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The Serial Mediation of Self-Efficacy and Learning Motivation on the Relationship Between Social Support and Arabic Language Proficiency

دورالوساطة المتسلسلة للكفاءة الذاتية ودافعية التعلم في العلاقة بين الدعم الاجتماعي والكفاءة اللغوية العربية

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ABSTRACT

This study investigates the sequential psychological mechanisms underlying the relationship between social support and Arabic language proficiency. The aim of this study is to examine the effect of social support on Arabic language proficiency through the sequential mediation of self-efficacy and learning motivation among students at State Islamic Universities in East Java. This research adopted a quantitative approach using a survey method. The research sample consisted of 200 respondents from Arabic Language Education Department students across four State Islamic Universities in East Java. The data were gathered through questionnaires and language proficiency tests. The data analysis technique utilized was Structural Equation Modeling-Partial Least Squares (SEM-PLS). The findings of this study indicate that the serial mediation role was confirmed by the indirect effect of social support on Arabic language proficiency through the serial mediation of self-efficacy and learning motivation. The study demonstrates that students who received social support experienced an increase in their self-efficacy. This self-efficacy, in turn, drove them to persist in their Arabic language studies, ultimately leading to their excellence in Arabic language proficiency. Success in Arabic language education depends on an integrated system that begins socially, evolves cognitively, and culminates linguistically.

Keywords: Social support, self-efficacy, learning motivation, Arabic language proficiency.

مستخلص البحث

بحثت هذه الدراسة في الآليات النفسية المتسلسلة الكامنة وراء العلاقة بين الدعم الاجتماعي والكفاءة اللغوية العربية. والأهداف من هذه الدراسة للكشف عن تأثير الدعم الاجتماعي في الكفاءة اللغوية العربية من خلال الوساطة المتسلسلة للكفاءة الذاتية ودافعية التعلم لدى الطلاب في الجامعات الإسلامية الحكومية بجاوى الشرقية. واستخدم هذا البحث منهج البحث الكمي بطريقة الاستعراض. وكانت عينة البحث ٢٠٠ مستجيب من طلاب قسم تعليم اللغة العربية في أربع جامعات إسلامية حكومية بجاوى الشرقية حيث تم جمع البيانات بالاستبيانات والاختبارات اللغوية. وأما أسلوب تحليل البيانات بنمذجة المعادلات الهيكلية بالمربعات الصغرى الجزئية. (SEM-PLS) أشارت النتائج من هذه الدراسة دور الوساطة المتسلسلة بتأثير غير مباشر للدعم الاجتماعي في الكفاءة اللغوية العربية من خلال الوساطة المتسلسلة للكفاءة الذاتية ودافعية التعلم. أظهرت الدراسة أن طلاب الجامعات الإسلامية الحكومية في جاوى الشرقية الذين تلقوا دعما اجتماعيا، ارتفع لديهم الاعتقاد في قدرتهم، وهذا الاعتقاد دفعهم للمواظبة على دروس اللغة العربية مما أدى في نهاية المطاف إلى تميزهم في الكفاءة اللغوية العربية. النجاح في تعلم اللغة العربية في احتياج إلى منظومة متكاملة بدأت اجتماعيا، وتطورت معرفيا، وانتهت لغويا.

الكلمات المفتاحية: الدعم الاجتماعي، الكفاءة الذاتية، دافعية التعلم، الكفاءة اللغوية العربية.

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INTRODUCTION

The digital era has transformed Arabic language education. Learning has moved from rigid textbook-based instruction to an interactive and dynamic digital ecosystem (Yaqin et al., 2025). Mayer (2002) warns that "bringing technology into a flawed pedagogy will only produce a flawed pedagogy at a higher cost." In the Indonesian context, many Arabic language students feel distracted. They own technological tools but lack direction and focus. This happens because students face a flood of information without the ability to evaluate themselves. Therefore, strong social support becomes an urgent need. Teachers and the community no longer act only as transmitters of subject matter. They now guide students through the learning process.

Sarafino and Smith (2014) state that "social support is not limited to the physical presence of others. It focuses mainly on the individual's perception of being loved, valued, and part of a network." Social support provides emotional stability. Without adequate social support, students tend to feel isolated. This isolation lowers their self-efficacy and weakens their motivation (Luo et al., 2024; Wu & Cai, 2025). Both conditions, in turn, reduce their Arabic language proficiency. When students face the complexity of i'rab or word derivation in sarf, intellectual ability does not act first. Students first evaluate their own abilities. Bandura (1977) affirms that self-efficacy is the key to self-regulation. Individuals with strong beliefs in their abilities view difficult tasks as challenges to master rather than threats to avoid (Zimmerman, 2000). Without nurturing self-efficacy through social support, the digital transformation of Arabic language education will only produce application users, not competent language users.

Furthermore, learning motivation mediates the transformation of self-efficacy into language proficiency (Mills et al., 2007; Graham, 2022). Shahabuddin (2024) confirms that self-efficacy strongly predicts achievement and that learning motivation mediates and strengthens this effect. This model shows that motivation tends to be intrinsic (Ryan & Deci, 2000). It drives students to actively regulate their learning strategies to reach genuine proficiency. Al-Hoorie (2017) reviews six decades of language motivation research. This body of work treats motivation as a key contributor to second language learning because it supplies initiative and sustained effort.

In the context of teaching Arabic to non-native speakers, proficiency refers to the learner's ability to integrate the language system. The researcher defines Arabic language proficiency through reading, writing, and structure (tarkib) skills. Almelhes (2024) notes

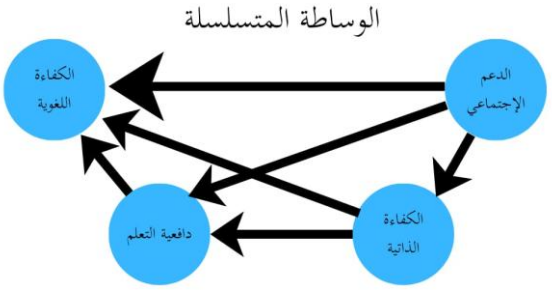
that Arabic learning requires mastery of reading, writing, speaking, and listening, and that it enables learners to read, comprehend, and conceptualize Arabic written in books. Thus, students' Arabic proficiency rests on two core abilities: the analytical ability to understand texts (reading) and the ability to express ideas in written form (writing). Structure serves as the control for both.

Bachman and Palmer (2010) divide language competence into two types: pragmatic knowledge and organizational knowledge. They explain that organizational knowledge "consists of the synergy between grammatical knowledge and textual knowledge."

Previous studies have examined social support, self-efficacy, and learning motivation extensively (Richardson et al., 2012; Luo et al., 2024; Alalmay, 2026). However, most of these studies examined the factors separately or within simple mediation models in general educational contexts. Few studies have explored how these psychological mechanisms interact sequentially, particularly in the complex cognitive setting of Arabic language learning among students at State Islamic Universities in East Java.

This study proposes a serial mediation model that integrates these variables into a single structural framework. It moves beyond previous descriptive analyses by testing whether social support affects language proficiency indirectly through a sequential process (Wu & Cai, 2025; Xu & Xu, 2025). Social support first builds students' self-efficacy. Self-efficacy then stimulates stable learning motivation. This motivation finally raises Arabic language proficiency. By understanding this sequential pathway, educational institutions can design precise intervention strategies. These strategies should go beyond technical aspects and strengthen the learner's psychological resources.

Figure 1. Serial Mediation Pathway



The researcher selected four main State Islamic Universities (PTKIN) in East Java as research sites: Universitas Islam Negeri Maulana Malik Ibrahim Malang, Universitas Islam Negeri Sunan Ampel Surabaya, Universitas Islam Negeri Kiai Haji Achmad Siddiq Jember, and Universitas Islam Negeri Kiai Ageng Muhammad Besari Ponorogo.

These four universities represent diverse student profiles and established digital ecosystems. East Java has strong Arabic learning traditions rooted in Islamic boarding schools (pesantren). These traditions make the province a rich setting for examining the serial mediation of self-efficacy and motivation between social support and Arabic language proficiency.

This study addresses the following question: What is the effect of social support on Arabic language proficiency through the serial mediation of self-efficacy and learning motivation among students at State Islamic Universities in East Java? Accordingly, this study aims to examine the effect of social support on Arabic language proficiency through the serial mediation of self-efficacy and learning motivation among students at State Islamic Universities in East Java.

RESEARCH METHOD

This study used a quantitative approach. Creswell (2010) explains that the quantitative model investigates problems faced by individuals or society by testing a theory. The theory consists of variables that researchers measure numerically and analyze statistically to determine whether its predictions hold.

The study applied a survey method. The method carries this name because data collection takes place in a natural setting, not an artificial one. This research is causal because it examines the effects and relationships among variables.

The variables consisted of social support as the independent variable (X), self-efficacy as the first mediating variable (M1), learning motivation as the second mediating variable (M2), and Arabic language proficiency as the dependent variable (Y). The researcher analyzed the data using Partial Least Squares Structural Equation Modeling (PLS-SEM). PLS-SEM is an advanced second-generation technique for multivariate causal analysis. It estimates path models with latent variables. It can also calculate specific indirect effects across multiple stages, as in the serial (chain) mediation model (Hair et al., 2019; Hair et al., 2022).

The research population included all students at State Islamic Universities in East Java Province. Given the wide scope of the population and the specific characteristics of the respondents, the researcher used multistage sampling. Creswell (2010) recommends this technique "for its effectiveness in research involving large and geographically dispersed populations."

In the first stage, the researcher used cluster sampling to select four research sites that represent East Java. In the second stage, the researcher used purposive sampling to select students of the Arabic Language Education Department. This choice reflects the close link between the research focus and Arabic language achievement and proficiency. In the final stage, the researcher applied simple random sampling.

The research sample consisted of 200 respondents from Arabic Language Education Department students at four State Islamic Universities in East Java. The researcher collected data through questionnaires and language proficiency tests.

RESULTS AND DISCUSSION

Descriptive Statistics of the Variables

Table 1. Descriptive Statistics of the Variables

No.	Descriptive Statistics	Variables			
		X	M1	M2	Y
	Mean	59.80	53.36	48.66	9.74
1	Median	60	54	49	10
2	Minimum	36	33	33	4
3	Maximum	72	66	60	14
4	Mode	61	55	50	11
5	Sum	11960	10673	9733	1949

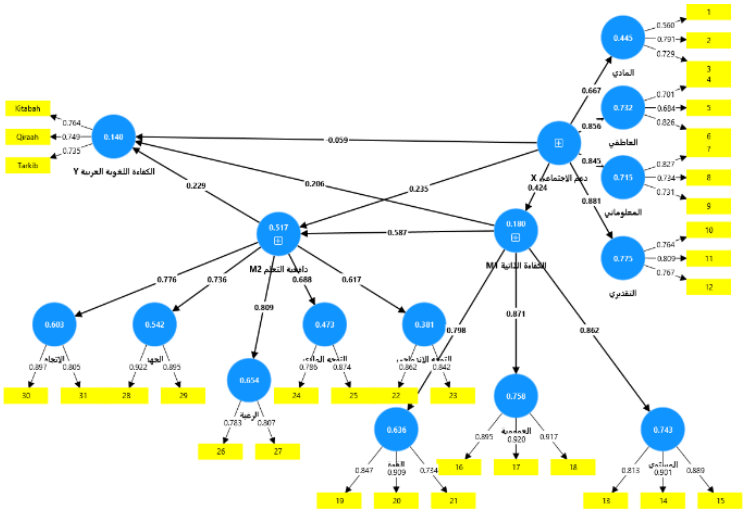
Direct Effects

The researcher applied a two-stage embedded approach to evaluate the model. In the first stage, the researcher extracted latent variable scores for each indicator. In the second stage, the researcher used these scores as inputs to evaluate the structural model and test the serial mediation relationships. This approach suits complex models with multiple paths. It reduces estimation bias and preserves the explanatory power of the original indicators. It also shows that the study applies advanced statistical tools rather than relying entirely on the software's default settings.

The researcher then evaluated the measurement model, also known as the outer model. This process verifies the quality and reliability of the instruments that measure the latent variables in this study: social support, self-efficacy, learning motivation, and Arabic language proficiency. The evaluation relies on two main criteria.

The first criterion is the validity test, which covers convergent validity and discriminant validity (Fornell & Larcker, 1981; Henseler et al., 2015). The second criterion is the reliability test, which uses Cronbach's alpha and composite reliability. This step is an essential prerequisite before testing the hypotheses in the structural model. It ensures that all indicators accurately represent the variables they measure.

Figure 2. First-Stage Measurement Model



Loading factors serve as the first criterion for assessing convergent validity in the measurement model. They show how strongly each indicator correlates with the latent variable it measures. Following Hair et al. (2022), each loading factor must exceed 0.60 to ensure measurement accuracy. The figure shows that all loading factors exceed 0.60, except item 1 of the tangible support dimension. This item pulled the average variance extracted (AVE) below the required threshold (Hair et al., 2022).

The first-stage evaluation showed that the AVE of the tangible support dimension fell below the minimum acceptable value of 0.50. To improve model quality and achieve convergent validity, the researcher removed item 1 from this dimension because its loading factor was below 0.60.

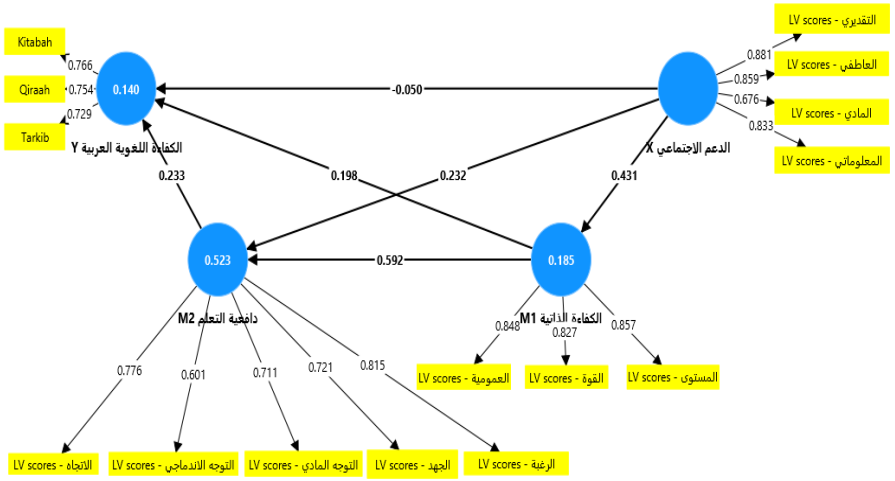
The researcher then conducted the second stage. In this stage, the researcher used the scores extracted from the first stage as manifest variables to represent the second-order constructs. This method simplifies the structural model while preserving the explanatory power of all dimensions. It enables precise testing of the hypotheses and

structural paths, particularly the serial mediation effect among the variables.

This procedure suits models with multidimensional variables. It ensures stable statistical estimates and reduces the risk of biased results.

After evaluating the measurement model and verifying the validity and reliability of the indicators, the researcher tested the research hypotheses and evaluated the structural model. This stage is essential in structural equation modeling (SEM-PLS). It examines the causal relationships among the latent variables and determines how well the theoretical model fits the field data.

Figure 3. Second-Stage Measurement Model



The researcher evaluated the measurement model of the second-order latent variables. In this stage, the latent variable scores from the first stage act as dimensions of the main variables. Loading factors assess convergent validity in the measurement model. They show how strongly each dimension correlates with the latent variable it measures. Following Hair et al. (2022), each loading factor must exceed 0.60 to ensure measurement accuracy and model robustness.

The results show that all variables have high reliability. Their composite reliability values exceed the minimum acceptable value of 0.700 (Hair et al., 2022). Composite reliability ranged from 0.793 for learning motivation to 0.888 for social support. These values confirm that the dimensions accurately represent the latent variables they measure. Most dimensions also achieved AVE values above 0.500. These values ranged from 0.531 for Arabic language proficiency to 0.712 for self-efficacy, which supports the convergent validity of the model.

Table 2. P-Values and Path Coefficients of the Direct Effects

No.	Path	P-Value	Threshold	Path Coefficient

1	Social Support → Self-Efficacy	0.000	< 0.05	0.431
2	Social Support → Learning Motivation	0.000		0.232
3	Social Support → Arabic Language Proficiency	0.295		-0.050
4	Self-Efficacy → Learning Motivation	0.000		0.592
5	Self-Efficacy → Arabic Language Proficiency	0.023		0.198
6	Learning Motivation → Arabic Language Proficiency	0.020		0.233

The table shows significant direct effects on all paths except the path from social support to Arabic language proficiency. This path has a path coefficient of -0.050 and a p-value of 0.295 (> 0.05), which indicates no direct effect. This finding suggests that external support from the surrounding environment does not directly improve students' language skills without other mediating factors.

Indirect Effect (Serial Mediation)

This section forms the core of the structural model and answers the second research question. The researcher examined the serial indirect effect of social support on Arabic language proficiency through two mediating variables: self-efficacy and learning motivation. To achieve maximum statistical accuracy, the researcher tested the specific indirect effects using bootstrapping with bias-corrected confidence intervals (Preacher & Hayes, 2008).

Table 3. P-Values and Path Coefficients of the Serial Mediation

Path	P-Value	Coefficient	Lower Bound	Upper Bound	Result
Social Support → Self-Efficacy → Learning Motivation → Arabic Language Proficiency	0.030	0.060	0.009	0.111	Significant (serial mediation, full mediation)

The results reveal that the serial mediation path produced an effect coefficient of 0.060 with a statistically significant p-value of 0.030. The bias-corrected (BCa) confidence intervals confirm this result. The interval ranged from a lower bound of 0.009 to an upper bound of 0.111. Because this interval excludes zero, the results confirm a significant serial mediating effect at the 0.05 significance level.

The researcher also applied an Extreme Groups Contrast analysis. This approach divides students into two contrasting groups based on their final Arabic language proficiency scores: a high-proficiency group and a low-proficiency group. To avoid subjective bias in setting group boundaries, the researcher based the cut-off points on an established statistical principle, the Empirical Rule, also known as the Three-Sigma Rule of the normal distribution.

The in-depth data analysis revealed an asymmetric pattern with high theoretical and practical value. A comparison between respondents with high and low Arabic language proficiency shows that social support operates through two distinct psychological dimensions.

First, emotional support dominates the acceleration path in the high-proficiency group. Among students with high Arabic language proficiency, the emotional dimension clearly leads the social support construct with the highest mean score (5.21). The breakdown of learning motivation confirms this positive path. Students with high proficiency show a very high score on the desire dimension (5.36) toward mastering the language. This strong internal desire and firm belief in the value of linguistic excellence act as self-driven forces. These forces work together with the emotional security that students draw from their environment. As a result, students engage deeply with advanced language skills.

Second, weak appraisal support shapes the limiting path in the low-proficiency group. In contrast, the poor performance of students with low Arabic language proficiency begins with a weakness in one specific aspect of social support: the appraisal dimension, which recorded the lowest score.

The absence of academic appreciation has a direct and linear effect on their learning motivation scores, which dropped sharply to 4.54. A lack of appraisal support leads students to develop learned helplessness. In this state, students feel that any effort they make in learning Arabic will receive no recognition or appreciation. This feeling suppresses their intrinsic motivation and results in low Arabic language proficiency.

Discussion

Discussion of the Direct Effects

Wardhana et al. (2026) found that parental responsiveness supports effective Arabic learning. In the academic context of students who learn Arabic as a second language, social support acts as an external resource that buffers environmental pressure.

Social support protects individuals from the negative effects of stress. When students face serious cognitive challenges in learning, social support prevents them from feeling isolated. A supportive social network provides a sense of security. This security allows cognitive functions to work optimally in processing new information.

Social support refers to the presence of specific people who offer advice, motivation, and guidance. These people also suggest solutions when individuals face problems or obstacles while pursuing certain goals (Tayama et al., 2018). Every person needs social support because humans are social beings by nature. Individuals receive social support from close relationships, such as parents, siblings, teachers, peers, and the community. They also receive it from people who make them feel cared for, valued, and loved.

This study found a positive and significant effect of social support on self-efficacy. Zhang and Qian (2024) examined 265 middle school students in Shandong, China. They found that social support improved academic performance indirectly through self-efficacy and learning engagement. Self-efficacy emerged as the key factor linking social support with academic performance.

Students who receive high social support, whether emotional, appraisal, or informational, tend to show greater persistence. They do not give up when they face obstacles while writing their theses. The study also confirmed that low self-efficacy often relates to anxiety and low self-confidence, which delays the completion of academic tasks.

This study found a positive and significant effect of social support on learning motivation. Maspupah et al. (2021) confirmed a positive and significant effect of social support on learning motivation among students in Indonesia. Social support also drives well-being. It not only improves academic performance but also creates a stable psychological environment that increases students' attachment to school.

This study found no significant direct effect of social support on Arabic language proficiency. Social support does not automatically raise students' Arabic language proficiency. Students must first internalize it by building self-confidence (self-efficacy) and activating their inner energy (learning motivation). According to Bandura's theory, environmental influences produce behavior or competence only when they pass through the individual's cognitive and affective processes.

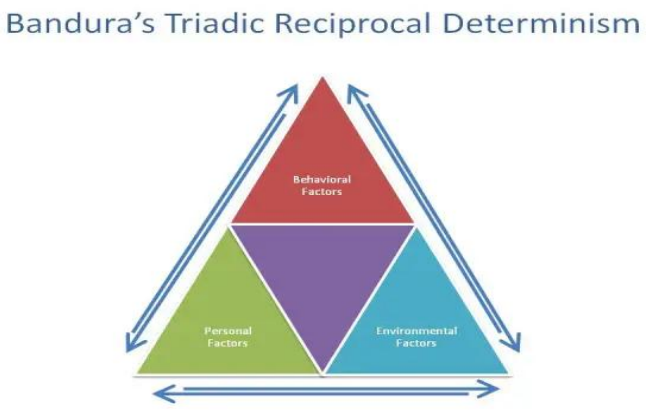
The researcher cites Walid and Hartono (2015), who show that non-technical

factors, such as the social environment, relate to achievement only through cognitive mediation.

This study found a positive and significant effect of self-efficacy on learning motivation. Permata and Kurniawan (2022) proved a strong positive effect of self-efficacy on the learning motivation of pre-service teachers. The more pre-service teachers trust their abilities, the stronger their motivation and persistence to achieve academic success. Self-efficacy plays a central role in shaping students' professional identity. It directly affects their enthusiasm for the subject matter and its teaching methods. The research model showed high explanatory power. This result confirms that self-efficacy is a key predictor of student motivation in faculties of education.

Self-efficacy acts as a cognitive driver that directs students toward continuous learning. Building "belief in ability" is as important as building "scientific knowledge." The results indicate that low motivation among students may stem from low self-esteem or fear of failure in managing learning situations. This condition calls for educational intervention to strengthen self-confidence (Calafato, 2023). This finding relates to the concept of triadic reciprocal determinism.

Figure 4. Triadic Reciprocal Determinism



Triadic reciprocal determinism is the central concept of this theory. It explains that human behavior, personal or cognitive factors, and the environment influence one another in a bidirectional relationship. Individuals who do not believe they can produce desired effects through their actions will have no incentive to act or persist when facing difficulties (Monika & Adman, 2017).

This study found a positive and significant effect of self-efficacy on Arabic language proficiency. This finding aligns with Alfian et al. (2025), who found a strong and stable positive relationship between self-efficacy and language achievement. Their

results showed that the effect size remained consistently positive across languages and educational contexts.

Self-efficacy acts as a main predictor. Self-efficacy beliefs rank among the strongest psychological predictors of language achievement. Students with high confidence in their language abilities tend to achieve higher scores on formal language proficiency tests (Wang & Sun, 2020).

The study also showed the effect of moderating variables. The strength of the relationship between self-efficacy and achievement varies by factors such as educational level (university students versus primary school students) and cultural background. The relationship appeared more clearly in certain educational contexts.

This study found a positive and significant effect of learning motivation on Arabic language proficiency, in line with Hidayah et al. (2023). Their study confirmed that the Arabic learning motivation of education program students correlates positively and significantly with their Arabic competence, although the students experienced various learning modes: online, blended, and face-to-face. The study found no differences between male and female students' abilities in terms of gender.

Thus, male students had the same opportunity as female students to explore their Arabic language competence. This may result from the limited opportunities for female students to explore their abilities in online learning. As a result, their learning outcomes came close to those of male students. However, this competence lacks adequate psychological support to reach its full potential. Motivation turned social support and self-confidence into real learning outcomes. The coefficient of determination confirmed that learning motivation, together with the other variables, effectively explained the variance in language proficiency.

Discussion of the Indirect Effect (Serial Mediation)

Taken together, the results of this study confirm that Arabic language proficiency develops through a process. The process starts with social support, takes shape in self-efficacy, and turns into strong motivation. It finally results in tangible language achievement.

The statistical analysis supported the main hypothesis. The hypothesis stated that social support has a serial indirect effect on Arabic language proficiency through self-efficacy and learning motivation.

The confidence intervals excluded zero, which confirms the reliability of this

predictive effect in the structural model. This result explains how the effect moves through the model. Social support cannot directly affect language proficiency. It requires a sequence of psychological mechanisms. This result confirms full mediation.

The researcher cites Walid and Hartono (2015), who show that non-technical factors, such as the social environment, relate to achievement only through cognitive mediation. Social support, whether material (providing learning resources) or moral (emotional reinforcement), acts as social persuasion that strengthens students' perception of their self-efficacy.

Self-efficacy acts as a psychological gateway at the individual level. Social cognitive theory explains that when students feel able to overcome technical obstacles, their language anxiety decreases. Lower anxiety allows cognitive functions to work optimally in processing complex language structures.

Furthermore, internally driven learning motivation strongly mediates the shift from self-efficacy to language achievement. Shahabuddin (2024) confirms that self-efficacy strongly predicts achievement and that learning motivation mediates and strengthens this effect.

The statistical analysis confirmed that self-efficacy acts as a positive and significant mediator in the relationship between social support and learning outcomes. The results showed a significant indirect effect of social support on academic achievement through self-efficacy. Support from the surrounding environment, such as family and teachers, does not act only directly. It first strengthens students' belief in their own abilities. This belief then drives students to make greater efforts and achieve better language outcomes.

This result supports the mediation hypothesis. Self-efficacy explains how external support turns into tangible academic success.

The path coefficient shows that social support provides the psychological resources students need to develop strong motivation. Therefore, social support without active motivation may not lead to the required level of mastery. Motivation thus serves as an essential link in the structural model of this study.

This result indicates that students' high achievement in language proficiency tests across skills (structure, reading, and writing) does not depend only on material and academic facilities (instrumental support). It stems mainly from a safe psychological environment. Families that provide reassurance and calm during stressful times

(indicator 4) and peers who show empathy and support (indicator 5) are the main drivers of persistence and excellence.

From a psycholinguistic perspective, high emotional support reduces language anxiety (Xu & Xu, 2025). Krashen's affective filter hypothesis explains that when the affective filter is low because students feel supported, safe, and calm, language input flows smoothly. The language acquisition device can then absorb and process this input optimally. This process results in excellent performance and high language proficiency (Dzikra et al., 2026).

Therefore, strengthening this mediating pathway becomes crucial. It ensures that investment in digital infrastructure for Arabic language education matches the quality of students' language outcomes in Islamic higher education institutions. The effect starts in the external environment (social support) and strengthens the student's internal capacity (self-efficacy). This capacity then turns into procedural energy (learning motivation) and finally settles as cognitive achievement (language proficiency). This sequence confirms full serial mediation. Arabic language education at the studied universities therefore depends entirely on the integration of these factors.

This result connects three major theories. Sarafino provides the foundation through social support. Bandura explains how this support turns into self-confidence. Gardner (2007) then confirms that this confidence triggers language learning motivation. Self-efficacy receives the social effect, while motivation drives language performance. This sequence shows that a weakness in any one link lowers the final language outcome.

In practical terms, the researcher concludes that students at State Islamic Universities in East Java who received support from their lecturers and peers gained confidence in their ability to construct complex Arabic sentences. This belief drove them to review their Arabic lessons consistently. This consistency ultimately led to their excellence in language proficiency tests.

CONCLUSION

This study confirms the serial mediating role of self-efficacy and learning motivation in enhancing Arabic language proficiency. Social support does not directly affect language proficiency. Instead, it works through an indirect effect mediated by self-efficacy and learning motivation. Theoretically, these results contribute to social cognitive theory. They confirm that external environmental factors, such as social support, cannot produce effective learning on their own unless students internalize

them. Self-efficacy emerged as a necessary psychological mechanism that translates external support into firm beliefs. In second language acquisition research, this study reinforces the view that affective and motivational pathways are essential conditions for developing language proficiency, not secondary factors.

The full mediation found among students at State Islamic Universities in East Java confirms that successful learning requires an integrated system. Successful learning begins socially (social support), develops psychologically and cognitively (self-efficacy and learning motivation), and culminates linguistically (Arabic language proficiency).

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