SELF MOTIVATION BELIEFS ON THE ACADEMIC SELF REGULATION OF ARABIC LEARNERS AT DARUL LUGHAH WAD DA'WAH BANGIL

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Abstract. Academic self-regulation plays a crucial role in mastering the fundamental Arabic language skills, focusing on planning, performance, and evaluation stages. Within academic self-regulation, self-motivation beliefs are vital during the planning phases. This qualitative case study conducted at Darul Lughah Wad Da'wah Islamic boarding school involved data collection through observation, interviews, and document analysis. The study aimed to uncover students' self-motivation beliefs in learning Arabic and identify the dominant form of these beliefs. The findings indicated that students' self-motivation beliefs include self-efficacy influenced by peers, goal orientation driven by personal and family expectations, religious values, and expectations related to working and studying abroad. Among these, religious values emerged as the primary motivator for students' academic self-regulation in learning Arabic at Darul Lughah Wad Da'wah. From the results of this research, it can be observed that the dominant factor during the 4 sub-processes of self-motivation beliefs among female students in the boarding school significantly enhances their speaking skills. This study provides essential insights to enhance independent Arabic speaking skills within the sub-processes of self-motivation beliefs, in a boarding school context.

Keywords: *Academic Self-Regulation; Arabic Language; Self Motivation Beliefs*

A. INTRODUCTION

Successful students possess the capability to self-regulate, employ more effective learning strategies, and adapt their behavior when learning is not progressing as intended (Hong et al., 2021). This notion is supported also by Myron H. Dembo & Helena Seli (Dembo & Seli, 2013)and Carol S. Dweck & Ellen L. (Dweck & Leggett, 1988). These skills are valuable not only in typical circumstances but also during challenging situations like the COVID-19 pandemic, as well as in their personal education journeys and throughout their lives (Hong et al., 2021).

Zimmerman emphasizes that Self-Regulated Learning (SRL) is goal-oriented, but it also involves controlling the self-regulation process (B. J. Zimmerman, 2002). It's a combination of both skill and will. Montalvo & Torres (2004: 1-34) also highlight that any student can regulate their learning as long as they consistently follow the process. During the forethought phase, setting goals is relatively straightforward, but the challenge often lies in executing these plans during the performance phase. Consequently, self-motivation beliefs play a crucial role in ensuring successful implementation, and developing Arabic writing skills (Mufidah, 2016). To that end, Zimmerman provides subprocesses within the initial steps of the forethought phase, which are divided into two

parts: task analysis and self-motivation beliefs. In the self-motivation beliefs stage, it is further divided into self-efficacy, outcome expectations, task value/interest, and goal orientation.

After conducting initial observations, it was found that the students of Darul Lughah Wad Dakwah who successfully practiced the Arabic language utilized academic self-regulation, including self-motivation beliefs. Therefore, this research aims to reveal: (1) a description of self-motivation beliefs in the academic self-regulation of Darul Lughah Wad Dakwah students in Arabic language learning; (2) The dominant forms of self-motivation beliefs in the academic self-regulation of Darul Lughah Wad Dakwah students in Arabic language learning. These self-motivation beliefs will guide students in other Islamic boarding schools to more easily manifest academic self-regulation in a tangible manner; (3) In the forethought phase evaluation, specifically in the session on self-motivation beliefs, it should be noted by future researchers in order to enhance self-motivation beliefs in Arabic language learning to better assist each student towards results that are consistently measurable and can be improved.

B. THEORETICAL STUDY

Academic self-regulation is rooted in social cognitive theory. One of the hypotheses of this theory posits that the learning process requires both cognitive processing and the learner's decision-making skills, and that learning is influenced by the interplay of behavior, environment, and personal factors (Quthami, 2004).

Bandura introduced the concept of self-regulation as a component of exercising control. Individuals are not merely reactive to external stimuli; instead, they actively employ cognitive, emotional, and behavioral mechanisms to influence their surroundings (Bembenutty et al., 2015).

Zimmerman views learning as an active, proactive endeavor that students undertake for themselves, rather than a passive event that occurs in response to teaching. Academic self-regulation encompasses self-generated thoughts, feelings, and behaviors aimed at achieving learning goals. The Academic Self-Regulatory Categories include self-evaluation, organizing and transforming, goal setting and planning, seeking information, keeping records and monitoring, environmental structuring, self-consequences, rehearsing and memorizing, seeking academic assistance, reviewing records, and other related activities (B. J. Zimmerman & Martinez-Pons, 1986).
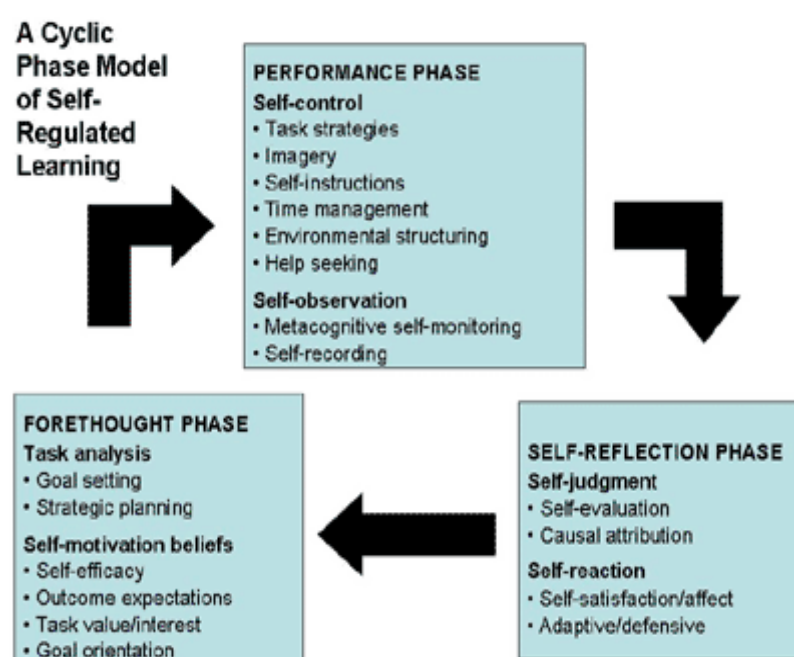
The three sequential phases of academic self-regulation are planning (Forethought), problem-solving (Performance), and self-evaluation (Self-reflection). In the Forethought phase, self-motivation beliefs come into play, which include self-efficacy, outcome expectations, task or interest value, and goal orientation.

Self-efficacy pertains to beliefs about an individual's abilities to learn or perform at specific levels. Students' beliefs about self-efficacy significantly influence their goal setting, strategy selection, writing performance, study time management, and resistance to negative peer pressure (B. Zimmerman & Cleary, 2009).

Outcome expectations refer to beliefs about an individual's anticipated performance outcomes, ranging from achieving desired goals to facing failure or job loss. These expectations are intertwined with perceptions of self-efficacy because beliefs about learning efficacy are closely linked to beliefs about outcomes.

Task or interest value is a motivation derived from an appreciation of a task's inherent characteristics, not just its utilitarian qualities. It's the pleasure of engaging in an activity for its intrinsic enjoyment, such as learning to solve crossword puzzles for fun, rather than as a means to expand vocabulary.

Goal orientation relates to students' beliefs or feelings about the purpose of learning, beyond the act of goal setting. For example, a mastery goal directs one to learn in order to enhance academic competence, irrespective of specific academic events. In the context of academic self-regulation in Arabic language learning, self-motivation beliefs manifest in unique forms and patterns in the daily lives of female students (santriwati). Therefore, this simple research aims to discover and explore these distinctive aspects. On the other hand, it was found that personality type, spiritual intelligence, and social support have a significant impact on self-directed learning ability, accounting for 29.0%, while the remaining 71.0% is influenced by other factors sub (Subchi et al., 2023). Additionally, interpersonal and metapersonal self-regulation were also identified (Shaleh et al., 2021).

A Cyclic Phase Model of Self-Regulated Learning

PERFORMANCE PHASE
Self-control
- Task strategies
- Imagery
- Self-instructions
- Time management
- Environmental structuring
- Help seeking

Self-observation
- Metacognitive self-monitoring
- Self-recording

FORETHOUGHT PHASE
Task analysis
- Goal setting
- Strategic planning

Self-motivation beliefs
- Self-efficacy
- Outcome expectations
- Task value/interest
- Goal orientation

SELF-REFLECTION PHASE
Self-judgment
- Self-evaluation
- Causal attribution

Self-reaction
- Self-satisfaction/affect
- Adaptive/defensive

Cyclical Phases model Zimmerman and Moylan (B. J. Zimmerman & Moylan, 2009)

Some of the literature mentioned, although considered old, serves as the foundational literature for Zimmerman's academic self-regulation theory. Moreover, numerous recent international studies have emerged, such as self-regulation in Arabic language learning in Scandinavia as a result of immigration from the Middle East and North Africa (Calafato, 2020). Interestingly, even 78% of the team's success in Arabic language debates is influenced by the presence of self-directed learning and self-efficacy (Mufidah & Nuryani, 2019). Even theoretically, tawakkul (reliance on God) and tauhid (belief in the oneness of God) influence the reinforcement of divine values as the foundation for self-regulation in religious practices (Huda et al., 2019).

C. METHOD

The approach in this study is qualitative to know the phenomena experienced by research subjects. This research uses a case study design. To see cases in detail with in-depth data mining. Various sources of information rich in context were carried out for data mining (Creswell, 2015). Research participants were selected using a purposive technique with the help of a key person (Sugiyono, 2014).

The data collection techniques employed in this study include interviews, observation, and documentation. The researcher assumes a pivotal role as the primary data collector, utilizing their knowledge of the field to gather in-depth and comprehensive data. The research was conducted at Darul Lughah Wad Da'wah Islamic Boarding School in Bangil. The research data primarily consisted of students' behaviors related to academic self-regulation, specifically focusing on self-motivation beliefs.

Data sources for this study were acquired through interviews with subjects and informants, including santriwati (female students), the supervisor of the central language division, and ustadzah (female Islamic teacher). The interviews conducted by the researcher were in-depth and structured. In addition to interviews, data were also obtained from documents related to self-motivation beliefs in the academic self-regulation process. Data analysis was carried out using methods such as data condensation, data display, and verification.

D. RESULTS AND DISCUSSION

Based on the results of interviews and observations in the research, as well as supporting data regarding self-motivation beliefs, it is evident that self-efficacy plays a significant role for

dominant female students (J, Kh, I, FA, F, A, N, S) in their Arabic language learning journey. They consider their beliefs to be the primary driving force behind their learning efforts, and this self-efficacy is often derived from teaching their younger peers and classmates. Through in-depth interviews, it becomes clear that self-efficacy is the most powerful and foundational internal motivator for these santriwati.

Observations also reveal that these students voluntarily take on the role of teaching certain Arabic subjects to their juniors without any external request or requirement from the boarding school or teachers. They do so in exchange for intangible benefits, such as growing self-confidence and a stronger sense of self-efficacy. Additionally, this teaching role provides an opportunity to revisit and reinforce their own understanding of previously learned material. This boost in self-efficacy then fuels their motivation to engage in other stages of academic self-regulation during the forethought, performance, and evaluation phases. Peer teaching is viewed as a valuable opportunity to practice and enhance their Arabic language skills.

However, feedback is important for students' self-efficacy (Vattøy, 2019), and has gained a significantly prominent role in research related to second language (L2) writing (Lee & Evans, 2019). Furthermore, the study also demonstrates Female students exhibited higher levels of peer relationships and motivation compared to their male counterparts (Li et al., 2020), It has even been proven to enhance second language writing skills through collaborative efforts and increased efficacy (Qiu & Lee, 2020).

a) Outcome Expectation

Based on the results of interviews and observations in the research, along with supporting data on self-motivation beliefs, it was revealed that three female students (S, I, N) identified outcome expectation as their primary motivating factor in learning Arabic. This external motivator was strong enough to consistently drive them to engage in Self-Regulated Learning (SRL), as confirmed through in-depth interviews. The study demonstrates that motivational beliefs had a more significant impact on students' GPAs than grit did (Martin et al., 2022).

Furthermore, the same observations (teaching friends and juniors) were corroborated by interviews with the students (santriwati), revealing their life goals. These goals included preparing themselves to establish educational institutions or language centers in their hometowns after completing their studies. Some even expressed their intentions to establish intensive Arabic learning Islamic boarding schools similar to Darul Lughah Wad Da'wah, after analyzing the obstacles and potential factors they had encountered at their current institution.

In addition to career-related goals, interviews also brought to light the desire to work at embassies where Arabic is the primary language of instruction. Some expressed their aspirations to become qualified Arabic lecturers, pursue further studies, and secure scholarships to Arab countries. This aligns with Fathi Ali Younis' statement that one of the goals of learning Arabic is to use sentences with appropriate expressions (Yunus & asyh-Syaikh, 2003).

Furthermore, the interviews revealed that outcome expectations were not limited to career ambitions. Some students expressed their desire to become expert housewives proficient in Arabic, enabling them to teach the language from an early age and educate other Muslim children through home-based programs.

It's important to note that while these female students identified outcome expectation as their primary self-motivation belief, it doesn't mean that others did not recognize the significance of outcome expectation as a motivator. Different students may have varying main self-motivation beliefs, as outcome expectation is not the primary motivator for everyone, Indeed, as evidenced by a study of 10 students who had memorized at least 15 juz of the Qur'an (Latipah, 2022).

b) Task Value /Interest

Based on interviews and observations in the study, and field data on self motivation beliefs, three of the female students (S, I, N) stated that the main self-motivation   beliefs for them was also task value/interest. this is an external reason that also strongly encourages them to routinely carry out academic Self Regulation.

Observations showed that some of them were very happy, full of positive emotions and gratitude when they told the researchers that their writings were completed with corrections from murabbi and teachers. This shows that he really enjoys language activities. Efforts to improvise academic self-regulation skills for these two passions appear in students' efforts to seek pleasure and also the sacred presumption of learning Arabic by practicing Arabic in various skills.

Some of them see pleasure in understanding speech in order to understand Arabic poetry, nasheed, and songs, and in chatting with speakers (on the Internet or online), and some of them see the magic value of the language of the Qur'an. in word and context. The form of task interest is the activity of understanding Arabic poetry, nasyeed and prose, speaking and chatting with natives (online or offline). Communicating with natives is interesting, as well as language training, as in communicative theory ('Iwadh, 2000). The form of value interest found was created because of the love of the Prophet, because the Arabic, and because the language of the Koran.

c) Goal Orientation

Goal orientations consider how, why and under what environmental conditions people learn (Pintrich & Schunk, 2002). Goal orientations might also be appealing to educators because they highlight the personal responsibility of individual learners (Carter Jr et al., 2020). Based on the results of interviews and observations in the study, three of the female students (N, M, Kh) stated that the faith that became their main driving force in learning Arabic was also goal orientation. This driver is an external reason that is also strong enough to encourage them to routinely perform SRL. This is recognized by the female students through in-depth interviews that have been conducted. This goal orientation becomes the basic goal before getting other self motivation beliefs. Among the goal orientations are to master Arabic, improve language skills, spread Arabic.

The innovations mentioned above, basicly, students are prepare cultural capital so that they can participate in society and eventually obtain social capital. Human resource practices that aim to develop the cultural capital of decision-makers have been proven to be important in studies (Almeida et al., 2018).

TABEL 1: Santriwati self motivation beliefs in learning Arabic at Dalwa, Bangil

Sub Procces: Self Motivation Beliefs	The Source
Self Efficacy	Confidence that is increasingly fostered by teaching other friends
Outcome expectation	1. Fluent in Arabic 2. Improve language skills 3. participate in the Arabic socialization all over world
Task value /interest	1. Proof of the love of the Prophet saw. 2. Arabic is full of magic; because Koran's language 3. Learning Arabic through Understanding Arabic poetry, nashid and songs 4. Learning Arabic through communicate and chatting with the native speaker (offline or online)
Goal orientation	1. Ambition to build an intensive Arabic learning institution 2. Create a language center 3. Raising their Arab children and people in society 4. Work at the embassy 5. Enroll in universities in Arab countries 6. Professional lecturer in Arabic Language

E. CONCLUSION

The self-motivation beliefs of female students (santriwati) at Darul Lughah Wad Da'wah in their academic self-regulation for learning Arabic primarily originate from self-orientation. This self-orientation then evolves into various other self-motivation beliefs.

In the context of academic self-regulation among students at Darul Lughah Wad Da'wah, these self-motivation beliefs encompass self-efficacy derived from peers, goal orientation influenced by personal and family expectations, a strong interest in religious values, and the expectation of positive outcomes such as job opportunities and further studies abroad.

Among these, the dominant form of self-motivation belief in academic self-regulation among students at PP Darul Lughah Wad Da'wah in their Arabic language learning is religious value interest. However, during their practical application of these beliefs, they exhibit improvisation in shaping their self-motivation beliefs based on their unique experiences. These improvisations play a crucial role in fostering enthusiasm in practicing Arabic language skills through academic self-regulation.

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