Motives and Burnout: The Case for Learning A Foreign Language

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Abstract
Research on burnout among students still needs to be conducted in the context of learning Arabic as a foreign language. Academic motivation significantly impacts academic burnout, which is a global concern. Even students at the University of Technology Mara (UiTM) are not exempt from facing burnout during their studies. However, it's important to note that burnout is more prevalent in medicine and nursing. So, this study aims to identify the levels of motivation and burnout among students learning Arabic as a third language at UiTM and determine if there is a significant relationship between motivation and burnout. The study employs a quantitative research design. A questionnaire was distributed to 229 students from the science and technology and social sciences faculties of a public university in Malaysia. The data was analyzed using Statistical Package for the Social Sciences (SPSS) version 27. The study's findings indicate that students studying Arabic are motivated, but their motivation leans more toward extrinsic than intrinsic motivation. Additionally, the study found that students experience burnout and exhaustion, although at a moderate level. Furthermore, the research demonstrates a significant and strong relationship between motivation and burnout ($p = 0.00$, $r = 0.575$). Therefore, teachers should balance intrinsic and extrinsic motivation to prevent students from experiencing stress and losing interest in learning Arabic. Thus, based on findings, future researchers can study more on academic burnout and the numerous influential factors associated with individuals and their environment, including curriculum, facilities, and more.
Keywords: Motivation-Burnout-Arabic Language-Foreign Language

1.0 INTRODUCTION

1.1 Background of Study

In the age of globalization, there's a growing demand for learning foreign languages, especially among individuals who already speak multiple languages. Learning a foreign language is culturally enlightening and intellectually enriching, opening up new possibilities, connections, and opportunities. Like many other countries, Malaysia recognizes the importance of acquiring various foreign languages, which find applications in diverse fields like business, education, medicine, engineering, and more. The study of Arabic in Malaysia holds particular significance. Firstly, Arabic is a traditional language with a predominantly Muslim population. Secondly, it is an academic language that can enhance one's professional prospects and facilitate diplomatic interactions (Al-Muhsin, Mohd, Subri & Ishak, 2021). At UiTM (Universiti Teknologi MARA), all students are required to take a third language course, and Arabic is one of the options. Nevertheless, the journey of mastering a complex language like Arabic can be both fulfilling and challenging for those undertaking it. Motivation and burnout are two interconnected factors that significantly impact the success and well-being of learners of foreign languages (Yu, Wang & Liu, 2022), especially those studying Arabic. Motivation can be categorized into two types: intrinsic and extrinsic. Intrinsic motivation is driven by a student's own desire, interest, and sense of satisfaction, while extrinsic motivation is influenced by external factors such as rewards, praise, and accomplishments (Metakides et al., 2023). Language learners have a significant problem with burnout, which is characterized by emotional exhaustion, cynicism, and decreased personal achievement (Li, Zhang & Jiang, 2021). In this research, the researchers will investigate the dynamics of motivation and the possibility of burnout in the context of Arabic language learners' foreign language acquisition at UiTM Shah Alam. Shedding light on these critical factors will provide insights to assist educators, learners, and support systems in navigating the complicated environment of Arabic language learning while maintaining motivation and preventing burnout.

1.2 Statement of Problem

Acquiring a foreign language is a multifaceted process influenced by various factors, including socio-cultural, linguistic, and psycho-emotional aspects. Consequently, this complex endeavor can sometimes exhaust students and contribute to burnout (Derakhshan & Fathi, 2023). Burnout poses a significant threat to successful learning outcomes. Academic burnout is also among the negative factors contributing to mental health issues among students, reduced engagement with the subjects they are studying, and diminished academic performance (Singh, Kumar & Srivastava, 2020; Felaza, Findyartini, Setyorini & Mustika, 2020; Güngör & Sari, 2022). According to Schaufeli, Martinez, Pinto, Salanova, & Bakker (2022), burnout among students encompasses feelings of exhaustion due to academic demands, a negative and distant attitude towards their studies, and a sense of incompetence as students. Several internal and external factors contribute to student burnout, including excessive academic

stress (Lee, Lee, Lee & Lee, 2020), stressful examinations and competition (Güngör & Sari, 2022), and work overload (Singh et al., 2020). Nevertheless, there are also other factors that can positively impact the management of academic burnout, including emotional intelligence, self-efficacy, and motivation (Sharififard, Asayesh, Haji Mohammad Hosseini, Sepahvandi, 2020; Lee et al., 2020; Güngör & Sari, 2022; Derakhshan & Fathi, 2023). Past studies have shown that motivation plays a crucial role in sustaining student engagement, enhancing academic progress, and mitigating student burnout (Sharififard et al., 2020; Lee et al., 2020; Felaza, 2020).

Despite numerous studies investigating the levels of student burnout in various fields, most have focused on critical fields such as nursing and medicine (Sharififard et al., 2020). Research on foreign language students, especially Arabic language learners, remains relatively scarce (Yang, Badri, Al Rashedi & Almazroui, 2018; Calafato, 2023). Previous research has also tended to examine the relationship between academic burnout and other factors like coping strategies, self-efficacy, and student engagement ((Felaza et al., 2020; Sook, Hon, Siew & Chui, 2020; Singh et al., 2020; Lau, Chow, Wong & Lim, 2021). However, there is still limited research attempting to explore the connection between motivation and academic burnout (Lee et al., 2020; Güngör & Sari, 2022). Consequently, the main objective of this study is to identify the levels of motivation and burnout among students learning Arabic language and also determine if there is a significant relationship between motivation and burnout.

1.3 Objective of the Study and Research Questions

This study is done to explore perception of learners on their motives and burnout in learning foreign languages . Specifically, this study is done to answer the following questions;

- How do learners perceive their motives for learning foreign languages ?
- How do learners perceive causes of burnout in the learning of foreign languages?
- Is there a relationship between motives and causes of burnout in the learning of foreign languages?

2.0 LITERATURE REVIEW

2.1 Motives for Learning Foreign Languages

The concept of student motivation has been approached through the expectancy-value model (Pintrich & De Groot, 1990). This model posits three essential motivational components that align with the three aspects of self-regulated learning: (a) expectancy, which focuses on students' belief in their capability to perform a task (often termed self-efficacy), (b) value, specifically intrinsic value, which encompasses students' objectives and their assessment of the task's importance and appeal, and (c) the affective component, such as test anxiety, which considers students' emotional responses to the task. Self-efficacy refers to students' confidence in their ability to succeed in a particular task (Bandura, 1997) and has been positively associated with students' cognitive engagement and performance (Pintrich and De Groot, 1990). In

contrast, the value facet of student motivation predominantly explores the reasons motivating students to engage in academic tasks (Pintrich and De Groot, 1990). Test anxiety encompasses both cognitive elements, involving negative thoughts that hinder performance, and emotional aspects, relating to the affective and psychological dimensions of anxiety (Khalid & Ahmad, 2011).

2.2 Causes of Burnout among Learners

Burnout comprises three crucial dimensions – emotional exhaustion, depersonalization and reduction in personal accomplishment. Emotional exhaustion encompasses feelings of emotional drain, overexertion and fatigue as a result of an excessive workload (Han et al., 2020; Sato, Castillo & Oyanedel, 2022). Zhang, Yiwen, Yiqun Gan, & Heining Cham (2007) explained academic burnout among students with a sense of exhaustion owing to study loads along with a cynical and detached mindset toward study-related work and a sense of being an incompetent student. There are various stress-causing determinants of academic burnout such as mandatory academic activities, meeting deadlines for assignment submission, passing examinations and many more (Schaufeli & Taris, 2005). Academic burnout also refers to chronic stress, the feeling of exhaustion, frustration and tiredness due to high academic demands, the cynical attitude towards school work (cynicism) and the feeling of incompetence as a student (reduced effectiveness) (Salanova, Schaufeli, Martınez & Breso, 2010). Academic burnout consists of the feeling of cognitive and emotional exhaustion caused by the high demands of a university. Among them, university students are required to attend classes, perform assignments, exams and presentations, actively participate in the classroom and interact with people and the educational establishment (Salgado & Au-Yong-Oliveira, 2021).

2.3 Past Studies on Motives for learning foreign languages

Numerous studies have explored the reasons for learning a foreign language. In 2019, Hromova conducted a comprehensive study on 132 first-year students who were learning foreign languages. The research used both qualitative and quantitative analyses to identify the students' motivational orientations. The study revealed that students were increasingly interested in learning foreign languages for both intellectual and practical reasons. Three primary motives for learning languages were identified: "self-development," which involved a desire to engage with foreign cultures and become part of the international community; "opportunities," which were linked to career advancement and competitiveness; and "necessity," which included aspirations for a better life abroad or meeting academic requirements. However, the study revealed concerning patterns such as unclear motivations and shifts in pronoun usage, indicating avoidance of responsibility and self-confidence issues. Despite the students' strong desire to enhance their knowledge and communication abilities, the study highlights the importance of teachers monitoring student perceptions, fostering self-confidence, and creating effective educational environments to support these evolving motivations. One such study, conducted by Kankam (2021), sought to identify the individual motives of

university students enrolled in French language courses. This quantitative research was voluntary, and learners completed a 20-question online survey over two semesters (fall 2019 and spring 2020). The study revealed that students had a range of motivations for learning French, such as achieving language proficiency, learning for pleasure, fulfilling academic requirements, seeking opportunities for international engagement, enhancing employment prospects in various fields, and balancing short-term and long-term goals. While the first study examined students' motivation to learn foreign languages in general, the second study focused on their motivation to learn the French language. Therefore, the current research aims to investigate the factors that motivate students to learn the Arabic language.

2.4   Past Studies on Causes of Burnout
Many studies have been conducted to investigate the causes of burnout among students learning a foreign language. Among these studies, Sharififard et al., (2020) conducted research to explore the relationship between motivation, self-efficacy, stress, and academic performance with academic burnout among paramedical and nursing students. A total of 264 nursing and paramedical undergraduate students were selected through simple randomization of this study. The instruments used for data collection included a Demographic information questionnaire, the Maslach Burnout Inventory, Zajacova's Educational Stress Questionnaire (ASQ), the Academic Self-efficacy Questionnaire (ASQ) and the Academic Motivation Scale. Data were analysed using linear regression analysis and descriptive statistics including mean, standard deviation, and frequency. Based on the result of this study, it was found all subscales of self-efficacy, motivation, stress and academic performance were correlated with academic burnout. Additionally, self-efficacy and academic motivation were negatively correlated with educational burnout. Moreover, factors such as internal motivation, lack of motivation and the ability to manage work, family and university responsibilities were identified as the most important predictors of academic burnout. While numerous studies have explored various aspects and factors associated with academic burnout, research specifically examining the relationship between motivation, self-efficacy, academic stress, and academic performance with academic burnout among nursing students, especially in Iran, remains limited. It's important to note that the selection of students from nursing and paramedical groups was conducted at one center in this study, which may limit the generalizability of the result. Therefore, the next study is conducted to investigate the most significant factors contributing to burnout among students studying Arabic language, considering aspects such as motivation, self-efficacy, academic stress and more.

Another study by Liu (2023), investigated the relationship between student burnout and two key factors - perceived school climate and growth mindset - in the context of English as a foreign language (EFL) learning among Chinese students. This study involved a total of 412 intermediate English language learners from China who participated in an online survey. The sample included 153 male and 259 female students, aged between 18 to 25 years,

selected using a convenience sampling method, for easy accessibility. Data collection was conducted through self-reported scales, focusing on affective factors. In this study, the research employed a survey instrument designed to assess burnout in English as a foreign language (EFL) students, known as the "Maslach Burnout Inventory-EFL Student Survey." This survey was adapted from the "Maslach Burnout Inventory-Student Survey (MBI-SS)" (Schaufeli et al., 2022) to better suit the context of EFL learning. The modified survey consisted of 10 distributed across three dimensions: Exhaustion (Ex, four items), Cynicism (Cy, three items), and Reduced Efficacy (RE, three items). The study's findings revealed a significant association between school climate and student burnout. This outcome aligns with prior research (Fatou and Kubiszewski, 2018; Yang et al., 2020; Molinari & Grazia, 2021; Grazia, 2022) that established a positive relationship between student's engagement and their perceptions, while student burnout had a negative association with their perceptions of school climate, while highlighting a negative association between student burnout and their perceptions of school climate. Therefore, the next study aims to investigate whether burnout among students studying Arabic is also influenced by the learning environment (extrinsic motivation) or growth mindset (intrinsic motivation), and to examine if there are significant differences between intrinsic and extrinsic motivation in contributing to the issue of academic burnout among students.

2.5 Conceptual Framework

Many embark on learning a foreign language for varying reasons. Nevertheless, the initial motives of learning may fade away and learners may end of experiencing burnout. What motivates learners to stay on a learning mission is their satisfaction towards the content of the course and also on their initial progress in learning (Rahmat, Sukimin, Sim, Anuar & Mohandas, 2021). Figure 1 shows the conceptual framework of the study. This study is rooted from Pintrich & DeGroot's (1990) motives for learning that includes value components, expectancy components and affective components. In addition to that, this study emplys the causes of burnout by Campos, Zucoloto, Bonafé, Jordani & Maroco (2011) which includes exhaustion and disengagement.
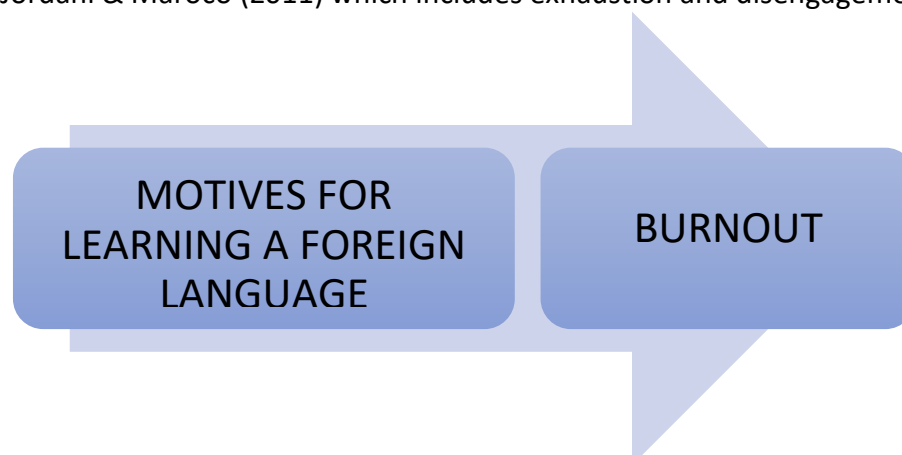

Figure 1- Conceptual Framework of the Study-
Motives and Burnout in Foreign Language Learning

3.0   METHODOLOGY

This quantitative study is done to explore motivation and burnout factors for learning foreign languages . A purposive sample of 229 participants responded to the survey. The instrument used is a 5 Likert-scale survey and is rooted from Pintrich & DeGroot (1990) and Campos et al. (2011) to reveal the variables in table 1 below. The survey has 3 sections. Section A has items on demographic profile. Section B has 24 items on motives and section C has 16 items on burnout.

Table 1- Distribution of Items in the Survey

SECT	CATEGORIES	CONSTRUCT		VARIABLE	No Items	Total Items
B	MOTIVES (Pintrich & DeGroot , 1990)	VALUE COMPONENTS	(i)	Intrinsic Goal Orientation	4	12
			(ii)	Extrinsic Goal Orientation	3	
			(iii)	Task Value Beliefs	5	
		EXPECTANCY COMPONENT	(i)	Students' Perception of Self- Efficacy	5	7
			(ii)	Control Beliefs for Learning	2	
		AFFECTIVE COMPONENTS				5
C	BURNOUT (Campos,et.al, 2011)	BURNOUT- EXHAUSTION				8
		BURNOUT- DISENGAGEMENT				8
		TOTAL NO OF ITEMS				40

Table 2- Reliability of Survey

Reliability Statistics

Cronbach's Alpha	N of Items
.933	40

Table 2 shows the reliability of the survey. The analysis shows a Cronbach alpha of .933, thus, revealing a good reliability of the instrument chosen/used. Further analysis using SPSS is done to present findings to answer the research questions for this study.

4.0   FINDINGS
4.1   Findings for Demographic Profile

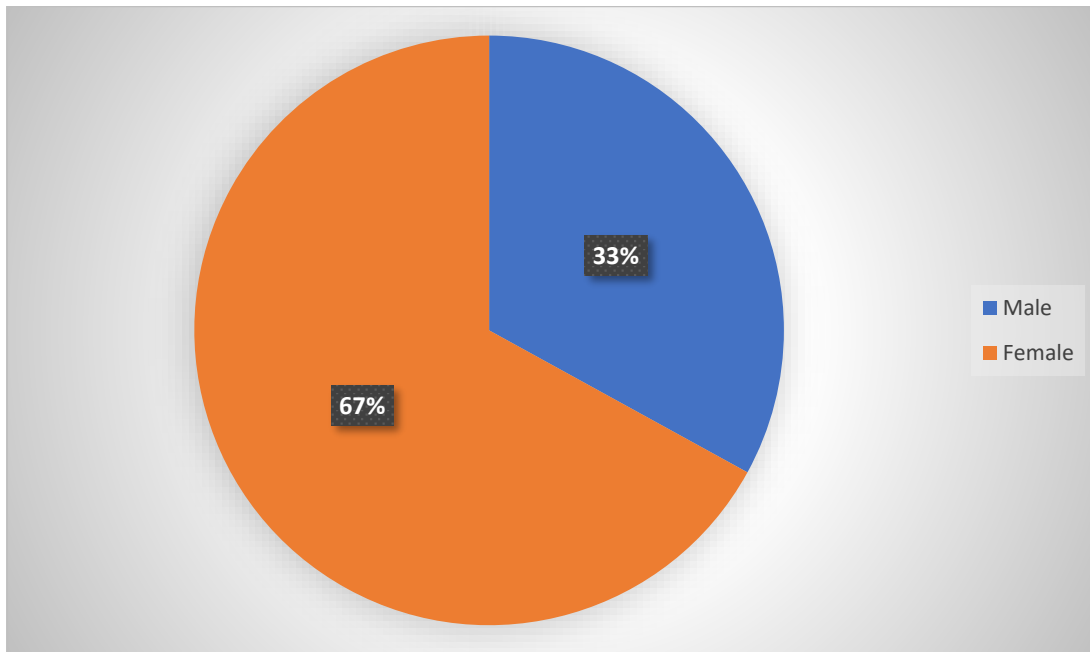Q1   Gender

Figure 2- Percentage for Gender

Based on the data presented in Figure 2 regarding gender profiles, it is observed that 33% of the survey participants are male, while the majority, constituting 67% of the respondents, are female.

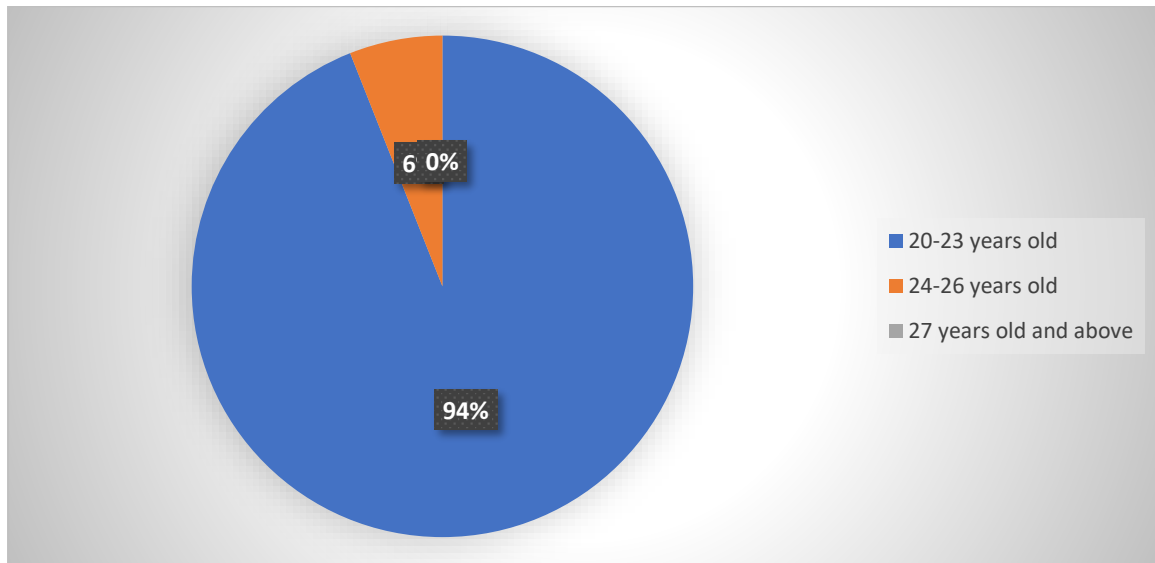Q2   Age   Group

Figure 3- Percentage for Age Group

The data from Figure 3, which relates to age group profiles, reveals a clear pattern. A significant majority, 94% of the participants, fell between the ages of 20 to 23. In contrast, a small minority, just 6% of the respondents, were in the 24 to 26 age range. Meanwhile, there are no participants aged 27 years or older in the study.

Q3   Faculty
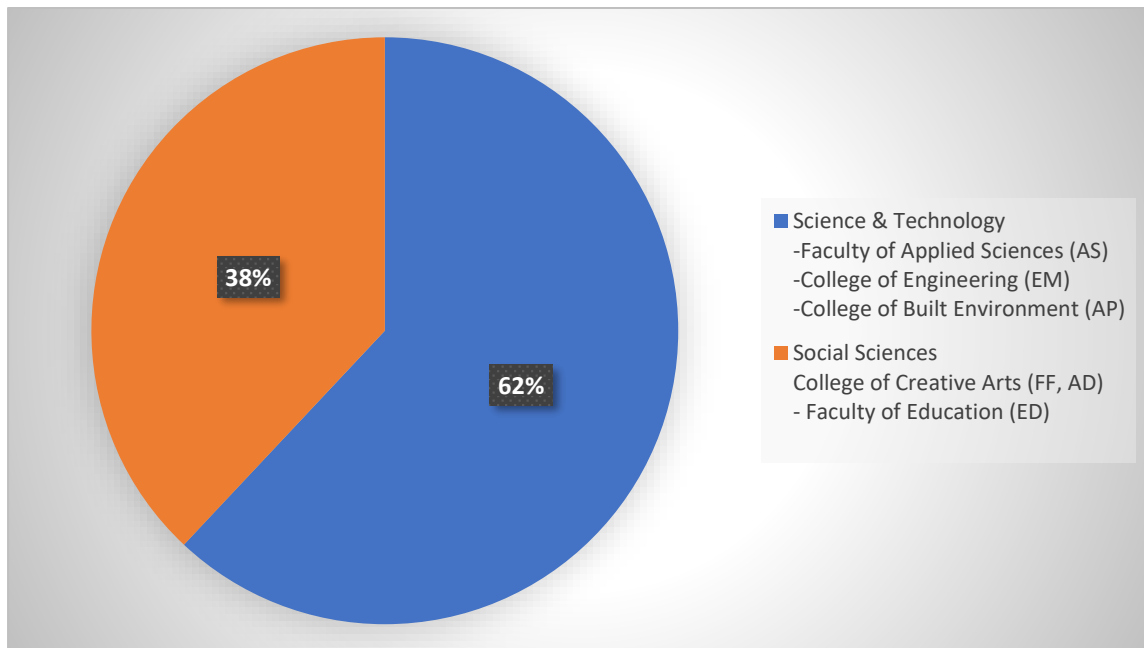

Figure 4- Percentage for Faculty

Figure 4 provides information about the distribution of participants based on their respective faculties. The majority, 64%, are from the sciences and technology cluster. This group primarily includes faculties such as applied sciences, engineering, and the built environment. In contrast, 38% of respondents are from the social sciences cluster, mainly within the College of Creative Arts and the faculty of education.

4.2   Findings for Motives

This section presents data to answer research question 1- How do learners perceive their motives for learning foreign languages?

SECTION B- MOTIVATIONAL SCALE (12 items)

A.VALUE COMPONENT

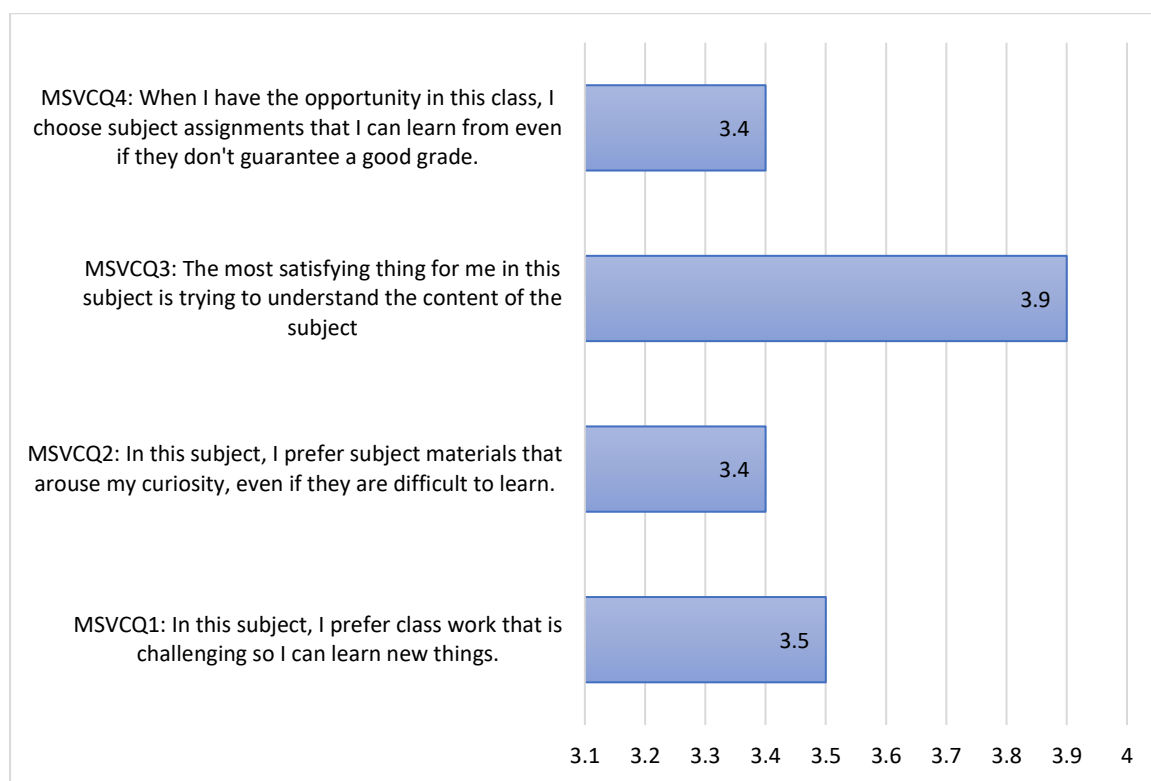(i)   INTRINSIC GOAL ORIENTATION (4 items)

Figure 5- Mean for Intrinsic Goal Orientation

Figure 5 displays the mean scores related to Intrinsic Goal Orientation. The highest mean, rated at 3.9, is attributed to the statement: "The most satisfying thing for me in this subject is trying to understand the content of the subject." Following this, at mean score of 3.5, is the statement: "In this subject, I prefer class work that is challenging so I can learn new things." Conversely, the lowest mean score, at 3.4, is associated with two items: "In this subject, I prefer subject materials that arouse my curiosity, even if they are difficult to learn" and "When I have the opportunity in this class, I choose subject assignments that I can learn from even if they don't guarantee a good grade".

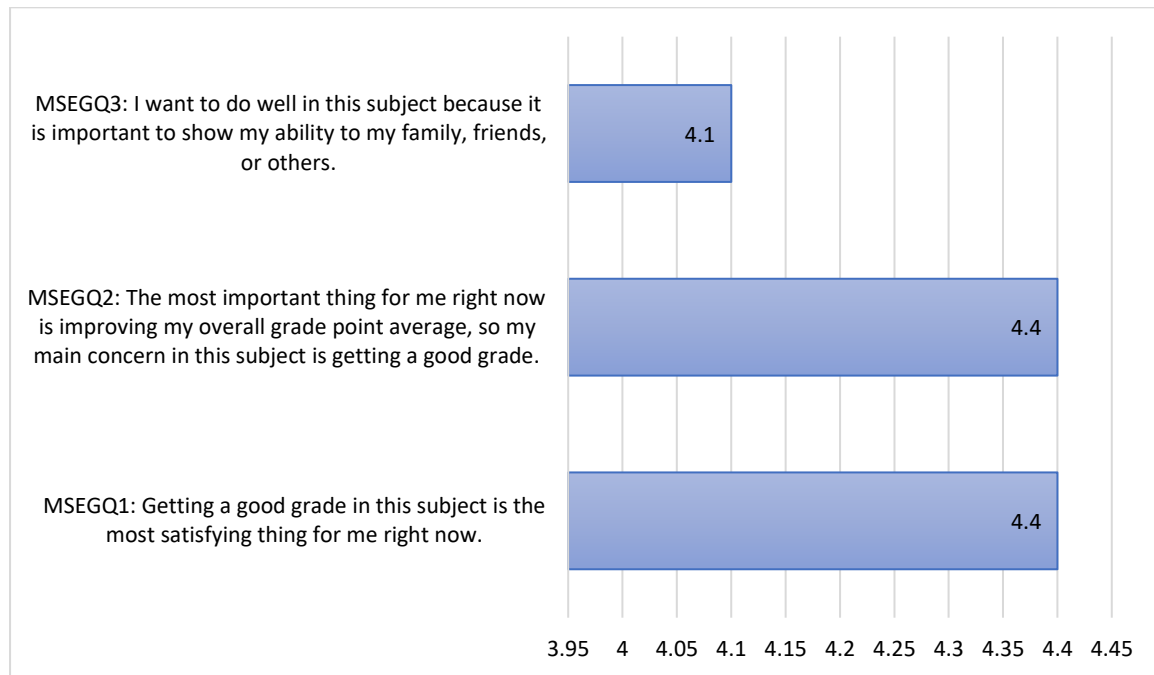(ii)   EXTRINSIC GOAL ORIENTATION (3 items)

Figure 6- Mean for Extrinsic Goal Orientation

Figure 6 illustrates the mean scores related to Extrinsic Goal Orientation. The highest mean score, at 4.4, is associated with two specific items. These items include statements such as "Getting a good grade in this subject is the most satisfying thing for me right now" and "The most important thing for me right now is improving my overall grade point average, so my main concern in this subject is getting a good grade." On the contrary, the lowest mean score, at 4.1, is attributed to the statement: "I want to do well in this subject because it is important to show my ability to my family, friends, or others." Overall, the mean score of Extrinsic Goal Orientation is 4.3.
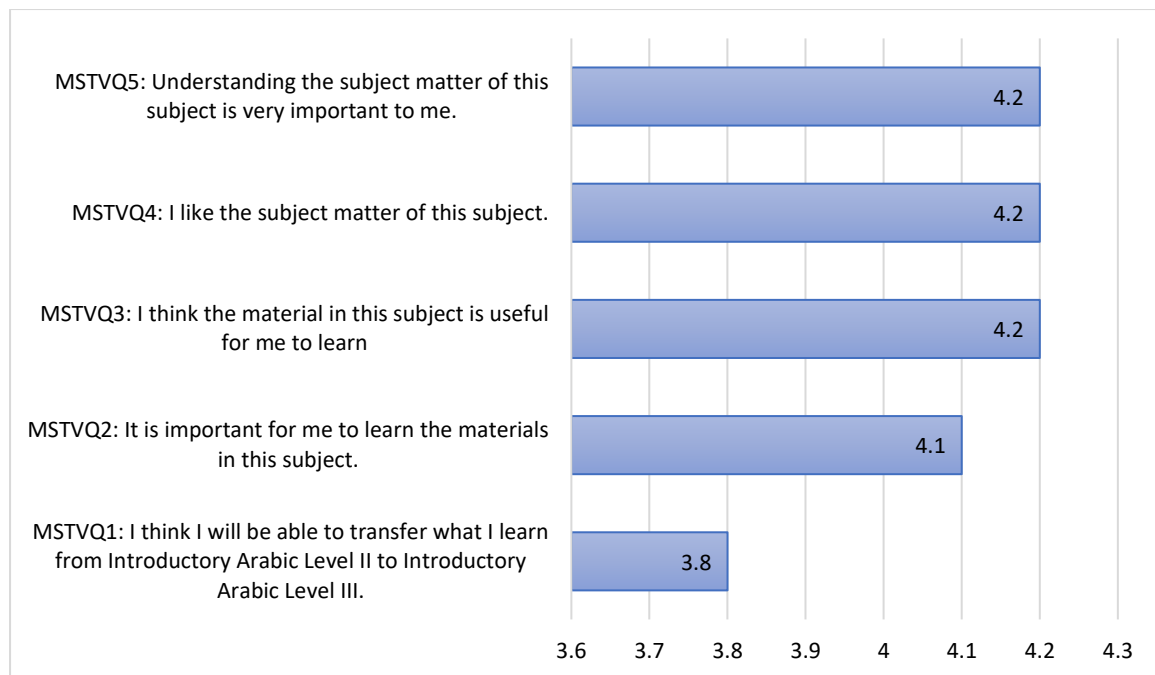
(iii)   TASK VALUE BELIEFS (5 items)

Figure 7- Mean for Task Value Beliefs

Figure 7 displays the mean scores related to Task Value Beliefs. The highest mean score, at 4.2, is associated with three specific items. These items include statements such as "I think the material in this subject is useful for me to learn", "I like the subject matter of this subject" and "Understanding the subject matter of this subject is very important to me". On the other hand, the lowest mean score of 3.8 is attributed to the statement "I think I will be able to transfer what I learn from Introductory Arabic Level II to Introductory Arabic Level III". Overall, the mean score of Task Value Beliefs is 4.1.

SECTION C -EXPECTANCY COMPONENT- 7 items
   (i)   STUDENTS ' PERCEPTION OF SELF-EFFICACY (5 items)
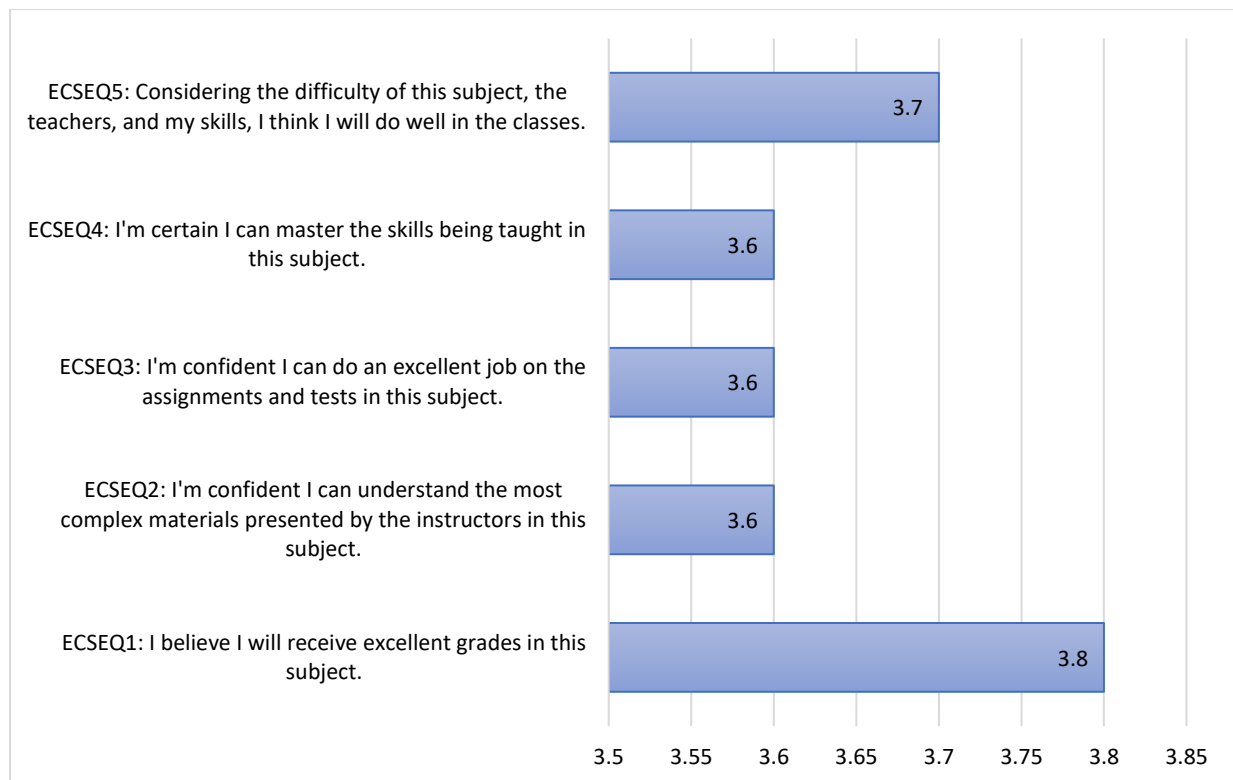
Figure 8- Mean for Students' Perception of Self-Efficacy

        Figure 8 displays the mean scores related to Students' Perception of Self-Efficacy. The highest mean score, 3.8, is attributed to the statement: "I believe I will receive excellent grades in this subject." On the other hand, the lowest mean score of 3.6 is associated with three specific items. These items include statements such as "I'm confident I can understand the most complex materials presented by the instructors in this subject," "I'm confident I can do an excellent job on the assignments and tests in this subject," and "I'm certain I can master the skills being taught in this subject." Overall, the mean score for Students' Perception of Self-Efficacy is 3.7.

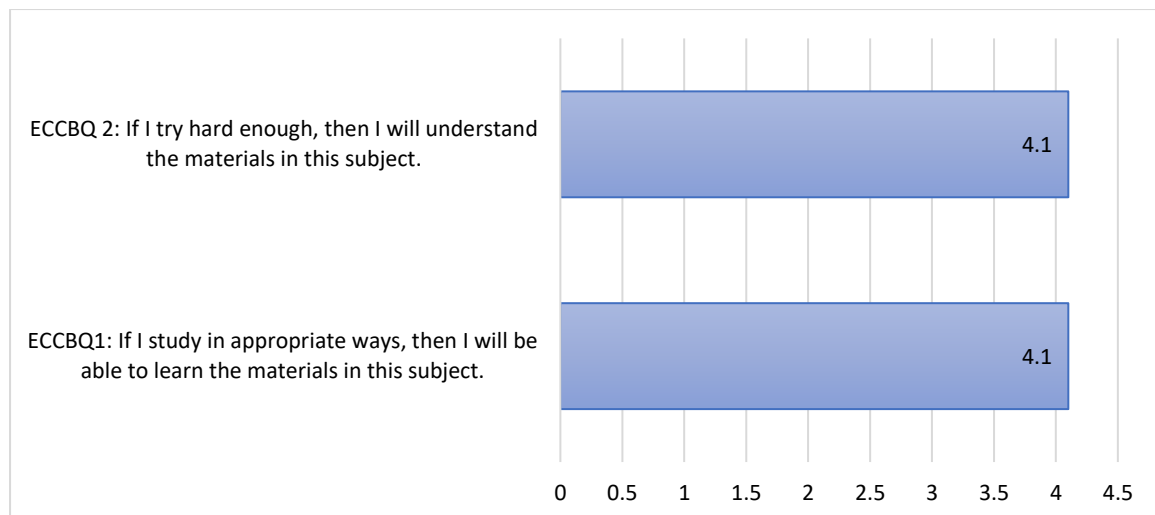(ii)   CONTROL BELIEFS FOR LEARNING (2 items)

Figure 9- Mean Control Beliefs for Learning

Figure 9 presents the mean scores related to Control Beliefs for Learning. This section includes just 2 statements: "If I study in appropriate ways, then I will be able to learn the materials in this subject." and "If I try hard enough, then I will understand the materials in this subject." Both of these items received a mean score of 4.1. Overall, the mean score for Control Beliefs for Learning is 4.1.
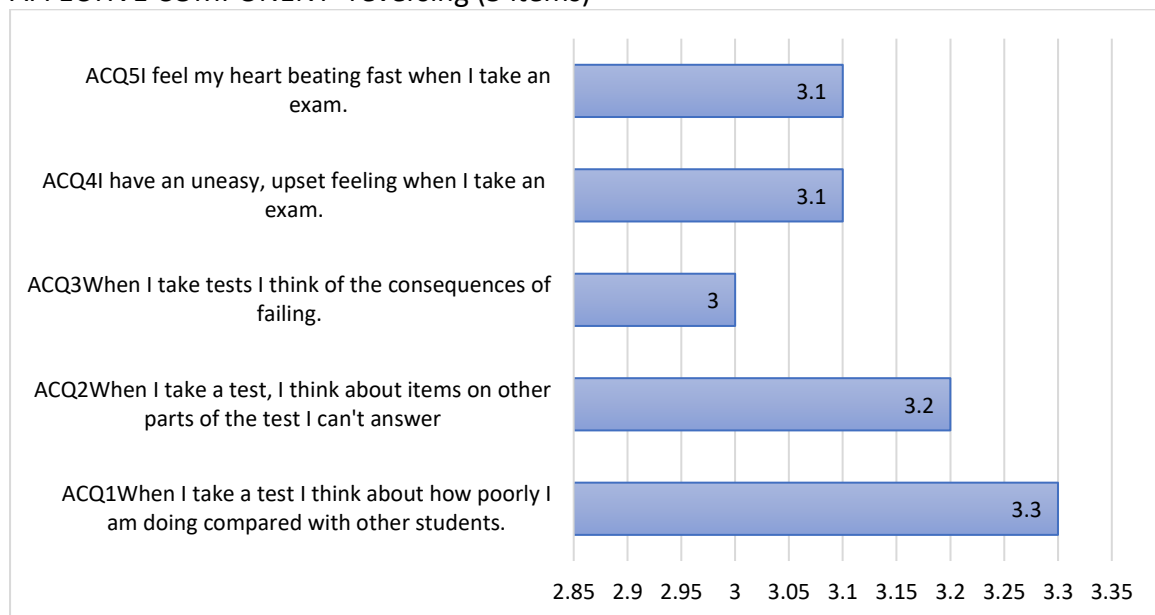
AFFECTIVE COMPONENT -reversing (5 items)

Figure 10- Mean for Affective Component

Figure 10 displays the mean scores related to the Affective Component. The highest mean score, 3.3, is attributed to the statement: "When I take a test, I think about how poorly I am doing compared to other students." Following this, with a mean score of 3.2, is the statement: "When I take a test, I think about items on other parts of the test I can't answer." Furthermore, two statements, namely, "I have an uneasy, upset feeling when I take an exam" and "I feel my heart beating fast when I take an exam," both have a mean score

of 3.1. On the other hand, the lowest mean score, 3.0, is attributed to the statement: "When I take tests, I think of the consequences of failing." Overall, the mean score of the Affective Component is 3.1.

4.3 Findings for Burnout

This section presents data to answer research question 2- How do learners perceive causes of burnout in the learning of foreign languages?

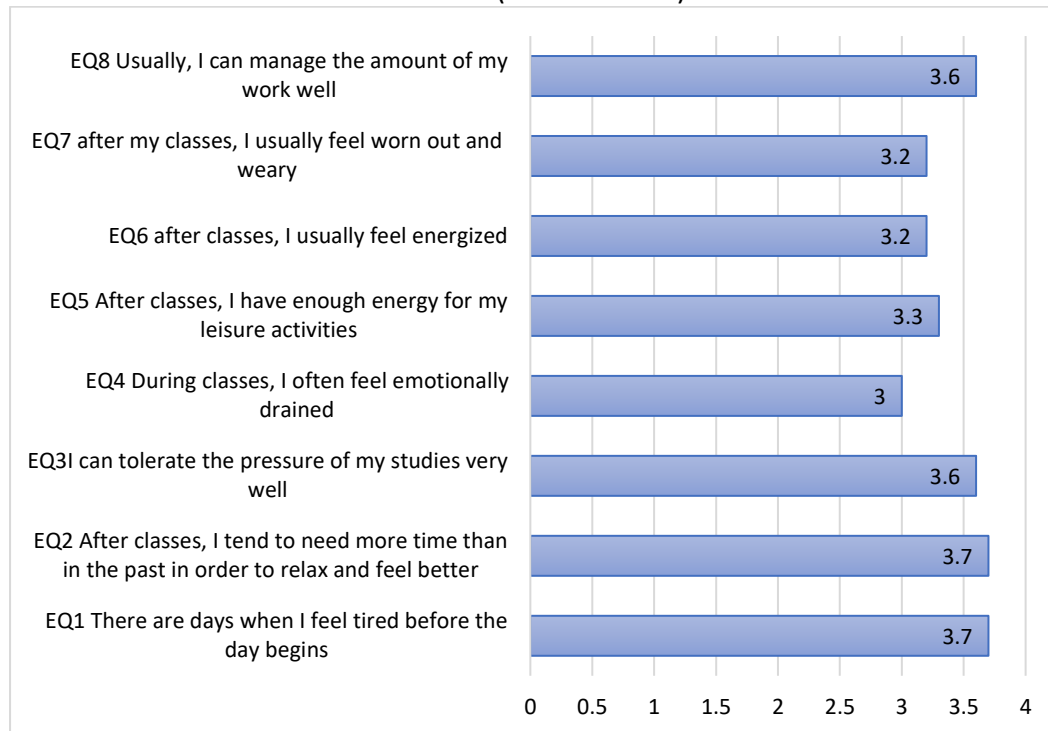SECTION E- BURNOUT (EXHAUSTION)

Figure 11- mean for Exhaustion

Figure 11 displays the mean scores related to Burnout (Exhaustion) The highest mean score, at 3.7, is associated with two specific items. These items include statements such as "There are days when I feel tired before the day begins" and "After classes, I tend to need more time than in the past in order to relax and feel better." Conversely, the lowest mean score, at 3.0, is attributed to the statement: "During classes, I often feel emotionally drained". Overall, the mean score of Burnout (Exhausted) is 3.4.
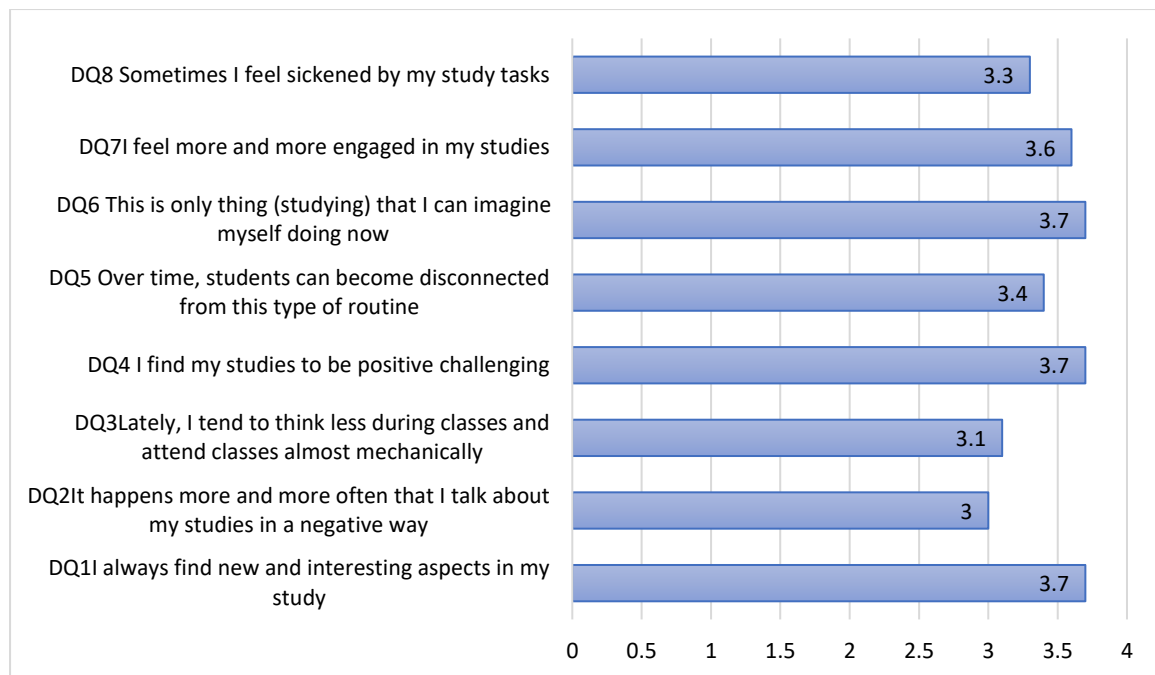
DISENGAGEMENT

Figure 12- Mean for Disengagement

Figure 12 shows the mean scores related to Disengagement. The highest mean score, at 3.7, is associated with three specific items. These items include statements such as "I always find new and interesting aspects in my study", "I find my studies to be positive challenging" and "This is only thing (studying) that I can imagine myself doing now". Conversely, the lowest mean score, at 3.0, is attributed to the statement: "It happens more and more often that I talk about my studies in a negative way". Overall, the mean score of Disengagement is 3.4.

4.4   Findings for Relationship between

This section presents data to answer research question 3- Is there a relationship between motives and causes of burnout in the learning of foreign languages?

To determine if there is a significant association in the mean scores between metacognitive, effort regulation, cognitive, social and affective strategies data is anlaysed using SPSS for correlations. Results are presented separately in table 3 below.

Table 3- Correlation between Motivation and Burnout

Correlations

		MOTIVESLEARN	BURNOUT
MOTIVESLEARN	Pearson Correlation	1	.575**
	Sig. (2-tailed)		.000
	N	229	229
BURNOUT	Pearson Correlation	.575**	1
	Sig. (2-tailed)	.000	
	N	229	229

**. Correlation is significant at the 0.01 level (2-tailed).

Table 3 shows there is an association between motivation and burnout. Correlation analysis shows that there is a high significant association between motivation and burnout (r=.575**) and (p=.000). According to Jackson (2015), coefficient is significant at the .05 level and positive correlation is measured on a 0.1 to 1.0 scale. Weak positive correlation would be in the range of 0.1 to 0.3, moderate positive correlation from 0.3 to 0.5, and strong positive correlation from 0.5 to 1.0. This means that there is also a strong positive relationship between motivation and burnout.

5.0 CONCLUSION
5.1 Summary of Findings and Discussions

The study indicates that the overall motivation of students to learn the Arabic language is relatively high, with a minimum value of 3.67. According to the study findings, students have a high level of extrinsic motivation with a minimum value of 4.3. Looking at the extrinsic motivation items mentioned, students are motivated to achieve high marks or good grades. Redzuan's 2020 study suggests that high scores do not necessarily reflect true student motivation, which aligns with this study's finding that students' intrinsic motivation is moderate, with a minimum value of 3.55. Thohir's 2017 study states that intrinsic motivation is more important than extrinsic motivation for mastering a foreign language. Most language educators focus on extrinsic motivation, but intrinsic motivation internally drives students to be enthusiastic and enjoy the subjects they are learning. The study also shows that the overall level of students' self-confidence is moderate, with a minimum value of 3.66. However, students believe they can master Arabic well if committed to learning. This belief is based on the research regarding the belief in learning, which is at a high level with a minimum value of 4.1. According to Derakshan & Fathi's study in 2023, this self-efficacy belief is one of the factors that help students master a foreign language. A high self-efficacy belief can enhance student motivation, influence their attitudes, and help them learn and master a foreign language effectively. The study results indicate that self-efficacy is at a moderate level, and affective factors are also at an intermediate level with a minimum value of 3.14. This suggests that self-efficacy impacts students' affective responses to learning a foreign language, specifically Arabic (Calafato, 2023).

The study results indicate that the overall level of burnout among students studying the Arabic language is moderate, with a minimum value of 3.42. Items EQ1

and EQ2 show high scores, with minimum values of 3.7 each, suggesting that students often feel tired and need more time to rest after class. Under the burnout theme of disengagement, the study finds a moderate minimum value of 3.43 overall. However, some items show that students do have engagement with the Arabic language subject. Items like DQ1, "I always find new and interesting aspects in my study," DQ4, "I find my studies to be positively challenging," and DQ6, "This is the only thing (studying) that I can imagine myself doing now," all have minimum values of 3.7. This indicates that the level of burnout minimally affects students' engagement with the Arabic language subject at level 2.

A strong relationship exists between student motivation and burnout when studying Arabic at level 2, with a significant value of 0.00 and a correlation coefficient (r) of 0.575. This study has shown that when students have high motivation, their burnout is moderate. Looking at the study results, several motivation themes have high minimum values, such as extrinsic motivation, task value, and belief in learning, which impact students' high motivation in learning Arabic. However, studies by Lee et al. (2020), Singh et al. (2020), and Gonzales, Leticia, Ramos & Jose (2021) state that when students are highly motivated, their stress levels are low. The findings of this study do not align with previous studies because the burnout level remains moderate, not low. This may be because students' intrinsic motivation in learning Arabic at level 2 is moderate. This indicates that students are primarily focused on achieving excellent results rather than having a genuine interest in learning Arabic because it is a mandatory subject required for graduation.

5.2   (Pedagogical) Implications and Suggestions for Future Research

These are the implications that are found in this study:

1. The Importance of Strengthening Students' Intrinsic Motivation: This study shows that students' intrinsic motivation towards learning Arabic is at a moderate level. Therefore, it is crucial for educators to take appropriate steps to enhance students' intrinsic motivation, such as providing more engaging learning materials and encouraging the exploration of interesting concepts in Arabic.

2. Expanding Engaging Learning Approaches: Teachers need to think of ways to create a fun and engaging learning environment for students. Innovative and creative teaching approaches can help increase students' interest in Arabic.

3. Social Support and Guidance: Providing peer counseling or self-help groups can assist students in coping with the pressure and potential burnout they may experience. This is an important step in maintaining students' well-being and helping them overcome difficulties in learning Arabic.

4. Balancing Extrinsic and Intrinsic Motivation: This study indicates a relationship between student motivation and burnout levels. Therefore, teachers should strive to maintain a healthy balance between extrinsic motivation (such as rewards) and intrinsic motivation (such as a genuine interest in the subject) so that students do not feel overly stressed or lose interest.

5. Awareness of Student Motivation Factors: Teachers and educational institutions need to better understand the motivational factors influencing students in learning of Arabic. By understanding these factors, they can design more effective strategies to enhance students' motivation and performance.

6. The Importance of Reducing Stress in Learning: While student motivation is important, it is also crucial to reduce the stress and burnout that students may

experience. This may include developing learning strategies that focus on skill development and achievement without excessive pressure.

Among future studies that can be carried out:

1) Do cross-sectional research vs. longitudinal research (Lee et al., 2020; Singh et al., 2020).

2) Explore the connection between academic burnout and various influential factors related to individuals and their contexts such as syllabus, facilities, and others. (Felaza et al., 2020; Sook et al., 2020; Singh et al., 2020; Lau et al., 2021).

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