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The Influence of Self-Efficacy on Understanding Arabic Syntax in Arabic Language Education Study Program Students, Jambi University Class

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Abstract

This research aims to analyze the influence of self-efficacy on understanding Arabic syntax among students of the Jambi University Arabic Language Education Study Program Class of 2022. This research was conducted at FKIP Jambi University in November 2023-March 2024. Research data was obtained by distributing questionnaires/ questionnaire and distributed test questions to students of the Jambi University Arabic Language Education Study Program Class of 2022. After obtaining the data, the data was analyzed using quantitative research with a correlational type of research. The results of the research show that there is an influence and relationship between the variable self-efficacy and the variable understanding Arabic syntax with a moderate degree of relationship and a positive form of relationship. Knowing that N = 38, the value of r table is at the 5% level or 0.05 = 0.320. As is known, data is said to be correlated if r count > r table and p value sig. < 0.05. It is known that the calculated r is 0.459 > 0.320 and the significance value is 0.004 < 0.05. Then, based on the calculation of the determinant coefficient, the magnitude of the contribution of self-efficacy and understanding of Arabic syntax is obtained based on the calculation of KD = r2 x 100%, then, (0.459)2 x 100% = 21.06% and the remaining 78.94% is influenced by other factors not included in this study. Based on the results of these data calculations, Ha is accepted and Ho is rejected, so that a positive and significant influence is obtained between self-efficacy and the variable understanding of Arabic syntax.

Keywords: Self-Efficacy, Understanding Arabic Syntax, Influence

A. Introduction

Generation Z accesses information easily and quickly. They also communicate more intensely with each other through the latest technology, namely social media such as Instagram,

WhatsApp, Facebook, Twitter, etc. Furthermore, Witt (in Junaidi Wirawan, et al. 2022) explains that the characteristics of Generation Z are usually independent, open to differences, concerned with social and environmental issues, pragmatic, more protective of their privacy than the millennial generation, and tend to be collaborative. So, it can be concluded that Generation Z has a more open mind about current developments and technological advances. Handayani (in Bakar, et al. 2022) said that however, generation Z is currently facing difficulties because they are vulnerable to mental illness and always want to quickly solve a problem. In such conditions, it is necessary to strengthen Generation Z, including aspects of mental health, one of which is related to self-efficacy. This is due to the fact that Generation Z spends most of their lives immersed in technology, so they are more likely to ignore real-world circumstances. Generation Z is a productive generation but is very addicted to gadgets, so the impact is that they easily experience mental disorders (Surat et al in Bakar, et al 2022).

Ahmad Saifuddin (2022) explains that self-efficacy influences the possibility of mental problems such as stress, anxiety, fear and worry. Bandura (1997) explains that self-efficacy is the belief that exists within a person regarding his ability to achieve a certain goal, and self-efficacy is one of the main factors in determining and influencing the way a person behaves, thinks and feels. Bandura (1997) also explains that there are four sources of self-efficacy, namely:

1. Enactive Mastery Experience (building confidence and skills), namely experience or performance regarding mastery that has been carried out by someone in the past, for example academic achievements that have been achieved previously.
2. Vicarious Experience (seeing others overcome challenges), namely representative experiencesomething or seeing how other people succeed, so I often think that if other people can do it, then I should be able to do it too.
3. Verbal Persuasion (positive feedback from others), namely in the form of suggestions that can increase or even reduce self-efficacy. Status and authority that provide support are closely related to verbal persuasion.
4. Physiological and Affective States (understanding emotions and the consequences of them), which is related to mood and physical abilities. Physical health and the ability to cope with stress are all aspects of physical ability in question. It also includes strength and stamina to perform physical activities; failure due to fatigue or other factors will impact his or her self-efficacy assessment. So one of the factors in assessing self-efficacy is mood.

Bandura (1997) explains that a method is needed that analyzes at a micro level so that

there are no mistakes in assessing a person's level of self-efficacy and actions on individual tasks. Determining/assessing a person's self-efficacy is based on several dimensions, these dimensions are the level of task difficulty (level/magnitude), the scope of the tasks carried out (generality), and the degree of stability/strength of the individual in his beliefs (strength).

a) Level

The level of task difficulty of each individual varies in responding to a task. There are those who consider it an easy or simple task, there are also those who consider it a quite difficult task, and there are also those who consider it a very difficult task, all of which will affect the perceived self-efficacy. So the level dimension is the level of task difficulty, confidence, and a person's resilience in their efforts against any conditions.

b) Generalization

The self-efficacy felt by each individual also differs in the scope or breadth of the field of behavior. A person feels confident in his abilities, in a particular field or task, especially if he feels he can achieve achievements. Individual confidence in their ability to complete tasks will influence their self-efficacy. There are some types of experiences that create limited self-efficacy, while other achievement experiences provide broader self-efficacy. So the Generality dimension is something that is related to the wide range of areas of behavior that individuals believe they are capable of carrying out. Where someone is confident in their abilities.

c) Strength

The strength of a person's self-efficacy beliefs is also related to the degree of a person's confidence in completing academic tasks. A person with high self-efficacy is very confident in his abilities, never gets frustrated easily when facing difficult problems and is better able to solve problems with various kinds of obstacles. On the other hand, someone with a low level of self-efficacy feels that he has weak abilities and will be easily shaken if he faces obstacles in carrying out his duties. So it can be concluded that the strength dimension is related to the strength of an individual's beliefs even though they have not had successful experiences.

Bandura in Fitriyah, et al (2019) similarly states that there are several factors that influence individual self-efficacy, including:

1. Culture; Culture is also able to influence self-efficacy, namely through values, beliefs and self-regulation processes which act as a source of self-efficacy assessment.
2. Gender; Gender differences can also influence a person's self-efficacy. This is related to how a person acts in their respective roles.

3. The nature of the task at hand; If someone is working on a difficult task, they tend to judge that they are incapable of completing it. If the task they are doing is easy and simple, they will act in the opposite way. Thus, the level of self-efficacy will increase.
4. Giving gifts (feedback), A person will be more productive if they receive support, advice and motivation from their parents or from their own environment.
5. A person's status or role in the family environment, if someone is in an environment filled with love, then that person will feel that he or she matters.
6. Information about personal abilities; If a person is given positive information about his abilities, he will be more productive and have a higher self-assessment, but if negative information is given, he will be more unproductive and have a lower self-evaluation.

The importance of self-efficacy influences a person's confidence in any activity in life such as studying and socializing which makes a student's output more optimal and optimistic. This is due to the fact that self-confidence is very important for a person not only when studying or socializing but also when carrying out daily activities. Because with an attitude of self-confidence, a person will have self-confidence in every aspect of life. Those who are not confident in themselves will always be afraid and hesitate to take steps, act, express opinions and interact with their academic environment. On the other hand, those who are effective will be confident in their abilities, dare to act, and be able to interact with their environment.

On the other hand, the importance of speaking well and in accordance with language rules is also something that generation Z must begin to realize. Why is that, because Mustakim (1994) explains that the importance of language covers almost all aspects of life, because everything that a person feels, experiences, lives and thinks can only be communicated through language, both written and verbal. Al-Gulayayniy (1993:5) explains that language is lafadz or speech used by a people to convey and express what they mean.

In terms of terminology, Kridalaksana explains that linguistics is the science of language or the scientific investigation of language. This definition is no different from the opinion of John Lyons (in Nasution, S. 2017), according to him, linguistics is the scientific study of language. Ponny, MR (2022) explains that if language is used as a scientific object, the language will experience specialization, it will only be considered relevant (abstracted). He also believes that linguistics or in Arabic called lughah science is a scientific study of language which examines: phonology, morphology, syntax and semantics. So it can be concluded that linguistics is a scientific study that studies language scientifically, which discusses phonology, morphology, syntax and semantics.

Then Rochayah Machali (2000) argued that language has patterns and based on those patterns language is used. In the classification of words in Arabic, they are known as harf, ism, and fi'l, which in Indonesian are called letters, nouns and verbs. The object of study of classifying words in Arabic is included in the elements of Arabic syntax studies.Pantu, et al (2011) in their book entitled "Arabic Syntax, Contrastive Analysis Study with Indonesian" explains that there are two types of changes in word form in Arabic, namely changes in form (structure) and changes in final form. Changes in form (structure) are discussed in Sharaf science (Tashrif science) while changes in final form (i'rab) are discussed in Nahwu science. The analysis process in syntax is the process of identifying the elements that form language units based on the context of the sentence. The discussion at the syntactic level is about how words function in sentences, such as subject, predicate, object, adjective, noun, adverb, active sentence, passive sentence, etc. So, in the study of Arabic syntax the changes in each word position in the sentence are also called I'rab. Al-Gulayayniy (1993:9) explains "I'rab (currently known as Nahwu) is the main science used to determine the condition of Arabic words, both nouns (isim) or verbs (fi'il) both words -words that are mu'rab and those that are mabniy."

So based on the phenomenon that the researchers found, the researchers were interested in conducting research related to how the self-efficacy felt by generation Z has an influence on the language environment of that generation and focused on how they understand one branch of linguistics, namely Arabic syntax and especially in study of the science of nahwu (i'rab).

B. Method

The approach in this research uses quantitative research with the type of research using correlational research, because the aim of this research is to look for empirical data to prove the existence of an influence or relationship between self-efficacy and understanding of Arabic syntax. Erwin, W (2019) explains that correlation research is carried out to find out whether or not there is and the strength or weakness of a relationship between variables related to an object or subject being studied.

The population in this study was 38 active students. The sampling technique in this study used nonprobability sampling with a saturated sampling technique so that the researcher took the entire population as a sample, namely 38 respondents. The research instrument used a questionnaire for the self-efficacy variable and a test for the variable understanding of Arabic syntax.

The questionnaire/questionnaire compiler uses a psychological scale as an instrument because self-efficacy is something that cannot be observed directly. The instrument used in this research is an adaptation of the General Self-Efficacy Scale by Ralf Schwarzer & Matthias

Jerusalem which measures self-efficacy as a whole. To adapt the instrument to the characteristics of the research sample, the researcher used a self-efficacy scale measurement which has been adapted into Indonesian. This research was conducted by Riangga Novrianto, et al (2019). Adaptation is carried out both in terms of language and number of answer choices. Based on the number of answer choices, the General Self-Efficacy Scale consists of 10 items and uses a Likert model scale with four answer choices, namely: strongly agree (SS) with 4 points, agree (S) with 3 points, disagree (TS) with 3 points. 2, strongly disagree (STS) with point 1. According to Schwarzer, at all the scale blueprint is based on aspects of Bandura's self-efficacy, namely level, strength and generality, so the researcher compiled it because of the theory used in the research This uses Albert Bandura's social cognitive theory.

The preparation of the test instrument was used to determine the understanding of Arabic syntax for students of the Jambi University Arabic Language Education Study Program Class of 2022 with the scope of discussion including, i'rab, nature and maushuf, mudhaf and mudhaf ilaihi, mubtada' and khabar, fa'il and maf'il bih, the number of fi'liyyah and the number of ismiyyah. The test for understanding Arabic syntax in this study is a written test using multiple choice questions with 20 questions and short answers with 5 questions.

C. Results and Discussion

There are two variables in this research, namely Self-Efficacy and Understanding Arabic Syntax. The aim of this research is to find out whether there is an influence of self-efficacy on understanding Arabic syntax among students of the Jambi University Arabic Language Education Study Program Class of 2022.

The total number of items in the self-efficacy questionnaire/questionnaire is 10 statements using a Likert scale. The questionnaire/questionnaire was distributed to respondents via Google Form. Then data on understanding Arabic syntax was obtained from a test of understanding Arabic syntax with a total of 20 multiple choice questions and 5 short answer questions. The test questions were distributed to respondents using two techniques, namely offline/face to face for students attending lectures and online via Google. Form for students taking part in MBKM activities.

Before processing the data, the researcher carried out a validity and reliability test on the two instruments that will be used in this research. Following are the results of the validity test and reliability test.

1. Instrument Validity Test

The number of respondents used in the validity test was 38 respondents, with the r table

obtained at DF = n-2, where 38-2 = 36 and a significance level of 5%, the correlation coefficient r table value was 0.320. Validity testing was carried out using the IBM SPSS version 26 application, with the criteria that if r count > r table then the question is valid and if r count < r table then the question is invalid.

- Self-Efficacy Questionnaire Instrument

No	Items	R count	R table	Information
1.	X1	0.533	0.320	**Valid**
2.	X2	0.755	0.320	**Valid**
3.	X3	0.750	0.320	**Valid**
4.	X4	0.677	0.320	**Valid**
5.	X5	0.705	0.320	**Valid**
6.	X6	0.624	0.320	**Valid**
7.	X7	0.595	0.320	**Valid**
8.	X8	0.603	0.320	**Valid**
9.	X9	0.500	0.320	**Valid**
10.	X10	0.713	0.320	**Valid**

Based on the table above, it can be concluded that the 10 statement items in the self-efficacy questionnaire are declared valid, so after carrying out a validity test the 10 statement items that are valid will be tested for reliability.

- Arabic Syntactic Comprehension Test Instrument

No	Items	R count	R table	Information
1.	PG1	0.416	0.320	**Valid**
2.	PG2	0.349	0.320	**Valid**
3.	PG3	0.626	0.320	**Valid**
4.	PG4	0.334	0.320	**Valid**
5.	PG5	0.330	0.320	**Valid**
6.	PG6	0.412	0.320	**Valid**
7.	PG7	0.460	0.320	**Valid**
8.	PG8	0.484	0.320	**Valid**
9.	PG9	0.585	0.320	**Valid**
10.	PG10	0.368	0.320	**Valid**
11.	PG11	0.488	0.320	**Valid**

12.	PG12	0.357	0.320	**Valid**
13.	PG13	0.463	0.320	**Valid**
14.	PG14	0.431	0.320	**Valid**
15.	PG15	0.423	0.320	**Valid**
16.	PG16	0.386	0.320	**Valid**
17.	PG17	0.439	0.320	**Valid**
18.	PG18	0.548	0.320	**Valid**
19.	PG19	0.510	0.320	**Valid**
20.	PG20	0.362	0.320	**Valid**
21.	E1	0.497	0.320	**Valid**
22.	E2	0.546	0.320	**Valid**
23.	E3	0.564	0.320	**Valid**
24.	E4	0.660	0.320	**Valid**
25.	E5	0.715	0.320	**Valid**

Based on the table above, it can be concluded that the results of all 25 question items have been declared valid, so the 25 valid items will continue with reliability testing.

2. Instrument Reliability Test

Arikunto (2010) believes that reliability is when a research instrument is reliable enough to be used as a data collection tool because the instrument is good. Instrument reliability testing in research uses the Cronbach alpha method. This validity test uses SPSS version IBM 26. The basis for decision making in the reliability test is that it can be said to be reliable if Cronbach's alpha is > 0.60.

- Self-Efficacy Questionnaire Instrument

Reliability Statistics	
Cronbach's Alpha	N of Items
,836	10

Based on the table above, the results of the instrument reliability test show that the reliability test results for the self-efficacy variable are 0.879. It is known that the 10 statement items tested on students were declared reliable.

- Arabic Syntactic Comprehension Test Instrument

Reliability Statistics

Cronbach's Alpha	N of Items
,816	25

Based on the table above, the results of the instrument reliability test show that the reliability test results for the Arabic syntactic understanding test variable are 0.816. It is known that the 25 question items tested on students were declared reliable.

After the data has been collected, the researcher tests the analysis requirements using the normality test and linearity test. Then hypothesis testing uses correlation tests and determineant coefficients. The following is the explanation.

1. Normality Test

Normality testing was carried out using IBM SPSS version 26 using the Kolmogorov-Sminov technique on each data obtained. If the significant value is > 0.05 then the data is declared normal and if the significant value is < 0.05 then the data is declared abnormal. The following is the normality test calculation:

One-Sample Kolmogorov-Smirnov Test		
		Unstandardized Residuals
N		38
Normal Parameters, b	Mean	.0000000
	Std. Deviation	22.38304736
Most Extreme Differences	Absolute	,098
	Positive	,098
	negative	-.079
Statistical Tests		,098
Asymp. Sig. (2-tailed)		,200 c,d

Based on the table above, it is known that the normality test results have a significance value of 0.200 > 0.05, so it can be concluded that the residual value is normally distributed.

2. Linearity Test

Next, the linearity test aims to find out whether the variables of self-efficacy and understanding of Arabic syntax are linear or not. The determination can be seen from the sig. deviation from linearity. If the significant value is > 0.05 then the relationship between the two variables is linear but if the significant value is < 0.05 then the relationship between the two variables is not linear with both variables. Following are the results of the linearity test in the table:

ANOVA Table

			Sum of Squares	df	Mean Square	F	Sig.
Understanding Arabic Syntax * Self Efficacy	Between Groups	(Combined)	6590.787	11	599,162	1,300	,279
		Linearity	34,549	1	34,549	,075	,786
		Deviation from Linearity	6556.238	10	655,624	1,423	,225
	Within Groups		11980.792	26	460,800		
	Total		18571.579	37			

Based on the table above, it can be concluded that the calculated F value = 1,300 with a significance level of 0.279 > 0.05. So, the regression model can be used to predict the participation variable or in other words, there is an influence of the self-efficacy variable on the Arabic syntactic understanding variable and both variables are linear.

3. Correlation Test

Hypothesis testing is carried out to determine whether the research hypothesis is accepted or rejected. Hypothesis testing was carried out using the product moment correlation test. The basis for decision making based on the calculated r value is:

1) If the significance value is <0.05 then it is correlated

2) If the significance value is > 0.05 then it is not correlated

Furthermore, to find out the degree of relationship between the two variables, it can be seen from the guidelines for providing an interpretation of the correlation coefficient which refers to Sugiyono's opinion as follows.

Pearson Correlation Value (r)	**Interpretation**
0.00 - 0.199	No Correlation
0.20 - 0.399	Weak Correlation
0.40 - 0.599	Medium Correlation
0.60 - 0.799	Strong Correlation
0.00 - 0.199	Perfect Correlation

Correlations		
	Self-Efficacy	Understanding Arabic Language Syntax

Self-Efficacy	Pearson Correlation	1	,459**
	Sig. (2-tailed)		,004
	N	38	38
Understanding Arabic Language Syntax	Pearson Correlation	,459**	1
	Sig. (2-tailed)	,004	
	N	38	38
**. Correlation is significant at the 0.01 level (2-tailed).			

Based on the table above, it can be seen that N = 38, so the value of r in the table is at the 5% level or 0.05 = 0.320. And the results of the hypothesis test above show that the person correlation value = 0.459 and significance = 0.004. As is known, data is said to be correlated if r count > r table and p value sig. < 0.05. In the correlation table above, it is known that the calculated r is 0.459 > 0.320 and the significance value is 0.004 < 0.05. So, it can be concluded that there is an influence or relationship between the variable self-efficacy and the variable understanding Arabic syntax with a medium correlation of relationship and a positive form of relationship. The meaning of the positive relationship is that the higher the self-efficacy, the higher the understanding of Arabic syntax. Based on the results of the data calculations above, it can be concluded that Ha is accepted, so there is a positive and significant influence between self-efficacy and understanding of Arabic syntax.

4. Determinant Coefficient

To determine the size of variable This coefficient shows the large percentage of independent variation used in the model to explain variations in the dependent variable. Where if the value of the determinant coefficient (R2) is between 0 – 1, namely R2 = 0 then it has no effect, and if R2 = 1 then variable variation have an effect between the independent and dependent variables so that perfection is produced. The results of the determinant analysis are seen in the model summary output in the R square column from the results of the correlation test which has been carried out using IBM SPSS version 26.

Then, based on the calculation of the determinant coefficient, the magnitude of the contribution of self-efficacy and understanding of Arabic syntax with the calculation of KD = r2 x 100% means, (0.459)2 x 100% = 21.06% and the remaining 78.94% is influenced by factors other. So the analysis of the calculations above concludes that Ha is accepted, so there is a positive and significant relationship between the contribution of self-efficacy and understanding Arabic syntax.

D. Conclusion

Based on the calculations and analysis carried out by the researcher, the researcher carried out research prerequisite tests, namely the normality test and linearity test using calculations from IBM SPSS version 26. Based on the results of the normality test, it was found that the significance value was 0.200 > 0.05, so the residual value was obtained with a normal distribution. Based on the results of the linearity test, it is known that the significance value is 0.279 > 0.05, so the variable is linear.

The results of the hypothesis test that the researcher obtained can be concluded that there is an influence and relationship between the variable self-efficacy and the variable understanding Arabic syntax with a moderate degree of relationship and a positive form of relationship. Knowing that N = 38, the value of r table is at the 5% level or 0.05 = 0.320. As is known, data is said to be correlated if r count > r table and p value sig. < 0.05. It is known that the calculated r is 0.459 > 0.320 and the significance value is 0.004 < 0.05, so it can be concluded that the data is correlated and significant or in other words has a relationship and influence. Then, based on the calculation of the determinant coefficient, the magnitude of the contribution of self-efficacy and understanding of Arabic syntax is obtained based on the calculation of KD = r2 x 100%, then, (0.459)2 x 100% = 21.06% and the remaining 78.94% is influenced by other factors not included in this study. Based on the results of these data calculations, Ha was accepted, so that a positive and significant influence was obtained between self-efficacy and the variable understanding of Arabic syntax.

There are factors that influence the high and low levels of self-efficacy in understanding Arabic syntax among students of the Jambi University Arabic Language Education Study Program Class of 2022. Internal factors that can influence the problems in this research are Enactive Mastery Experience (building confidence and skills) namely experience or performance regarding mastery that has been carried out by someone in the past, for example academic achievements that have been achieved previously (Bandura, 1997). In this problem, students who come from public school graduates do not have achievements related to academic achievement in learning Arabic so this also affects the level of self-efficacy in students.

However, there are also other factors that can influence the level of self-efficacy. Other factors are external factors, namely the culture of the lecture environment which can also support students' efforts to understand Arabic syntax. As explained by Bandura in Fitriyah, et al (2019), cultural factors influence self-efficacy through the process of self-regulation, values and beliefs. A positive environmental culture will play a major role in increasing a person's self-efficacy, especially if a person receives support from the people around them. In this case, the culture of the lecture environment with good Arabic language can also influence students' self-

efficacy so that they will better understand Arabic learning materials as in the dependent variable of this research, namely understanding Arabic syntax.

It can be concluded from the results of the research that has been conducted that there is a positive relationship with self-efficacy and understanding of Arabic syntax, if students have a good level of self-efficacy, they will also have a good understanding of Arabic syntax. Conversely, if students have a low level of self-efficacy, they will also have a low understanding of Arabic syntax.

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