

## The Correlation Between Self-Efficacy and Academic Arabic Writing Ability among Arabic Language Education Students

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### Abstract

This study aims to analyze the correlation between self-efficacy and Arabic academic writing ability among students in the Arabic Language Education Study Program at several universities in Indonesia. The research is grounded in the premise that success in academic writing is not solely determined by linguistic proficiency but is also significantly influenced by psychological factors, particularly students' self-efficacy in managing complex academic writing demands. Employing a quantitative approach with a correlational design, the study involved 41 Arabic Language Education students from various Islamic Religious Higher Education Institutions in Indonesia, specifically: UIN Sunan Kalijaga Yogyakarta, UIN Maulana Malik Ibrahim Malang, UIN Sultan Syarif Kasim Riau, UIN Imam Bonjol Padang, UIN Ar-Raniry Banda Aceh, UIN Sunan Ampel Surabaya, UIN Syekh Ali Hasan Ahmad Addary, and Universitas Muhammadiyah Yogyakarta. The research sample was selected using a cluster random sampling technique. Data were collected via a self-efficacy questionnaire focusing on Arabic academic writing skills and were subsequently analyzed using simple linear regression. The results indicate a positive and significant correlation between self-efficacy and Arabic academic writing proficiency ( $R = 0.808$ ;  $R^2 = 0.654$ ;  $p < 0.05$ ). These findings demonstrate that self-efficacy accounts for 65.4% of the variance in students' academic writing ability. Students with higher levels of self-efficacy tend to exhibit superior writing quality, particularly in terms of perseverance, self-confidence, and the accurate application of linguistic conventions. Ultimately, this study underscores the importance of integrating pedagogical strategies that prioritize the reinforcement of psychological aspects in the development of Arabic academic writing skills.

### Keywords

Self-efficacy; Academic Arabic Writing; Arabic Language Learning; Language Skills.



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## INTRODUCTION

Academic writing ability in Arabic is an essential skill in higher education, especially for students enrolled in the Arabic Language Education program (Zayuda et al., 2023). Academic writing skill is not merely the activity of translating ideas into written form; it is also a complex cognitive process that involves the ability to construct arguments, integrate theoretical and empirical findings, select appropriate diction, and consistently adhere to linguistic and rhetorical conventions (Pradana et al., 2025). In the context of Arabic, this ability becomes even more crucial given the complexity of the Arabic linguistic system, which features a rich morphological structure, strict syntactic rules, and a scientific rhetorical style that continuously evolves in response to modern academic demands (Isnainiyah et al., 2024).

In higher education institutions, many Arabic language learners still face significant challenges in academic writing (Ritonga et al., 2023). Some students struggle to coherently organize paragraphs, develop main ideas into logical arguments, or align their writing style with academic expectations (Sebayang & Ginting, 2024). Linguistic errors, whether at the morphological, syntactic, or semantic level, are often found in student writings, indicating that they are not yet fully capable of applying their linguistic knowledge in an academic context (Putra, 2025). Furthermore, the limited Arabic scientific vocabulary often leaves many students struggling to express abstract concepts and technical terms accurately.

On the other hand, the evolving demands of scientific publication, the need to produce scientific papers as a graduation requirement, and the continuously rising standards for graduate competence make academic writing ability an aspect that cannot be overlooked in Arabic language education (Sebayang & Ginting, 2024). Although linguistic factors are often the primary focus in research on writing ability, non-linguistic factors, particularly psychological factors such as self-efficacy, also play an equally important role (Badiaturrochmah et al., 2021). Self-efficacy, a concept introduced by Bandura within social cognitive theory, refers to an individual's belief in their own capacity to execute a specific course of action or achieve a particular goal (Ferdiansyah et al., 2020). In language learning, self-efficacy has been proven to affect learning motivation, strategies employed, persistence, and overall academic performance (Monika & Adman, 2017). Students who possess a high level of self-efficacy tend to overcome learning obstacles, are not afraid to make mistakes, are confident in expressing ideas, and are more active in seeking solutions when

encountering difficulties. Conversely, students with low self-efficacy often avoid writing tasks, fear making errors, and give up easily when faced with linguistic challenges (Wijaya, 2024).

The main problem in teaching academic Arabic writing lies not only in students' lack of mastery of linguistic rules but also in their low self-belief in their writing (Munajat, 2018). Many students feel that academic Arabic writing is a complicated task that can only be performed by those who already possess high language proficiency. This perspective can cause students with real potential to become reluctant to attempt the task, thereby inhibiting the development of their writing ability. This fact indicates that motivational and psychological aspects require greater attention in the instruction of academic Arabic writing (Putri et al., 2025).

Based on preliminary data obtained from the evaluation of the *Mahārah Kitābah 'Ilmiyyah* (Academic Writing Skills) course among students of the Arabic Language Education (PBA) Study Program at UIN Sunan Kalijaga Yogyakarta, proficiency in Arabic academic writing still exhibits sub-optimal attainment. Academic records indicate that the majority of students fall within the moderate-to-low category, particularly in aspects of idea development, discourse coherence, and the precise application of Arabic syntactic and morphological structures. This condition underscores that proficiency in Arabic academic writing remains a significant challenge within the student body of PBA UIN Sunan Kalijaga Yogyakarta.

The issue of low writing proficiency is rooted in two primary factors: linguistic and non-linguistic. From a linguistic perspective, students continue to encounter difficulties in mastering complex linguistic rules, such as academic sentence structure, selection of es, scientific vocabulary, and logical paragraph organization. Meanwhile, from a non-linguistic perspective, initial observations and interviews reveal a tendency toward low self-confidence in Arabic academic writing. Many students perceive Arabic academic writing as a formidable task that can only be accomplished by individuals with exceptionally high linguistic competence.

This perception directly affects student participation in writing activities, a lack of independent practice, and the emergence of academic anxiety when confronted with scientific writing assignments. A further consequence of this issue is the hindered development of students' academic writing skills, which subsequently affects the quality of scientific papers and course essays, as well as academic readiness to compose their final theses in Arabic. In light of these conditions, this study employs self-efficacy as the primary variable because, theoretically, self-efficacy plays a critical role in explaining learning behavior and academic performance, particularly in productive

skills such as writing. Self-efficacy influences students' ability to complete writing tasks, their perseverance in the face of difficulties, and their willingness to attempt and correct errors. Consequently, the use of the self-efficacy variable in this research is positioned as an antithesis to previous research approaches that tend to focus solely on linguistic dimensions. This approach is expected to provide a more comprehensive understanding of the factors influencing the Arabic academic writing proficiency of PBA students at UIN Sunan Kalijaga Yogyakarta.

Given these phenomena, there is an urgent need to examine the relationship between self-efficacy and academic Arabic writing ability. The scientific questions that arise are: Does self-efficacy contribute significantly to the quality of students' academic writing, and how can the relationship between these two variables be explained theoretically and empirically? The research problem is directed toward two key aspects: first, whether there is a relationship between self-efficacy and academic Arabic writing ability among students, and second, the strength of that relationship. This study aims to answer both questions systematically and based on empirical data.

Previous research by Haris Mulyanto and colleagues showed that self-efficacy is closely related to writing ability across various language contexts, particularly in studies of English as a foreign language (Mulyanto, 2022). A survey by Nurussurveymah et al. also found that self-efficacy helps students overcome writing anxiety, improve the quality of their arguments, and encourage them to perform more in-depth revisions (Hikmah & Alzhura Mufqi, 2025). However, most of this research has been focused on languages other than Arabic. Meanwhile, research on self-efficacy in Arabic language learning remains highly limited. Existentially minimal to discuss the correlation between learning motivation and general Arabic language ability, without a specific focus on academic writing (Khoirul Anwar et al., 2022). Research directly linking self-efficacy to academic Arabic writing ability is rare, especially in the Indonesian higher education context, indicating a research gap that needs to be addressed.

In addition, previous research on academic Arabic writing ability has focused chiefly on linguistic aspects, such as grammatical errors, as seen in the study by Muhammad Furqon Annajmie, which analyzed grammatical errors, vocabulary mastery, and error analysis (Annajmie et al., 2024). Meanwhile, non-linguistic aspects, including self-confidence, psychological readiness, and academic belief, have received less attention. However, research in educational psychology indicates that self-efficacy is a crucial predictor of academic success and the ability to complete complex tasks, such as writing (Zannah, 2022). Consequently, research on the relationship between self-efficacy and

academic Arabic writing ability can make new contributions to the development of Arabic language learning theory and enrich the pedagogical approaches employed by lecturers.

The literature review underlying this study draws on Bandura's social cognitive theory, second-language acquisition theory, and Arabic academic writing theory. Bandura emphasized that self-efficacy originates from four primary sources: mastery experiences, vicarious experiences, verbal persuasion, and physiological and emotional states (Bandura, 1997). These four factors are highly relevant to academic writing instruction (Maria et al., 2023). Students who have successfully written a scholarly paper tend to have higher self-efficacy for subsequent writing tasks. Students who observe peers completing writing assignments can also boost their self-belief through vicarious experiences. Verbal persuasion from the lecturer, in the form of positive feedback, further enhances students' self-confidence. Conversely, anxiety or stress can lower self-efficacy and negatively impact academic performance (Siregar & Putri, 2020).

In the study of academic Arabic writing, classical and modern Arabic rhetorical theories explain the structure of scientific texts, the relationship between paragraphs, and the use of cohesive and coherent devices in writing. Furthermore, the principles of *al-insijāmī* (coherence), *al-tartīb* (arrangement of ideas), and *al-ittisāq* (cohesion) are essential elements in assessing the quality of academic writing. Modern approaches to scientific Arabic writing also explain the use of *uslūb 'ilmī* (scientific style), which demands terminological accuracy, objectivity, and regularity of ideas (Humairoh et al., 2025). This review indicates that academic writing ability requires integrating linguistic knowledge with strong rhetorical skills.

Based on the theoretical review, this study establishes a conceptual framework positing that self-efficacy influences students' academic Arabic writing ability. Within this framework, self-efficacy not only influences students' emotions and motivation but also their concrete actions during the writing process, including the confidence to develop arguments, the ability to perform revisions, and the persistence in correcting linguistic errors. Students with high self-efficacy are hypothesized to produce better academic writing than those with low self-efficacy. This framework is also supported by theories in educational psychology and second language acquisition, which affirm that self-belief is a crucial internal factor in achieving academic success (Adi & Setya Murti, 2025).

This study is expected to yield theoretical benefits by contributing to the literature on the relationship between psychological factors and writing ability in Arabic language learning. The research findings can enrich the literature regarding the role of self-efficacy in developing the

academic competence of Arabic language learners. In practice, the results can be used by lecturers and educational institutions to design more effective learning strategies, especially those that enhance students' self-efficacy. Pedagogical approaches such as providing positive feedback, authentic assessment, collaborative learning, and providing examples of academic texts can help students simultaneously boost their self-belief and their writing ability.

Thus, this study has high urgency, both theoretically and practically. This research seeks to address a gap in previous studies by examining the relationship between self-efficacy and academic Arabic writing ability in the context of Indonesian higher education. The results of this study are expected to provide a more comprehensive overview of the factors influencing students' academic Arabic writing ability and to offer new directions for curriculum development, instruction, and assessment in future Arabic language education.

## **METHOD**

This research employed a quantitative correlational design to examine the relationship between self-efficacy and Arabic academic writing ability among students in the Arabic Language Education Study Program. The quantitative approach was chosen because it allows the collection of objective, measurable data and the statistical analysis of relationships between variables, ensuring that the research results provide generalizable empirical evidence (Gunawan, 2016). The data for this study consisted of quantitative data collected from questionnaires completed by students. The primary data source was students from the Arabic Language Education Study Programs at several Islamic Religious Higher Education Institutions in Indonesia, specifically UIN Sunan Kalijaga Yogyakarta, UIN Maulana Malik Ibrahim Malang, UIN Sultan Syarif Kasim Riau, UIN Imam Bonjol Padang, UIN Ar-Raniry Banda Aceh, UIN Sunan Ampel Surabaya, UIN Syekh Ali Hasan Ahmad Addary, and Universitas Muhammadiyah Yogyakarta. The compiled data reflect the students' level of self-efficacy and their ability to write academic works in Arabic.

The research population comprised all students enrolled in the aforementioned Arabic Language Education Study Programs. From this population, a sample of 41 students was selected using a cluster-randomized design. The sample selection accounted for the geographical distribution and students' access to Arabic academic writing instruction to ensure data representativeness. Data collection was carried out using two research instruments. The self-efficacy instrument was developed based on the self-efficacy theory proposed by (Bandura (1977)), covering four main

dimensions: mastery experience, vicarious experience, social persuasion, and physiological state. This instrument consisted of 15 statement items, measured on a four-point Likert scale, to assess students' beliefs about their ability to perform and improve their Arabic academic writing. Meanwhile, the Arabic academic writing ability instrument was constructed based on the writing assessment model developed by (Weigle (2002), which includes content, organization, vocabulary, grammar, and writing mechanics. This instrument consisted of 18 assessment items with a four-point scale, bringing the total number of instrument items in this study to 33.

The instruments' validity was assessed using the expert-judgment technique. Two-field Twoabic language education was evaluated to determine the suitability of the indicators and clause alignment items to the theoretical construct. Based on these assessments, several instrument items were revised to enhance clarity and construct representation. After revision, all instrument items were declared suitable for use. Furthermore, empirical validity was tested using the Pearson Product-Moment correlation in the SS software to assess the discriminative power of the instrument, and reliability was assessed using Cronbach's Alpha coefficient to guarantee the internal consistency of the instrument.

Data collection was conducted through an online survey using a digital questionnaire to facilitate instrument distribution to respondents scattered across various regions. Respondents were asked to complete all statements according to their experience in participating in instruction and producing academic writing in Arabic. The collected data were subsequently analyzed using inferential statistical analysis. Simple linear regression was used to test the relationship between se(cacy) as the independent variable and Arabic academic writing as the dependent variable.

Based on the theoretical framework and the proposed research study, there is a significant correlation between self-efficacy and Arabic academic writing ability among students in the Arabic Language Education Study Program. Thus, this research is expected to provide empirical evidence on the role of self-efficacy in supporting students' writing quality and to serve as a basis for the development of more effective pedagogical strategies in higher education.

## FINDINGS AND DISCUSSION

### Findings

#### The Level of Self-Efficacy and Arabic Academic Writing Ability of Arabic Language Education Students

**Figure 1.** Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
self-efficacy	41	15	55	42.37	10.651
academic Arabic writing	41	18	67	48.51	10.378
Valid N (listwise)	41				

The results of the descriptive analysis indicate that both variables under study, namely self-efficacy and academic Arabic writing, involved the same number of respondents, 41 individuals, all of whom were declared valid for analysis. For self-efficacy, respondents' scores ranged from 15 to 55, with a mean of 42,37. This mean indicates that the participant's level is tendentially high, as it is well above the minimum score and close to the maximum value. The standard deviation of 10,651 indicates considerable variation among respondents, suggesting that the distribution of self-efficacy scores is heterogeneous.

Meanwhile, for the academic Arabic writing variable, respondent scores ranged from 18 to 67, with a mean value of 48,51. This value indicates that participants' academic Arabic writing level is generally higher than their self-efficacy. The standard deviation of 10,378 suggests that although there is variation among respondents, the distribution is slightly more homogeneous than that of the self-efficacy variable. Overall, this statistical description shows that both variables fall into a relatively high-score category, with significant variation, indicating differences in self-efficacy and academic Arabic writing among individuals in the research sample.

### Tests of Normality

**Figure 2.** Tests of Normality

	Kolmogorov-Smirnov <sup>a</sup>			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
self-efficacy	.146	41	.068	.881	41	.072
academic Arabic writing	.136	41	.054	.933	41	.018

a. Lilliefors Significance Correction



The results of the normality test using Kolmogorov–Smirnov and Shapiro-Wilk showed different patterns for each variable. For the self-efficacy variable, the Kolmogorov-Smirnov significance value was 0,068, which is above the significance threshold of 0,05. This indicates that, according to the Kolmogorov-Smirnov test, the self-efficacy data are typically distributed. A supportive result was also observed in the Shapiro-Wilk test, where the significance value was 0,072, which is greater than 0,05. Consequently, both tests consistently indicate that the distribution of self-efficacy data does not deviate from normality; thus, the self-efficacy variable is considered normally distributed.

In contrast, the academic Arabic writing variable did not fully meet the normality assumption. For the Kolmogorov-Smirnov test, the p-value of 0,054 was slightly above 0,05, so it can technically be interpreted as approaching normality. However, the Shapiro-Wilk test showed a significance value of 0,018, which is below 0,05. Since Shapiro-Wilk is more sensitive and recommended for sample sizes below 50 respondents, this result indicates that the data distribution for academic Arabic writing is not normally distributed.

Overall, it can be concluded that the self-efficacy variable meets the normality assumption. In contrast, the Arabic writing variable does not meet the normality assumption, as indicated by the Shapiro-Wilk test, which is more accurate for small to medium samples. Implies that subsequent analyses may need to consider robust or nonparametric statistical techniques, particularly for the academic Arabic writing variable.

### Test of Linearity

**Figure 3.** ANOVA Table

			Sum of Squares	df	Mean Square	F	Sig.
academic Arabic writing * self-efficacy	Between Groups	(Combined)	4056.077	22	184.367	13.160	.000
		Linearity	2815.583	1	2815.583	200.980	.000
		Deviation from Linearity	1240.494	21	59.071	4.217	.002
	Within Groups		252.167	18	14.009		
	Total		4308.244	40			

The ANOVA analysis results indicate a significant difference between groups regarding the relationship between academic Arabic writing and self-efficacy, as shown by an F-value of 13.160

with a significance (p-value) of 0.000 ( $p < 0.05$ ). This finding suggests that the variation between groups was not random and that the overall relationship between the two variables is meaningful.

The linearity test also showed highly significant results, with an F-value of 200.980 and a p-value of 0.000 ( $< 0.05$ ), indicating a strong linear relationship between academic Arabic writing and self-efficacy. However, the deviation from linearity was indicated by a suggested value of 4.217 and a p-value of 0.002 ( $< 0.05$ ), indicating a significant deviation from the linear pattern. In other words, although a strong linear relationship was detected, a non-linear component also exists, which cannot be fully explained by the simple linear model. The variance within groups (within groups) is relatively small, indicating data consistency within the groups. At the same time, the total overall variation stands at a Sum of Squares of 4308.244 with 40 degrees of freedom. Overall, these results show that the relationship between academic Arabic writing and self-efficacy is significant, but the pattern is not entirely linear; thus, a more complex relationship model may be warranted for further analysis.

#### Linear Regression Test

**Figure 4. ANOVA**

Model	Sum of Squares	df	Mean Square	F	Sig.
1 Regression	2815.583	1	2815.583	73.565	.000 <sup>b</sup>
Residual	1492.661	39	38.273		
Total	4308.244	40			

a. Dependent Variable: Academic Arabic writing

b. Predictors: (Constant), Self-efficacy

The ANOVA results for the regression model indicate that the self-efficacy variable has a significant effect on academic Arabic writing. This is evident from the F-value of 73.565 with a significance level (p-value) of 0.000 ( $p < 0.05$ ), which is well below the 0.05 threshold. This finding indicates that the constructed regression model is statistically capable of explaining variation in the academic Arabic writing variable in response to changes in self-efficacy. The Sum of Squares for the regression of 2815.583 indicates the magnitude of the variation in academic Arabic writing that the self-efficacy predictor explains. At the same time, the residual value (Sum of Squares residual, of 1492.661 reflects the variation that the model cannot explain.

With a total Sum of Squares of 4308.244 and a total degrees of freedom of 40, it can be concluded that the regression model used is significant and the relationship between self-efficacy and academic Arabic writing is at an extreme statistical level. This finding confirms that self-efficacy is a substantively influential predictor of academic Arabic writing within this research model.

**Figure 5. Model Summary**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.808 <sup>a</sup>	.654	.645	6.187

a. Predictors: (Constant), SE

The Model Summary table shows that the self-efficacy variable has a robust correlation with academic Arabic writing ability, indicated by the R value of 0.808. This value suggests that the higher the students' self-belief in tackling writing tasks, the better their ability to write academic Arabic. The R-square value of 0.654 indicates that self-efficacy explains 65.4% of the variation in students' academic writing ability. This means that more than half of academic writing performance is influenced by self-efficacy. In contrast, the remainder is influenced by factors such as linguistic knowledge, writing experience, and learning strategies.

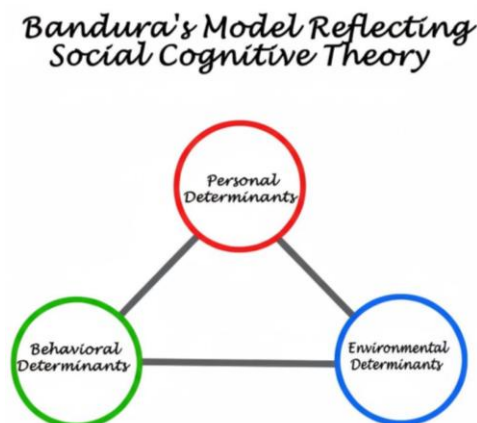
The Adjusted R Square value of 0.645 strengthens the conclusion that this model is stable and remains robust even when applied to a broader population. Meanwhile, the Standard Error of the Estimate of 6.187 shows that the model's prediction error rate is relatively moderate and still within acceptable limits for language education research. Overall, these results affirm that self-efficacy is a crucial and significant predictor of students' academic Arabic writing ability.

## Discussion

### The Correlation Between Self-Efficacy and Arabic Academic Writing Ability of Arabic Language Education Students

This research demonstrates that self-efficacy has a robust and significant relationship with the academic Arabic writing ability of Arabic Language Education students.

**Figure 6.** Bandura's Model Reflecting Social Cognitive Theory



Generally, the descriptive findings indicate that both variables fall into the high category, with average self-efficacy and academic writing ability scores of 42.37 and 48.51, respectively. This condition suggests that most students have a positive self-belief in tackling academic tasks, especially in writing, and can achieve relatively good performance in academic Arabic writing. This finding affirms that affective factors, particularly self-belief, play a vital role in supporting students' success in completing complex academic writing assignments.

Theoretically, this finding aligns with (Bandura's (1991) self-efficacy theory, which posits that an individual's belief in their capabilities influences the level of effort, persistence, and quality of academic performance. In the context of academic Arabic writing, students with high self-efficacy tend to be more confident in developing ideas, more willing to use more complex language structures, and more capable of confronting linguistic challenges such as selecting formal diction, ensuring syntactical accuracy, and maintaining morphological precision. Therefore, self-efficacy functions not merely as a psychological aspect but also as a primary driver of students' academic and linguistic performance.

The analysis also shows that students' self-efficacy tends to be relatively uniform, whereas their academic writing ability shows greater variation. This difference indicates that students' self-belief develops more stably, while academic writing ability is influenced by the diversity of learning experiences and the practice students acquire. This is consistent with (Bandura's (1977) view, which states that self-efficacy is formed through mastery experiences, social persuasion, and vicarious experiences. Conversely, academic writing ability is heavily influenced by external factors such as the quality of instruction, the intensity of practice, and exposure to diverse Arabic academic texts (Iswanto et al., 2024).

The relationship between self-efficacy and academic Arabic writing ability is positive and significant, though not entirely linear. This finding suggests that improvement generally follows an increase in self-efficacy in academic writing, but other factors still modulate this effect. In other words, self-efficacy interacts with cognitive and contextual factors to influence students' writing performance. This finding reinforces Dany Moenindyah Handarini's research, which found that self-efficacy is a crucial determinant of academic performance. Yet, its effectiveness depends heavily on students' foundational knowledge, learning strategies, and self-regulation skills (Handarini, 2019).

Further analysis reveals that self-efficacy is a highly significant predictor of academic Arabic writing ability. The contribution of self-efficacy to academic writing ability is substantial, suggesting that students' level of self-efficacy explains a large portion of the variation in their writing ability. This finding demonstrates that self-efficacy acts not only as a supporting factor but also as a primary determinant of academic Arabic writing ability. In the context of language education research, this finding is noteworthy given that academic writing ability is typically influenced by various interconnected individual and pedagogical factors.

This research aligns with the findings of Dwi Indah Gita Cahyani and Endah Mastuti, who stated that students with high self-efficacy are better able to organize ideas systematically, use more complex language structures, and manage anxiety during the academic writing process. In Arabic language learning, this finding is even more relevant, as academic writing demands mastery of strict language rules and the ability to express scientific ideas formally (Cahyani & Mastuti, 2022). Annisa and Safii also affirmed that students' self-belief is a vital factor in the success of academic Arabic writing, considering the linguistic complexity that learners must face. The significant variation in academic writing ability indicates that, despite the considerable influence of self-efficacy, other factors such as mastery of syntax and morphology, the habit of Reading academic Arabic texts, and scientific writing experience also play essential roles. Therefore, strengthening self-efficacy should be integrated with learning strategies that continuously improve students' linguistic competence and academic skills (Annisa & Safii, 2023).

From the perspective of language learning studies, this research makes a theoretical contribution by strengthening the understanding of the relationship between affective factors and academic performance in Arabic language learning. Previously, research on self-efficacy and academic writing ability has predominantly been conducted in English or other foreign languages.

Thus, this study offers novelty by examining the specific context of Arabic language learning in higher education, especially among students of Arabic Language Education.

Furthermore, this research's findings underscore that Arabic academic writing proficiency is a complex skill that evolves through the interplay of affective, cognitive, and environmental factors. Several studies emphasize that while self-efficacy plays a vital role in fostering student engagement and perseverance, the quality of written output remains heavily influenced by academic literacy and mastery of scientific genres (Retno Sari et al., 2025). Within the higher education context, the ability to comprehend academic discourse structures, use formal registers, and apply citation conventions cannot be met by self-confidence alone; instead, it requires structured practice and continuous pedagogical guidance (Selly et al., 2024).

Moreover, recent studies indicate that self-efficacy is closely linked to self-regulated writing strategies, such as planning, monitoring, and textual revision (Zul, 2021). Students with high self-efficacy tend to be more proactive in revising their work, remain open to feedback, and are capable of managing setbacks as an integral part of the writing learning process. Nonetheless, the effectiveness of these strategies relies heavily on the quality of instruction and the clarity of learning objectives provided by lecturers (Harahap et al., 2024).

In Arabic language learning, academic writing challenges are further complicated by relatively rigid morphological and syntactic systems, as well as the significant divergence between academic registers and daily usage, specifically *fuṣḥā* and *ʿāmmiyyah* (Mufrodi, 2015). Research by (Idin et al. (022) indicates that many Arabic language students struggle to develop academic arguments, not necessarily due to low motivation, but rather because of limited scientific writing experience and insufficient exposure to adequate academic text models. These findings reinforce the conclusion of this study: that variations in academic writing proficiency cannot be fully explained by self-efficacy alone, but also by students' access to learning resources and authentic writing practices.

From a pedagogical standpoint, several studies assert that effective academic writing instruction should integrate affective reinforcement with process-based and genre-based approaches (Prakoso et al., 2021). This approach enables students not only to build self-confidence but also to systematically understand the stages of academic writing, from conceptual planning and drafting to feedback-based revision. Research by (Subaetdal. (kk., 2024) also demonstrates that constructive formative feedback significantly enhances both self-efficacy and the quality of students'

academic writing.

Thus, the findings of this study affirm the view that self-efficacy is a vital and significant factor in Arabic academic writing ability, though it does not operate in isolation (Tuaputimain, 2021). Self-efficacy serves as a catalyst, amplifying the influence of other factors, such as linguistic competence, academic literacy, learning strategies, and instructional quality (Zagoto, 2019). This finding serves as an antithesis to pedagogical approaches that either overemphasize structural linguistic aspects while neglecting the affective dimension or, conversely, rely on motivation and confidence without providing adequate pedagogical support.

Overall, this further discussion strengthens this research's position in the field of Arabic language education by demonstrating that academic writing proficiency development is a multidimensional process. Therefore, this study recommends that Arabic academic writing instruction in higher education be designed integratively, combining self-efficacy enhancement, academic literacy development, and authentic, continuous, and educational writing experiences.

In addition to its theoretical contribution, this research also provides practical implications for Arabic language instruction. The development of students' self-efficacy needs to be part of academic writing learning strategies, for instance, through project-based learning, formative feedback, phased writing practice, and the creation of a supportive learning environment. With increased self-belief, students are expected to produce academic writing that is more critical and systematic, and that adheres to the rules of academic Arabic.

Nevertheless, this research still has limitations, particularly because it employed a correlational design and thus cannot directly explain the causal relationship between self-efficacy and academic Arabic writing ability. Therefore, future research is suggested to use a more complex design involving other variables, such as learning motivation, language anxiety, or baslity, as mediators or moderators of the relationship between these two variables. Overall, this discussion confirms that self-efficacy is a highly significant predictor of Arabic Language Education students' academic Arabic writing ability. This research not only reinforces previous findings but also provides a deeper understanding of the dynamics of the relationship between affective factors and academic writing ability in Arabic language learning.

## CONCLUSION

This study concludes that self-efficacy has a powerful and significant correlation with students' academic Arabic writing ability. The high correlation ( $R = 0.808$ ) and the 65.4% contribution indicate that self-belief is a psychological factor that strongly influences the quality of Arabic academic writing. Students with high self-efficacy tend to be better able to develop arguments, perform revisions, and apply linguistic rules more consistently. This finding implies that strengthening self-efficacy needs to be an integral part of Arabic language instruction in higher education. Pedagogical practices such as providing positive feedback, phased writing practice, collaborative learning, and the use of academic text examples can help simultaneously boost students' self-confidence and their writing performance. Nonetheless, this study has limitations, particularly the relatively small sample size and the variable focus, which examined self-efficacy only and did not consider other factors such as linguistic competence or learning strategies. Furthermore, the indication of a non-linear relationship suggests the necessity of a more complex analysis model in subsequent research. Therefore, future studies are recommended to involve a broader sample, incorporate additional variables such as writing anxiety, motivation, and language proficiency, and employ a more in-depth analytical approach. In practice, the results of this study affirm the importance of instructional interventions that are not only linguistically oriented but also focused on building self-efficacy as the primary foundation for success in academic Arabic writing.

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