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The Influence of Self-Confidence on Arabic Writing Skills at Kiai Abdullah Faqih University Gresik

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ABSTRACT

This study is grounded in the importance of Arabic writing as a complex productive skill. This skill is supported by a psychological aspect (self-confidence) which encourages students to believe in their ability to write in Arabic. The purpose of this study was to measure the effect of self-confidence on the Arabic writing skills of students in the Arabic Language Education Study Program at Kiai Abdullah Faqih University, Gresik. The study employed a quantitative approach using a simple linear regression design. The participants consisted of 54 students selected through purposive sampling. The regression analysis showed a significance value of 0.104 ($p > 0.05$) with $F = 2.737$, confirming that self-confidence does not have a significant relationship with Arabic writing skills. The R^2 value of 0.05 indicates that self-confidence contributes only 0.5% to writing skills. Furthermore, the effect size (f^2) of 0.0526 suggests that the influence of self-confidence is small. These findings show that self-confidence is more emotional in nature and does not improve writing ability. Therefore, it serves only as a supporting factor, not a primary determinant. Future research should examine linguistic competence, achievement motivation, and writing practice intensity using more complex analytical models.

1. INTRODUCTION

Writing skill is an essential component in learning Arabic (Kamal et al., 2025). It encompasses not only the ability to express ideas in written form, but also the organization of ideas, mastery of language structures, vocabulary, and writing mechanics (Jacob et al., 1981). Therefore, effective Arabic writing reflects the writer's ability to integrate these elements into a clear and coherent text. This integration ensures that the message is conveyed accurately and can be easily understood by the reader.

Writing skills in Arabic include several important aspects as described in the Writing Profile (Jacob et al., 1981). First, the ability to express ideas is related to the quality of the content, namely the extent to which ideas are conveyed clearly and relevantly. Second, the organization of writing is reflected in the coherence of sentences and paragraphs, the appropriate use of Arabic conjunctions, beginning sentences with nominal (*ismiyah*) or verbal (*fi'liyah*) structures, and arranging ideas in a coherent manner. Third, mastery of Arabic language structure includes accuracy in applying the rules of *nahwu* and *sharaf*, such as the correctness of *i'rab*, the appropriate selection of verb forms, and proper agreement in *mudzakkar-muannats* and *mufrad-mutsanna-jama'* forms.

Gholayaini emphasized that mastery of grammar is an important basis in Arabic writing skills (Al-Golayaini, 2007). In line with that, Djiwandono stated that linguistic elements play a direct role in determining the quality of writing as a form of productive use of language (Djiwandono, 1996). Thus, mastery of linguistic aspects is an important factor in writing skills. However, to achieve optimal writing productivity, confidence is also needed so that writers are able to express ideas actively and sustainably. Fourth, vocabulary mastery requires the appropriate, varied, and meaningful selection of *mufradāt* in accordance with the intended meaning. Fifth, writing mechanics involve accuracy in the use of Arabic orthography, such as the correct writing of *hamzah*, *tā' marbūṭah*, *alif layyinah*, punctuation marks, and neat presentation, so that the text becomes clear and easy to understand.

In the context of learning Arabic, writing skills are often one of the most challenging abilities. These challenges are generally related to the complexity of Arabic grammar, structural differences between Arabic and first languages for Arabic language learners, lack of mastery of *mufradāt*, and limitations of targeted practice (Amal & Mariam, 2025). Writing is a cognitive and metalinguistic tool in language acquisition. Theoretical models, empirical research, and classroom practices all point to its importance in developing grammatical accuracy, vocabulary retention, and communicative competence (Khudaverdiyeva, 2025).

Writing is one of the productive skills in language learning that involves the process of language production to convey thoughts, information, or feelings. Writing functions as a means of conveying information to others, so that the message to be conveyed can be understood clearly. In this way, communication occurs indirectly (Hendrawanto Ch, 2020). Algane and Ali emphasized that writing is a powerful communication tool for a person to express themselves, convince others, and change their perspective (Mohammed AbdAlgane & Rabea Ali, 2023).

Writing is a personal activity that requires courage to express ideas, because each piece of writing reflects the writer's thoughts and viewpoint (Monson, 2018). In this context, self-confidence plays an important role in encouraging writers to express ideas clearly and completely, without any doubt or fear of the judgment of others. On the other hand, low self-confidence can cause anxiety, doubt, and obstacles in pouring out ideas optimally (Andiwijaya & Liauw, 2020). Therefore, self-confidence is a psychological factor that contributes directly to the quality and productivity of writing skills.

Self-confidence is an important asset or investment for humans to be able to carry out their daily lives well even though they are not in a good social environment. Confidence is achieved with courage in the face of challenges because it gives people the awareness that learning from life experiences is more important than success or failure (Bachtiar, 2020). In other words, the process is more important than the outcome. A person's trust is gained from the life experiences he has had. A person's trust is gained from the life experiences he has had. Self-confidence plays a major role in academic achievement and psychological well-being. It is often equated with self-efficacy, which is a belief in personal abilities that can predict positive outcomes (Green et al., 2022).

In education, self-confidence is an important factor that supports successful learning (Rahmah et al., 2025). In the context of Arabic language learning, confidence contributes to improving learning outcomes, as higher levels of confidence are associated with better achievement (Isyanto et al., 2024). Students who have high confidence tend to be more courageous in communicating and show their ability to speak Arabic actively (Negeri, 2018). Ardiansyah emphasized that low self-confidence often causes students to feel anxious or embarrassed in communicating (Ardiansyah & Yuhana, 2025). Therefore, self-confidence becomes a key psychological factor influencing students' engagement in productive language skills, including writing.

Arabic writing skills have become one of the aspects emphasized in college, especially in Arabic language education study programs. Students in the Arabic language education study program will become teachers or experts in Arabic, so they are required to have good proficiency in writing Arabic to support their academic and professional competence. Thus, the mastery of Arabic writing skills is an important indicator of students' professionalism because it reflects their linguistic competence, academic thinking ability, and readiness to carry out their role as educators and practitioners of Arabic.

Kiai Abdullah Faqih University Gresik is a private Islamic university under the auspices of the Mambaus Sholihin Suci Manyar Gresik Foundation. This institution is highly committed to producing an extraordinary generation in the field of science and Islam. One of the flagship study programs at this university is the Arabic Language Education Study Program. This study program has existed since the first establishment of this university, precisely in 2003. Although Arabic language education programs, including at Kiai Abdullah Faqih University Gresik, have implemented various strategies to improve writing skills and foster students' confidence, previous research has not sufficiently examined the direct relationship between self-confidence and Arabic writing skills. This shows that there is a research gap in

understanding how confidence specifically affects students' writing performance. Therefore, this study aims to analyze the influence and contribution of confidence to Arabic writing skills in students at Kiai Abdullah Faqih University Gresik. The novelty of this research lies in its focused and integrative approach, which places self-confidence as the main psychological factor that directly affects writing skills, thus providing a clearer basis for the development of effective Arabic writing learning.

2. METHODS

This study uses a quantitative approach with a regression research design. This study was used to determine the influence of free variables on bound variables. The linear regression design was chosen because it allowed researchers to analyze the functional relationship between self-confidence as an independent variable and Arabic writing skills as a dependent variable. A simple linear regression design can be illustrated as shown in the following image:



Figure 1: Linear Regression Design

The research population was students of the Arabic Language Education Study Program, Kiai Abdullah Faqih University Gresik, who were selected using purposive sampling techniques. The students are in semesters 2 and 1, with a total of 54, and they are taking a writing skills course. The population is less than 100, so the researchers took all of them as samples. This is allowed because population research can only be carried out on small and limited populations.

The research stage was carried out by collecting data through a confidence questionnaire instrument based on the development of Peter Lauster's theory and an Arabic writing skills test. The questionnaire statement consists of two forms: favorable and unfavorable, and twenty-nine statements. The calculation uses a converted Likert scale with a value of 5 to 1. Meanwhile, the writing skills test is in the form of a free composing test with three themes: time with family, helping each other with friends, and trips to the city.

The two confidence instruments in this study were tested for validity through two stages, namely content validity and statistical validity. The validity of the content was carried out by asking experts in the field of psychology and Arabic language education. Experts state that the instrument is feasible to use to collect data on the condition that it be revised in accordance with the criticism and advice of experts. Furthermore, both instruments were statistically tested for validity with the Pearson Product Moment formula with the help of IBM SPSS Statistics version 27. This validity test was carried out by comparing r_{xy} with the r table at a significance level of 5%. The R table in this study is 0.468; if the r_{xy} value is more than 0.468, the item is said to be valid. The validity and reliability of the 33 items were between

0.019 and 0.854, with 4 items being less than 0.468, so there were 29 items that were worth using. As for writing skills, it is between 0.646 and 0.867. Based on these results, the writing skill test instrument was declared valid. The reliability of the scale is aided by IBM SPSS Statistics version 27 computing using the Cronbach's alpha coefficient formula. If the value obtained is greater than 0.7, then the instrument is declared reliable. The reliability coefficient of confidence of 29 items was 0.954, while the writing skills test had a reliability coefficient of 0.751.

The data were analyzed using simple linear regression to examine the effect of self-confidence on Arabic writing skills. This model was selected because the study aims to determine the direct influence of one independent variable on a dependent variable. Prior to hypothesis testing, several classical assumption tests were conducted, including the normality test to ensure that the data were normally distributed, the linearity test to confirm a linear relationship between variables, and the homogeneity test to assess the consistency of variance. After the assumptions were met, regression analysis was performed using the model: $Y = a + bX$.

Remarks:

Y = Expected dependent variable

a = Variable Y when variable $X = 0$ (fixed price)

b = Regression coefficient, which indicates the increase or decrease of a dependent variable based on changes in independent variables. If the direction of the line (+) goes up, and if (-), the direction of the line goes down.

X = Independent variables that have a specific value.

3. RESULTS AND DISCUSSION

3.1 Results

The following are the results of the confidence test and Arabic writing skills of students of the Arabic Language Education Study Program, Kiai Abdullah Faqih University Gresik. The results were used to determine the level of confidence and the ability to write Arabic as the basis for further analysis.

Table 1: Results of the Confidence Questionnaire and Writing Skills

No	Student Name	Confidence Results	Arabic Writing Skills Results
1	TAR	109	91
2	AAT	128	87
3	SAZ	115	72
4	TG	111	45
5	ANF	84	53
6	NLA	120	47
7	DPA	132	91
8	UBNM	103	61
9	RN	121	78

10	EUR	127	84
11	SQA	130	48
12	AF	108	56
13	ZAA	96	63
14	NHS	126	72
15	RDA	114	94
16	NAS	116	80
17	FAM	105	88
18	UA	137	88
19	SFA	133	72
20	DN	106	84
21	IAH	101	83
22	AAM	96	74
23	SP	108	82
24	ASN	100	77
25	KN	115	63
26	ALR	133	63
27	MNH	115	86
28	IAF	98	80
29	NB	105	82
30	MSH	106	58
31	AR	91	59
32	ZR	100	92
33	MRA	117	88
34	MAH	96	65
35	GA	111	60
36	FAS	115	76
37	AA	88	64
38	AA	116	73
39	IJ	111	83
40	NS	124	83
41	AZF	99	73
42	AAS	99	70
43	MR	103	58
44	FC	85	75
45	ZF	96	56
46	NS	88	64
47	MA	106	84
48	MRH	98	78
49	BS	102	87

50	AZJ	94	74
51	ANL	85	68
52	AN	104	87
53	ISR	121	93
54	ASP	111	88

The score distribution showed that 10 respondents were in the very strong category, 31 respondents in the strong category, and 13 respondents in the medium category. None of the respondents were in the weak or very weak category. In general, the majority of respondents were in the strong category, followed by the medium and very strong categories. The distribution of the respondents' confidence level in writing Arabic is shown in the form of a diagram to provide a visual picture of the distribution of respondents in each category.

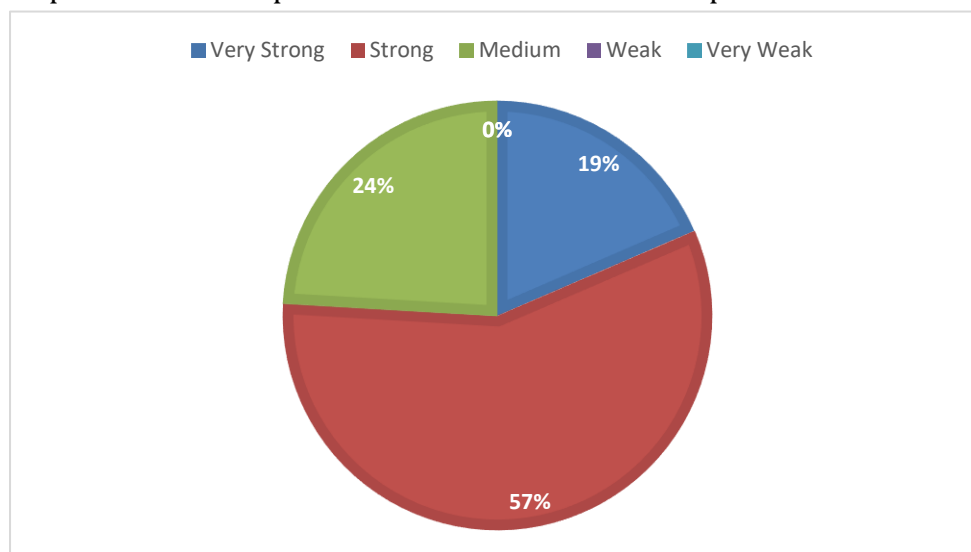


Figure 2: Percentage of confidence level

Based on the results of the classification, it can be concluded that the level of confidence of respondents in writing Arabic is relatively high. Respondents in the strong and very strong categories indicated that they had high confidence in writing Arabic. Meanwhile, respondents in the medium category indicated that their confidence in writing Arabic was beginning to form, but still needed to be strengthened to increase confidence in writing. The absence of respondents in the weak and very weak categories shows that the respondents do not face serious barriers related to confidence in writing Arabic. Thus, it can be affirmed that the confidence in writing Arabic among the respondents is at a positive level and supports the development of writing skills.

Based on the results of the Arabic writing skills test, 13 students were in the very good category, 13 students were in the good category, 19 students were in the fair category, 6 students were in the poor category, and 3 students were in the very poor category. Overall, the results indicate that the respondents' achievement scores tend to fall into the fair category. The distribution of the Arabic writing skills test results can be seen in the following chart:

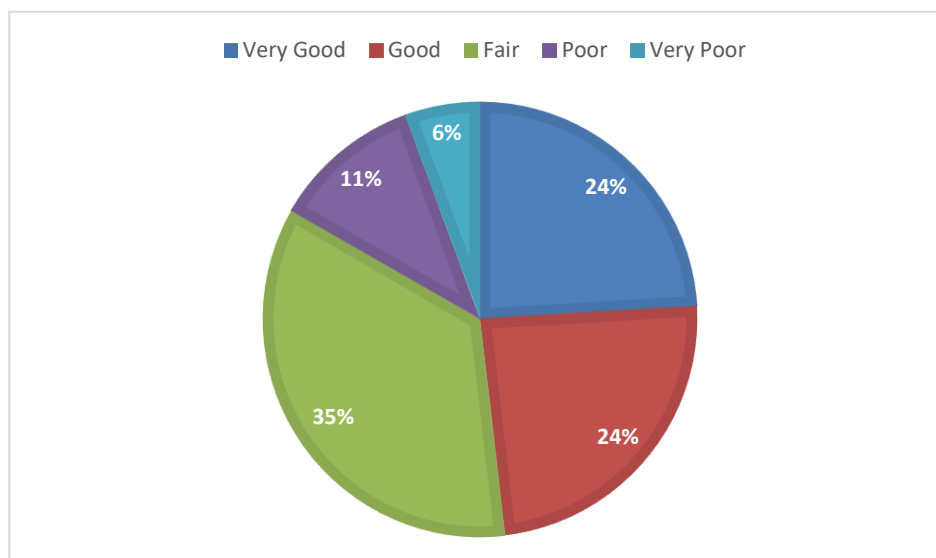


Figure 3: Percentage of Writing Skill level

Based on the data from the Arabic writing skills test results and the confidence questionnaire in writing Arabic for 54 respondents, there was a variation in scores in the two results. The Arabic writing skill score is in the range of 45–94 (from the very poor to very good category), while the confidence score in Arabic writing is in the higher range, which is 84–137 (from the medium to very strong category). In general, the confidence score in writing is higher than the Arabic writing skill score.

When compared between respondents, there are respondents who have good writing skills, but their confidence level is in the medium category. On the other hand, some respondents have a strong level of confidence, but the value of their writing skills is quite sufficient or lacking. This shows that the achievement of Arabic writing skills and the level of confidence in writing are not always at the same level in each respondent. The comparison of the two scores gives an idea that each respondent has a diverse achievement profile between Arabic writing skills and confidence level in writing Arabic.

Classic assumption test

Based on the results of the classical assumption test, the research data met all the requirements of parametric analysis. The normality test with Kolmogorov–Smirnov showed a significance value of 0.079 ($p > 0.05$) (Biu et al., 2019), so the data were declared to be normally distributed. The homogeneity test using the Levene Test (Abdul R & Dkk, 2007) showed a significance value of 0.978 ($p > 0.05$), which means that the variance of the data is homogeneous. In addition, the linearity test between the variables of confidence and writing skills resulted in a significance value of Deviation from Linearity of 0.154 ($p > 0.05$), so that the relationship between the two variables was proven to be linear. Thus, all classical assumptions of normality, homogeneity, and linearity have been fulfilled, and the data are worthy of further analysis using parametric statistical techniques.

Hypothesis test

The results of the classical assumption test show that the relationship between the free variable and the bound variable is normal, homogeneous, and linear. Hence, the regression model is feasible to use for further analysis. With all these statistical requirements met, the

researcher then conducted a hypothesis test using linear regression analysis. The results of the linear regression test can be seen in the following table:

Table 2: Results of the Linear Regression Test

ANOVA ^a						
Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	451.742	1	451.742	2.737	.104 ^b
	Residual	8581.962	52	165.038		
	Total	9033.704	53			

a. Dependent Variable: *Maharah_Kitabah*

b. Predictors: (Constant), *Kepercayaan_Diri*

Based on the results of the ANOVA test in Table 2, an F value of 2.737 was obtained with a significance of 0.104 ($p > 0.05$). This shows that the confidence variable does not have a significant effect on Arabic writing skills. This finding is in line with the results of the analysis in the Model Summary Table, which shows an R value of 0.224, which means that the relationship between confidence and writing skills is weak. An R^2 of 0.050 indicates that confidence contributes 0.5% to Arabic writing skills. See the following table:

Table 3: Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.224 ^a	.050	.032	12.84670

a. Predictors: (Constant), *Kepercayaan_Diri*

Thus, the alternative hypothesis (H1) that states the influence of confidence on writing skills is rejected, while the null hypothesis (H0) that states that there is no influence is accepted.

To see the magnitude of the effect, the effect size calculation was carried out using the formula f^2 . With an R^2 value of 0.05, $f^2 = 0.0526$ is obtained. This value is in the category of small effects because it is in the range of 0.02–0.15 values (Cohen, 1988). So it can be concluded that the level of student confidence does not have a significant influence on Arabic writing skills. The results of this study show that although self-confidence is an important affective factor in language learning, in the context of this study the influence on kitābah skills is relatively small and insignificant.

3.2 Discussion

The results of the study stated that self-confidence had a small effect on the results of writing skills. The research is in line with the concept of the Hierarchy of Needs according to Maslow. In this theory, self-confidence is at the fourth level (self-esteem needs), which can only function optimally if the previous basic needs, such as security, love, and belonging (Maslow, 1954), are met. According to Maslow, writing skills are included in the level of self-actualization (Maslow, 1968). Students cannot achieve it with confidence alone without adequate psychological and academic support. Thus, H1's rejection is in line with Maslow's view that self-confidence is a driving factor, not the main determinant of academic success. New confidence can affect writing skills if the learning environment is able to meet the basic needs of students first.

Palupi stated that "confidence is not a guarantee of success" (Palupi, n.d.). This view emphasizes that although confidence can encourage a person to make an effort and dare to

make decisions, the success of writing Arabic is still determined by a number of other factors, such as language competence, knowledge mastery, work ethic, and external factors such as the learning environment and social support.

The results of the study showing that self-confidence does not have a major effect on writing skills do not seem to be in line with Islamic values as explained in the hadith of the Prophet:

المؤمن القوي خير وأحبّ إلى الله من المؤمن الضعيف، وفي كلّ خير احرص على ما ينفعك، واستعن بالله ولا تعجز، وإن أصابك شيء فلا تقل لو أنّي فعلت كذا وكذا وكذا، ولكن قل: قدّر الله وما شاء فعل، فإن لو تفتح عمل الشيطان. مسلم، أبي الحسين بن الحجاج، صحيح مسلم، الثانية، (Muslim, 2000).

This hadith emphasizes that the "strength" of a believer is not only physical, but also mental, spiritual, and includes confidence in facing challenges, including study and academic challenges. The Prophet's Commands "وفي كلّ خير احرص على ما ينفعك، واستعن بالله" show that Islam encourages an active, optimistic, strong-willed, and positive attitude, i.e., confidence that comes from faith, not arrogance.

In the context of learning to write Arabic, this hadith hints that confidence should be a factor that supports writing skills. However, it must be built through real efforts such as consistent practice, writing habits, and mastery of the correct language structure. The Prophet's Command "ولا تعجز" also shows the importance of mental fortitude when facing mistakes in the process of learning to write.

Therefore, the incompatibility of the results of quantitative research with the values contained in the hadith does not mean that the hadith is irrelevant, but rather shows that the values of self-confidence in Islam have not been fully reflected in the academic behavior of students. In other words, students may have self-confidence, but do not apply it productively in the writing process, or their confidence is not supported by linguistic proficiency and good study habits.

Based on the results of the calculation of quantitative data, the highest confidence score was obtained of 137 out of a maximum score of 145. This shows a very high level of confidence in the category. The results of his writing skills are also in the very good category with a score of 88. The details are as follows: the content aspect received a score of 27 out of a maximum score of 30, organization 19 out of 20, vocabulary 18 out of 20, the linguistic aspect 20 out of 25, and the mechanics of writing got a score of 4 out of a maximum score of 5. In terms of percentages, these students are very strong in the aspects of content, organization, and vocabulary mastery, while the linguistic and mechanical aspects still need to be improved. This shows that students are mature in developing ideas, but still need to strengthen the accuracy of language rules.

Meanwhile, students with the lowest confidence score (84) obtained a writing score of 53, with a low score in all aspects. This condition shows difficulties in developing ideas, composing writing, choosing the right vocabulary, applying grammar, and writing mechanically. These findings are in line with Bandura's self-efficacy theory, which emphasizes that an individual's belief in his or her abilities will affect his or her actual performance (Bandura, 1986). Students with high confidence are more courageous to express ideas, compose writing, and choose vocabulary appropriately. However, the low linguistic and mechanical aspects suggest that confidence does not automatically increase language accuracy, as Chomsky asserts that language ability depends not only on affective factors, but also on cognitive ability in mastering language rules (Chomsky, 1965).

The results of this study reinforce the findings in an article written by Dadang (Firdaus et al., 2025) that Arabic writing skills are not only influenced by mastery of rules, but also by psychological factors such as self-confidence. Students with a high level of confidence show more mature ideas and organization skills. However, the linguistic aspect still needs to be strengthened through systematic and practice-oriented constructivism-based teaching materials. The quality of student writing also needs a gradual revision process to improve. This is to provide systematic pedagogical support that not only improves the linguistic aspect, but also has the potential to increase students' confidence in writing. Thus, strengthening self-confidence needs to be integrated with technology/learning media (Ali et al., 2024).

An average confidence score of 108.5 indicates a high category, and an average writing score of 74 indicates a good category. In general, both variables are in the positive category. The analysis of questionnaire items showed that students were strong in the aspects of optimism, objectivity, and responsibility, but weak in the aspects of confidence in self-ability, rationality, and reality in assessing writing skills. This means that even though students have an optimistic and responsible attitude, they are not yet able to assess their writing skills realistically and logically. This is what causes self-confidence not to appear to be a factor that can have a direct influence on writing skills.

These findings do not fit with the concept of self-confidence according to Lauster, who emphasizes that true self-confidence must be supported by beliefs rooted in an understanding of true potential, optimism, objectivity, responsibility, rationality, and realism (Ghufron, M. N., & Risnawita, 2010). In this study, student confidence tends to be emotional, not functional. As a result, the confidence they have is not strong enough to improve academic performance, including writing skills.

The results of this research are in line with Thuaimah's view that writing is a positive activity that involves the process of thinking, organizing, and motor skills (Thu'aimah, 1989). Writing is not just a spontaneous expression of self-confidence, but rather a complex skill that integrates cognitive, linguistic, and affective aspects. Thus, confidence only favors the emotional side of the writer. However, the quality of the writing still depends on the ability to think logically, mastery of grammar, and the skill of organizing ideas. This is also in line with Ulyan's view that writing is a reflection of thinking ability and is the basis for others to judge writers ('Ulyan, 1992). This means that confidence alone is not enough to produce good writing without the support of critical thinking skills and strong language skills.

However, the results of this study are different from Dana's research, which found a positive relationship between confidence and psychological well-being (Dana, 2022). The context of the study can explain this difference: the previous study measured two psychological variables, while this study measured the relationship between confidence and writing skills, i.e., complex academic abilities that are not only influenced by affective factors but also cognitive, linguistic, and practice experience. Thus, the findings of this study confirm that confidence is a supporting factor, but not the main determinant in Arabic writing skills.

These findings show that students' self-confidence tends to be emotional and has not been integrated with linguistic skills, rationality, and realistic assessments of their writing skills. The quality of writing is more influenced by mastery of language structure, vocabulary, logical thinking skills, writing experience, and learning environment than by affective factors in the form of self-confidence. This phenomenon is conceptually in line with previous research that showed that self-efficacy has a strong correlation with language learning strategies, but does not directly determine skill outcomes. In the context of writing Arabic as a complex productive skill, self-confidence is not enough to improve the quality of writing without the

support of linguistic competence and training intensity (Azrien et al., 2011).

Thus, this study confirms that confidence serves as a supporting factor, not a major determining factor in Arabic writing skills. High writing success requires a combination of linguistic competence, vocabulary (Maamuujav, 2025), Cognitive skills, practice habits, and adequate sociological, academic, and psychological support (Graham, 2022).

Based on this study, the practical implications in learning Arabic appear in the need for teachers to emphasize strengthening linguistic aspects and writing mechanics. Because these two aspects are proven to be the most decisive in the quality of students' Arabic writing. Learning activities also need to focus on structured writing exercises, continuous writing habits, and providing direct feedback to improve linguistic skills. Additionally, before encouraging student confidence improvement, educators need to ensure that they have adequate basic writing skills in order for confidence to function productively in the academic process. In this context, learning programs can integrate academic self-efficacy training, not just general motivation, so that students are able to assess writing skills realistically and develop confidence supported by real competencies.

4. CONCLUSION

The results of the linear regression test showed a significance value of 0.104 ($p > 0.05$) and an F value of 2.737, which confirmed that confidence did not have a significant influence on writing skills. An R-value of 0.224 indicates a very weak relationship, while an R^2 of 0.05 and an effect size of f^2 of 0.0526 indicate a very small influence. Thus, the alternative hypothesis (H1) is rejected, and the null hypothesis (H0) is accepted.

The study found that self-confidence did not have a significant influence on Arabic writing skills, suggesting that psychological factors alone are not enough to predict students' writing performance. Theoretically, these findings indicate that writing skills are more influenced by language competence and cognitive abilities than by affective factors such as self-confidence. In practical terms, this implies that learning to write Arabic should prioritize the development of language mastery, structured writing exercises, and critical thinking skills. At the same time, self-confidence plays a supporting factor, not the main determinant. In conclusion, although self-confidence plays a role in encouraging student participation, this factor is not the main determinant of the quality of writing. Further research is suggested to examine other variables, such as language competence, motivation, and intensity of writing practice, using a more comprehensive analytical approach.

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