



THE RELATIONSHIP OF STUDENT'S SELF-EFFICACY WITH MASTERY OF ARABIC LESSONS IN ONLINE LEARNING

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تجريد

الغرض من هذه الدراسة هو تحديد مدى فعالية إتقان الطلاب للموضوع ومدى ارتباطه بكفاءةهم الذاتية عند تعلم اللغة العربية عبر الإنترنت. لتحقيق هذا الهدف، تم إجراء بحث كمي باستخدام طريقة مسح شملت ١٥٤ مستجيبًا من خمس مدارس عالية بالإنجكا رايا وباستخدام استبيان كأداة لجمع البيانات. أظهرت النتائج أن متوسط مستوى الكفاءة الذاتية للطلاب في تعلم اللغة العربية على الإنترنت كان مرتفعًا جدًا، وهو ٣.١٩١١. يتم تصنيف الطلاب أيضًا على أنهم يتمتعون بمستوى متوسط في إتقان اللغة العربية، وهو ٧.٢٤٦٨. بالإضافة إلى ذلك، وجدت الدراسة أيضًا علاقة إيجابية بين الكفاءة الذاتية للطلاب وإتقان دروس اللغة العربية عبر الإنترنت والتي تم تصنيفها على أنها جيدة مع قيمة دلالة وجدت p أقل من ٠.٠٥. يمكن أن نستنتج أن الكفاءة الذاتية يمكن أن يكون لها تأثير إيجابي على نتائج التعلم عبر الإنترنت.

الكلمات المفتوحة: الكفاءة الذاتية للطلاب، دروس اللغة العربية، التعلم عبر الإنترنت

Abstract

The purpose of this study is to identify how effectively students master the subject matter and how it relates to their self-efficacy when learning Arabic online. To achieve this goal, quantitative research was conducted using a survey method involving 154 respondents from five Madrasah Aliyah Palangka Raya and using a questionnaire as a data collection tool. The results showed that the average self-efficacy level of students in learning Arabic online was quite high, namely 3.1911. Students are also classified as having a moderate level of mastery of Arabic, which is 7.2468. In addition, the study also found a positive relationship between students' self-efficacy and mastery of Arabic lessons online which was categorized as good with a significance value found p less than 0.05. It can be concluded that self-efficacy can have a positive effect on online learning outcomes.

Keywords: Student Self-Efficacy; Arabic Lessons; Online Learning



INTRODUCTION

The Covid-19 pandemic has had a major impact on the emergence of problems in the education sector. Learning usually takes place face-to-face, now inevitably switching to an online system. The material activities provided by the teacher are carried out using internet technology, where both teachers and students are at home and interact via the internet. On the other hand, this learning is quite effective as an effort to break the chain of the epidemic. on the other hand raises new problems in the world of education, such as Online Learning. In this pandemic period, it is related to the many unpreparedness experienced by teachers and students, this is because students need to understand the material themselves, there is no direct explanation from the teacher.

During the covid-19 pandemic, teachers and students organize online learning. This follows the instructions Minister of Education and Culture No. 36962 regarding online learning and homework in relation to the prevention of coronavirus disease (COVID-19). Carrying out public affairs at home or at the teacher's residence, this also follows the 2020 MenPANRB notification Number 34 regarding the Coordination of A national civilian equipment (ASN) working system to reduce the spread of COVID-19 in government agencies. Schools still have to carry out learning that is instructed online by teachers through social media and learning applications that have been provided. Due to the extension of the covid-19 emergency period, students have more time to study from home. Therefore, teachers need to design online learning that is diverse and not boring. Learning activities ranging from elementary schools to universities are instructed to hold online learning. Online Learning is learning in the form of face-to-face indirect so that it requires media in interacting between educators and students¹. Factors to consider when learning online are attention, teacher trust, experience, ease of use of devices, creative use of tools, and interacting with students².

Online Learning has disadvantages such as possible power outages and the stability of electronic communication networks. lack of supervision of students, parental commitment and student learning progress³. Many students are lazy when it comes to school assignments, complain and think the assignments are difficult when given. This is why Online Learning that is applied has a major impact on students' confidence in their own abilities or what is commonly referred to as self-efficacy.

¹ Yolandaru Septiana, "Survei Efikasi Diri Mahasiswa Prodi Pendidikan Akuntansi pada Masa Pembelajaran Jarak Jauh," *Jurnal Ekonomi dan Pendidikan* 17, no. 2 (2020): 94.

² Anggy Giri Prawiyogi dkk., "Efektivitas pembelajaran jarak jauh terhadap pembelajaran siswa di SDIT Cendekia Purwakarta," *Jurnal pendidikan dasar* 11, no. 1 (2020): 95.

³ Prawiyogi dkk., 98.

Self-efficacy is a person's belief in their ability to perform a particular action. Bandura⁴ Define self-efficacy as a belief in an individual's belief or ability to organize and take the necessary actions to achieve a level of performance. Self-efficacy affects not only behavior but also encourages students to be more confident and independent. Students ability to have self-efficacy to handle various tasks that must be done related to the learning⁵. There are factors that can affect self-efficacy when learning online, including knowledge and learning experience, input and orientation, online interaction and communication, social influences, student attitudes and motivation⁶. Yokoyama explained that Self-efficacy is associated with academic performance in online learning. Factors related to the outcome of online learning includes the value of the task, the purpose of the proficiency approach, and intrinsic intrinsic motivation⁷. Perceived self-efficacy is one of the Task dimensions in the personality of students because of its large impact on behavior where they feel the key role of self-efficacy in directing behavior to form an idea about themselves that they are capable of performing skills in academics.

Conventional learning methods cannot be applied in online language learning, so teachers must be able to motivate, supervise, observe and utilize learning media. Adapting online learning is not easy because the interaction between teachers and students is not carried out optimally. Teachers and students communicate interactively through communication and information technology in accordance with the learning material to be delivered, the use of communication and information technology such as computer and telephone media. Students think that learning Arabic delivered online is quite difficult to understand, moreover learning Arabic is aimed at encouraging, teaching and developing skills as well as fostering a positive, receptive and productive attitude.⁸ it is things like this that affect students' self-efficacy with mastery of Arabic lessons. therefore it is necessary to use information technology such as Smart Apps Creators (SAC) to help teachers carry out Arabic learning activities which include audio-visual content. By using this application the teacher can make learning media interesting, easy to understand and not boring when learning online, so as to increase student intelligence and create an atmosphere that is conducive to achieving the expected learning objectives. Likewise, the Ministry of Education of the country of Saudi Arabia established an online home study platform called "Madrasatii" which aims to provide students access to more

⁴ Farida Hanun, "Pengaruh Efikasi Diri, Iklim Kerja, dan Motivasi Berprestasi Terhadap Kinerja Kepala Madrasah (Survey Di Madrasah Ibtidaiyah Kota Bekasi)," *Analisa: Journal of Social Science and Religion* 20, no. 1 (2013): 103.

⁵ Mantak Yuen dan Jesus Alfonso D. Datu, "Meaning in life, connectedness, academic self-efficacy, and personal self-efficacy: A winning combination," *School Psychology International* 42, no. 1 (2021): 81.

⁶ Septiana, "Survei Efikasi Diri Mahasiswa Prodi Pendidikan Akuntansi pada Masa Pembelajaran Jarak Jauh," 94.

⁷ Satoru Yokoyama, "Academic self-efficacy and academic performance in online learning: A mini review," *Frontiers in psychology* 9 (2019): 112.

⁸ Poupak Alipour, "A comparative study of online vs. blended learning on vocabulary development among intermediate EFL learners," *Cogent Education* 7, no. 1 (2020): 4.



than 120 hours of educational content every day with a view to developing recommendations for improvement of the online learning environment.⁹

As with Stefania Baptist Seto's¹⁰ research results, self-efficacy has a positive influence on e-learning learning outcomes in the mathematics education study program, so it is stated that the better the self-efficacy, the better student learning outcomes will be with varied and satisfying results. Lely Suryani¹¹ in her research results that self-efficacy and learning motivation have a positive influence on online learning outcomes. Muhammad Azwar Maulana¹² in his research results stated that there was a significant relationship between the self-efficacy of Arabic teachers and the application of online learning and was included in the category of very strong relationship levels. As for Rehab¹³, it states that the level of self-efficacy has a close relationship with what is felt and psychological well-being in the academic field.

The aim of this study was therefore to clarify the level of student self-efficacy in mastering lessons and the Relationship with student self-efficacy and mastery of Arabic lessons in online learning in several Madrasah Aliyah in Palangkaraya, Central Kalimantan.

RESEARCH METHOD

This study uses quantitative research with survey method types. According to Sugiyono, quantitative is "study In the form of numbers and analyzed on the basis of statistics" The research was conducted by collecting data and a structured list of questions (questionnaires) based on variable measurements and obtaining quantitative data. Quantitative research is research aimed at presenting data in numerical form or using statistical data for qualitative scoring. As for this type of research using a single variable survey. According to (Sugiyono, 2018) "that the survey method researchers that can be used to retrieve data from specific natural locations (not artificial) are able to collect data

⁹ لؤي غازي عابد, "تأثير التعلم عبر الانترنت على التواصل بين المعلمين وطلاب المدارس الابتدائية خلال جائحة كورونا في المملكة العربية السعودية من وجهة نظر أولياء الأمور," *المجلة الدولية للعلوم الإنسانية والاجتماعية*. 167: (2021): 26, no.

¹⁰ Stefania Baptist Seto, Lely Suryani, dan Maria Goretty Diciloam Bantas, "Analisis Efikasi diri dan hasil belajar berbasis e-learning pada mahasiswa program studi pendidikan matematika," *Prima Magistra: Jurnal Ilmiah Kependidikan* 1, no. 2 (2020): 147.

¹¹ Lely Suryani, Stefania Baptist Seto, dan Maria Goretty D. Bantas, "Hubungan efikasi diri dan motivasi belajar terhadap hasil belajar berbasis e-learning pada mahasiswa program studi pendidikan matematika Universitas Flores," *Jurnal Kependidikan: Jurnal Hasil Penelitian dan Kajian Kepustakaan di Bidang Pendidikan, Pengajaran dan Pembelajaran* 6, no. 2 (2020): 275.

¹² Muhammad Azwar Maulana, "(Hubungan Antara Efikasi Guru Bahasa Arab dan Penerapan Pembelajaran Online Di Kota Palangkaraya) عبر الإنترنت (Hubungan Antara Efikasi Guru Bahasa Arab dan Penerapan Pembelajaran Online Di Kota Palangkaraya) (PhD Thesis, IAIN Palangka Raya, 2020), 107.

¹³ رحاب صلاح اللحام, رحاب dan عيد العدوان, "الكفاءة الذاتية المدركة وعلاقتها بالرفاه النفسي لدى طلبة الجامعة الأردنية," *مجلة كلية التربية (أسبوط)* 71.38: (2022): 7.2, no.

in the form of distributing questionnaires, tests, interviews, and direct observation through student learning (a different process from experimentation).

The subjects of this study were the 12th graders of MA Muslimat NU Palangka Raya, MA Miftahul Jannah Palangka Raya, MA Raudhatul Jannah Palangka Raya, MA Raudhatul Jannah Palangka Raya, MA Darul Ulum Palangka Raya, and MA An-Nur Palangka Raya. To determine the size of the sample, it is based on research estimates. By using table 5.1 in the book (Sugiyono, 2018) the total population = 231, the error rate is 5%, then the sample is 144 as a whole to 154 samples with calculations.

The research instrument used was a closed questionnaire. The questionnaire contains statements about the research topic which is then developed through indicators which are then translated into questions and questions related to the material that has been submitted online to determine students' self-efficacy towards mastering Arabic lessons in online learning.

Data analysis methods in quantitative research include calculations to find out the answers to the problem formulation and test the proposed hypothesis. Statistical hypothesis testing using One Sample Descriptive Hypothesis Testing (univariate) with data in the form of intervals or ratios.

RESEARCH RESULT AND DISCUSSION

Descriptive Analysis of Student Self-Efficacy in Online Learning

The instrument for measuring student self-efficacy in online learning is a questionnaire totaling 23 items with each indicator statement. Each item has 5 alternative answers with a point range of 1-5. Based on the average of each statement item, it can be determined class intervals that describe students' self-efficacy from 5 classifications, namely, very high, high, medium, low, and very low.

The following is the calculation on the Magnitude indicator

Table 1. Data Description of Student Self-Efficacy Questionnaire Results Indicator Magnitude (Difficulty of Tasks)

	Descriptive Statistics						
	N	Range	Minimum	Maximum	Mean	Std. Deviation	Variance
Magnitude	154	27	18	45	29.01	5.207	27.118
Valid N (listwise)	154						

According to the descriptive statistical analysis results in Table 1 the standard value is 5.207 and the variation value is 27.118 from 154 valid data, the maximum score is 45 and the minimum score is 18, so that a range of 27 (45-18) is obtained. And the acquisition of the average score is 29.01.



Table 2. Results of Calculation of Average Student Self-Efficacy Indicator Magnitude

	Mean	Category
E1	2.8052	Medium
E2	2.8506	Medium
E3	2.9156	Medium
E4	4.0325	High
E5	2.7078	Medium
E6	2.8377	Medium
E7	3.3766	High
E8	3.6623	High
E9	3.8182	High
Total	3.2229	High

The magnitude indicator (task difficulty) is related to the difficulty of the task at hand. Individuals try to do what they think they can and avoid behavior that goes beyond their capabilities. Based on the results of the item survey, students' self-efficacy towards mastering Arabic lessons in online learning the average item score on the magnitude indicator is high. this is based on 5 items in the medium categorization and 4 items in the high categorization. Students who are confident and able to overcome the challenges that hinder the online Arabic learning process so that they have the necessary skills to complete assignments according to their abilities. Students find it difficult to learn Arabic online, they assume that learning delivered online has many obstacles. So they prefer to remain silent and do not ask questions related to material they do not understand. Students who high self-efficacy hey should be able to make good use of their time, such as asking the teacher something they don't understand when the question and answer session takes place. This is so that there are no difficulties experienced in online learning. This is also consistent with self-efficacy theory, according to (Bandura, 1994) Students who have a high level of self-efficacy should be able to make good use of their time, such as asking the teacher something they don't understand when the question and answer session takes place. This is so that there are no difficulties experienced in online learning (Bandura, 1994) said that one of the students who have high self-efficacy characteristics is to focus on the material and think about the steps in understanding and doing

assignments¹⁴. Similar to the results of research by Elizabeth¹⁵ are students who are confident in their academic abilities they tend to perceive a difficulty as a challenge that must be faced, not something that can create a burden on the mind that causes low self-efficacy.

Table 3. Data Description of Student Self-Efficacy Questionnaire Results Indicator Strength

	Descriptive Statistics						
	N	Range	Minimum	Maximum	Mean	Std. Deviation	Variance
Strength	154	21	14	35	23.57	3.983	15,867
Valid N (listwise)	154						

According to the descriptive statistical analysis results in Table 3, the standard value is 3.983 and the variation value is 15.867 from 154 valid data, the maximum score is 35 and the minimum score is 14, so that a range of 21 (35-14) is obtained. And the acquisition of the average score is 23.57.

Table 4. Calculation Results of Students' Average Self-Efficacy Indicator Strength

	Mean	Category
E10	3.6169	High
E11	3.8312	High
E12	3.3636	High
E13	2.6429	Medium
E14	3.4091	High
E15	3.1948	High
E16	3.5130	High
Total	3.3673	High

This aspect refers to the level of students' beliefs about their abilities. To find out how the level of student confidence in self-efficacy, it is necessary to measure. The indicator of strength (level of self-confidence) according to learning outcomes per item shows that students' self-efficacy towards mastering Arabic lessons in online learning the average item score on the strength indicator is high. this is based on 1 item being in the

¹⁴ Pilvi Peura dkk., "Trajectories of change in reading self-efficacy: A longitudinal analysis of self-efficacy and its sources," *Contemporary educational psychology* 64 (2021): 3.

¹⁵ Elizabeth Hitches, Stuart Woodcock, dan John Ehrich, "Building self-efficacy without letting stress knock it down: Stress and academic self-efficacy of university students," *International Journal of Educational Research Open* 3 (2022): 9.



medium categorization and 6 items being in the high categorization. High self-efficacy among students who believe in their abilities and are able to face difficult obstacles and problems and solve problems that are filled with obstacles. Bandura (1997) People with high self-efficacy are characterized when individuals feel confident in their ability to handle the events and situations at hand, perform tasks diligently, believe in their abilities, view a difficulty as a challenge rather than a threat, and invest a strong effort to increase their self-confidence¹⁶. This is in accordance with Bandura's theory (1997; 2007) An individual's belief in his ability to organize and perform work to achieve the desired results by referring to the visualization that he has the power and effective belief to succeed in solving problems encountered in the academic field¹⁷. Just like the research done which shows that the more a student believes in the strength and belief in knowledge and skills, the greater the persistence in carrying out the given task so that self-efficacy is a factor that contributes to successful learning.

Generality indicator calculation

Table 5. Description of Student Self-Efficacy Questionnaire Result Data Indicator

		Generality						
		Descriptive Statistics						
	N	Range	Minimum	Maximum	Mean	Std. Deviation	Variance	
Generality	154	24	11	35	20.88	4.703	22.117	
Valid N (listwise)	154							

Based on the results of the descriptive statistical analysis in table 5 the standard value is 4.703 and the variation value is 22.117 from 154 valid data, the maximum score is 35 and the minimum score is 11, so that a range of 24 (35-11) is obtained. And the acquisition of the average score is 20.88.

Table 6. Result of Calculation of Average Student Self-Efficacy Indicator Generality

	Mean	Category
E17	3.3052	High
E18	2.8377	Medium
E19	3.1169	High
E20	2.4286	Medium
E21	3.4026	High

¹⁶ Moh Hadi Mahmudi dan Suroso Suroso, "Efikasi diri, dukungan sosial dan penyesuaian diri dalam belajar," *Persona: Jurnal Psikologi Indonesia* 3, no. 02 (2014): 186.

¹⁷ Isabelle Capron Puozzo dan Catherine Audrin, "Improving self-efficacy and creative self-efficacy to foster creativity and learning in schools," *Thinking Skills and Creativity* 42 (2021): 7.

E22	2.7143	Medium
E23	3.0779	High
Total	2.9833	Medium

The generality indicator (broad area of behavior) can measure how students apply experience in order support the learning process activities, for this reason students are able to respond to various situations and conditions to achieve their goals, even though they face various problems in certain situations and conditions. Students' self-efficacy towards mastering Arabic lessons in online learning the average item score on the generality indicator is in the medium category. This is based on table 7 that 3 items are in the medium category and 4 items are in the high category. students with low self-efficacy will increase anxiety and avoidance behavior. According to Bandura, Self-efficacy refers more to beliefs about a learner's ability to complete various learning tasks and complete them according to the target and time set¹⁸. This definition has a great influence on the various processes of adaptation of students in the learning process. This is related to Bandura's 1986 theory in Laura Mendoza that self-efficacy refers to a person's perception of one's ability to perform a particular task, and beliefs predict outcomes better than actual ability levels. The higher self-efficacy beliefs, the wider the field of behavior they have¹⁹. Study Sigalit He said that learning online was difficult and that students faced various difficulties when learning online. Some of them have difficulty concentrating and understanding the subject through the unreliable Internet, the Zoom platform, and managing learning materials and schedules²⁰.

Based on the explanation that has been presented above regarding exposure to data related to the theory of experts and previous research, Can conclude that student self-efficacy plays an academically important role field because the development of Self-efficacy can be defined in terms of successes and failures.

Descriptive Analysis of Mastery of Arabic Lessons in Online Learning

Research questions related to the extent to which students' mastery of Arabic lessons delivered online contained 10 questions. The numbering of the questions is written sequentially from number 1 to number 10. This research question is taken from the material contained in the 12th grade Arabic student worksheet (LKS) by Annisa Mutiara RJ and Muhammad Latif Based on the decision of the minister of religious affairs number 183 of 2019 no. ISBN 978-623-268-282-5 published by Putra Nugraha, Surakarta. As for the presentation of this research question in the form of multiple selection since there are four answer choices from a to d and the scoring on the research

¹⁸ Mahmudi dan Suroso, "Efikasi diri, dukungan sosial dan penyesuaian diri dalam belajar," 192.

¹⁹ Laura Mendoza dkk., "Exploring first-year university students' learning journals: Conceptions of second language self-concept and self-efficacy for academic writing," *System* 106 (2022): 3.

²⁰ Sigalit Warshawski, "Academic self-efficacy, resilience and social support among first-year Israeli nursing students learning in online environments during COVID-19 pandemic," *Nurse Education Today* 110 (2022): 3.



question there are 2 scores, of which if the answer chosen is correct then it gets a score of 10, if the answer chosen is wrong it gets a score of 1.

Calculation of mastery of Arabic lessons in online learning

Table 7. Description of the Results of the Arabic Language Mastery Test Results in Online Learning

	Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation	Variance
Test Score	154	40	100	72.47	10,246	104,983
Valid N (listwise)	154					

Based on the results of the descriptive statistical analysis in table 7, the standard value is 10.246 and the variation value is 104.983 from 154 valid data, the maximum score is 100 and the minimum score is 40, so that a range of 60 (100-40) is obtained. And the acquisition of the average score is 71.47.

Table 8. Calculation Results of Average Mastery of Arabic Lessons in Online Learning

	Mean	Category
Q1	9.0260	Very high
Q2	7,2727	Medium
Q3	7.5325	Medium
Q4	6.6883	Low
Q5	6.8831	Low
Q6	7.4675	Medium
Q7	7,2727	Medium
Q8	6.7532	Low
Q9	6.8182	Low
Q10	6.7532	Low
Total	7.2468	Medium

Analysis of data from the results of the test of mastery of Arabic lessons in online learning which is one form of supporting this research shows that there are 5 items in the low category, 4 items in the medium category and 1 item in the very high category. Online learning includes a wide range of technological applications in the learning process, online learning is known as e-learning, online learning, virtual learning or online learning. From each item of questions as a form of proof of mastery of Arabic lessons in

online learning, the average (mean) is in the medium category. So it can be said that students can master Arabic lessons from the material or assignments given well even though they are online, then students will know the actions that must be taken in order to be able to master the material well during online learning.

Similar research results from based on the results of data analysis, the average student response is who take part in the online material mastery test (UPM) is in the high or strong category. Study Lisaholit, It shows that self-efficacy has a great influence on student performance. Every student who has self-efficacy will tend to try harder to learn because there is encouragement from within him²¹. Based on the results of previous research, they have in common that the better a person's self-efficacy, the better the results obtained, both in terms of education taken, and vice versa if a person's self-efficacy is low, of course the results obtained are unsatisfactory. Online teaching and learning is designed with special pedagogical content attributes in which students deliberately choose beforehand oriented to knowing what to expect in online classes²². The purpose of online learning is to provide quality learning services in a large, open network to reach the laboratories of increasing interest. The characteristics of online learning according to Includes the ability to communicate via writes and attributes that support and can motivate oneself with the discipline of managing a study schedule that is free from distractions²³, this is in line with the opinion of Kenji Kaito (1998) that the potential for online learning can be utilized in everyday life, namely as a communication tool, a tool for accessing information and an education or learning tool.²⁴ The online learning system is carried out virtually using the internet network as the population of Arabic-speaking Internet users grows, the focus is on emotions expressed in Arabic²⁵. It is estimated to be about 5% of users worldwide. It is also considered one of the hottest languages on the web in the last few years. The morphological complexity and vocabulary ambiguity of Arabic can be a challenge when using Arabic²⁶.

Based on the results of the above research and discussion, the tendency of students' self-confidence or self-efficacy towards mastering Arabic lessons in online learning is high in each question/statement item. This is reinforced by the students' responses to the tests given which are classified as good and varied, although it can be said that out of 154 respondents only about 85% can master Arabic subject matter delivered online. The results of the analysis show that there is a link between student self-

²¹ Syafa Lisaholit, Siti Hajar Loilatu, dan M. Chairul Basrun Umanailo, "Pengaruh Efikasi Diri Terhadap Prestasi Belajar Siswa Di Sma Negeri Se-Kecamatan Namlea," *Academy of Education Journal* 12, no. 1 (2021): 53.

²² Hitches, Woodcock, dan Ehrich, "Building self-efficacy without letting stress knock it down," 8.

²³ Debra Penrod dkk., "Community college students' perspectives on online learning during COVID-19 and factors related to success," *Teaching and Learning in Nursing* 17, no. 3 (2022): 3.

²⁴ "pembelajaran jarak jauh berbasis teknologi informasi dan komunikasi - Penelusuran Google," (Munir, 2009;97), diakses 9 Juni 2023.

²⁵ Mahfuz Rizqi Mubarak dkk., "Factors influencing motivation in online arabic learning of Indonesian older man," *Izdihar: Journal of Arabic Language Teaching, Linguistics, and Literature* 4, no. 1 (2021): 21.

²⁶ Amal Alharbi, Mounira Taileb, dan Manal Kalkatawi, "Deep learning in Arabic sentiment analysis: An overview," *Journal of Information Science* 47, no. 1 (2021): 133.



efficacy and the acquisition of online Arabic lessons, as evidenced by the test results and surveys that have been carried out. This can be seen from their self-confidence that they can study with focus, always take notes and practice. Based on the results of interviews with five Arabic teachers, we can conclude that it is a Covid-19 pandemic is certainly an obstacle for students because some students have low self-efficacy as seen from decreased learning outcomes, but with confidence and mastery of the material. be the best experience for the students towards learning skills. Thus, from the survey results its self-efficacy plays an important role in learning Arabic lessons which are carried out online to build and improve student competence broadly and deeply, given that the COVID-19 pandemic is not over yet.

Inferential Analysis of the Relationship of Students' Self-Efficacy with Mastery of Arabic Lessons

Table 9. Pearson Correlation Test

		Correlations	
		self-efficacy	Test
self- efficacy	Pearson Correlation	1	.758**
	Sig. (2-tailed)		.000
	N	154	154
Test	Pearson Correlation	.758**	1
	Sig. (2-tailed)	.000	
	N	154	154

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

The magnitude of the relationship between student self-efficacy and mastery of online Arabic lessons in grade 12 Madrasah Aliyah students in the city of Palangkaraya is 0.758 and the value of sig is 0.000. Therefore, the p-value of 0.000 < 0.05, from this it can be concluded that there is a moderately positive relationship between students' self-efficacy and mastery of online Arabic lessons.

Data analysis on the association between self-efficacy and online Arabic language instruction mastery is 0.758 and a sig p-value of 0.000 < 0.05, indicating a moderately positive relationship. This is in line with the results of the study Iskandar (2020) that there is an increase in students' activity and mastery of concepts in online learning. Where in the first cycle the average student activity is 72.16 and in the second cycle 87.5 while the mastery of students' concepts the average value in the first cycle is 73.05 and in the

second cycle the average value is 85. Likewise with the research results Sigiro (2017) that the significance level of 0.05 We show that there is an inference relationship ($r + 0.742$) between self-efficacy and student learning outcomes, just as there is a relationship between self-efficacy and student learning outcomes²⁷.

Study Lisaholit showed that there was a significant effect of self-efficacy on student achievement. Students who have good self-efficacy will try harder to learn because they are motivated from within to carry out tasks²⁸. Self-awareness to carry out hard work makes student learning activities more effective so that they can achieve optimal learning outcomes. This is different from the research results Al-Nasa'h students have difficulty in online learning, especially when understanding the subject matter, this requires advanced teaching with technological knowledge to attract students' attention, according to him students with low self-efficacy in online learning need more attention and support from teachers to improve self-efficacy²⁹. While Dimiyanti is in I Riyadi³⁰ explained that self-efficacy can form students' confidence in the ability to overcome various learning problems. There are various obstacles that students experience while learning online, obstacles that can be overcome properly will affect the effective learning process so that they can achieve mastery of the material in accordance with the expected target.

The results of the discussions that have been described can lead to the conclusion that the relationship between self-efficacy and curriculum mastery plays an important role in the mastery of the Arabic curriculum in online learning. Self-efficacy students tend to be easier to accept and understand the material provided, both Arabic lessons given by teachers during online learning and from books that are studied independently. The results of this study involved very important for students to further improve self-efficacy. Bandura (1994) states that students will work with a high degree of self-efficacy harder and are able to study longer than students who do not have self-efficacy.

²⁷ Oktavia Nurmawaty Sigiro, Diana Vivanti Sigit, dan Ratna Komala, "Hubungan efikasi diri dan penalaran ilmiah dengan hasil belajar biologi siswa SMA," *Biosfer: Jurnal Pendidikan Biologi* 10, no. 2 (2017): 30.

²⁸ Lisaholit, Loilatu, dan Umanailo, "Pengaruh Efikasi Diri Terhadap Prestasi Belajar Siswa Di Sma Negeri Se-Kecamatan Namlea," 48.

²⁹ Mais Al-Nasa'h, Ferial M. Abu Awwad, dan Ikhlas Ahmad, "Estimating students' online learning satisfaction during COVID-19: A discriminant analysis," *Heliyon* 7, no. 12 (2021): 3.

³⁰ Iswan Riyadi dan Kunthum Ria Anggraheny, "Kesadaran Metakognitif, Keyakinan Efikasi Diri Selama Pembelajaran Daring: Study Deskriptif Mahasiswa Geografi," *pula* 6, no. 1 (2022): 109.



CONCLUSION

According to the results of the research conducted, the researchers provide conclusions according to the objectives of this study. The average level of student self-efficacy in learning Arabic online is 3.1911, including the high category, with the following details: The average self-efficacy of students towards mastering Arabic lessons in online learning on the magnitude indicator (task difficulty level) of 3.2229 is included in the high category. The average student self-efficacy for mastering Arabic lessons in online learning on the strength indicator (behavioral area) of 3.3673 is included in the high category. The average self-efficacy of students towards mastering Arabic lessons in online learning on the generality indicator (stability and confidence) is 2.9833 which is belongs to the middle category.

Average level of mastery of Arabic lessons in online learning is 7.2468, which is included in the medium category. There was a positive relationship between student self-efficacy and mastery of the online Arabic course, with a sig value of 0.000 and a p-value of $0.000 < 0.05$, classified as good.

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