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The Effect of Motivation, Discipline and Self-Efficacy on Arabic Language Learning Outcomes in Madrasah Tsanawiyah Batam City

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Abstract: This study was conducted to identify the influence of motivation, discipline, and self-efficacy on Arabic language learning outcomes at Madrasah Tsanawiyah in Batam City. The background of this study is the importance of these factors in improving the quality of Arabic language learning at the junior high school level. The purpose of this study was to determine the influence of these three variables on student learning outcomes. The research method used was a quantitative approach with a survey technique, where data was collected through questionnaires distributed to students of Madrasah Tsanawiyah in Batam City. The results showed that motivation, discipline, and self-efficacy partially and simultaneously had a significant and positive influence on Arabic language learning outcomes. In conclusion, to improve Arabic language learning outcomes at Madrasah Tsanawiyah in Batam City, an effective strategy is needed to increase learning motivation, strengthen discipline, and develop self-efficacy in students.

Keyword: Motivation, Discipline, Self-Efficacy

INTRODUCTION

Education is a process of humanism which is known as the term humanizing humans (Pristiwanti et al., 2022), so that human beings are born who grow and develop with all the potential that Allah SWT has given them in a fair, trustworthy and responsible manner (Yanto, 2020) in carrying out his duties well as caliph on earth.

Education is a human effort to develop personality (Nasution et al., 2022). Education is a process to create a cultural society as well as a future society (OK, 2021). According to Ibn Khaldun, knowledge and teaching or education (*al-ta'lim*) are natural things (*tabi'i*) in human civilization (*al-'umran al-basyari*) (Khaldun, 2010).

Etymologically, education comes from the word educate which has the prefix pen- and the suffix -an which means the process, act, way of educating, nurturing and teaching (Zaenudin, 2015). The term education is translated into English as education which means development or guidance (Ichsan, 2016). In Arabic, this term comes from the word often

translated as tarbiyah, which means education (Basri, 1984). Tarbiyah with the basic word rabba-yarbu which means to increase and grow (Ibn Manzur, 1990), can also be interpreted as educating, raising, nurturing, developing, and increasing (growing) (Yunus, 1990). The word tarbiyah, especially in the Qur'an, refers to childhood and is related to the efforts that must be made, and is the burden of adults, especially parents, towards their children. According to Azhari and Mustapa, Islamic education is education that seeks to form a complete person, both in the world and in the hereafter (Azhari & Mustapa, 2021). Humans can achieve perfection if they are willing to try to seek knowledge and then practice virtue through the knowledge they have learned. Islamic education is not just a process of instilling moral values to protect oneself from negative access to globalization (Mahsun, 2013).

Madrasahs are often understood as religious-based educational institutions, which provide Islamic education to guide students to become people with broad Islamic insight (Rouf, 2016). Madrasah is a formal educational unit under the auspices of the Ministry of Religion which provides general education with Islamic characteristics (Primaningtyas & Setyawan, 2019).

As a general educational institution with Islamic characteristics, the madrasa curriculum must be designed in order to strengthen religious moderation (Wardati et al., 2023), strengthening character education, anti-corruption education (Widiartana & Setyawan, 2020), literacy and the formation of noble morals of students. In order for the implementation of the curriculum in madrasahs to run effectively and efficiently, the Ministry of Religion has prepared guidelines for curriculum implementation as a guide for educational units and other stakeholders in organizing madrasa education. The PAI and Arabic curriculum in madrasahs is gradually directed to prepare students who have the competence to understand the principles of Islam, both related to morals, sharia and the development of Islamic culture, so that students can carry out their religious obligations well related to their relationship with Allah SWT and fellow human beings and the universe (Agama, 2019). Madrasahs can organize intracurricular learning content and project-based learning in an integrated or simultaneous manner (Muslimin et al., 2023). In this regard, madrasahs can use or choose subject or thematic approaches freely according to the programmed learning needs of students (Anas et al., 2023).

Arabic language subjects have a very important role in shaping students' understanding of Islamic teachings and Arabic literature, becoming a bridge to access sources of Islamic religious teachings (Hasan, 2023), assist in understanding religious texts, and act as a medium of communication in religious practices (Nurhayati, 2022). In this context, Arabic is not only seen as a linguistic skill, but also as a medium that opens the door to a deeper understanding of the principles of the Islamic religion (Domi, Fidri, Fatoni, 2022).

The scope of the material in the Arabic language standards at MTs is packaged to strengthen self-development, capacity development, and socio-economic strengthening and MTs can innovate according to the characteristics of their madrasah (Sadat, 2020). Without adequate Arabic language skills, a person will have difficulty reading, understanding and interpreting the religious teachings contained in the Qur'an and Hadith (Fatoni & Nurhayati, 2022). Therefore, teachers have the responsibility to guide students to have adequate Arabic language skills to study their religion well, in accordance with the established curriculum. However, in reality, the completion value in Arabic language subjects has not been achieved optimally.

Based on the results of interviews at school with several Arabic language teachers, it was found that students' motivation and discipline to follow the process were still low. Students were less motivated to follow the learning process. This can be seen from the students' seriousness in following the learning process. Students who are well motivated tend to have higher involvement in the learning process, which in turn can improve their understanding and learning outcomes.

Motivation is certainly needed by students so that they can follow the learning process well, so that the learning objectives, namely students have knowledge and skills in accordance with the core competencies and basic competencies that have been determined, can be achieved. The form of achievement is the existence of learning outcomes in accordance with the minimum completeness criteria that have been set. Motivation is the drive to meet needs. Learning motivation is formed and is one of the foundations that encourages humans to grow, develop, and progress to achieve something. Learning motivation can be said to be the overall driving force within students that can arise in the learning process and ensure continuity in their learning (Afifah & Kunaenih, 2023).

The results of further interviews with Arabic language teachers obtained information that in addition to low student motivation, students' learning discipline to follow lessons also experienced the same thing. Arabic language teachers said that this can also be seen from the lack of student discipline during the learning process and in doing the tasks given. Student participation or involvement in following the learning process has not reached all students.

Learning discipline is one key that can create a conducive and optimal learning atmosphere. Ideally, students who follow learning in class have good attention while studying, can obey the rules, keep to the schedule or time, can participate actively, have politeness, and have good attendance in class (Sari & Hadijah, 2017). Learning discipline is a state of order and regularity that is experienced by students at school, without any violations that are detrimental either directly or indirectly to the students themselves and to the school as a whole (Mulyawati et al., 2019). Discipline is very important to implement in daily life, because it will have an impact on learning outcomes (Sholihah et al., 2023).

Furthermore, in addition to the lack of motivation and discipline in learning, based on initial observations, namely interviews with Arabic language teachers, it was stated that students' confidence in achieving learning outcomes was also still low, this may also be because not all students have a madrasah or Islamic school education background. Students who come from public schools do have difficulty in following the learning process, in addition to never having studied Arabic before, some of them also cannot read the Quran.

Self Efficacy is an attitude of assessing or considering one's own ability to complete a specific task. Nur Hidayah and Adi Atmoko said that self-efficacy in the world of education is the level of confidence that students have in their ability to complete tasks given by teachers, make reports, and study in preparation for exams at school (Ahmad et al., 2022). Self-efficacy is a belief that students must have in order to succeed in the learning process and to achieve the desired results. Based on several opinions above, it can be concluded that self-efficacy is a student's belief in being able to solve problems or tasks given in the learning process.

Therefore, further research is needed in the hope of clarifying the overall relationship of all variables related to Arabic language learning outcomes. Based on the study of the above phenomena, this dissertation proposal is entitled *The Influence of Motivation, Discipline and Self-Efficacy on Arabic Language Learning Outcomes at Madrasah Tsanawiyah in Batam City*.

METHOD

The research approach used in this study to answer the problem formulation is a quantitative approach (Nurhayati et al., 2024). This approach was chosen to refer to the nature of the data that will be collected to answer the research problem formulation (Nurhayati, 2024). The data sources used are primary data sources which are data sources obtained from research objects, by distributing questionnaires to respondents, in this case students at Batam City Junior High School (Moleong, 2018). Quantitative research is a research method based on the philosophy of positivism, used to research a particular

population or sample. Data collection techniques use research instruments, data analysis is quantitative or statistical, with the aim of testing the established hypothesis (Creswell, 2009).

This research uses a descriptive design which functions to describe or provide an overview of the object being studied through sample or population data as it is, without carrying out analysis and making conclusions that apply to the general public (Sutopo, 2013). This research is generally conducted on a specific representative population or sample. To collect data, research instruments are used (Ph.D. Ummul Aiman et al., 2022). The collected data can be analyzed quantitatively using descriptive or inferential statistics so that it can be concluded whether the formulated hypothesis is proven or not. Quantitative research is conducted on samples taken randomly, so that the conclusions of the research results can be generalized to the population from which the sample was taken (Gultom & NABABAN, 2021).

The determination of the research location was carried out intentionally (purposively) and was planned by considering the ability of the sources at the research location to provide data related to the formulation of the research problem (Arikunto, 2015). In addition to considering the ability of the informants to provide research data, the selection of research locations is based on the location of the madrasah, consideration of accreditation values and the distribution of the number of students. Thus, the sample in the selected research location can represent the population (Sugiyono, 2017).

Based on these considerations, two State Junior High Schools (MTs N) and 6 Private MTs were selected in Batam City. Thus, the selection of the research location is considered to represent the characteristics of the population. The time of this research began in January 2023 starting from the observation stage by conducting interviews with several informants.

In this study, the population was 1226 Class IX students at MTs Kota Batam in the academic year 2024/2025. The research sample was 120 students. The sampling technique used in this study was purposive sampling. Operational research variables to describe and facilitate the determination of measurements of observed variables. The variables used in this study are independent variables studied in this study are motivation (X_1) and student learning discipline (X_2), and self-efficacy (X_3). While the dependent variable is the result of learning Arabic (Y).

The instrument used in data collection is a questionnaire (Siregar, 2017). Where this questionnaire is to determine the motivation, discipline and self-efficacy towards the learning outcomes of Arabic language of class IX students of private MTs in Batam City. To measure the motivation variable, 18 statements were prepared, and for the learning discipline variable, 19 statements were prepared using a Likert scale, and for the self-efficacy variable, 24 statements were prepared using a Likert scale. In order for the data obtained to be in the form of quantitative data, each scale is given a score for positive questions.

The questionnaire instrument test tool used in this study is the validity and reliability test using SPSS software. Research data were collected using observation, interviews, questionnaires and documentation. Data analysis in this study used a quantitative approach by applying inferential statistical techniques. Inferential statistics is a method that focuses on processing sample data to draw relevant conclusions about the population as a whole (Bungin & Sos, 2021).

RESULTS AND DISCUSSION

The Influence of Motivation (X_1) on Arabic Learning Outcomes (Y)

In the results of this study with the results of the t -test with a significance value of less than 0.05 and $t_{\text{count}} > t_{\text{table}}$, it is concluded that motivation (X_1) has a positive and significant effect on learning outcomes. The effect of motivation (X_1) on Arabic learning outcomes (Y) is based on respondents' statements stating that students study at home before taking part in learning at school and are enthusiastic about taking part in learning. Student attendance

before the bell rings is one of the indicators of student motivation in taking part in Arabic learning. In addition, teachers also give grades for student activity and give grades for individual assignments collected by students. For student learning outcomes that are not complete, students will take part in remedial activities on a schedule determined by each educational unit. Respondents also stated that they did not give up on doing the assignments given by the teacher.

Table 1. Multiple Linear Regression Equation

Model	Coefficients ^a				
	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	41.537	3.345		12.417	.000
1 Motivation	.166	.053	.234	3.143	.002
Discipline	.139	.047	.249	2.971	.004
Self Efficacy	.284	.043	.463	6.590	.000

a. Dependent Variable: Arabic Learning Outcomes

Based on the table above, the significance value of the motivation variable (X1) is 0.000, meaning the significance is less than 0.05. The motivation variable (X1) has a tcount value of 3.143 while the ttable is 1,980, which means tcount > ttable. Thus, H1 is accepted and H0 is rejected, so it can be concluded that there is a positive and significant influence of motivation (X1) on Arabic learning outcomes (Y).

The results of this study which state that motivation (X1) has a positive and significant effect on Arabic language learning outcomes (Y) are in line with the research conducted by Linda Urfatullaila, Ima Rahmawati, Hana Lestari, and Zulfikar Ismail, entitled The Influence of Intrinsic Motivation on Student Learning Achievement in Arabic Subjects for Class V at MI Al Azkia Tenjolaya Bogor. This study was conducted using quantitative research, the results of this study showed that there were test results that intrinsic motivation (X1) had a positive and significant effect on student learning achievement (Y) in Arabic subjects for class V at MI Al Azkia Tenjolaya Bogor. This is indicated by the Sig. value of 0.000 < 0.05. The magnitude of the influence of intrinsic motivation on learning achievement is classified as very strong, with the resulting person correlation value of 0.597. The magnitude of student learning achievement in Arabic subjects for class V at MI Al Azkia Tenjolaya Bogor can be predicted through the magnitude of the intrinsic motivation score with a simple linear regression equation $\hat{Y} = 51.434 + 0.209 X1$. The coefficient of determination of the intrinsic motivation variable (X1) has an effect on learning achievement (Y) of 35.6% (Urfatullaila et al., 2022).

Furthermore, the results of this study are also in line with the research conducted by Saputra, R. R., Laksono, H., & Rina, H., entitled The Influence of Learning Motivation on Learning Achievement of Class VII Students of Mts Miftahul Ulum West Lampung (Case Study on Arabic Subject). This study was conducted using quantitative research, the results of this study indicate that there is an influence of learning motivation on learning achievement in Class VII students of MTs Miftahul Ulum West Lampung, this can be seen from the R value in the results of 0.850 which means that the motivation variable has a strong influence on student achievement. While the KD value obtained in the calculation is 85% which can be interpreted that the motivation variable has a contribution of 75.3% to the student achievement variable while the other 13% is influenced by other factors (Saputra et al., 2018).

The results of the study showed that motivation (X1) has a positive and significant influence on Arabic language learning outcomes (Y). This shows that students who have high motivation tend to be more enthusiastic in learning and achieve better results. Motivation can come from internal or external drives, such as the desire to achieve or support from the surrounding environment.

The Influence of Discipline (X₂) on Arabic Learning Outcomes (Y)

In the results of this study with the results of the t-test significance value of less than 0.05 and $t_{count} > t_{table}$, it is concluded that discipline (X₂) has a positive and significant effect on Arabic language learning outcomes (Y). The effect of discipline (X₂) on Arabic language learning outcomes (Y) is based on respondents' statements stating that students do their assignments responsibly and students follow learning at school until the learning ends. In addition, respondents also stated that students attend class before learning begins.

Table 2. Multiple Linear Regression Equation

Model	Coefficients ^a				
	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	41.537	3.345		12.417	.000
1 Motivation	166	.053	.234	3.143	.002
1 Discipline	.139	.047	.249	2.971	.004
1 Self Efficacy	284	.043	.463	6.590	.000

a. Dependent Variable: Arabic Learning Outcomes

Based on the table above, the significance value of the discipline variable is 0.000, meaning the significance is less than 0.005. The discipline variable (X₂) has a tcount value of 2.971 while the t_{table} is 1.980, which means that $t_{count} > t_{table}$. Thus, H₁ is accepted and H₀ is rejected, so it is concluded that there is an influence of discipline on learning outcomes.

The results of this study which state that discipline (X₂) has a positive and significant effect on Arabic language learning outcomes (Y) are in line with the research conducted by Ikhwan Nur Rois entitled The Influence of Learning Discipline on Arabic Language Learning Outcomes at State Islamic Senior High School 1 Kulon Progo. This study was conducted using quantitative research, in this study it shows that learning discipline has an effect on learning outcomes with the results of the regression equation $Y = 11.441 + 1.029X$, with a coefficient value of $2.145 > 0.05$ so that it can be said that learning discipline has an effect on students' Arabic language learning outcomes. The percentage of influence reaches 72% on students' Arabic language learning outcomes (Rois, 2022).

The results of the study showed that discipline (X₂) was also proven to have a positive and significant effect on Arabic language learning outcomes (Y). Students who are disciplined in carrying out learning activities, such as managing study time, obeying rules, and being consistent in learning, tend to achieve better results. Discipline helps students to focus and avoid distractions that can hinder the learning process.

The Influence of Self Efficacy (X₃) on Arabic Learning Outcomes (Y)

In the results of this study with the results of the t-test significance value of less than 0.05 and $t_{count} > t_{table}$, it is concluded that self-efficacy (X₃) has a positive and significant effect on Arabic language learning outcomes (Y). The effect of self-efficacy (X₃) on Arabic language learning outcomes (Y) is based on respondents' statements who stated that they believed that difficult Arabic language questions were a challenge that must be conquered and completed. In addition, there were respondents who stated that they would use all their abilities to complete Arabic language assignments as well as possible.

Table 3. Multiple Linear Regression Equation

Model	Coefficients ^a				
	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	41.537	3.345		12.417	.000
1 Motivation	166	.053	.234	3.143	.002
1 Discipline	.139	.047	.249	2.971	.004

Self Efficacy	284	.043	.463	6.590	.000
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a. Dependent Variable: Arabic Learning Outcomes

Based on the table above, the significance value of the self-efficacy variable (X_3) is 0.001, meaning the significance is less than 0.05. The self-efficacy variable (X_3) has a t-count value of 6.590 while the t_{table} is 1,980, which means that $t_{count} > t_{table}$. Thus, H_1 is accepted and H_0 is rejected, so it can be concluded that there is an influence of self-efficacy (X_3) on Arabic learning outcomes (Y).

The results of this study indicate that self-efficacy (X_3) has a positive and significant effect on Arabic language learning outcomes (Y) in line with research conducted by Fitratur Najam Ahmad, Syahrudin Usman and Amrah Kasim entitled The Influence of Self-Efficacy on Arabic Language Learning Achievement of Students at MTs Al-Ikhwan Baubau. This study was conducted using quantitative research, this study showed that the results showed that Self-Efficacy of students at MTs Al-Ikhwan Baubau, Southeast Sulawesi was in the moderate category. Self-Efficacy had a positive effect and contributed 15.1% to Arabic language learning achievement of students at MTs Al-Ikhwan Baubau, Southeast Sulawesi and the remaining 84.9% was influenced by other factors (Ahmad et al., 2022).

The results of the study showed that self-efficacy (X_3) towards their abilities also had a positive and significant effect on Arabic learning outcomes (Y). Students who have high self-efficacy tend to be more confident and believe that they can overcome challenges in learning Arabic. High self-efficacy can encourage students to try harder and not give up easily.

The Influence of Motivation (X_1), Discipline (X_2) and Self Efficacy (X_3) Simultaneously on Arabic Language Learning Outcomes (Y)

The results of this study obtained that the f_{count} value was 1366.817 and f_{table} was 2.68 so it can be concluded that $f_{count} > f_{table}$ namely ($1366.817 > 2.68$) and the significance level of 0.000 is smaller than $\alpha = 0.05$ ($0.000 < 0.05$). Based on the results obtained, H_0 is rejected and H_1 is accepted, thus the variables of motivation (X_1), discipline (X_2) and self-efficacy (X_3) simultaneously have a positive effect on Arabic learning outcomes (Y). Explained in the following table:

Table 4. F Test Results of Motivation Variables (X_1), Discipline (X_2) and Self Efficacy (X_3) on Arabic Learning Outcomes (Y)

ANOVA ^a						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	3014.755	3	1004.918	1366.817	.000 ^b
	Residual	1440.045	116	12.414		
	Total	4454.800	119			

a. Dependent Variable: Learning outcomes

b. Predictors: (Constant), Motivation, Discipline, Self Efficacy

Meanwhile, the coefficient of determination test for the variables of motivation (X_1), discipline (X_2) and self-efficacy (X_3) on Arabic language learning outcomes (Y) is as follows:

Table 5. Results of the Determination Coefficient (R²) of Motivation Variables (X_1), Discipline (X_2) and Self Efficacy (X_3) on Arabic Language Learning Outcomes (Y)

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.823 ^a	.677	.668	3.523

a. Predictors: (Constant), Motivation, Discipline, Self Efficacy

Based on the table above, it can be seen that the value of the coefficient of determination (Adjusted R Square) obtained is 0.668 or 66.8%. This means that the dependent variable of learning outcomes can be explained by 66.8%, while the remaining 33.2% is explained by other factors, outside of the variables of motivation (X_1), discipline (X_2) and self-efficacy (X_3)

This is due to the existence of a driving factor from within the student, namely motivation which is a drive from within. The drive within the student to achieve maximum learning outcomes will bring the student to the best condition in following the learning process. Students will make various efforts to get satisfactory results if they have high motivation. Motivation is a non-intellectual psychological factor and its distinctive role is in terms of growing passion, feeling happy and enthusiastic about learning. Motivation is one of the factors that can improve the quality of learning and student learning outcomes, because students will study seriously if they have high motivation.

Furthermore, with strong motivation and followed by learning discipline as a form of student behavior that shows a form of obedience to a rule or regulation and norms that must be owned by students and must be continuously developed to support success in the learning process so that learning objectives can be achieved properly. High motivation and discipline will increase a sense of confidence in one's own abilities or self-efficacy which is the level of confidence that students have in their ability to complete tasks given by teachers, and study in preparation for exams at school.

The results of the study showed that simultaneously, these three variables, namely motivation (X_1), discipline (X_2), and self-efficacy (X_3), have a positive and significant influence on Arabic language learning outcomes (Y). This shows that the three support each other and contribute to creating a conducive learning environment. Therefore, to improve Arabic language learning outcomes at Madrasah Tsanawiyah Kota Batam, efforts are needed to increase motivation, strengthen discipline, and develop students' self-efficacy.

CONCLUSION

This study shows that motivation has a positive and significant influence on Arabic language learning outcomes at Madrasah Tsanawiyah Kota Batam, where students with high motivation tend to achieve better learning outcomes. In addition, discipline also has a positive and significant influence on Arabic language learning outcomes, where students who have good discipline in learning are able to achieve more optimal results. Self-efficacy, or students' self-confidence in their own abilities, has also been shown to have a positive and significant influence on Arabic language learning outcomes, indicating that students who are confident tend to achieve better learning outcomes. Simultaneously, motivation, discipline, and self-efficacy together have a positive and significant influence on Arabic language learning outcomes at Madrasah Tsanawiyah Kota Batam, indicating that the combination of these three variables is very important in creating a learning environment that supports and improves students' academic achievement.

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