, which motivate and increase students' attitudes toward learning. If a person is motivated, he has reasons (motivations) to engage in relevant activities, expend effort, persist in activities, pay attention to tasks, show preferences for achieving goals, and enjoy activities.

Nduwimana (2019) shows that, In general, people learn English for a variety of reasons, including to fulfill requirements for school or university, to compete and function well in the current and future global economy, to increase employment opportunities and salary potential, to develop intercultural sensitivity and to understand the world better, to increase vocabulary and language proficiency in English so that they can communicate with other people who speak the language, to sharpen their critical and creative thinking skills, and to engage in improv Due to a lack of desire, students at many colleges sometimes fall short of achieving their full potential as English learners. Some aspects of the nation's educational system, in general, impact their motivation. Others reveal a need for knowledge about learner motivation and institutional and cultural perspectives on

language acquisition. Motivation needs to be examined to identify, develop, meet, and satisfy students' goals (Daif-Allah & Aljumah, 2020). These objectives must be specific for both students and teachers and founded on the students' actual requirements.

Several studies have conducted research with different focuses and subjects, such as language attitude and motivation (Deldeniya, Khatibi, & Azam, 2018; Geddes, 2016; Lukman, 2019). Some previous research also focused only on language attitude (Alharbi, 2022; Alsubaie, 2021), and some only on motivation (Amri & Fikri, 2019; Farid & Lamb, 2020). However, learning English in an Islamic context is met with positive and negative attitudes from students around the globe. In the age of globalization, students in Bangladesh, Saudi Arabia, and Jordan understand the importance of English as a tool to succeed in higher education, land better employment, maintain social status, and raise their position (Tahaineh & Daana, 2013). Likewise, Malaysian students have perceived learning English positively because of the atmosphere around teaching and learning the subject matter (Zulkefly & Razali, 2019). Orfan & Noori (2021) also studied how Afghan students feel about learning English. He looks at the cognitive, affective, and behavioral facets of attitude. The findings showed that students had positive cognitive, affective, and behavioral attitudes about learning English. They were particularly interested in doing so because they thought knowing the language would be helpful for their future employment and pursuit of higher education. Similarly, Alimyar (2020) studies the perspectives and driving forces of Afghan students attending six public colleges in Afghanistan. The results demonstrate

that students' attitudes toward learning English are positive and that instrumental, integrative, and intrinsic motivations impact these sentiments.

Meanwhile, Numerous studies also show that knowing English is unnecessary because it is seen negatively. One hundred eighty scientific students in Libya were shown to be uninterested in learning English since they preferred Arabic (Abidin, Mohammadi, & Alzwari, 2012). Ahmad, Abdullah, & A Ghani (2014) investigated teachers' attitudes and motivations for teaching English to students in religious schools. The findings demonstrate a negative opinion of English people, particularly considering their nationality and religion. For religious reasons, some Muslim students also believe that English is related to Christianity and colonialism. Farid & Lamb (2020) also stated that Some college students found it unsettling to read contemporary English literature because they believed it included ideals at odds with Islamic values. Chowdhury (2017) found a robust discourse that English is promoted as the language of Western development projects by the traditional madrasah society. Their dedication to Islam and the Arabic language, which denotes "Qur'anic identity" and religious values, strengthens their rejection of it.

As a result, most of the study was done in other nations based on the results of earlier investigations. In contrast, very few studies have been carried out in the Indonesian context, even those with a limited scope. There needs to be more research on non-English majors' attitudes and motivations toward learning English in Indonesia, particularly among students at state Islamic universities. With a large Muslim population, Indonesia has many

universities with Islamic affiliations. This research aims to discover the attitudes and motivations of Islamic students regarding learning English at state Islamic universities in Indonesia. Therefore, the research questions are formulated as follows: What are the attitudes and motivations of Islamic students toward learning English?

METHOD

This study uses quantitative research in the form of survey research. As explained by Creswell (2018), To depict attitudes, beliefs, or features of the population being examined, quantitative research examines issues by utilizing trends in the area to explain why something occurs. Survey research was conducted because this study aims to identify the attitudes and motivations of Islamic students in learning English at the state Islamic university level in Indonesia. Based on Narayan (2017), survey research is conducted by collecting data or information about a large population using a relatively small sample. As a result, the values, attitudes, and opinions of the subject under study can be quantitatively described by this survey.

The participants in this study were 123 non-English undergraduate students who were randomly selected from State Islamic Religious Colleges (PTKIN) in Indonesia. In this study, there were 12 state Islamic universities with 7 majors spread across the five major islands of Indonesia, namely Sumatra, Java, Kalimantan, Sulawesi, and Papua.

The data were obtained from the questionnaire (Aliki, Makrina-nina, & Panagiota, 2021), which was made via Google form and distributed online through the WhatsApp and Instagram applications. The questionnaire contains statements regarding the attitude and motivation of Islamic students toward learning English from an Islamic perspective. The questionnaire consists of 25 statements related to student attitudes consisting of 15 statements (5 cognitive components, 4 affective components, and 5 conative components). In contrast, motivation consists of 10 statements (6 intrinsic and 4 extrinsic components). The questionnaire uses a Likert Scale. The researchers gave a question with some options to limit the participants' responses to the available options.

FINDINGS

The data from the close-ended questionnaire from the student participants were discussed based on its themes about Islamic students' attitudes and motivations toward learning English.

Islamic Students' Attitudes toward Learning English

Cognitive Component

In this study, the cognitive component refers to the knowledge, conviction, or idea that English is a foreign language. The goal of statements 1-5 is to ascertain the students' cognitive linguistic attitude, which is depicted in the table below.

Table 1 Cognitive Component

No	Statements	SD	D	A	SA
1.	English is an important language in the globalization era.	12	4	19	88
		9.8%	3.3%	15.4%	71.5%
2.	I can learn more about Islam through the English language	10	33	63	17
		8.1%	26.8%	51.2%	13.8%
3.	I only learn English because its course is a compulsory subject in the school.	21	46	42	14
		17.1%	37.4%	34.1%	11.4%
4.	I study English to pass the exams.	13	43	46	21
		10.6%	35%	37.4%	17.1%
5.	Muslims who learn English are not good Muslims.	96	10	4	13
		78%	8.1%	3.3%	10.6%

Most of the students showed a positive language attitude on the cognitive component. The table above illustrates that 107 students' belief that English is important in this globalization era is very high, with a percentage of 86.9%. When studying English, more than half of students, 79 students believe that they will have more knowledge and understanding of Islamic teachings more broadly (65%). However, almost half of the students, 56 students with a percentage of 45.5%, stated that they studied English only because it was a compulsory subject at school or university, so half of them, 67 students with a percentage of 54.5% only studied English to pass the exam. In the last statement, almost all students agree that Muslim students may learn English, and they oppose the statement that people who learn English are not good Muslims, as evidenced by the percentage of 86.1%.

Affective Component

Affective is the second aspect of linguistic attitude and it deals with feelings and emotions about the attitude object. The emotive language attitudes of the students are represented in the table below by statements 6-10.

Table 2 Affective Component

No	Statements	SD	D	A	SA
1.	I like listening to Islamic religious speeches in English on the internet	16	45	49	13
		13%	36.6%	39.8%	10.6%
2.	When I speak to people in English, I become excited.	12	40	42	29
		9.8%	32.5%	34.1%	23.6%
3.	Learning English is essential to understand English films, songs, videos, TV, or radio.	10	13	42	58
		8.1%	10.6%	34.1%	47.2%
4.	I feel uncomfortable when I hear people around me speak English	44	52	19	8
		35.8%	42.3%	15.4%	6.5%

| 5. | I take pride in being able to comprehend the English translations of Islamic texts. | 10 | 12 | 25 | 76 |
| | | 8.1% | 9.8% | 20.3% | 61.8% |

Based on the results of the table above, students have positive language attitudes in the affective component. Although in the first statement, only half of the students agreed, there were 62 students with a percentage of 50.4% who enjoyed listening to religious lectures in English on the internet. 71 students with a percentage of 57.7% stated that when they communicate with other people in English, they also feel happy. However, in another statement, students' interest in learning English is quite high. There were 100 students with a percentage of 81.3% who stated that learning English helped them understand English films, songs, videos, or radio. 96 students with a percentage of 78.1% stated that they did not feel comfortable when people around them spoke English. 101 students with a percentage of 82.1% felt proud when they could find out the meaning of the Islamic books they read.

Conative Component

The behavior and responses of individuals in specific contexts involving the language being acquired are referred to as the conative component. Statements 11-15 in the table below explain this component.

Table 3 Conative Component

No	Statements	SD	D	A	SA
1.	I frequently read English-language works of Islamic literature, whether they be books, articles, or journals.	12	60	43	8
		9.8%	48.8%	35%	6.5%
2.	I encourage myself to be active in studying English using a variety of techniques that I enjoy.	10	28	60	25
		8.1%	22.8%	48.8%	20.3%
3.	I frequently create status updates or post content on social media in English (Facebook, Instagram, Twitter, WhatsApp, etc.)	9	44	45	25
		7.3%	35.8%	36.6%	20.3
4.	To hone my English, I enrolled in a course.	22	39	38	24
		17.9%	31.7%	30.9%	19.5%
5.	Despite the fact that English is not my major, I will keep studying it.	10	20	47	46
		8.1%	16.3%	38.2%	37.4%

The table above reveals that the students' conative language attitudes are quite positive towards English. Although several statements show that the percentage is not too high, namely only 51 students with a percentage of 41.5% stated that they often read Islamic novels, books, or writings such as articles and journals, while the rest did not often or never even read them. This is in line with statement 4, that 61 students with a percentage of 49.6% said

they did not take English courses outside class hours. They focus more on their own majors. However, the other statements show a high percentage, that there are 85 students with a percentage of 69.1% trying to push themselves to be active in learning English in various ways and methods that they like. 70 students with a percentage of 56.9% agree that one of the methods used is to frequently post statuses or write things on social media using English, such as Facebook, Instagram, Twitter, WhatsApp, etc. In short, students agree to continue learning English even though it is not the major they are currently taking, as evidenced by 93 students with a percentage of 75.6% agreeing with this statement.

Islamic Students' Motivations toward Learning English

Intrinsic Component

Intrinsic motivation is the practice of engaging in an activity for its own intrinsic fulfillment as opposed to pursuing a separate benefit. When a person is intrinsically motivated, the fun or difficulty involved in the action serves as their motivation rather than external demands, pressures, or incentives.

Table 4 Intrinsic Component

No	Statements	SD	D	A	SA
1.		12	20	50	41
	I want to learn English to continue my study abroad.	9.8%	16.3%	40.7%	33.3%
2.		10	21	57	35
	I want to learn English to attend Islamic conferences	8.1%	17.1%	46.3%	28.5%
3.		7	24	48	44
	I want to chat with foreigners about religion	5.7%	19.5%	39%	35.8%
4.		18	29	45	31
	I want to learn English to follow the trends of western culture, such as fashion, food, music, etc	14.6%	23.6%	36.6%	25.2%
5.		6	22	49	46
	Learning English helps me learn more about Muslims all around the world.	4.9%	17.9%	39.8%	37.4%
6.		5	20	54	44
	Learning English helps me to promote Islamic teachings on the internet	4.1%	16.3%	43.9%	35.8%

Based on the table above, it is revealed that students have positive motivation toward learning English. All statements have a high positive percentage. There are 91 students with a percentage of 74% wanting to learn English so they can continue their studies abroad. Then, 76 students with a percentage of 61.8% stated that English helps them to follow the trends of western culture, such as fashion, food, music, etc. From an Islamic perspective, there are 92 students with a percentage of 74.8% wanting to learn English to attend Islamic conferences, and 92 students with a percentage of 74.8% also wanting to learn English so they can chat or communicate with foreigners to discuss religion. According to them, Learning English helps them learn more about Muslims all around the world (77.2%), so they can promote Islamic teachings on the internet globally (79.7%).

Extrinsic Component

Extrinsic motivation is the practice of motivating action by rewards or other incentives, such as adulation, fame, or money.

Table 1 Extrinsic Component

No	Statements	SD	D	A	SA
1.	I'll have better professional opportunities if I can master English.	8	12	31	72
		6.5%	9.8%	25.2%	58.5%
2.	I'll gain more respect from others if I can speak English well.	10	22	51	40
		8.1%	17.9%	41.5%	32.5%
3.	My parents push me to use English as much as I can in my practice.	9	29	51	34
		7.3%	23.6%	41.5%	27.6%
4.	Mastering English makes my friends more interested in Islamic teachings that I share via the internet, such as YouTube, blogs, articles, etc.	6	25	64	27
		5.7%	20.3%	52%	22%

Based on the table above, it is revealed that students have positive motivation toward learning English. All statements have a very high positive percentage. There are 103 students with a percentage of 83.7% agree that mastering English will give them a better opportunity for their future careers. Then, 91 students with a percentage of 74% felt that other people would respect them more if they mastered English. 85 students with a percentage of 69.1% claimed that their parents encouraged them to practice English as much as possible. Mastering English is also useful for making students more creative, it is evident that there are 91 students with a percentage of 74% agreeing that mastering English makes their friends more interested in Islamic teachings that they share via the internet, such as YouTube, blogs, articles, etc.

DISCUSSION

Based on the results, it was shown that pupils tend to have good attitudes toward language. Regardless of major, they all have positive information, attitudes, or thoughts about English since they appear to be positive in the cognitive component. This tendency becomes more obvious in the emotive component. They feel pleased, thrilled, confident, and joyful as they learn English because of the positive emotional and feeling qualities that are learned. While in the conative aspect, pupils' behavior and responses show that they have positive language attitudes. They want to pick up English and behave well when using it. The results of this study are in line with research by Rizmadana & Milal (2022) and Ratnadewi et al. (2020) who examined the language attitudes of junior high school students based on three attitude components, namely cognitive, affective, and conative. The study's

findings indicate that students' attitudes about English are favorable. These results are also in line with the findings of research conducted by Malekmahmudi & Malekmahmudi (2018) and Iswahyuni & Shefryanto (2018). But their study differs slightly in that it reveals that respondents had a positive attitude in three different areas: cognitive, affective, and behavioral. Thus, the findings in this study contradict the research conducted by Abidin et al. (2012) who studied the attitudes of high school students toward learning English. Their findings showed that the respondents had negative judgments of all three language attitudes.

This study also looks at how motivated Islamic students are to learn English in terms of linguistic attitudes. The findings indicated that there are two types of motivation: intrinsic and extrinsic. This research is in line with the results of research by Nadarajan (2019) and Daif-Allah & Aljumah (2020), that This study does not seek to identify the predominant or most significant motivation. but to express their motivation to learn English. Therefore, it can be said that the two types of motivation interact and are equally crucial to maintaining a positive outlook and assisting with English learning. However, research results show that students' motivation is statistically significantly positively correlated with their Internet access. Because of technological advancements, they are more positively motivated to learn English because they will be able to use the Internet more conveniently and comfortably if they do. They value English because it gives them access to a variety of online information sources, particularly those that teach and promote Islam.

More than half of the students in this poll indicated that they were aware of the significance of learning English for their schooling and future careers. This is also consistent with research results that Muslim learners view English as essential for reasons related to globalization, education, careers, and social status (Tahaineh & Daana, 2013). This has proven that learning English can be used for da'wah. This finding also refutes the notion that English is associated with Western civilization and Christian cultural values (Mohd-Asraf, 2005). Additionally, just as English is more than just a language and Islam is more than just a faith, it also serves as a language for missionary work (Farah & Sukarma, 2020). Muslim students should understand that education in this environment has worth and is also an ideology. In another sense, applying knowledge is the result of the knowledge quest for Muslims. In this regard, it is important to consider how Muslim students might best learn English. Therefore, creating educational materials with Islamic content might give Muslim students a decent option (Muslim, 2017; Rahman, Jalaluddin, Mohd Kasim, & Darmi, 2021).

There are several implications for future research that come from these facts and interpretations. Additional research is needed on students' Islamic-specific English-learning tactics and teachers' effective motivational techniques for students in Islamic settings. To develop English proficiency, future research must find and specify tactics to encourage students in connection to language abilities, such as reading, writing, listening, speaking, or vocabulary and study techniques. The extent to which social determinants like gender, academic performance in English-language courses, or the amount of time spent learning English will be investigated in future research projects.

CONCLUSION

Based on the findings, this study offers the most recent information on Islamic students' attitudes and motivations about learning English in Indonesia. It also offers a detailed analysis of state Islamic university students' attitudes and motivations regarding learning English even though it is not their major. The findings show that students have good intrinsic and extrinsic motivation as well as a positive attitude toward learning English in terms of cognitive, affective, and conative attitudes. This study adds knowledge about how students in diverse academic sectors can learn and profit from learning English in order to propagate Islamic teachings more widely. It is recommended for future researchers to be able to further explore students' attitudes and motivation from other factors such as gender, grades, age, family background, etc.

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