

Bukti Korespondensi Artikel “Emotional Intelligence, Learning Behavior, and the Relationship with Arabic Learning Outcomes of Madrasah Students in Sumatra, Indonesia”

1. Submit naskah

Akla Akla:

Thank you for submitting the manuscript, "Emotional Intelligence, Learning Behavior, and the Relationship with Arabic Learning Outcomes of Madrasah Students in Sumatra, Indonesia" to Eurasian Journal of Educational Research. With the online journal management system that we are using, you will be able to track its progress through the editorial process by logging in to the journal web site:

Submission URL:

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Username: akla12

If you have any questions, please contact me. Thank you for considering this journal as a venue for your work.

Şakir Çınkır

[Eurasian Journal of Educational Research](#)

2. Catatan Reviwer

[EJER] Editor Decision

Akla Akla:

We have reached a decision regarding your submission to Eurasian Journal of Educational Research, "Emotional Intelligence, Learning Behavior, and the Relationship with Arabic Learning Outcomes of Madrasah Students in Sumatra, Indonesia".

Our decision is: **Revisions Required**

Reviewer A:

Dear author(s),

Reviewers have given their comments on your paper.

Please do the following when you resubmit your revised version:

- All corrections as per the reviewers' comments and prepare a table / response letter showing corrections done. Your corrections will not be accepted in the absence of this response letter / table.
- All authors' names, emails and affiliations checked and corrected
- Add ORCID IDs of all authors

Please ensure the submission of the revision within 15 days of receiving this mail only in the online system. Please do not send your revision by email. If your revision is found satisfactory, an acceptance letter will be issued for your manuscript. You will be required to pay the APC (that you have agreed upon) within one week after receiving the acceptance letter.

Please be noted that at this stage you cannot withdraw the paper. In case you find it difficult to do the corrections, please write to the editor (ejer.editor@gmail.com) to take the assistance of the writing team at nominal cost.

Best regards

Editorial Team, EJER

Reviewer 1

Your paper *Emotional intelligence, learning behavior, and the relationship with Arabic learning outcomes of madrasah students in Sumatra, Indonesia* fulfills all the journal requirements in terms of theoretical background, hypotheses development, results etc., however, the problem is not in presentation, but in contents. For instance, you may provide background information on the importance emotional intelligence and learning behavior with Arabic language learning for non-native speakers and challenges that hinder the achievement of learning outcomes.

Furthermore, you may add information about the challenges and the problem stemming from aspects of emotional intelligence and learning behavior. A major challenge that one can see in this paper is a huge sample size of 2000 students surveyed under again too many demographic variables like gender, geographical place of residence, school level, school type, length of study in Arabic, and income of parents. Please justify the use of such a big sample size. In the **literature review** you may discuss previous research related to the topic of the paper. It should provide an overview of the current state of madrasah students and identify gaps in the literature that the paper aims to address.

In the **methodology** section, you may describe the research methods used in the paper, including data collection and analysis. It should also provide information on the participants and how they were selected. Moreover, the **results and discussion** section should present the findings of the study how all the students in urban and rural areas had high emotional intelligence for madrasah Aliyah students and madrasah Tsanawiyah students, respectively. In addition to it this it should also describe the outcomes of the study, including the emotional intelligence by school type, school level, length of study in Arabic and parents income.

In addition to this in the **conclusion** section, you may summarize the main points of the paper and provide recommendations for future research or improvements to the teaching materials.

Check and update what is missing

Please revise the manuscript and resubmit.

Decision: Revision required

Reviewer 2

There are certain changes that requires attention. Then you may provide background information on the importance of challenges and the problem stemming from aspects of emotional intelligence and learning behavior.. However, the study has some limitations. The sample size is relatively small, which may limit the findings. You may also add a similar statement at the end of literature review section. Check what is missing. The literature review section needs a few empirical studies to justify and support the argument.

Overall, the paper is well written and recommended for publication after revisions To put it briefly, though, the research adds some fresh data, it still needs some minor changes.

After making the indicated adjustments, it can be 'accepted'.

Decision: Revision required

Recommendation: Revisions Required

3. Accepted

[EJER] Editor Decision

Akla Akla:

We have reached a decision regarding your submission to Eurasian Journal of Educational Research, "Emotional Intelligence, Learning Behavior, and the Relationship with Arabic Learning Outcomes of Madrasah Students in Sumatra, Indonesia".

Our decision is to: Accept Submission

[Eurasian Journal of Educational Research](#)

Lampiran 1. Naskah Awal

Emotional Intelligence, Learning Behavior, and the Relationship with Arabic Learning Outcomes of Madrasah Students in Sumatra, Indonesia

Abstract

The purpose of this study is to investigate the relationship between Emotional Intelligence, Learning Behavior, and Arabic Learning Outcomes among a sample of 2000 madrasah students at both Madrasah Tsanawiyah (MTs) and Madrasah Aliyah (MA) levels in Sumatra, using a descriptive correlation model. To gain insights into the factors, this study considers several demographic variables, such as gender, geographical place of residence, school level, school type, length of study in Arabic, and income of parents. The results of the descriptive analysis show that Emotional Intelligence, Learning Behavior, and Arabic Language Learning Outcomes obtain a mean value of 79.55, 66.90, and 57.19 in the high, good, and sufficient categories, respectively. Furthermore, there is a correlation coefficient of 0.280 and 0.634 between Emotional Intelligence and Learning Behavior variables with Learning Outcomes. These values suggest that the strength level of the relationship between each variable and Learning Outcomes has sufficient and strong criteria, and the influence is unidirectional since the values are positive. The significance values of 0.007 and 0.013 > 0.05 show a positive sign, indicating a significant relationship between Emotional Intelligence and Learning Behavior with Learning Outcomes.

Keywords: *Emotional Intelligence, Learning Behavior, Arabic Language Learning Outcomes*

Introduction

Arabic language learning for non-native speakers is associated with various challenges that hinder the achievement of Learning Outcomes. These challenges can be classified into two categories, namely linguistic and non-linguistic. Linguistic problems are manifested in the form of difficulties with Arabic pronunciation, such as word omission, addition, and deviation, which can significantly impact the meaning of the language (El-Omari & Bataineh, 2018). The difficulties experienced in mastering language skills influence learning disabilities and cause low Learning Outcomes ((راجلا 2019 , د. (دوممح دمصح دلاخ . د.)). Meanwhile, non-linguistic problems are triggered by student characteristics, inadequate teaching methods, uninspiring materials, and an unsupportive learning environment. The learning difficulties of students stem from low motivation, interest, and Learning Behavior stimulated by their background, diverse objectives, and monotonous teaching methods (Dajani dkk., 2014). In addition, students' learning problems are also triggered by the emotional condition during the learning process, which is indicated by lazy and apathetic behavior (Tahan dkk., 2021).

Previous studies on Arabic language learning for non-native speakers examined the importance of reinforcement from students' aspect in the form of strengthening motivation and interest in learning. High motivation and interest in learning influence Emotional Intelligence to promote the participation of students (Aladdin, 2013; Calafato, 2020; Mohammadi dkk., 2010). Furthermore, high learning motivation influences good attitudes and behaviors (Hamjah dkk., 2011) to achieve linguistic competence (Aldamen & Al-Deaibes, 2023; Al-Hersh & Muflih, 2014; Bakry & Alsamadani, 2015). The importance of technological media in Arabic language learning has also been examined. Jebbar reported that technology has improved Arabic language skills (JEBBAR dkk., 2022). The use of technology can facilitate students in understanding the structure of Arabic sentences (Mannaa dkk., 2022). In addition, previous studies also analyzed the urgency of professional teachers to carry out their duties well (Al-Qatawneh dkk., 2021) and create a pleasant learning climate (Lorenz dkk., 2021). These teachers can select interesting media and methods for active and fun learning (Alsharbi dkk., 2021; Yusuf & Wekke, 2015).

From the trend of previous studies, Emotional Intelligence and Learning Behavior in Arabic language learning have not been analyzed in depth. This is because existing analyses are more oriented toward the use of technology and learning methods. Technological media and interesting learning methods influence Emotional Intelligence and Learning Behavior, ultimately making learning easier for students. However, previous studies did not examine the extent of the relationship between the three variables. They are more focused on the use of treatment, both media aspects and learning strategies, as well as their influence on Learning Outcomes. Therefore, this study complements the shortcomings of existing results oriented toward language skills as Learning Outcomes and ignores the aspect of students as the subjects. It implicitly describes Emotional Intelligence and Learning Behavior in Arabic as well as the relationship with language ability as Learning Outcomes.

Emotional Intelligence and Learning Behavior as Vital Aspects of the Learning Process

Learning is an interactive process between students, teachers, and resources in an academic environment (Alp Christ dkk., 2022). The interaction process involves teachers providing assistance, guidance, and support to students (Sremcev dkk., 2018). In this interaction, there is cooperation in using learning resources and various potentials (Li dkk., 2020). The use of learning resources and various potentials facilitates students to achieve their desired learning goals (Mannaa dkk., 2022; Wekke, 2015). Furthermore, this study refers to Vygotsky's constructivism learning theory where children learn due to their interaction with the environment. It is reported that learning objectives are easily obtained when children learn in a social context.(Tasika & Giyarsi, 2022) According to the theory, learning success is influenced by internal and external factors (Watson, 2014). Internal factors include Emotional Intelligence and Learning Behavior, while external factors are related to the environment used (Donker dkk., 2021). Students as learning subjects have different characteristics from one another, specifically in the features of emotions and Learning Behavior (Tao dkk., 2023). In addition, emotional involvement in the learning process significantly influences the achievement of learning goals (Biasi dkk., 2015). One of the positive emotional involvement is characterized by increasing brain activity,(Zasrianita dkk., 2022) allowing students to concentrate on learning and create motivation (Engelen dkk., 2022). In the process, the emotional dimension cannot be separated from students' Learning Behavior (Hernández del Barco dkk., 2022).

Emotional Intelligence gives birth to self-skills in controlling impulses, channeling positive emotions effectively, motivating others to achieve goals, overcoming personal weaknesses, and building self-awareness (Albani dkk., 2023). Salovey and Mayer explained that the variable is the ability of an individual to control themselves, manage and express emotions appropriately and build relationships with others (Salovey dkk., 2004). It is a personal, emotional, and social competency that can influence the ability of an individual to cope with the demands and pressures of the environment (Ndawo, 2021). Furthermore, it is the competence of regulating emotions with intelligence and maintaining balance and expression through self-awareness, self-control, self-motivation, empathy, and social skills (Zafari & Biria, 2014). Howard Gardner divided the variable into Intrapersonal and Interpersonal Intelligence.(Jaya & Susanto, 2022) Intrapersonal Intelligence is related to the ability of an individual to understand themselves and take responsibility for their lives (Maftoon & Sarem, 2012), while Interpersonal Intelligence is related to the ability to relate with others.(Ziaulhaq, 2022) Emotional Intelligence is very important for students to have in the learning process to achieve better learning activities, self-adjustment skills, and the ability to develop positive views in fostering self-confidence (Oz dkk., 2015). Coleman and Hammen's theory confirmed that the variable greatly influences the Learning Behavior of students.

According to the theory of Gibson, behavior is an influence directed by a goal that can be observed, measured, and motivated (Kiverstein & van Dijk, 2021). Learning Behavior is also interpreted as activities resulting from the interactions of students with the environment (Perrusquía, 2022). Skinner's perspective on learning emphasizes the role of environmental factors in shaping the behavior of an individual (Holland, 2008). Therefore, individuals who engage in the process of learning are likely to exhibit modifications in their behavior concerning their values, knowledge, attitudes, and skills. Skinner also postulated that when alterations in learning behavior are reinforced by potent stimuli, the probability of increased behavior is high.(Samsurrijal, 2022) On the other hand, when modifications in behavior have been reinforced through the conditioning process but are not

accompanied by a strong stimulus, the strength of the change is likely to decrease or remain unchanged (Catania, 1984). Some types of Learning Behavior in response to stimuli are signal Learning Behavior, reinforcement behavior, Learning Behavior by connecting one with another, (Baihaqi, 2022) verbal association behavior, differentiating Learning Behavior, concept Learning Behavior, rule and principle Learning Behavior, as well as problem-solving Learning Behavior (Ngussa & Centre, 2014). Some internal factors that can influence the variable are potential, emotions, achievement, needs, interests, experiences, habits, motivation, personality, and desires (Nindow, 2022).

Problem

The problem of achieving Arabic Learning Outcomes comes from three main sources. First, problems stemming from aspects of Emotional Intelligence and Learning Behavior. The primary cause of unpreparedness in learning, leading to disruption, is often attributed to poor outcomes in these variables (Rahmawati & Febriani, 2021). Low Learning Behavior influences difficulties in mastering written and spoken Arabic (Zulaeha, 2022). Second, the problems originate from teachers, where the use of irrelevant learning methods and media creates difficulties in understanding linguistic material (Muaad dkk., 2022). Third, the problems originate from an uncondusive learning environment. A learning environment designed to be pleasant can increase achievement, motivation, and learning satisfaction (Alsadoon dkk., 2022).

This study describes the conditions of Emotional Intelligence and Learning Behavior and their relationship with Arabic Learning Outcomes. In line with this objective, three questions can be formulated:

1. How is Emotional Intelligence of students in the Arabic learning process?
2. How is Learning Behavior of students in the Arabic learning process?
3. How is the relationship between Emotional Intelligence and Learning Behavior with Arabic Learning Outcomes?

The answers explain the importance of paying attention to Emotional Intelligence and Learning Behavior in resolving learning difficulties experienced by students studying Arabic.

Method

Study Model

This study uses a descriptive correlational model to prove the extent of the relationship between Emotional Intelligence and Learning Behavior variables with Arabic Language Learning Outcomes. The approach is based on the consideration that this study does not manipulate the state of the variables but looks for the relationship level reflected in the correlation coefficient. Furthermore, the conditions of students are described, and the explanations reflect the direct outcomes observed during a specific period.

Participant

The participants were 2000 students at Madrasah Tsanawiyah (MTs) and Madrasah Aliyah (MA) levels in Sumatra.

Table 1.
Socio-Demographic and Academic Characteristics of Participants

		N	%
Gender	Male	782	39.1
	Female	1.218	60.9
Geographical area of residence	Urban	368	18.4
	Rural	1.632	81.6
School Level	Madrasah Aliyah	1.000	50
	Madrasah Tsanawiyah	1.000	50
School Type	Public	1.000	50
	Private	1.000	50
Length of Study Arabic	1 Year	664	33.2

Language	2 Years	620	31
	3 Years	338	16.9
	4 Years	201	10.05
	5 Years	98	4.9
	6 Years	79	3.95
	Parents' income per month	< IDR 1000.000	421
1.000.000 – 3.000.000		884	44.2
3.000.000 – 5.000.000		368	18.4
5.000.000 – 7.000.000		198	9.9
> 7.000.000		129	6.45

From the table above, it can be explained that the sample was selected based on several characteristics, namely gender, geographical area of residence, school level, school type, length of study Arabic, and parents' income per month.

Data Collection Tools

This study collected data on Emotional Intelligence and students' Learning Behavior in the Arabic language learning process on participants who met the predetermined criteria. Besides questionnaires, tests were also conducted to obtain data on Arabic Learning Outcomes. The questionnaire and test instruments were distributed to a sample of 2000 students selected using a simple random sampling technique.

Table 2.
Questionnaire Guidelines Blueprint

No	Indicator	Item Number
Emotional Intelligence		25
1	Self-recognition	1-5
2	Self-control	6-10
3	Self-motivation	11-15
4	Empathy	16-20
5	Social Skills	21-25
Learning Behavior		20
1	Study habits	1-2
2	Skills	3-4
3	Observation	5-6
4	Associative thinking	7-8
5	Memory	9-10
6	Rational thinking	11-12
7	Critical	13-14
8	Inhibitory attitude	5-16
9	Appreciation	17-18
10	Affective Behavior	19-20

Table 3.
Arabic Language Learning Outcomes Test Blueprint

No	Indicator	Item Number	Score	
			Correct	Wrong
1	Vocabulary	1 -20	1	0
2	Grammar	21 – 40		
3	Listening ability	41 -50		
4	Speaking ability	51 – 60		
5	Reading ability	61- 80		

6	Writing ability	81 -100
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The blueprint table above explains that the scores of the students are converted into scores using the following formula.

$$\text{Score} = (\text{Student Score} : \text{Maximum Score}) \times 100$$

All instruments used have been tested for content validity, which was conducted with expert judgment and met the valid criteria. To assess the reliability, Cronbach's Alpha was used, and the questionnaire and test instruments scored 0.801 and 0.837, respectively. These results indicated that both instruments were valid and appropriate for measuring the intended variables.

Result

Emotional Intelligence of Students in the Arabic Learning Process

Emotional Intelligence in Arabic Learning was analyzed based on gender, geographical residence, school level, school type, length of study, and parents' income.

Table 4.

Kruskal-Wallis Test Results Emotional Intelligence

No	Dimension	Indicator	Mean	Mean Rank Emotional Intelligence	Sig. Emotional Intelligence
1	Gender	Female	79.55	1175.15	0.000
		Male		728.47	
2	Geographical Residence	Urban	81.84	622.43	0.000
		Rural		1085.75	
3	School Level	MTs	81.65	999.74	0.953
		MA		1001.26	
4	School Type	Public	79.55	824.03	0.000
		Private		1176.97	
5	Length of Study	1 Year	79.45	752.27	0.000
		2 Years		1060.68	
		3 Years		1189.18	
		4 Years		1175.06	
		5 Years		1161.82	
		6 Years		1163.11	
6	Parents' Income	< 1 million	79.55	740.60	0.000
		1-3 million		988.26	
		3-5 million		1176.10	
		5-7 million		1138.48	
		> 7 million		1219.81	

Emotional Intelligence by Gender

The descriptive analysis results of Emotional Intelligence obtained a Mean value of 79.55. Furthermore, the variable was tested based on male and female gender using the Kruskal-Wallis Test, as shown in Table 4. The Mean Rank value of female and male was 1175.15 and 728.47, respectively, meaning that female students had higher Emotional Intelligence.

Emotional Intelligence Based on Geographical Residence

The descriptive analysis results of Emotional Intelligence data based on geographical residence obtained a mean score of 81.84. This showed that all students in urban and rural areas had high Emotional Intelligence. Students were tested using the Kruskal-Wallis Test to determine the level of the variable based on geographical residence. The test results obtained the Mean Rank value of students living in urban and rural areas at 622.43 and 1085.75, respectively. Therefore, students in rural areas had higher Emotional Intelligence than those in urban areas.

Emotional Intelligence by School Level

Based on the descriptive analysis of Emotional Intelligence data by school level, the mean score obtained was 81.67, meaning students possessed a high value of the variable. The Kruskal-Wallis Test reported a Mean Rank value of 1001.26 and 999.74 for Madrasah Aliyah students and Madrasah Tsanawiyah students, respectively. Therefore, students from Madrasah Aliyah had higher Emotional Intelligence than those from Madrasah Tsanawiyah.

Emotional Intelligence by School Type

The descriptive analysis of Emotional Intelligence data by school type yielded a mean value of 79.55, indicating that students possessed a high value of the variable. The Kruskal-Wallis Test results showed that students from private Madrasah had a higher Mean Rank value of 1176.97, compared to 824.03 for those from public Madrasah. Therefore, it could be concluded that students from private Madrasah had higher Emotional Intelligence than those from public Madrasah.

Relationship between Emotional Intelligence and the Length of Study in Arabic

The descriptive analysis showed that the mean value of Emotional Intelligence for students with 1-6 years was 79.45, indicating a high value. The Kruskal-Wallis Test results reported that students with 3, 4, 6, 5, and 1 year of study had the highest, high, moderate, low, and very low Mean Rank values for Emotional Intelligence, respectively.

Emotional Intelligence Based on Parents' Income

The descriptive analysis results of Emotional Intelligence data based on the income of the parents obtained a mean value of 79.55. This showed that all students with parents' income of 1- 7 million per month had high Emotional Intelligence. The results using the Kruskal-Wallis Test obtained the highest, high, moderate, low, and lowest Mean Rank value in students with parents' income greater than 7 million, 3 million-5 million, 5 million - 7 million, 1 million-3 million, and less than 1 million per month, respectively.

Table 4 showed that the significance value of the variable based on gender, geographical residence, school type, length of study and parents' income was $0.000 < 0.05$. This figure indicated a significant influence of these variables on Emotional Intelligence. However, the school-level variable had a significance value of $0.953 > 0.05$ and did not influence Emotional Intelligence of students.

Students' Learning Behavior in the Arabic Language Learning Process

Learning Behavior in Arabic was also analyzed based on gender, geographical residence, school level, school type, length of learning Arabic, and parents' income.

Table 5.
Kruskal-Wallis Test Results of Learning Behavior

No	Dimension	Indicator	Mean	Mean Rank Learning Behavior	Sig. Learning Behavior
1	Gender	Female	66.90	1192.6949	0.000
		Male		701.15	
2	Geographical Residence	Urban	66.90	671.45	0.000
		Rural		1074.69	
3	School Level	MTs	67.33	997.30	0.804
		MA		1003.70	
4	School Type	Public	65.82	930.08	0.000
		Private		1070.92	
5	Length of Study	1 Year	66.91	677.52	0.000
		2 Years		1119.43	
		3 Years		1193.82	
		4 Years		1201.72	
		5 Years		1174.29	

		6 Years	1229.47	
6	Parents' Income	< 1 million	64.92	1190.75
		1-3 million		1148.97
		3-5 million		661.68
		5-7 million		681.77
		> 7 million		817.97

Learning Behavior by Gender

The descriptive analysis results of Learning Behavior obtained a mean value of 66.90. This figure was in the range of 61-80, meaning a good level. Furthermore, testing of Learning Behavior based on gender using the Kruskal-Wallis Test obtained a Mean Rank value of 1192.69 and 701.15 for females and males, respectively, meaning that female students had better Learning Behavior.

Learning Behavior Based on Geographical Residence

The descriptive analysis results of Learning Behavior data based on geographical residence obtained a mean value of 66.90. This showed that all students living in urban and rural areas had good Learning Behavior. Students were tested using the Kruskal-Wallis Test to determine the level of Learning Behavior based on geographical residence. The test results obtained the Mean Rank value of students living in urban and rural areas of 671.49 and 1074.69, respectively. The results indicated that students in rural areas had better Learning Behavior than urban.

Learning Behavior by School Level

Based on the descriptive analysis of Learning Behavior data by school level, the mean value obtained was 67.33, indicating that students had a good value of the variable. The Kruskal-Wallis Test results showed a Mean Rank value of 1003.70 and 997.30 for students from Madrasah Aliyah and Madrasah Tsanawiyah, respectively. Therefore, students from Madrasah Aliyah had better Learning Behavior compared to those from Madrasah Tsanawiyah.

Learning Behavior by School Type

The descriptive analysis of Learning Behavior data by school type showed a mean value of 65.82, indicating that students from both public and private Madrasah had a good value of the variable. The Kruskal-Wallis Test results showed a Mean Rank value of 903.08 and 1070.92 for students from public and private Madrasahs, respectively. Therefore, students from private Madrasah had better Learning Behavior compared to those from public Madrasah.

The descriptive analysis of Learning Behavior data based on the length of studying Arabic had a mean value of 66.91, indicating that all students with 1-6 years of study had a good value of the variable. The Kruskal-Wallis Test showed that students with 6, 4, 3, 2, and 1 years of study had the highest, good, sufficient, bad, and very bad Mean Rank value for excellent Learning Behavior, respectively.

Learning Behavior Based on Parents' Income

Based on the analysis of Learning Behavior data, categorized by parent income, the mean value obtained was 64.92, indicating that all students with parents' income of 1-7 million per month had a good value of the variable. The Kruskal-Wallis Test showed that students with parents' income of less than 1 million, 1-3 million, 3-5 million, 5-7 million, and 7 million per month had the highest, good, very bad, unfavorable, and moderate Mean Rank value for the best Learning Behavior, respectively.

Table 5 showed that the significance value of the variable based on gender, geographical residence, school type, length of study and parents' income was 0.000 <0.05, indicating a significant influence on Learning Behavior. However, the school level variable had a significance value of 0.804 > 0.05, meaning the school level did not significantly influence Learning Behavior.

Arabic Language Learning Outcomes

Arabic Language Learning Outcomes were also analyzed based on gender, geographical residence, school level, school type, length of studying Arabic, and parents' income.

Table 6.
Kruskal-Wallis Test Results of Arabic Language Learning Outcomes

No	Dimension	Indicator	Mean	Mean Rank Learning Outcomes	Sig. Learning Outcomes
1	Gender	Female	57.99	1013.19	0.01
		Male		980.74	
2	Geographical Residence	Urban	56.82	976.76	0.002
		Rural		1005.85	
3	School Level	MTs	55.90	983.95	0.219
		MA		1017.05	
4	School Type	Public	56.60	983.95	0.572
		Private		1017.05	
5	Length of Study	1 Year	57.99	982.02	0.002
		2 Years		1011.37	
		3 Years		1015.56	
		4 Years		1015.27	
		5 Years		947.05	
		6 Years		1035.03	
6	Parents' Income	< 1 million	57.88	1019.07	0.003
		1-3 million		1008.21	
		3-5 million		976.15	
		5-7 million		989.92	
		> 7 million		972.80	

Arabic Language Learning Outcomes by Gender

The descriptive analysis of Arabic Language Learning Outcomes showed a Mean value of 57.19, within the range of 41-60, indicating a sufficient level of proficiency. Additionally, the Kruskal-Wallis Test was utilized to evaluate the variable based on gender, as presented in Table 6. The Mean Rank value of female and male was 1013.19 and 980.74, respectively, meaning that female students had higher Arabic Language Learning Outcomes.

Arabic Language Learning Outcomes Based on Geographical Residence

According to the descriptive analysis, the mean value of Arabic Language Learning Outcomes based on geographical residence was 56.82. Therefore, both urban and rural students had a sufficient level of Arabic Language Learning Outcomes. The Kruskal-Wallis Test was conducted to assess the level of the variable based on geographical residence. The Mean Rank value of students living in urban and rural areas was 976.76 and 1005.85, respectively. The results showed that students living in rural areas had higher Arabic Language Learning Outcomes.

Arabic Language Learning Outcomes by School Level

The descriptive analysis results of Arabic Language Learning Outcomes data based on school level obtained a mean value of 55.90. Therefore, students had Arabic Language Learning Outcomes at a sufficient level. The Kruskal-Wallis Test obtained the Mean Rank value of 1017.05 and 983.95 for Madrasah Aliyah and Tsanawiyah students, respectively. The results indicated that students from Madrasah Aliyah had higher Arabic Language Learning Outcomes than Tsanawiyah.

Arabic Language Learning Outcomes by School Type

The descriptive analysis results of Arabic Language Learning Outcomes data based on the public and private schools obtained a mean score of 56.60. This showed that all students from both public and private Madrasahs had Arabic Language Learning Outcomes at a sufficient level. The results of the Kruskal-Wallis Test indicated that students from private Madrasah had higher Arabic Language Learning Outcomes than those from public Madrasah. This was evidenced by the Mean Rank value of 1017.05 and 983.95 for private and public Madrasah students, respectively.

Arabic Language Learning Outcomes Based on Length of Study

The descriptive analysis results of the data based on the length of studying Arabic obtained a mean value of 57.99. Therefore, students with a study time of 1-6 years had Arabic Language Learning Outcomes at a sufficient level. The Kruskal-Wallis Test showed that the Mean Rank value of Arabic Language Learning Outcomes was found to be highest, high, moderate, low, and very low among students who had studied for 6, 3, 4, 2, and 1 to 5 years, respectively.

Arabic Language Learning Outcomes Based on Parents' Income

The descriptive analysis results of the data based on parent income obtained a mean value of 57.88. Therefore, students with parents' income < 1 million to > 7 million per month had sufficient Arabic Language Learning Outcomes. The results of the Kruskal-Wallis Test showed that the highest, high, moderate, low, and very low Mean Rank value for Arabic Language Learning Outcomes was achieved by students whose parents had a monthly income < 1 million, 1-3 million, 5-7 million, 3-5 million, and >7 million per month, respectively.

Table 6 showed that the significance value of Arabic Language Learning Outcomes based on gender, geographical residence, school type, length of study, and income of parent was 0.001, 0.02, 0.004, 0.003, 0.002, 0.003, and <0.05, respectively. This indicated the significant influence of the variable on Arabic Language Learning Outcomes. School-level and type also obtained significance values of 0.219 and 0.572 > 0.05. Therefore, the variables did not significantly influence Arabic Language Learning Outcomes.

The Relationship between Students' Learning Behavior and Emotional Intelligence with Arabic Learning Outcomes

The Spearman's rank correlation test was conducted to determine the relationship between Learning Behavior and Emotional Intelligence with Arabic Learning Outcomes. Before the correlation test, normality, linearity, and Heteroscedasticity tests were first carried out. The normality test results obtained a value of 0.000 <0.05, meaning the data did not come from a normally distributed population. Furthermore, the linearity test obtained a significance value of 0.713, 0.95, and 0, 671 > 0.05, indicating there was a linear relationship between the variables. Heteroscedasticity test results obtained a significance value of 0.665 > 0.05, meaning there were no symptoms and the correlation test could be performed.

Table7.

Analysis of the Relationship between Students' Learning Behavior and Emotional Intelligence with Arabic Learning Outcomes

		Correlations			
			Emotional Intelligence	Learning Behavior	Learning Outcomes
Spearman's rho	Emotional Intelligence	Correlation Coefficient	1.000	-.113**	0.280
		Sig. (2-tailed)		0.000	0.007
		N	2000	2000	2000
	Learning Behavior	Correlation Coefficient	-.113**	1.000	0.634
		Sig. (2-tailed)	0.000		0.013
		N	2000	2000	2000
	Learning Outcomes	Correlation Coefficient	0.280	0.634	1.000
		Sig. (2-tailed)	0.007	0.013	
		N	2000	2000	2000

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

The analysis results showed that the correlation coefficient value of the Emotional Intelligence and Learning Behavior variables was 0.280 and 0.634. Therefore, the strength level of the relationship between each variable and Learning Outcomes had sufficient and strong criteria. The obtained values were positive, meaning that the influence was unidirectional. The significance value of 0.007 and

0.013 > 0.05 showed a positive sign, where there was a significant relationship between Emotional Intelligence and Learning Behavior with Learning Outcomes.

Discussion

RQ 1 and RQ 2

The finding shows a positive relationship between Emotional Intelligence and gender, geographical residence, school type, length of study, and parent income. This study made a significant contribution to the field of learning by shedding light on the Learning Outcomes variable. It can serve as a foundation for future studies, providing valuable insights into the interactions between learning and the environment. Therefore, this study enhances the understanding of the Learning Outcomes variable and creates opportunities for further exploration from a unique perspective.

This study aligns with Thorndike's assertion on Social Intelligence, particularly concerning gender. It is worth noting that Emotional Intelligence is a constituent aspect of Social Intelligence, encompassing the capacity to observe and comprehend emotions and feelings, and leverage this knowledge to guide cognitive and behavioral responses (Mayer et al., 2016; Thorndike & Stein, 1937). Several other studies, including those carried out by Joseph and Newman, as well as Patel, indicated that females exhibited higher levels of Emotional Intelligence than males (Joseph & Newman, 2010; Patel, 2017). Therefore, they are more accurate and efficient in processing emotional information and informing their behavior (Mayer et al., 2016). Emotions are vital in enhancing cognitive processes by directing attention toward important tasks, such as completing a school assignment within a tight deadline. It can also trigger the required behavior, which enables students to interact effectively with their peers, teachers, parents, and competitors in the classroom. Furthermore, well-regulated emotions can facilitate the development of attitudes that foster creativity and promote morale. This is because emotional Intelligence is a crucial concept that encompasses the capacity of an individual to monitor emotions, differentiate between their positive and negative effects, and leverage emotional information to regulate thinking and learning behaviors (Meshkat & Nejati, 2017).

According to the four-pronged model of Emotional Intelligence proposed by Mayer et al. (2016), gender is an inherent condition that influences social and biological factors, leading to differences in the way emotions are perceived, understood, and managed. The study showed that females tended to have higher Emotional Intelligence than males (Blodgett & O'Connor, 2017; Di Tella et al., 2020; Salavera et al., 2017) and exhibit different behaviors in learning situations. Meanwhile, gender is a social process that assigns certain behaviors, with some traits being more desirable for one gender over the other (Frühauf et al., 2022; Siegling et al., 2015). This socialization process influences the values and behaviors that individuals adopt. Females are encouraged to be cooperative, expressive, and attuned to their interpersonal world, while males are directed to be openly competitive, independent, and instrumental (Petrides & Furnham, 2006). Childhood experiences also shape gender-related values, with females placing greater value on nurturance and interpersonal relatedness than males (Fadjukoff et al., 2016; Gunkel et al., 2007). From a biological and biochemical perspective, they exhibit superior adaptability to adjust their behavior according to the emotional condition of others, prioritizing feelings over logic. Furthermore, female brains have larger emotion-processing areas than male, leading to differences in Emotional Intelligence (Baron-Cohen et al., 2003; Fernández-Berrocal et al., 2012; Kent et al., 2015; Yan et al., 2017). In the context of Arabic learning, males tend to excel in self-esteem, stress tolerance, and optimism, while females excel in empathy and interpersonal relationships.

There is also a significant and positive correlation between geographical residence, Emotional Intelligence, and Learning Behavior. In particular, students residing in rural areas display higher levels of Emotional Intelligence and exhibit more positive Learning Behavior compared to their urban counterparts. This outcome can be explained by the presence of *Gemeinschaft* social groups in rural areas, where relationships are based on feelings of affection and togetherness, promoting emotional development and fostering positive Learning Behavior (Fernback, 1997; Habermas, 2018; Hake, 2017). In contrast, urban areas are dominated by *Gessellschaft* social groups, where the members are determined by *Kurwille* or rational will and symbolized by modern cosmopolitan society (Alexander, 2015; Cowden & Singh, 2017; Levine, 1981). In this society, students' learning behavior tends to be individualistic by prioritizing personal interests and ego to achieve success. In this group, the learning

environment tends to be indifferent, hence, the social control over students' behavior is weak, specifically in dealing with the negative influence of information technology.

This study also showed a positive correlation between Emotional Intelligence and Learning Behavior and the type of school attended (public or private). In the current educational system, both public and private schools are no longer solely focused on curricular activities but on developing extra-curricular, co-curricular, and intra-curricular activities to enhance Emotional Intelligence and Learning Behavior (Kirimu et al.). Private schools tend to have an advantage in terms of educational facilities, infrastructure, and services due to differences in funding sources and management accountability. In contrast, public schools face complex financial and service administration systems (Duderstadt & Womack, 2004; Lingard et al., 2017). Private schools also provide well-equipped learning facilities, resources, and humanistic educational services, which can positively influence Emotional Intelligence and Learning Behavior. These schools are likely to maintain and further develop such advantages to continue their existence in the competitive education industry.

The length of study found a significant positive relationship between Emotional Intelligence and Learning Behavior. This supports the idea that experience plays a crucial role in shaping the status of students as learners and the roles of teachers as facilitators. As a result, it enhances the self-efficacy and Emotional Intelligence of students (Sanchez-Ruiz et al., 2016; Thompson et al., 2020). These findings can guide schools in designing curricular, intra-curricular, extra-curricular, and co-curricular programs that promote the development of Emotional Intelligence skills. Learning experiences offer behavioral and emotional insights into how to deal with various learning situations. The experiences contribute to the development of self-efficacy resulting from the adaptation process of students.

Parent income has a significant positive relationship with Emotional Intelligence and Learning Behavior. The increase in parents' income can improve the Emotional Intelligence of students because of the high self-efficacy in meeting their learning needs. Therefore, family plays an important role in developing Emotional Intelligence and Learning Behavior. Students living with parents with sufficient financial means tend to absorb the "world understanding" behavior model formed in the family, which may lead to more spontaneous emotional reactions, including negative ones. However, students with insufficient financial needs are forced to adapt more often to different "world understanding" from their families, analyze complex social situations, and seek consensus to maintain positive relationships (Alharbi, 2018; Lekaviciene & Antiniene, 2016). In this study, students from high-income families tend to consider their financial status superior to others, leading to a focus on well-being and comfort. They may find it easier to understand the concept of emotions and concentrate on learning (Harrod & Scheer, 2005; ÖZABACI, 2006; Parween, 2015). On the other hand, students from low-income families may face emotional burdens from family anxieties in meeting their daily needs, including education. This may greatly affect their Learning Behavior and cause them to prioritize meeting their learning needs efficiently.

Unique findings can also be obtained from the negative relationship between school level (MA and MTs) with Emotional Intelligence and Learning Behavior. Surprisingly, the school level does not significantly influence Emotional Intelligence and Learning Behavior. This is due to the equal opportunities to learn religious values and principles between Tsanawiyah and Aliyah students. This finding contradicts previous results where religious schools provide students with emotional health by teaching them how to process emotions and make life decisions based on the will of God (Dustman, 2018). However, Liu (2010) suggested that intrinsic and extrinsic religious orientation positively and negatively correlated with Emotional Intelligence. This indicates that Tsanawiyah and Aliyah students may not be intrinsically motivated to pursue education and have selected the school due to parental, communal, or peer pressure. Consequently, students might feel burdened by the dominant religious doctrine taught at Tsanawiyah and Aliyah, which influences their emotional and Learning Behavior, especially for those who hold the status of *santri* (Islamic boarding school students).

RQ 3

The result shows a positive correlation between Learning Behavior and Emotional Intelligence, and their impact on Learning Outcomes. It aligns with the assertion of Skinner that Learning Outcomes are shaped by different stimuli influencing behavioral patterns (Skinner, 1988) in line with the principles of behavioristic learning theory (Baum, 2017). Additionally, Emotional Intelligence and Learning Behavior are significant predictors of success, even when accounting for factors such as

gender, geographic location, school type, duration of study, and parental income. Students with strong emotional intelligence skills are better equipped to navigate their learning journey, particularly in identifying Arabic learning materials and characters. They are also capable of identifying, regulating, and nurturing their own emotions, as well as building meaningful relationships with peers. The result indicates that students with good Learning Behavior exhibit qualities such as flexibility, heightened self-awareness, resilience, and a solid understanding of learning inspired by vision and values. These qualities are highly beneficial in helping students improve their Learning Outcomes.

Emotional Intelligence and Learning Behavior have a significant influence on students' Learning Outcomes. This is consistent with the theoretical studies previously described. In addition, emotional Intelligence is the most important psychological factor because it determines the quality students' learning. The higher the intelligence level of an individual, the greater the success in learning. The lower the intelligence level, the more difficult it is to achieve learning success (Berenson et al., 2020; Cook & Artino Jr, 2016). Students with a good Emotional Intelligence score also tend to have better Learning Outcomes. The ability to recognize and manage emotions, as well as motivate oneself and others, can greatly enhance the comfort level of students with the various nuances of the learning environment. This can lead to a more collaborative approach to learning that is sensitive to the unique characteristics and personalities of each student. By fostering positive relationships with others, students can feel more supported and motivated to work towards achieving common learning goals. Meanwhile, Learning Behavior also has a special portion in improving Learning Outcomes because it provides a strong fighting character to increase self-efficacy and resilience. Students' Learning Behavior also influences the Emotional Intelligence level because the variable can synergize intellect and emotion (Makbul et al., 2021; Saragih et al., 2021). The capacity to recognize and manage emotions, as well as to motivate oneself and others, can significantly improve the level of comfort of students within the learning environment. As a result, students may adopt a more collaborative approach attuned to the individual characteristics and personalities of each student. Cultivating positive relationships with peers can also create a sense of support and motivation, which can inspire students to work towards shared learning objectives.

Conclusion

In conclusion, there is a positive influence of Emotional Intelligence and Learning Behavior on students' Learning Outcomes. This study offers significant insights into the successful acquisition of the Arabic language, particularly concerning the enhancement of the three variables. The results carry significant implications for policymakers since Arabic has been recognized as one of the five official languages by the United Nations. Therefore, Arabic should be accorded a high priority in the educational system of Indonesia.

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Lampiran 2 Naskah Direvisi

Emotional Intelligence, Learning Behavior, and the Relationship with Arabic Learning Outcomes of Madrasah Students in Sumatra, Indonesia

Abstract

The purpose of this study is to investigate the relationship between Emotional Intelligence, Learning Behavior, and Arabic Learning Outcomes among a sample of 2000 madrasah students at both Madrasah Tsanawiyah (MTs) and Madrasah Aliyah (MA) levels in Sumatra, using a descriptive correlation model. To gain insights into the factors, this study considers several demographic variables, such as gender, geographical place of residence, school level, school type, length of study in Arabic, and income of parents. The results of the descriptive analysis show that Emotional Intelligence, Learning Behavior, and Arabic Language Learning Outcomes obtain a mean value of 79.55, 66.90, and 57.19 in the high, good, and sufficient categories, respectively. Furthermore, there is a correlation coefficient of 0.280 and 0.634 between Emotional Intelligence and Learning Behavior variables with Learning Outcomes. These values suggest that the strength level of the relationship between each variable and Learning Outcomes has sufficient and strong criteria, and the influence is unidirectional since the values are positive. The significance values of 0.007 and 0.013 > 0.05 show a positive sign, indicating a significant relationship between Emotional Intelligence and Learning Behavior with Learning Outcomes.

Keywords: *Emotional Intelligence, Learning Behavior, Arabic Language Learning Outcomes*

Introduction

Arabic is an important foreign language globally, especially in relations with the Arab and Islamic worlds (Al-Kandari & Gaither, 2011). The increasing number of foreign speakers proficient in Arabic in Indonesia will, in turn, increase socio-religious, socio-cultural, and socio-political connections with Saudi Arabia, which is the mecca of all Muslims worldwide. Arabic language learning for non-native speakers is associated with various challenges that hinder the achievement of Learning Outcomes. These challenges can be classified into two categories, namely linguistic and non-linguistic. Linguistic problems are manifested in the form of difficulties with Arabic pronunciation, such as word omission, addition, and deviation, which can significantly impact the meaning of the language (El-Omari & Bataineh, 2018). The difficulties experienced in mastering language skills influence learning disabilities and cause low Learning Outcomes. Meanwhile, non-linguistic problems are triggered by student characteristics, inadequate teaching methods, uninspiring materials, and an unsupportive learning environment. The learning difficulties of students stem from low motivation, interest, and Learning Behavior stimulated by their background, diverse objectives, and monotonous teaching methods (Dajani dkk., 2014). In addition, students' learning problems are also triggered by the emotional condition during the learning process, which is indicated by lazy and apathetic behavior (Tahan dkk., 2021).

The increasing number of foreign speakers proficient in Arabic in Indonesia will increase socio-religious, socio-cultural, and socio-political connections with Saudi Arabia, which is the mecca of all Muslims worldwide. (Di et al., 2020). Emotional intelligence helps students manage their emotions well when learning Arabic. Learning a new language can be a challenging and stressful process. Recognizing, understanding, and regulating their emotions will help students stay calm, focused, and motivated when facing difficulties learning Arabic (Kusuma & Manca, 2022). In addition, emotional intelligence also allows students to develop empathy for native Arabic speakers and their study group members. In the context of language learning, having empathy skills will help them communicate more effectively and feel more comfortable trying to speak Arabic.

Previous studies on Arabic language learning for non-native speakers examined the importance of reinforcement from students' aspect in the form of strengthening motivation and interest in learning. High motivation and interest in learning influence Emotional Intelligence to promote the participation of students (Aladdin, 2013; Calafato, 2020; Mohammadi dkk., 2010). Furthermore, high

learning motivation influences good attitudes and behaviors (Hamjah dkk., 2011) to achieve linguistic competence (Al-Hersh & Muflih, 2014; Bakry & Alsamadani, 2015). The importance of technological media in Arabic language learning has also been examined. Jebbar reported that technology has improved Arabic language skills (JEBBAR dkk., 2022). The use of technology can facilitate students in understanding the structure of Arabic sentences (Mannaa dkk., 2022). In addition, previous studies also analyzed the urgency of professional teachers to carry out their duties well (Al-Qatawneh dkk., 2021) and create a pleasant learning climate (Lorenz dkk., 2021). These teachers can select interesting media and methods for active and fun learning (Alsharbi dkk., 2021; Yusuf & Wekke, 2015).

In line with current research studies on madrasa students in Indonesia, motivation to learn Arabic plays a very important role in addition to other factors, such as age, gender, environment, and facilities. However, this is heavily influenced by the complexity of the Arabic language, materials and methods, learning facilities and means, and teacher personality factors (Albantani, 2015; Faruq & Huda, 2020; Islam, 2015). This condition is unique because Indonesia is a country with the largest Muslim population in the world, which of course, affects the socio-emotional, socio-cultural, socio-economic, socio-religious, and even the social politics of its people. (Nurlatifah et al., 2022). From the trend of previous studies, Emotional Intelligence and Learning Behavior in Arabic language learning have not been analyzed in depth. This is because existing analyses are more oriented toward the use of technology and learning methods. Technological media and interesting learning methods influence Emotional Intelligence and Learning Behavior, ultimately making learning easier for students. However, previous studies did not examine the extent of the relationship between the three variables. They are more focused on the use of treatment, both media aspects and learning strategies, as well as their influence on Learning Outcomes. Therefore, this study complements the shortcomings of existing results oriented toward language skills as Learning Outcomes and ignores the aspect of students as the subjects. It implicitly describes Emotional Intelligence and Learning Behavior in Arabic as well as the relationship with language ability as Learning Outcomes.

Emotional Intelligence and Learning Behavior as Vital Aspects of the Learning Process

Learning is an interactive process between students, teachers, and resources in an academic environment (Alp Christ dkk., 2022). The interaction process involves teachers providing assistance, guidance, and support to students (Sremcev dkk., 2018). In this interaction, there is cooperation in using learning resources and various potentials (Li dkk., 2020). The use of learning resources and various potentials facilitates students to achieve their desired learning goals (Mannaa dkk., 2022; Wekke, 2015). Furthermore, this study refers to Vygotsky's constructivism learning theory where children learn due to their interaction with the environment. It is reported that learning objectives are easily obtained when children learn in a social context. (Tasika & Giyarsi, 2022) According to the theory, learning success is influenced by internal and external factors (Watson, 2014). Internal factors include Emotional Intelligence and Learning Behavior, while external factors are related to the environment used (Donker dkk., 2021). Students as learning subjects have different characteristics from one another, specifically in the features of emotions and Learning Behavior. In addition, emotional involvement in the learning process significantly influences the achievement of learning goals (Biasi dkk., 2015). One of the positive emotional involvement is characterized by increasing brain activity, (Zasrianita dkk., 2022) allowing students to concentrate on learning and create motivation (Engelen dkk., 2022). In the process, the emotional dimension cannot be separated from students' Learning Behavior (Hernández del Barco dkk., 2022).

Emotional intelligence gives birth to self-skills in controlling impulses, channeling positive emotions effectively, motivating others to achieve goals, overcoming personal weaknesses, and building self-awareness. Salovey and Mayer explained that the variable is the ability of an individual to control themselves, manage and express emotions appropriately and build relationships with others (Salovey dkk., 2004). It is a personal, emotional, and social competency that can influence the ability of an individual to cope with the demands and pressures of the environment (Ndawo, 2021). Furthermore, it is the competence of regulating emotions with intelligence and maintaining balance and expression through self-awareness, self-control, self-motivation, empathy, and social skills (Zafari & Biria, 2014). Howard Gardner divided the variable into Intrapersonal and Interpersonal Intelligence. (Jaya & Susanto, 2022) Intrapersonal intelligence is related to the ability of an individual to understand themselves and take responsibility for their lives (Maftoon & Sarem, 2012), while

Interpersonal Intelligence is related to the ability to relate with others.(Ziaulhaq, 2022) Emotional intelligence is very important for students to have in the learning process to achieve better learning activities, self-adjustment skills, and the ability to develop positive views in fostering self-confidence (Oz dkk., 2015). Coleman and Hammen's theory confirmed that the variable greatly influences the Learning Behavior of students.

According to the theory of Gibson, behavior is an influence directed by a goal that can be observed, measured, and motivated (Kiverstein & van Dijk, 2021). Learning Behavior is also interpreted as activities resulting from the interactions of students with the environment (Perrusquía, 2022). Skinner's perspective on learning emphasizes the role of environmental factors in shaping the behavior of an individual (Holland, 2008). Therefore, individuals who engage in the process of learning are likely to exhibit modifications in their behavior concerning their values, knowledge, attitudes, and skills. Skinner also postulated that when alterations in learning behavior are reinforced by potent stimuli, the probability of increased behavior is high.(Samsurrijal, 2022) On the other hand, when modifications in behavior have been reinforced through the conditioning process but are not accompanied by a strong stimulus, the strength of the change is likely to decrease or remain unchanged (Catania, 1984). Some types of Learning Behavior in response to stimuli are signal Learning Behavior, reinforcement behavior, Learning Behavior by connecting one with another,(Baihaqi, 2022) verbal association behavior, differentiating Learning Behavior, concept Learning Behavior, rule and principle Learning Behavior, as well as problem-solving Learning Behavior (Ngussa & Centre, 2014). Some internal factors that can influence the variable are potential, emotions, achievement, needs, interests, experiences, habits, motivation, personality, and desires (Nindow, 2022).

Problem

Researchers identify that madrasa students in Indonesia experience various challenges in learning Arabic. Some of the popular things are the lack of ability to manage anxiety in making mistakes (because it is the language in the Quran), there not appear to be direct relevance or practical benefits of the complexity of Arabic in everyday life, the lack of an ecosystem that is a vehicle for practicum, and the teacher's lack of understanding about effective learning models.

Based on this description, the problem of achieving Arabic Learning Outcomes comes from three main sources. First, problems stemming from aspects of Emotional Intelligence and Learning Behavior. The primary cause of unpreparedness in learning, leading to disruption, is often attributed to poor outcomes in these variables (Rahmawati & Febriani, 2021). Low Learning Behavior influences difficulties in mastering written and spoken Arabic (Zulaeha, 2022). Second, the problems originate from teachers, where the use of irrelevant learning methods and media creates difficulties in understanding linguistic material (Muaad dkk., 2022). Third, the problems originate from an uncondusive learning environment. A learning environment designed to be pleasant can increase achievement, motivation, and learning satisfaction (Alsadoon dkk., 2022).

This study describes the conditions of Emotional Intelligence and Learning Behavior and their relationship with Arabic Learning Outcomes. In line with this objective, three questions can be formulated:

1. How is Emotional Intelligence of students in the Arabic learning process?
2. How is Learning Behavior of students in the Arabic learning process?
3. How is the relationship between Emotional Intelligence and Learning Behavior with Arabic Learning Outcomes?

The answers explain the importance of paying attention to Emotional Intelligence and Learning Behavior in resolving learning difficulties experienced by students studying Arabic.

Method

Study Model

This research method uses the Kruskal-Wallis Test and descriptive correlational model to prove the extent of the relationship between Emotional Intelligence and Learning Behavior variables with Arabic Language Learning Outcomes. The approach is based on the consideration that this study does not manipulate the state of the variables but looks for the relationship level reflected in the correlation coefficient. Furthermore, the conditions of students are described, and the explanations reflect the

direct outcomes observed during a specific period. Data collection in this study used the Google form mechanism, and then the data was analyzed using SPSS v.25.

Participant

Participants were selected by random sampling; 2000 students at Madrasah Tsanawiyah (MTs) and Madrasah Aliyah (MA) levels in Sumatra. Participant estimation is based on very heterogeneous data accuracy based on socio-economic, socio-cultural, and demographic conditions, requiring an ideal proportion (Freedman et al., 2004; Neuman et al., 2000).

Table 1.
Socio-Demographic and Academic Characteristics of Participants

		N	%
Gender	Male	782	39.1
	Female	1.218	60.9
Geographical area of residence	Urban	368	18.4
	Rural	1.632	81.6
School Level	Madrasah Aliyah	1.000	50
	Madrasah Tsanawiyah	1.000	50
School Type	Public	1.000	50
	Private	1.000	50
Length of Study Arabic Language	1 Year	664	33.2
	2 Years	620	31
	3 Years	338	16.9
	4 Years	201	10.05
	5 Years	98	4.9
	6 Years	79	3.95
Parents' income per month	< IDR 1000.000	421	21.05
	1.000.000 – 3.000.000	884	44.2
	3.000.000 – 5.000.000	368	18.4
	5.000.000 – 7.000.000	198	9.9
	> 7.000.000	129	6.45

From the table above, it can be explained that the sample was selected based on several characteristics, namely gender, geographical area of residence, school level, school type, length of study Arabic, and parents' income per month.

Data Collection Tools

This study collected data on Emotional Intelligence and students' Learning Behavior in the Arabic language learning process on participants who met the predetermined criteria. Besides questionnaires, tests were also conducted to obtain data on Arabic Learning Outcomes. The questionnaire and test instruments were distributed to a sample of 2000 students selected using a simple random sampling technique.

Table 2.
Questionnaire Guidelines Blueprint

No	Indicator	Item Number
Emotional Intelligence		25
1	Self-recognition	1-5
2	Self-control	6-10
3	Self-motivation	11-15
4	Empathy	16-20
5	Social Skills	21-25
Learning Behavior		20

1	Study habits	1-2
2	Skills	3-4
3	Observation	5-6
4	Associative thinking	7-8
5	Memory	9-10
6	Rational thinking	11-12
7	Critical	13-14
8	Inhibitory attitude	5-16
9	Appreciation	17-18
10	Affective Behavior	19-20

Table 3.
Arabic Language Learning Outcomes Test Blueprint

No	Indicator	Item Number	Score	
			Correct	Wrong
1	Vocabulary	1 -20		
2	Grammar	21 – 40		
3	Listening ability	41 -50	1	0
4	Speaking ability	51 – 60		
5	Reading ability	61- 80		
6	Writing ability	81 -100		

The blueprint table above explains that the scores of the students are converted into scores using the following formula.

$$\text{Score} = (\text{Student Score} : \text{Maximum Score}) \times 100$$

All instruments used have been tested for content validity, which was conducted with expert judgment and met the valid criteria. To assess the reliability, Cronbach's Alpha was used, and the questionnaire and test instruments scored 0.801 and 0.837, respectively. These results indicated that both instruments were valid and appropriate for measuring the intended variables.

Result

Emotional Intelligence of Students in the Arabic Learning Process

Emotional Intelligence in Arabic Learning was analyzed based on gender, geographical residence, school level, school type, length of study, and parents' income.

Table 4.
Kruskal-Wallis Test Results Emotional Intelligence

No	Dimension	Indicator	Mean	Mean Rank	Sig.	Emotional Intelligence
1	Gender	Female	79.55	1175.15	0.000	
		Male		728.47		
2	Geographical Residence	Urban	81.84	622.43	0.000	
		Rural		1085.75		
3	School Level	MTs	81.65	999.74	0.953	
		MA		1001.26		
4	School Type	Public	79.55	824.03	0.000	
		Private		1176.97		
5	Length of Study	1 Year	79.45	752.27	0.000	
		2 Years		1060.68		
		3 Years		1189.18		
		4 Years		1175.06		
		5 Years		1161.82		
		6 Years		1163.11		

6	Parents' Income	< 1 million	79.55	740.60	0.000
		1-3 million		988.26	
		3-5 million		1176.10	
		5-7 million		1138.48	
		> 7 million		1219.81	

Emotional Intelligence by Gender

The descriptive analysis results of Emotional Intelligence obtained a Mean value of 79.55. Furthermore, the variable was tested based on male and female gender using the Kruskal-Wallis Test, as shown in Table 4. The Mean Rank value of female and male was 1175.15 and 728.47, respectively, meaning that female students had higher Emotional Intelligence.

Emotional Intelligence Based on Geographical Residence

The descriptive analysis results of Emotional Intelligence data based on geographical residence obtained a mean score of 81.84. This showed that all students in urban and rural areas had high Emotional Intelligence. Students were tested using the Kruskal-Wallis Test to determine the level of the variable based on geographical residence. The test results obtained the Mean Rank value of students living in urban and rural areas at 622.43 and 1085.75, respectively. Therefore, students in rural areas had higher Emotional Intelligence than those in urban areas.

Emotional Intelligence by School Level

Based on the descriptive analysis of Emotional Intelligence data by school level, the mean score obtained was 81.67, meaning students possessed a high value of the variable. The Kruskal-Wallis Test reported a Mean Rank value of 1001.26 and 999.74 for Madrasah Aliyah students and Madrasah Tsanawiyah students, respectively. Therefore, students from Madrasah Aliyah had higher Emotional Intelligence than those from Madrasah Tsanawiyah.

Emotional Intelligence by School Type

The descriptive analysis of Emotional Intelligence data by school type yielded a mean value of 79.55, indicating that students possessed a high value of the variable. The Kruskal-Wallis Test results showed that students from private Madrasah had a higher Mean Rank value of 1176.97, compared to 824.03 for those from public Madrasah. Therefore, it could be concluded that students from private Madrasah had higher Emotional Intelligence than those from public Madrasah.

Relationship between Emotional Intelligence and the Length of Study in Arabic

The descriptive analysis showed that the mean value of Emotional Intelligence for students with 1-6 years was 79.45, indicating a high value. The Kruskal-Wallis Test results reported that students with 3, 4, 6, 5, and 1 year of study had the highest, high, moderate, low, and very low Mean Rank values for Emotional Intelligence, respectively.

Emotional Intelligence Based on Parents' Income

The descriptive analysis results of Emotional Intelligence data based on the income of the parents obtained a mean value of 79.55. This showed that all students with parents' income of 1- 7 million per month had high Emotional Intelligence. The results using the Kruskal-Wallis Test obtained the highest, high, moderate, low, and lowest Mean Rank value in students with parents' income greater than 7 million, 3 million-5 million, 5 million - 7 million, 1 million-3 million, and less than 1 million per month, respectively.

Table 4 showed that the significance value of the variable based on gender, geographical residence, school type, length of study and parents' income was $0.000 < 0.05$. This figure indicated a significant influence of these variables on Emotional Intelligence. However, the school-level variable had a significance value of $0.953 > 0.05$ and did not influence Emotional Intelligence of students.

Students' Learning Behavior in the Arabic Language Learning Process

Learning Behavior in Arabic was also analyzed based on gender, geographical residence, school level, school type, length of learning Arabic, and parents' income.

Table 5.
Kruskal-Wallis Test Results of Learning Behavior

No	Dimension	Indicator	Mean	Mean Rank Learning Behavior	Sig. Learning Behavior
1	Gender	Female	66.90	1192.6949	0.000
		Male		701.15	
2	Geographical Residence	Urban	66.90	671.45	0.000
		Rural		1074.69	
3	School Level	MTs	67.33	997.30	0.804
		MA		1003.70	
4	School Type	Public	65.82	930.08	0.000
		Private		1070.92	
5	Length of Study	1 Year	66.91	677.52	0.000
		2 Years		1119.43	
		3 Years		1193.82	
		4 Years		1201.72	
		5 Years		1174.29	
		6 Years		1229.47	
6	Parents' Income	< 1 million	64.92	1190.75	0.000
		1-3 million		1148.97	
		3-5 million		661.68	
		5-7 million		681.77	
		> 7 million		817.97	

Learning Behavior by Gender

The descriptive analysis results of Learning Behavior obtained a mean value of 66.90. This figure was in the range of 61-80, meaning a good level. Furthermore, testing of Learning Behavior based on gender using the Kruskal-Wallis Test obtained a Mean Rank value of 1192.69 and 701.15 for females and males, respectively, meaning that female students had better Learning Behavior.

Learning Behavior Based on Geographical Residence

The descriptive analysis results of Learning Behavior data based on geographical residence obtained a mean value of 66.90. This showed that all students living in urban and rural areas had good Learning Behavior. Students were tested using the Kruskal-Wallis Test to determine the level of Learning Behavior based on geographical residence. The test results obtained the Mean Rank value of students living in urban and rural areas of 671.49 and 1074.69, respectively. The results indicated that students in rural areas had better Learning Behavior than urban.

Learning Behavior by School Level

Based on the descriptive analysis of Learning Behavior data by school level, the mean value obtained was 67.33, indicating that students had a good value of the variable. The Kruskal-Wallis Test results showed a Mean Rank value of 1003.70 and 997.30 for students from Madrasah Aliyah and Madrasah Tsanawiyah, respectively. Therefore, students from Madrasah Aliyah had better Learning Behavior compared to those from Madrasah Tsanawiyah.

Learning Behavior by School Type

The descriptive analysis of Learning Behavior data by school type showed a mean value of 65.82, indicating that students from both public and private Madrasah had a good value of the variable. The Kruskal-Wallis Test results showed a Mean Rank value of 903.08 and 1070.92 for students from public and private Madrasahs, respectively. Therefore, students from private Madrasah had better Learning Behavior compared to those from public Madrasah.

The descriptive analysis of Learning Behavior data based on the length of studying Arabic had a mean value of 66.91, indicating that all students with 1-6 years of study had a good value of the variable. The Kruskal-Wallis Test showed that students with 6, 4, 3, 2, and 1 years of study had the highest, good, sufficient, bad, and very bad Mean Rank value for excellent Learning Behavior, respectively.

Learning Behavior Based on Parents' Income

Based on the analysis of Learning Behavior data, categorized by parent income, the mean value obtained was 64.92, indicating that all students with parents' income of 1-7 million per month had a good value of the variable. The Kruskal-Wallis Test showed that students with parents' income of less than 1 million, 1-3 million, 3-5 million, 5-7 million, and 7 million per month had the highest, good, very bad, unfavorable, and moderate Mean Rank value for the best Learning Behavior, respectively.

Table 5 showed that the significance value of the variable based on gender, geographical residence, school type, length of study and parents' income was $0.000 < 0.05$, indicating a significant influence on Learning Behavior. However, the school level variable had a significance value of $0.804 > 0.05$, meaning the school level did not significantly influence Learning Behavior.

Arabic Language Learning Outcomes

Arabic Language Learning Outcomes were also analyzed based on gender, geographical residence, school level, school type, length of studying Arabic, and parents' income.

Table 6.

Kruskal-Wallis Test Results of Arabic Language Learning Outcomes

No	Dimension	Indicator	Mean	Mean Rank Learning Outcomes	Sig. Learning Outcomes
1	Gender	Female	57.99	1013.19	0.01
		Male		980.74	
2	Geographical Residence	Urban	56.82	976.76	0.002
		Rural		1005.85	
3	School Level	MTs	55.90	983.95	0.219
		MA		1017.05	
4	School Type	Public	56.60	983.95	0.572
		Private		1017.05	
5	Length of Study	1 Year	57.99	982.02	0.002
		2 Years		1011.37	
		3 Years		1015.56	
		4 Years		1015.27	
		5 Years		947.05	
		6 Years		1035.03	
6	Parents' Income	< 1 million	57.88	1019.07	0.003
		1-3 million		1008.21	
		3-5 million		976.15	
		5-7 million		989.92	
		> 7 million		972.80	

Arabic Language Learning Outcomes by Gender

The descriptive analysis of Arabic Language Learning Outcomes showed a Mean value of 57.19, within the range of 41-60, indicating a sufficient level of proficiency. Additionally, the Kruskal-Wallis Test was utilized to evaluate the variable based on gender, as presented in Table 6. The Mean Rank value of female and male was 1013.19 and 980.74, respectively, meaning that female students had higher Arabic Language Learning Outcomes.

Arabic Language Learning Outcomes Based on Geographical Residence

According to the descriptive analysis, the mean value of Arabic Language Learning Outcomes based on geographical residence was 56.82. Therefore, both urban and rural students had a sufficient level of Arabic Language Learning Outcomes. The Kruskal-Wallis Test was conducted to assess the level of the variable based on geographical residence. The Mean Rank value of students living in urban and rural areas was 976.76 and 1005.85, respectively. The results showed that students living in rural areas had higher Arabic Language Learning Outcomes.

Arabic Language Learning Outcomes by School Level

The descriptive analysis results of Arabic Language Learning Outcomes data based on school level obtained a mean value of 55.90. Therefore, students had Arabic Language Learning Outcomes at a sufficient level. The Kruskal-Wallis Test obtained the Mean Rank value of 1017.05 and 983.95 for Madrasah Aliyah and Tsanawiyah students, respectively. The results indicated that students from Madrasah Aliyah had higher Arabic Language Learning Outcomes than Tsanawiyah.

Arabic Language Learning Outcomes by School Type

The descriptive analysis results of Arabic Language Learning Outcomes data based on the public and private schools obtained a mean score of 56.60. This showed that all students from both public and private Madrasahs had Arabic Language Learning Outcomes at a sufficient level. The results of the Kruskal-Wallis Test indicated that students from private Madrasah had higher Arabic Language Learning Outcomes than those from public Madrasah. This was evidenced by the Mean Rank value of 1017.05 and 983.95 for private and public Madrasah students, respectively.

Arabic Language Learning Outcomes Based on Length of Study

The descriptive analysis results of the data based on the length of studying Arabic obtained a mean value of 57.99. Therefore, students with a study time of 1-6 years had Arabic Language Learning Outcomes at a sufficient level. The Kruskal-Wallis Test showed that the Mean Rank value of Arabic Language Learning Outcomes was found to be highest, high, moderate, low, and very low among students who had studied for 6, 3, 4, 2, and 1 to 5 years, respectively.

Arabic Language Learning Outcomes Based on Parents' Income

The descriptive analysis results of the data based on parent income obtained a mean value of 57.88. Therefore, students with parents' income < 1 million to > 7 million per month had sufficient Arabic Language Learning Outcomes. The results of the Kruskal-Wallis Test showed that the highest, high, moderate, low, and very low Mean Rank value for Arabic Language Learning Outcomes was achieved by students whose parents had a monthly income < 1 million, 1-3 million, 5-7 million, 3-5 million, and >7 million per month, respectively.

Table 6 showed that the significance value of Arabic Language Learning Outcomes based on gender, geographical residence, school type, length of study, and income of parent was 0.001, 0.02, 0.004, 0.003, 0.002, 0.003, and <0.05, respectively. This indicated the significant influence of the variable on Arabic Language Learning Outcomes. School-level and type also obtained significance values of 0.219 and 0.572 > 0.05. Therefore, the variables did not significantly influence Arabic Language Learning Outcomes.

The Relationship between Students' Learning Behavior and Emotional Intelligence with Arabic Learning Outcomes

The Spearman's rank correlation test was conducted to determine the relationship between Learning Behavior and Emotional Intelligence with Arabic Learning Outcomes. Before the correlation test, normality, linearity, and Heteroscedasticity tests were first carried out. The normality test results obtained a value of 0.000 <0.05, meaning the data did not come from a normally distributed population. Furthermore, the linearity test obtained a significance value of 0.713, 0.95, and 0, 671 > 0.05, indicating there was a linear relationship between the variables. Heteroscedasticity test results obtained a significance value of 0.665 > 0.05, meaning there were no symptoms and the correlation test could be performed.

Table7.

Analysis of the Relationship between Students' Learning Behavior and Emotional Intelligence with Arabic Learning Outcomes

		Correlations			
		Emotional Intelligence	Learning Behavior	Learning Outcomes	
Spearman's rho	Emotional Intelligence	Correlation Coefficient	1.000	0.280	
		Sig. (2-tailed)		0.007	
		N	2000	2000	
	Learning Behavior	Correlation Coefficient	-.113**	1.000	0.634
		Sig. (2-tailed)	0.000		0.013
		N	2000	2000	2000
	Learning Outcomes	Correlation Coefficient	0.280	0.634	1.000
		Sig. (2-tailed)	0.007	0.013	
		N	2000	2000	2000

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

The analysis results showed that the correlation coefficient value of the Emotional Intelligence and Learning Behavior variables was 0.280 and 0.634. Therefore, the strength level of the relationship between each variable and Learning Outcomes had sufficient and strong criteria. The obtained values were positive, meaning that the influence was unidirectional. The significance value of 0.007 and 0.013 > 0.05 showed a positive sign, where there was a significant relationship between Emotional Intelligence and Learning Behavior with Learning Outcomes.

Discussion

Based on the results of this study, researchers found that madrasas have an important role in the moral development of madrasa students. Madrasas have a unique curriculum integrating general knowledge with religion to improve emotional intelligence, behavior, and student learning outcomes. Particularly for madrasas with Islamic boarding schools as a background, moral development is also indoctrinated through interactions in the Islamic boarding school environment. Female students at madrasah tsanawiyah and aliyah, especially those with a boarding school background, are indoctrinated to understand their nature as women and separate their roles from male students. This makes them often interact with various similar social groups inside and outside the madrasa/Islamic boarding school environment. This condition helps female students build good social relationships, communicate effectively, empathize with others, and improve their emotional intelligence, behavior, and learning outcomes.

The natural and social environment in the countryside provides good emotional support for madrasah students. Villages provide closer and more intense interactions and opportunities for children to learn about emotions, understand other people's perspectives, and develop social skills. strong traditional values that are passed down from generation to generation. These values can include respect, cooperation, tolerance, and concern for others. These values can support the development of emotional intelligence by promoting empathy, good conflict resolution, and positive social relationships. Moreover, parents with stable economic income will provide their children with a consistent impact of attention and emotional support. In addition, higher income can provide psychological support because all access is fulfilled.

Students at madrasah aliyah have gone through a more advanced stage of emotional development than students at madrasah tsanawiyah because a higher level of education aligns with their more complex academic demands. This emotional maturity can affect their ability to understand and manage their emotions. In addition, interaction with students and the wider social environment can provide opportunities for students at madrasah aliyah to develop higher social skills and emotional intelligence. Schools can provide opportunities for students to develop their emotional intelligence, learning behavior, and learning outcomes through interactions with teachers and peers, social skills training, and experiences and learning in the madrasa environment. Interaction with various parties in the madrasa will indirectly provide an experience of empathy and effective interaction, moreover, the

teacher has an important role in helping students develop emotional intelligence. Students also perceive madrasas as a safe and inclusive environments that can provide comfort in expressing their emotions, obtaining constructive feedback, and learning from social experiences. In addition, private madrasah maintain an ideal student-teacher ratio because they are not too tied to various government policies. The ideal ratio allows teachers to give students more individual attention and support. In addition, private madrasas also tend to have unique advantages through curricular or extra-curricular programs, which are rarely found in public schools.

RQ 1 and RQ 2

The finding shows a positive relationship between Emotional Intelligence and gender, geographical residence, school type, length of study, and parent income. This study made a significant contribution to the field of learning by shedding light on the Learning Outcomes variable. It can serve as a foundation for future studies, providing valuable insights into the interactions between learning and the environment. Therefore, this study enhances the understanding of the Learning Outcomes variable and creates opportunities for further exploration from a unique perspective.

This study aligns with Thorndike's assertion on Social Intelligence, particularly concerning gender. It is worth noting that Emotional Intelligence is a constituent aspect of Social Intelligence, encompassing the capacity to observe and comprehend emotions and feelings, and leverage this knowledge to guide cognitive and behavioral responses (Mayer et al., 2016; Thorndike & Stein, 1937). Several other studies, including those carried out by Joseph and Newman, as well as Patel, indicated that females exhibited higher levels of Emotional Intelligence than males (Joseph & Newman, 2010; Patel, 2017). Therefore, they are more accurate and efficient in processing emotional information and informing their behavior (Mayer et al., 2016). Emotions are vital in enhancing cognitive processes by directing attention toward important tasks, such as completing a school assignment within a tight deadline. It can also trigger the required behavior, which enables students to interact effectively with their peers, teachers, parents, and competitors in the classroom. Furthermore, well-regulated emotions can facilitate the development of attitudes that foster creativity and promote morale. This is because emotional intelligence is a crucial concept that encompasses the capacity of an individual to monitor emotions, differentiate between their positive and negative effects, and leverage emotional information to regulate thinking and learning behaviors (Meshkat & Nejati, 2017).

According to the four-pronged model of Emotional Intelligence proposed by Mayer et al. (2016), gender is an inherent condition that influences social and biological factors, leading to differences in the way emotions are perceived, understood, and managed. The study showed that females tended to have higher Emotional Intelligence than males (Blodgett & O'Connor, 2017; Di Tella et al., 2020; Salavera et al., 2017) and exhibit different behaviors in learning situations. Meanwhile, gender is a social process that assigns certain behaviors, with some traits being more desirable for one gender over the other (Frühauf et al., 2022; Siegling et al., 2015). This socialization process influences the values and behaviors that individuals adopt. Females are encouraged to be cooperative, expressive, and attuned to their interpersonal world, while males are directed to be openly competitive, independent, and instrumental (Petrides & Furnham, 2006). Childhood experiences also shape gender-related values, with females placing greater value on nurturance and interpersonal relatedness than males (Fadjukoff et al., 2016; Gunkel et al., 2007). From a biological and biochemical perspective, they exhibit superior adaptability to adjust their behavior according to the emotional condition of others, prioritizing feelings over logic. Furthermore, female brains have larger emotion-processing areas than male, leading to differences in Emotional Intelligence (Baron-Cohen et al., 2003; Fernández-Berrocal et al., 2012; Kent et al., 2015; Yan et al., 2017). In the context of Arabic learning, males tend to excel in self-esteem, stress tolerance, and optimism, while females excel in empathy and interpersonal relationships.

There is also a significant and positive correlation between geographical residence, Emotional Intelligence, and Learning Behavior. In particular, students residing in rural areas display higher levels of Emotional Intelligence and exhibit more positive Learning Behavior compared to their urban counterparts. This outcome can be explained by the presence of *Gemeinschaft* social groups in rural areas, where relationships are based on feelings of affection and togetherness, promoting emotional development and fostering positive Learning Behavior (Fernback, 1997; Habermas, 2018; Hake, 2017). In contrast, urban areas are dominated by *Gessellschaft* social groups, where the members are

determined by Kurwille or rational will and symbolized by modern cosmopolitan society (Alexander, 2015; Cowden & Singh, 2017; Levine, 1981). In this society, students' learning behavior tends to be individualistic by prioritizing personal interests and ego to achieve success. In this group, the learning environment tends to be indifferent, hence, the social control over students' behavior is weak, specifically in dealing with the negative influence of information technology.

This study also showed a positive correlation between Emotional Intelligence and Learning Behavior and the type of school attended (public or private). In the current educational system, both public and private schools are no longer solely focused on curricular activities but on developing extra-curricular, co-curricular, and intra-curricular activities to enhance Emotional Intelligence and Learning Behavior (Kirimu et al.). Private schools tend to have an advantage in terms of educational facilities, infrastructure, and services due to differences in funding sources and management accountability. In contrast, public schools face complex financial and service administration systems (Duderstadt & Womack, 2004; Lingard et al., 2017). Private schools also provide well-equipped learning facilities, resources, and humanistic educational services, which can positively influence Emotional Intelligence and Learning Behavior. These schools are likely to maintain and further develop such advantages to continue their existence in the competitive education industry.

The length of study found a significant positive relationship between Emotional Intelligence and Learning Behavior. This supports the idea that experience plays a crucial role in shaping the status of students as learners and the roles of teachers as facilitators. As a result, it enhances the self-efficacy and Emotional Intelligence of students (Sanchez-Ruiz et al., 2016; Thompson et al., 2020). These findings can guide schools in designing curricular, intra-curricular, extra-curricular, and co-curricular programs that promote the development of Emotional Intelligence skills. Learning experiences offer behavioral and emotional insights into how to deal with various learning situations. The experiences contribute to the development of self-efficacy resulting from the adaptation process of students.

Parent income has a significant positive relationship with Emotional Intelligence and Learning Behavior. The increase in parents' income can improve the Emotional Intelligence of students because of the high self-efficacy in meeting their learning needs. Therefore, family plays an important role in developing Emotional Intelligence and Learning Behavior. Students living with parents with sufficient financial means tend to absorb the "world understanding" behavior model formed in the family, which may lead to more spontaneous emotional reactions, including negative ones. However, students with insufficient financial needs are forced to adapt more often to different "world understanding" from their families, analyze complex social situations, and seek consensus to maintain positive relationships (Alharbi, 2018; Lekaviciene & Antiniene, 2016). In this study, students from high-income families tend to consider their financial status superior to others, leading to a focus on well-being and comfort. They may find it easier to understand the concept of emotions and concentrate on learning (Harrod & Scheer, 2005; ÖZABACI, 2006; Parween, 2015). On the other hand, students from low-income families may face emotional burdens from family anxieties in meeting their daily needs, including education. This may greatly affect their Learning Behavior and cause them to prioritize meeting their learning needs efficiently.

Unique findings can also be obtained from the negative relationship between school level (MA and MTs) with Emotional Intelligence and Learning Behavior. Surprisingly, the school level does not significantly influence Emotional Intelligence and Learning Behavior. This is due to the equal opportunities to learn religious values and principles between Tsanawiyah and Aliyah students. This finding contradicts previous results where religious schools provide students with emotional health by teaching them how to process emotions and make life decisions based on the will of God (Dustman, 2018). However, Liu (2010) suggested that intrinsic and extrinsic religious orientation positively and negatively correlated with Emotional Intelligence. This indicates that Tsanawiyah and Aliyah students may not be intrinsically motivated to pursue education and have selected the school due to parental, communal, or peer pressure. Consequently, students might feel burdened by the dominant religious doctrine taught at Tsanawiyah and Aliyah, which influences their emotional and Learning Behavior, especially for those who hold the status of *santri* (Islamic boarding school students).

RQ 3

The result shows a positive correlation between Learning Behavior and Emotional Intelligence, and their impact on Learning Outcomes. It aligns with the assertion of Skinner that Learning

Outcomes are shaped by different stimuli influencing behavioral patterns (Skinner, 1988) in line with the principles of behavioristic learning theory (Baum, 2017). Additionally, Emotional Intelligence and Learning Behavior are significant predictors of success, even when accounting for factors such as gender, geographic location, school type, duration of study, and parental income. Students with strong emotional intelligence skills are better equipped to navigate their learning journey, particularly in identifying Arabic learning materials and characters. They are also capable of identifying, regulating, and nurturing their own emotions, as well as building meaningful relationships with peers. The result indicates that students with good Learning Behavior exhibit qualities such as flexibility, heightened self-awareness, resilience, and a solid understanding of learning inspired by vision and values. These qualities are highly beneficial in helping students improve their Learning Outcomes.

Emotional Intelligence and Learning Behavior have a significant influence on students' Learning Outcomes. This is consistent with the theoretical studies previously described. In addition, emotional intelligence is the most important psychological factor because it determines the quality students' learning. The higher the intelligence level of an individual, the greater the success in learning. The lower the intelligence level, the more difficult it is to achieve learning success (Berenson et al., 2020; Cook & Artino Jr, 2016). Students with a good Emotional Intelligence score also tend to have better Learning Outcomes. The ability to recognize and manage emotions, as well as motivate oneself and others, can greatly enhance the comfort level of students with the various nuances of the learning environment. This can lead to a more collaborative approach to learning that is sensitive to the unique characteristics and personalities of each student. By fostering positive relationships with others, students can feel more supported and motivated to work towards achieving common learning goals. Meanwhile, Learning Behavior also has a special portion in improving Learning Outcomes because it provides a strong fighting character to increase self-efficacy and resilience. Students' Learning Behavior also influences the Emotional Intelligence level because the variable can synergize intellect and emotion (Makbul et al., 2021; Saragih et al., 2021). The capacity to recognize and manage emotions, as well as to motivate oneself and others, can significantly improve the level of comfort of students within the learning environment. As a result, students may adopt a more collaborative approach attuned to the individual characteristics and personalities of each student. Cultivating positive relationships with peers can also create a sense of support and motivation, which can inspire students to work towards shared learning objectives.

Conclusion

In conclusion, there is a positive influence of Emotional Intelligence and Learning Behavior on Student Learning Outcomes. This study offers significant insights into the success of mastering the Arabic language, especially regarding improving these three variables. It is undeniable that gender, demographics, school level, type of school, length of study, and parental income influence emotional intelligence, behavior, and learning outcomes. The results have significant implications for policymakers because Arabic has been recognized as one of the five official languages by the United Nations. Therefore, the researcher recommends that future research related to system development, curriculum, or Arabic learning models consider the results of this study.

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REVISION LIST

Dear Editors

Next, we send a recapitulation of article improvements according to the reviewers' notes

Comment from reviewer	Resposn from Author
Reviewer A	
All authors' names, emails and affiliations checked and corrected	has been fixed
Add ORCID IDs of all authors	has been fixed
Reviewer 1	
you may provide background information on the importance emotional intelligence and learning behavior with Arabic language learning for non-native speakers and challenges that hinder the achievement of learning outcomes.	has been corrected in the introduction section
you may add information about the challenges and the problem stemming from aspects of emotional intelligence and learning behavior.	has been fixed in the problem section
A major challenge that one can see in this paper is a huge sample size of 2000 students surveyed under again too many demographic variables like gender, geographical place of residence, school level, school type, length of study in Arabic, and income of parents. Please justify the use of such a big sample size.	has been fixed in the method section
In the literature review you may discuss previous research related to the topic of the paper. It should provide an overview of the current state of madrasah students and identify gaps in the literature that the paper aims to address.	has been fixed
In the methodology section, you may describe the research methods used in the paper, including data collection and analysis. It should also provide information om the participants and how they were selected.	has been fixed in the method section
the results and discussion section should present the findings of the study how all the students in urban and rural areas had high emotional intelligence for madrasah Aliyah students and madrasah Tsanawiyah students, respectively. In addition to it this it should also describe the outcomes of the study, including the emotional intelligence by school type, school level, length of study in Arabic and parents income.	has been fixed in the discussion
In addition to this in the conclusion section, you may summarize the main points of the paper	has been fixed in the conclusion

and provide recommendations for future research or improvements to the teaching materials.	
Reviewer 2	
Then you may provide background information on the importance of challenges and the problem stemming from aspects of emotional intelligence and learning behavior. However, the study has some limitations.	has been corrected in the introduction section
The sample size is relatively small, which may limit the findings.	has been fixed in the method section
You may also add a similar statement at the end of literature review section. Check what is missing. The literature review section needs a few empirical studies to justify and support the argument.	has been fixed

Best regards

Akla