



Tsaqofiya : Jurnal Pendidikan Bahasa dan Sastra Arab

Vol. 7 No. 2 Juli 2025, 700-710

P-ISSN : 2685-7022, E-ISSN : 2685-7103

DOI: <https://doi.org/10.21154/y2r4ne93>

Student Perceptions of the Use of Authentic Video in Learning Arabic Writing Skills

Muhammad Nur Kholis^{1*}, Muhammad Zaenuri², Syaifullah³, Rumpoko Setyo Jatmiko⁴

^{1,2,3,4}Universitas Islam Negeri Raden Mas Said Surakarta, Indonesia

Muhammad.kholis@staff.uinsaid.ac.id, muhammad.zaenuri@staff.uinsaid.ac.id,

syaifullah@staff.uinsaid.ac.id, rumpoko.sj@staff.uinsaid.ac.id

Abstract

Authentic video is one of the media that can be used in the process of learning to write Arabic because it has many benefits such as providing a real picture of the use of language in life and cultural insights, improving students' language learning experience, and stimulating student interest and involvement in the learning process. This study aims to explain students' perceptions of the use of authentic videos in learning to write Arabic. This research used quantitative design and was conducted on 34 students of Arabic Language and Literature UIN Raden Mas Said Surakarta. Students who have finished the Arabic writing course are asked to fill out a questionnaire through Google Form. The collected data is then analyzed using descriptive statistics, namely averages and standard deviations. The results of this study show that students have a positive perspective on the use of authentic videos in learning to write Arabic. Authentic videos are considered to provide contextual and imaginative depictions of real-life objects and situations and can inspire students to be more involved in learning languages. Therefore, it can increase demand and motivation in learning to write Arabic. This study recommends that Arabic practitioners include authentic videos as one of the media and learning resources in the process of learning Arabic writing in particular and Arabic learning in general.

Keywords: Arabic, Writing, Perception, Authentic Video

Abstrak

Video autentik merupakan salah satu media yang dapat digunakan dalam proses pembelajaran menulis bahasa Arab karena mempunyai banyak manfaat seperti memberikan gambaran yang nyata mengenai penggunaan bahasa dalam kehidupan dan wawasan budaya, meningkatkan pengalaman belajar bahasa siswa dan merangsang minat dan keterlibatan siswa dalam proses pembelajaran. Penelitian ini bertujuan untuk menjelaskan bagaimana persepsi mahasiswa terhadap penggunaan video autentik dalam pembelajaran menulis bahasa Arab. Penelitian ini menggunakan desain kuantitatif dan dilakukan pada 34 mahasiswa jurusan Bahasa dan Sastra Arab UIN Raden Mas Said Surakarta. Mahasiswa yang sudah selesai mengikuti mata kuliah menulis bahasa Arab diminta untuk mengisi kuesioner melalui Google Form. Data yang terkumpul kemudian dianalisis menggunakan statistik deskriptif yaitu menggunakan rata-rata dan standar deviasi. Hasil penelitian ini menunjukkan bahwa mahasiswa mempunyai perspektif positif

terhadap penggunaan video autentik dalam pembelajaran menulis bahasa Arab. Video autentik dianggap dapat memberikan gambaran objek dan situasi kehidupan nyata yang kontekstual dan imajinatif, serta dapat menginspirasi siswa untuk lebih terlibat dalam belajar bahasa. Maka dari itu, dapat meningkatkan minat dan motivasi dalam belajar menulis bahasa Arab. Penelitian ini merekomendasikan agar para praktisi bahasa Arab memasukkan video autentik sebagai salah media dan sumber belajar dalam proses pembelajaran menulis bahasa Arab pada khususnya dan pembelajaran bahasa Arab pada umumnya.

Kata Kunci: Bahasa Arab, menulis, persepsi, video autentik

INTRODUCTION

The use of authentic materials, particularly videos, in teaching writing skills in Arabic has been a subject of scholarly inquiry. Research has shown that the incorporation of authentic videos positively influences students' language learning process and outcomes¹. Authentic materials, such as videos, provide real-life language examples and cultural insights, enhancing students' language learning experience². The exposure to real-life language usage through videos stimulates students' interest and engagement in the learning process, leading to improved writing abilities³. Furthermore, authentic videos offer exposure to diverse linguistic and cultural aspects of the Arabic language, contributing to a more comprehensive understanding of language usage and writing conventions⁴.

The impact of authentic videos on students' perception and performance in writing Arabic has been a focus of investigation, with findings suggesting that the use of authentic videos positively influences students' language learning experience and enhances their writing abilities⁵. The incorporation of authentic videos in teaching writing skills in Arabic has garnered attention in educational research, contributing to the existing body of knowledge by exploring the perceptions of students regarding the use of authentic videos in learning Arabic writing skills⁶.

The use of authentic videos in teaching writing skills in Arabic has been found to have a significant impact on students' perception and performance in writing,

¹ Alex Gilmore, "Authentic Materials and Authenticity in Foreign Language Learning," *Language Teaching* 40, no. 2 (2007).

² Omid Akbari and Azam Razavi, "Using Authentic Materials in the Foreign Language Classrooms: Teachers' Perspectives in EFL Classes," *International Journal of Research Studies in Education* 4, no. 5 (2015).

³ Gilmore, "Authentic Materials and Authenticity in Foreign Language Learning."

⁴ Akbari and Razavi, "Using Authentic Materials in the Foreign Language Classrooms: Teachers' Perspectives in EFL Classes."

⁵ Gilmore, "Authentic Materials and Authenticity in Foreign Language Learning."

⁶ Gilmore, "Authentic Materials and Authenticity in Foreign Language Learning."

positively influencing their language-learning experience and enhancing their writing abilities⁷. The findings from various studies indicate that authentic materials, particularly videos, play a valuable role in language learning, offering exposure to real-life language usage and cultural insights, thereby shaping students' perceptions of writing in Arabic ⁸. This article aims to contribute to the existing body of knowledge by exploring the perceptions of students regarding the use of authentic videos in learning Arabic writing skills.

METHODS

This study used a quantitative approach with a descriptive method. The descriptive method was chosen to explore students' overall perceptions of the use of authentic video in learning Arabic writing proficiency. As stated by experts descriptive research aims to explore or photograph social situations thoroughly, broadly, and deeply.

This research was conducted on Arabic language and literature students of UIN Raden Mas Said Surakarta which amounts to 34 students consisting of class A and class B. The research subjects were chosen because they had completed Arabic writing proficiency courses and lecturers who taught using authentic videos in the learning process. The data collection technique uses questionnaires in order to reach all respondents expected in this study. The list of questions in the questionnaire adopts research ⁹. The collected data is analyzed using descriptive statistics. The descriptive analysis, it is expected to explain the perception of Arabic language and literature students of UIN Raden Mas Said Surakarta towards the use of authentic videos in the writing process.

RESULT AND DISCUSSION

Respondent Profile

Online questionnaires using Google Form were distributed to students of the Arabic Language and Literature study program who had taken Arabic writing proficiency courses. There are 34 students who have completed the course and filled

⁷ Gilmore, "Authentic Materials and Authenticity in Foreign Language Learning."

⁸ Akbari and Razavi, "Using Authentic Materials in the Foreign Language Classrooms: Teachers' Perspectives in EFL Classes."

⁹ Alfufatin Nabilah et al., "Students' Perception toward the Use of Tiktok Video in Learning Writing Descriptive Text at MAN 1 Gresik," *Journal of Research on English and Language Learning (J-REaLL)* 2, no. 1 (2021).

out the questionnaire. The following is a detailed explanation of the students who filled in the questionnaire:

Table 1. Respondent Profile

Class	Student	Percentage
A	16	47%
B	18	53%
Gender	Student	Percentage
Male	13	38%
Female	21	62%
Age	Student	Percentage
19	7	20,5%
20	18	53%
21	7	20,5%
22	1	3%
23	1	3%
The frequency of watching videos in a week	Student	Percentage
1 time	1	3%
2 times	9	26%
3 times	3	9%
More than 3 times	21	62%

Table 1 above describes the profiles of respondents in this study, where the table contains class, gender, age, and frequency of watching authentic videos in a week. For data on the number of students in classes A and B, there is no significant difference, only a difference of 2 students, or in percentages only 6% difference (A = 47%, B = 53%). In terms of gender, female student respondents dominated with 62% (21) and male students with 38% (13). As for age, respondents are aged between 19 to 23 years and the dominating is the age of 20 years with a percentage of 53%. Then the latest data explains the frequency of students watching authentic videos in a week, where the majority of students (62%) watch authentic videos more than 3 times a week, which is 21 students. While students who watch 1 time a week are 1 student. 9 students watch 2 times a week and 3 students watch 3 times a week.

Student Perception of Authentic Video

Perception is one of the important parts of the learning process that needs to be explored deeper to determine how students' views on the process that has been passed. From perception, evaluation, and follow-up of a process can also be carried out in order to achieve the desired results. In this section, questions are about how students view authentic videos.

Table 2. Arabic Language and Literature students' perception of authentic video

Statement	Mean	SD
I like learning Arabic Writing by watching authentic videos on YouTube	4.00	.651
Authentic videos on YouTube make it easy for me to imagine certain objects in specific or more detailed ways	4.29	.579
I can identify the characteristics of objects in the image displayed through authentic Videos on YouTube	4.18	.521
I can understand the description of the object from the authentic YouTube video displayed by the lecturer	4.09	.621
The use of authentic YouTube videos improves my ability to understand and describe an object	4.21	.592
Average	4.15	.48257

Table 2 explains how students perceive authentic video. The average student has a positive perception of authentic videos, this is shown by the average results on each question showing a number of more than 4. This can be interpreted that authentic videos have a significant influence on students in the learning process. The biggest influence lies in the authentic video function which can make it easier for students to describe an object specifically and in detail with an average score of 4.29. This means that authentic videos can give students visual and factual information about an object that can help them write. This specific information can improve students' ability to understand and describe an object ($M = 4.21$). From specific information in the authentic video, students can identify the characteristics of the object displayed ($M = 4.18$). From this identification, students can thoroughly understand the description of the object displayed in the video ($M = 4.09$). In addition, witnessing certain objects directly in authentic videos raises students' excitement in learning to write Arabic ($M = 4.00$). This sense of pleasure can be one of the success factors in a learning process.

Authentic Video-Specific Contributions to the Learning Process

To measure the specific contribution of authentic video to the learning process, Arabic writing skills use five statements. These questions relate to the benefits of authentic videos directly on the learning process of Arabic writing for students. The following is a legal explanation of the data:

Table 3. Authentic video-specific contributions

Statement	Mean	SD
By watching authentic YouTube videos, I became interested in learning to write descriptive Arabic text	3.85	.610
I was motivated to learn to write descriptive Arabic text (writing) by watching	4.06	.600

YouTube authenticated videos		
By watching YouTube authenticate videos, the learning process becomes more contextual (related to or according to circumstances)	4.03	.460
YouTube audio videos stimulate my imagination in describing an object	4.15	.558
The use of YouTube authentic videos encouraged me to participate in learning to write descriptive Arabic texts	4.06	.489
Average	4.03	.44075

Table 3 explains that the specific contribution of authentic video in learning to write Arabic shows positive indigo. The highest average score was obtained for the statement explaining that authentic video provides imagination stimulation in describing objects ($M = 4.15$). This explains that in the view of students of Arabic Language and Literature, authentic video contributes to providing an initial view of an object as a starting point to start a piece of writing. Authentic videos can also generate learning motivation ($M = 4.06$), where motivation is also one of the factors that influence success in a learning process. In addition, it also encourages students to actively participate in learning to write Arabic ($M = 4.06$) whereas 21st-century learning focuses on involving students in the process of acquiring knowledge. Authentic videos also provide descriptions of things, encouraging more contextual learning ($M=4.03$). and the process of learning Arabic writing using authentic videos can foster interest in Arabic writing ($M = 3.85$).

Criteria for Using Authentic Video in Teaching and Learning Activities

To measure criteria, the use of authentic video in the process of learning Arabic writing skills uses five statements. These questions relate to the influence of authentic videos directly on the learning process of Arabic writing for students. The following is a complete explanation of the data:

Table 4. Criteria for using authentic video in teaching and learning activities

Statement	Mean	SD
Learning to write descriptive text by looking at YouTube authentic videos has fascinated me	3.85	.610
By watching YouTube authentic videos, learning to write descriptive texts becomes more meaningful and valuable	3.97	.577
By watching YouTube authenticate videos, I became happy and comfortable learning to write descriptive Arabic text	3.91	.570
The use of YouTube's authentic videos gave me progress or improvement in learning to write descriptive texts	4.09	.570
By watching YouTube authentic videos, I learned to write descriptive text effectively and efficiently	4.03	.521
Average	3.97	.42678

Table 4 explains that authentic videos sourced from YouTube can help students in the process of learning Arabic writing. Authentic videos can provide improved skills of students in Arabic writing ($M = 4.09$). This increase is due to students thinking that authentic videos can help students learn to write Arabic effectively and efficiently ($M = 4.03$). By watching authentic videos, students can connect ideas with the reality contained in videos so that learning becomes meaningful ($M = 3.97$). The meaningfulness of the learning process will be strengthened by feelings of pleasure and comfort which are positive factors that encourage students to learn continuously through the video. Feelings of pleasure and comfort will affect the attractiveness ($M = 3.85$) of students to the course and to the language learning process that feels fun and makes students feel at home.

This study tries to explore the perceptions, contributions, and learning criteria of students toward the use of authentic videos in learning Arabic writing skills. This study found that on average students had a positive perspective on the use of authentic video in learning to write Arabic ($M = 4.15$ and $SD = 0.48257$). Eggert et al. explained that perception plays a very important role in the learning process because it is usually associated with behavior ¹⁰. A person's perception of something will affect the actions he takes as well as the opposite ¹¹. Even the motor system of the human body in response to the environment is also influenced by the perception system¹². Ziv and hadad convey that perception and behavior are one unit ¹³. So a good perspective on the learning process that takes place is needed to achieve the expected results ¹⁴.

Learning Arabic writing skills when connected with authentic videos will benefit a lot. Hadiyanto et al. emphasize the need for Arabic language learning to

¹⁰ Elena Eggert et al., "Perception-Action Integration Is Modulated by the Catecholaminergic System Depending on Learning Experience," *International Journal of Neuropsychopharmacology* 24, no. 7 (2021).

¹¹ Sarah H. Creem-Regehr and Benjamin R. Kunz, "Perception and Action," *Wiley Interdisciplinary Reviews: Cognitive Science* 1, no. 6 (2010).

¹² Eggert et al., "Perception-Action Integration Is Modulated by the Catecholaminergic System Depending on Learning Experience."

¹³ Yair Ziv and Bat Sheva Hadad, "Understanding the Mental Roots of Social Perceptions and Behaviors: An Integrated Information-Processing Perspective," *Heliyon*, 2021.

¹⁴ Jacklyne D. Sides and Joshua A. Cuevas, "Effect of Goal Setting for Motivation, Self-Efficacy, and Performance in Elementary Mathematics," *International Journal of Instruction* 13, no. 4 (2020); Afzal Sayed Munna and Md Abul Kalam, "Teaching and Learning Process to Enhance Teaching Effectiveness: Literature Review," *International Journal of Humanities and Innovation (IJHI)* 4, no. 1 (2021).

move beyond mechanistic language skills and focus on intensifying and extending communication abilities through multiliteracy-based learning, allowing students to engage with real-life language usage and diverse sources of media¹⁵. Furthermore, El-Sulukiyyah et al. highlight the importance of using varied and suitable media for language learning to prevent student disengagement and difficulty in understanding the material¹⁶. This supports the idea that authentic videos can enhance engagement and understanding in Arabic writing learning.

Moreover, Nidia et al. discuss the significant positive correlation between understanding the meaning of Arabic and memorizing the Qur'an, indicating the profound impact of Arabic language learning with comprehension on other aspects of Islamic education¹⁷. This suggests that integrating authentic videos, which can provide context and cultural relevance, may further enhance the understanding and appreciation of Arabic language and its connection to Islamic texts.

Additionally, the study by amalia and hidayat demonstrates that using media such as crossword puzzles can effectively improve Arabic vocabulary reading and writing skills, indicating the potential benefits of incorporating interactive and engaging media into language learning¹⁸. This supports the idea that authentic videos, as a dynamic and interactive form of media, can similarly enhance Arabic writing skills.

The use of authentic videos in language learning has been shown to provide imaginative portrayals of objects, motivating students and enhancing their engagement in writing in foreign languages. Authentic videos offer a contextualized approach to language learning, providing students with real-life examples and situations that can stimulate their imagination and creativity. Research by polat and eristi demonstrated that authentic videos can serve as a powerful tool for engaging

¹⁵ Andy Hadiyanto, Cendra Samitri, and Siti Maria Ulfah, "Model Pembelajaran Bahasa Arab Multiliterasi Berbasis Kearifan Lokal Dan Moderasi Islam Di Perguruan Tinggi Negeri," *Hayula: Indonesian Journal of Multidisciplinary Islamic Studies* 4, no. 1 (2020).

¹⁶ Ana Ahsana El-Sulukiyyah, Lilik Sugianti, and Rasyidah Nur Aisyah, "PELATIHAN PENGGUNAAN MEDIA PEMBELAJARAN BERBASIS IT DI MADRASAH DINIYAH," *Community Development Journal : Jurnal Pengabdian Masyarakat* 1, no. 3 (2020).

¹⁷ Erma Nidia, Muh Haris Zubaidillah, and M. Ahim Sulthan Nuruddaroini, "Dampak Pembelajaran Bahasa Arab Terhadap Penghafal Al-Qur'an," *Jurnal Basicedu* 6, no. 4 (2022).

¹⁸ Nur Hikmah Amalia and Nur Hidayat, "Penggunaan Media Teka-Teki Silang (Crossword Puzzle) Dalam Meningkatkan Kemampuan Baca Tulis Kosakata Bahasa Arab Peserta Didik Kelas III MI Ma'arif Giriloyo 1 Bantul," *Al-Bidayah: Jurnal Pendidikan Dasar Islam* 10, no. 1 (2018).

students in language learning, as they provide visual and auditory stimuli that can inspire students to actively participate in writing activities ¹⁹. Furthermore, the study by sabir and ahmad hammad highlighted the motivational impact of authentic videos on language learners, emphasizing the role of visual content in stimulating students' interest and enthusiasm for writing in a foreign language ²⁰.

Moreover, the research conducted by abokraa emphasized the contextual relevance of authentic videos in language learning, as they enable students to connect language use with real-world contexts and experiences ²¹. This contextualization can significantly enhance students' motivation and active participation in writing tasks, as they are able to draw inspiration from the authentic scenarios presented in the videos. Additionally, the study by aladini and farahbod underscored the importance of authentic materials, such as videos, in promoting imaginative and creative writing in language learning, as they provide students with rich and diverse content that can spark their imagination and encourage them to express their ideas in the target language ²².

In conclusion, integrating authentic videos into Arabic writing learning aligns with the research findings that emphasize the need for multiliteracy-based learning, the positive correlation between language understanding and other aspects of Islamic education, and the effectiveness of interactive media in improving language skills. Moreover, the use of authentic videos in language learning offers a valuable resource for stimulating students' imagination, motivation, and active engagement in writing in Arabic languages. By providing contextualized and imaginative portrayals of objects and real-life situations, authentic videos can inspire students to become more involved in their language-learning journey and enhance their writing skills in the Arabic language.

¹⁹ Mustafa POLAT and Bahadır ERİŞTİ, "The Effects of Authentic Video Materials on Foreign Language Listening Skill Development and Foreign Language Listening Anxiety at Different Levels of English Proficiency," *International Journal of Contemporary Educational Research* 6, no. 1 (2022).

²⁰ Gulrahman Sabir and Fazil Ahmad Hammad, "Effects of Using Authentic Materials on Motivating EFL (English as a Foreign Language) Learners," *Sprink Journal of Arts, Humanities and Social Sciences* (2023).

²¹ Aisha Abokraa, "Authentic Video Materials and Potentially Controversial Content in an ESL Context: Teachers' Perceptions and Practices" (McGill University, 2017).

²² Farzaneh Aladini and Farzin Farahbod, "Using a Unique and Long Forgotten Authentic Material in the Efl/Esl Classroom: Poetry," *Theory and Practice in Language Studies* 10, no. 1 (2020).

CONCLUSION

This study examines students' perceptions of the use of authentic videos in the learning process of writing Arabic. The results of this study show that students have a positive perception of authentic videos ($M = 4.15$) because they have a good contribution to the learning process ($M = 4.05$) so learning activities are felt in accordance with predetermined standards ($M = 3.97$). The use of authentic videos in Arabic learning is necessary because it can improve students' language skills. This is because authentic videos can stimulate students' imagination, motivation, and involvement in the process of learning to write Arabic. By providing contextual depictions of real-life objects and situations, authentic videos can inspire students to be more engaged in their language-learning journey and improve their writing skills in Arabic. The results of this study recommend that Arabic practitioners include authentic videos as one of the media and learning resources in the learning process of Arabic writing in particular and Arabic learning in general.

REFERENCES

- Abokraa, Aisha. "Authentic Video Materials and Potentially Controversial Content in an ESL Context: Teachers' Perceptions and Practices." McGill University, 2017.
- Akbari, Omid, and Azam Razavi. "Using Authentic Materials in the Foreign Language Classrooms: Teachers' Perspectives in EFL Classes." *International Journal of Research Studies in Education* 4, no. 5 (2015).
- Aladini, Farzaneh, and Farzin Farahbod. "Using a Unique and Long Forgotten Authentic Material in the Efl/EsL Classroom: Poetry." *Theory and Practice in Language Studies* 10, no. 1 (2020).
- Amalia, Nur Hikmah, and Nur Hidayat. "Penggunaan Media Teka-Teki Silang (Crossword Puzzle) Dalam Meningkatkan Kemampuan Baca Tulis Kosakata Bahasa Arab Peserta Didik Kelas III MI Ma'arif Giriloyo 1 Bantul." *Al-Bidayah: Jurnal Pendidikan Dasar Islam* 10, no. 1 (2018).
- Creem-Regehr, Sarah H., and Benjamin R. Kunz. "Perception and Action." *Wiley Interdisciplinary Reviews: Cognitive Science* 1, no. 6 (2010).
- Eggert, Elena, Annet Bluschke, Adam Takacs, Maximilian Kleimaker, Alexander Münchau, Veit Roessner, Moritz Mückschel, and Christian Beste. "Perception-Action Integration Is Modulated by the Catecholaminergic System Depending on Learning Experience." *International Journal of Neuropsychopharmacology* 24, no. 7 (2021).

- El-Sulukiyyah, Ana Ahsana, Lilik Sugianti, and Rasyidah Nur Aisyah. "PELATIHAN PENGGUNAAN MEDIA PEMBELAJARAN BERBASIS IT DI MADRASAH DINIYAH." *Community Development Journal: Jurnal Pengabdian Masyarakat* 1, no. 3 (2020).
- Gilmore, Alex. "Authentic Materials and Authenticity in Foreign Language Learning." *Language Teaching* 40, no. 2 (2007).
- Hadiyanto, Andy, Cendra Samitri, and Siti Maria Ulfah. "Model Pembelajaran Bahasa Arab Multiliterasi Berbasis Kearifan Lokal Dan Moderasi Islam Di Perguruan Tinggi Negeri." *Hayula: Indonesian Journal of Multidisciplinary Islamic Studies* 4, no. 1 (2020).
- Munna, Afzal Sayed, and Md Abul Kalam. "Teaching and Learning Process to Enhance Teaching Effectiveness: Literature Review." *International Journal of Humanities and Innovation (IJHI)* 4, no. 1 (2021).
- Nabilah, Alfufatin, Dewi Larassati M.P, Fairuz Lazuardiyyah, Syaifuddin Syaifuddin, and Wiwik Muyassaroh Abdi. "Students' Perception toward the Use of Tiktok Video in Learning Writing Descriptive Text at MAN 1 Gresik." *Journal of Research on English and Language Learning (J-REaLL)* 2, no. 1 (2021).
- Nidia, Erma, Muh Haris Zubaidillah, and M. Ahim Sulthan Nuruddaroini. "Dampak Pembelajaran Bahasa Arab Terhadap Penghafal Al-Qur'an." *Jurnal Basicedu* 6, no. 4 (2022).
- POLAT, Mustafa, and Bahadır ERIŞTİ. "The Effects of Authentic Video Materials on Foreign Language Listening Skill Development and Foreign Language Listening Anxiety at Different Levels of English Proficiency." *International Journal of Contemporary Educational Research* 6, no. 1 (2022).
- Sabir, Gulrahman, and Fazil Ahmad Hammad. "Effects of Using Authentic Materials on Motivating EFL (English as a Foreign Language) Learners." *Sprin Journal of Arts, Humanities and Social Sciences* (2023).
- Sides, Jacklyne D., and Joshua A. Cuevas. "Effect of Goal Setting for Motivation, Self-Efficacy, and Performance in Elementary Mathematics." *International Journal of Instruction* 13, no. 4 (2020).
- Ziv, Yair, and Bat Sheva Hadad. "Understanding the Mental Roots of Social Perceptions and Behaviors: An Integrated Information-Processing Perspective." *Heliyon*, 2021.