



Self-Confidence and Arabic Language Achievement: The Mediating Effect of Vocabulary Mastery

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Abstract

This study tested the influence of confidence on the Arabic Semester Final Assessment through vocabulary mastery in class X students of MA Walisongo Sukajadi. Highlighting the importance of Arabic language mastery and the affective role of self-confidence, this study aims to analyze the direct and indirect influence of confidence on vocabulary-mediated Arabic PAS. Using a quantitative approach with simple path analysis, 101 students were used as purposive sampling samples. Data were collected from confidence questionnaires, vocabulary tests, and PAS scores; The instrument has been valid and reliable. The results of the analysis showed that confidence did not have a significant effect on vocabulary mastery ($p=0,117$). In addition, neither self-confidence ($p=0,418$) nor vocabulary mastery ($p=0,634$) had a significant influence on Arabic PAS. It was concluded that there was no significant mediating evidence of vocabulary mastery in the relationship between self-confidence and the Arabic Semester Final Assessment in this sample.

Keywords: *Confidence, End of Semester Review, Vocabulary*

Introduction

Mastery of Arabic among Madrasah Aliyah students is a crucial element to support academic success, especially in understanding religious materials and classical texts.¹ In the learning process, one of the fundamental factors that greatly influences this success is vocabulary acquisition.² Because according to Schmitt, vocabulary mastery is the ability to recognize, understand, and use words in a language appropriately.³ Without sufficient vocabulary understanding, students will have difficulty in comprehending texts, constructing sentences, or answering questions in the End-of-Semester Assessment. In addition, students' self-confidence also plays an important role as an affective factor that affects their courage and readiness to participate in learning and evaluation.⁴ Students who have self-confidence tend to be more active in asking questions, answering, and not giving up easily when facing Arabic language questions.⁵ Because self-confidence in the context of education refers to the belief that one can overcome difficulties in learning.⁶

This study was motivated by initial findings that showed a mismatch between the seemingly good vocabulary mastery of some students and the unsatisfactory final PAS scores, or vice versa. In other words, good vocabulary

¹ Ahmad Ali Muzakki, Rodhy Harisca, and Husain Ibnu Abdilah, "Transformasi Pembelajaran Bahasa Arab Di Era Digital: Antara Inovasi Teknologi Dan Tantangan Penerapan," *Qolamuna: Keislaman, Pendidikan, Literasi Dan Humaniora* 2, no. 1 (2025): 37–48.

² Uli Fuadiah, "Peningkatan Penguasaan Kosakata Bahasa Arab Menggunakan Metode Mimikri Menghafal Berbantu Media Flashcard" (IAIN Ponorogo, 2022).

³ Norbert Schmitt, *Vocabulary in Language Teaching* (United Kingdom: Cambridge university press, 2000).

⁴ Sri Nurhayati et al., *Buku Ajar Teori Belajar Dan Pembelajaran*, Cet. I (Jambi: PT. Sonpedia Publishing Indonesia, 2024).

⁵ Muhammad Rezki Ramadhan, "Pengaruh Kepercayaan Diri Dan Status Sosial Ekonomi Orangtua Terhadap Hasil Belajar Pendidikan Agama Islam Di Smk Pekanbaru" (Universitas Islam Negeri Sultan Syarif Kasim Riau, 2024).

⁶ J Sidney Shrauger and Mary Schohn, "Self-Confidence in College Students: Conceptualization, Measurement, and Behavioral Implications," *Assessment* 2, no. 3 (1995): 255–78, <https://doi.org/https://doi.org/10.1177/1073191195002003006>.

mastery is not always directly proportional to high PAS results. This phenomenon emphasizes the importance of examining in depth the relationship between vocabulary acquisition and self-confidence on PAS results. Therefore, this study focuses on analyzing the correlation between the two variables on the Arabic PAS score in class X MA Walisongo Sukajadi.

Therefore, the main objective of this study is to find out how students' self-confidence can affect their final evaluation results in Arabic language courses, either directly or indirectly through its role in improving vocabulary mastery. With the hypothesis H_1 the effect of vocabulary mastery on the final Arabic semester assessment, H_2 self-confidence on the final Arabic semester assessment, H_3 the simultaneous effect of vocabulary mastery and self-confidence on the final Arabic semester assessment. Then H_0 there is no effect of vocabulary mastery on the final assessment of the Arabic semester, H_0 self-confidence on the final assessment of the Arabic semester, H_0 the simultaneous effect of vocabulary mastery and self-confidence on the final assessment of the Arabic semester.

In recent years, many studies have examined self-confidence on learning outcomes or mastery of Arabic language skills such as Komarudin et al ⁷ it only focuses on one variable and is conducted at the junior high school level. Furthermore, Isyanto et al ⁸ examines the relationship between self-confidence and children's Arabic language learning outcomes after the pandemic, which is thought to be caused by internal or external factors, but does not explicitly mention Arabic vocabulary acquisition.

⁷ "Penguasaan Mufrodat Dan Pengaruhnya Terhadap Prestasi Belajar Siswa Pada Mata Pelajaran Bahasa Arab Di Smp As-Syarofah Islamic Boarding School Bogor," *DIDAKTIKA AULLA* 2, no. 1 (2022): 10–18.

⁸ "Korelasi Self-Confident Dengan Hasil Belajar: Analisis Statistik Hasil Belajar Bahasa Arab Siswa SMP Al-Ashriyyah Nurul Iman Parung–Bogor," *Ta'limi | Journal of Arabic Education and Arabic Studies* 3, no. 1 (2024): 51–58, <https://doi.org/https://doi.org/10.53038/tlmi.v3i1.91>.

Utami ⁹ examined the correlation between self-confidence and students' Arabic learning outcomes, which also did not explicitly mention vocabulary acquisition. Furthermore, Ramadhan's research ¹⁰ examines the effect of self-confidence and parental social status on learning outcomes, which distinguishes this study from economic status as a variable that is juxtaposed with self-confidence. Mufrihani and Royani ¹¹ examined the effect of self-confidence and vocabulary mastery, the difference is that the two researchers encode self-confidence and vocabulary mastery on Arabic speaking ability.

Similar to Mufrihani, Setiawan and Sulhan ¹² also studied the effect of self-confidence and vocabulary mastery on reading ability. Although Munawaroh et al ¹³ did not directly mention self-confidence, their research illustrates that using quantum methods can increase vocabulary and motivation which can indirectly foster student confidence. Furthermore, Zahra ¹⁴ examined the effect of vocabulary mastery on reading skills, indirectly the research also illustrates that mastering vocabulary can improve speaking skills, with students daring to speak

⁹ "Korelasi Kepercayaan Diri Dengan Hasil Belajar Bahasa Arab Peserta Didik SMP 2 Muhammadiyah Bobotsari Purbalingga" (UIN. KH Abdurrahman Wahid Pekalongan, 2024).

¹⁰ Ramadhan, "Pengaruh Kepercayaan Diri Dan Status Sosial Ekonomi Orangtua Terhadap Hasil Belajar Pendidikan Agama Islam Di Smk Pekanbaru."

¹¹ "The Influence of Self-Confidence and Vocabulary Mastery on the Speaking Skills of Ninth Grade Students at MTs Al Zaytun," *INCARE, International Journal of Educational Resources* 5, no. 5 (2025): 518–33, <https://doi.org/https://doi.org/10.59689/incare.v5i5.1116>.

¹² "The Effects of Student'S Self Confidence and Vocabulary Mastery Towards Speaking Skill.," *INFERENCE: Journal of English Language Teaching* 4, no. 1 (2021): 46, <https://doi.org/10.30998/inference.v4i1.6847>.

¹³ "The Effectiveness Of Quantum Learning To Increase Motivation And Mastery Of Arabic Vocabulary Of Learners," *An Nabighoh: Jurnal Pendidikan Dan Pembelajaran Bahasa Arab* 22, no. 02 (2020): 259, <https://doi.org/10.32332/an-nabighoh.v22i02.2006>.

¹⁴ "Pengaruh Penguasaan Kosakata Terhadap Kemampuan Berbicara Bahasa Arab Santri Madrasah Tsanawiyah Kelas VIII Khairul Bariyyah Bekasi," *SIYAQIY: JURNAL PENDIDIKAN DAN BAHASA ARAB* 1, no. 1 (2024): 34–40, <https://doi.org/https://doi.org/10.61341/siyaqiy/v1i1.04>.

will lead to self-confidence. Finally, Fatimah et al ¹⁵ juxtapose vocabulary mastery with memorization of the Koran to increase learning motivation, it does not mention confidence but the emergence of motivation can also indicate confidence in oneself. From several previous studies, no one has examined simultaneously vocabulary mastery and self-confidence in relation to Arabic End-of-Semester Assessment at Madrasah Aliyah level.

Based on the review of existing research, it can be seen that the study of the relationship between vocabulary mastery and self-confidence simultaneously on Arabic learning outcomes, especially the Final Semester Assessment (PAS) at the Madrasah Aliyah level, is still not much done. Therefore, this study is present to bridge the research gap.

Method

This study uses a quantitative approach with a correlational associative method through simple path analysis. This approach was chosen to examine the direct and indirect effects of self-confidence on Arabic End-of-Semester Assessment, with vocabulary mastery as a mediating variable. The unit of analysis in this study was grade X students at Madrasah Aliyah Walisongo Sukajadi in the 2024/2025 academic year. The research subjects were selected using purposive sampling technique based on the Krejcie and Morgan formula, with the criteria of students who have taken the Arabic Semester Final Assessment.

The research design is quantitative correlational with a mediation model, which allows objective measurement of the relationship and contribution between variables. The choice of this design is based on the need to outline the path of

¹⁵ Nur Fatimatuzzahrah, Lalu Supriadi, and M Rasyid Ridho, "Pengaruh Kosakata Bahasa Arab Dan Tahfiz Al- Qur ' an Terhadap Motivasi Belajar Bahasa Arab Siswa Di Madrasah Aliyah Syaikh Zainuddin NW Anjani Lombok Timur" 9 (2024): 1943–50.

influence between the independent variable (self-confidence) and the dependent variable (Arabic End-of-Semester Assessment), as well as the intermediary role of the mediating variable (vocabulary acquisition). The operationalization of this design is done through statistical analysis to prove the proposed hypothesis.

The data source of this research comes from respondents who are class X students. The data collection instrument consists of three types according to the research variables. First, a self-confidence questionnaire to measure variable X, which is arranged based on a Likert scale. Second, objective test to measure vocabulary mastery (variable Y) which includes vocabulary test and/or short fill-in. Third, the Arabic End-of-Semester Assessment score data (variable Z) obtained from official madrasah documents.

Prior to the main data analysis, the research instruments were tested for quality through validity and reliability tests on a separate sample. Item validity test was measured by Pearson correlation, while reliability test used Cronbach's Alpha with a limit of ≥ 0.7 . Data analysis techniques were conducted in stages. First, Pearson correlation was used to identify bivariate relationships between variables. Next, to test the mediation model, simple path analysis was applied using multiple linear regression in two stages. The first stage regressed confidence on vocabulary acquisition, followed by the second stage regressing confidence and vocabulary acquisition on Arabic End-of-Semester Assessment scores. All data processing was done with the help of SPSS with a significance level of 5% (0.05).

Results and Discussion

Results

This study involved a number of students in class X of Madrasah Aliyah Walisongo Sukajadi as many as 101 samples from 137 students based on the

Krejcie and Morgan formula. Before that, vocabulary test instruments and questionnaire instruments will be tested for validity and reliability with the aim of determining the feasibility of an instrument before being tested in the field.

1. Test of Validity and Reliability of Questionnaire Instruments

Table 1 - Validity Test of Questionnaire Instruments

Statement Item	Pearson Correlation	Sig. (2-tailed)	N	Information
P_01	829	0	30	Valid
P_02	388	34	30	Valid
P_03	478	8	30	Valid
P_04	772	0	30	Valid
P_05	514	4	30	Valid
P_06	846	0	30	Valid
P_07	441	15	30	Valid
P_08	470	9	30	Valid
P_09	545	2	30	Valid
P_10	659	0	30	Valid
Total	1		30	Valid

Based on the validity test of the confidence questionnaire instrument which aims to ensure that each statement item accurately measures the same construct as the total score of the questionnaire. With 30 respondents, the critical r value used as the validity threshold was 0,361 at a significance level of 0,05. The results of Pearson's correlation analysis showed that all 10 statements (P_01 to P_10) were declared valid, because each item had a significant positive correlation coefficient ($p < 0,05$) with the total score of the instrument, and all of these correlation values exceeded the critical r of 0,361. For example, P_01 correlated 0,829 ($p=0,000$) with the total, P_02 correlated 0,388 ($p=0,034$), and so on to P_10 correlated 0,659 ($p=0,000$). This indicates that all of these questionnaire

instruments are consistent and effective in measuring student confidence, so they are suitable for research.

Table 2 - Questionnaire Instrument Reliability Test

Reliability Statistics	
Cronbach's Alpha	N of Items
,858	10

Based on the reliability test of this confidence questionnaire instrument, it aims to assess the internal consistency of the measuring tool. Using the Alpha Cronbach method with a magnitude of 0,7, the instrument consisting of 10 statements shows an Alpha Cronbach value of 0,858 > 0,7. This value indicates an excellent level of reliability. Therefore, it can be concluded that this questionnaire has an internal consistency that can be relied upon to measure students' Arabic language confidence.

2. *Vocabulary* Test Validity and Reliability Test

Table 3 - Uji Validitas Instrumen Tes Koskata

Question Item	Pearson Correlation	Sig. (2-tailed)	N	Information
Soal_01	433	17	30	Valid
Soal_02	727	0	30	Valid
Soal_03	694	0	30	Valid
Soal_04	764	0	30	Valid
Soal_05	362	49	30	Valid
Soal_06	627	0	30	Valid
Soal_07	677	0	30	Valid
Soal_08	617	0	30	Valid
Soal_09	718	0	30	Valid
Soal_10	694	0	30	Valid

Question Item	Pearson Correlation	Sig. (2-tailed)	N	Information
Soal_11	545	2	30	Valid
Soal_12	378	39	30	Valid
Soal_13	478	8	30	Valid
Soal_14	604	0	30	Valid
Soal_15	689	0	30	Valid
Soal_16	776	0	30	Valid
Soal_17	650	0	30	Valid
Soal_18	701	0	30	Valid
Soal_19	478	7	30	Valid
Soal_20	625	0	30	Valid
Soal_21	641	0	30	Valid
Soal_22	593	1	30	Valid
Soal_23	724	0	30	Valid
Soal_24	663	0	30	Valid
Soal_25	433	17	30	Valid

Based on the table above, the validity test of the vocabulary test instrument is carried out to ensure that each question consistently measures the same construct as the overall score of the instrument. The results of the test on 30 respondents showed that all 25 question items had a positive and significant Pearson correlation coefficient on the overall score. The correlation value ranged from $r = 0,433$ to $r = 0,727$, and all question items had a significance value (p) $< 0,05$ (example: Question 01 $r = 0,433$, $p = 0,017$; Question 02 $r = 0,727$, $p = 0,000$; Question 03 $r = 0,694$, $p = 0,000$). All of these correlation values exceeded the critical r value of 0,361 at a significance level of 5%, which corresponded to the number of respondents as many as 30 students. These results show that all question items are valid based on experiments and have sufficient contribution

strength to the total score. Thus, the instruments used in this study have proven to be feasible and relevant to be used in evaluating students' vocabulary mastery objectively.

Table 4 - Vocabulary Test Instrument Reliability Test

Reliability Statistics	
Cronbach's Alpha	N or Questions
,928	25

Based on the results of the reliability test of the vocabulary test instrument which was carried out to determine the level of internal consistency between question items. The results of the analysis showed an Alpha Cronbach value of 0,928 with the number of 25 questions greater than 0,7. This value shows that all question items have a very high consistency in measuring the same construct, namely mastery of vocabulary in Arabic. Thus, this instrument is declared reliable and can be used convincingly in the collection of research data.

3. Pearson Correlation Test

The Pearson correlation test was performed to identify the initial linear relationship between the variables of confidence (X), vocabulary mastery (Y), and the Arabic Semester Final Assessment (Z). The results of the correlation test are presented in table 5.

**Table 5 - Pearson correlation test
Correlations**

		Hasil_Tes_K epercayaan_ Diri	Hasil_Tes_K osakata	Hasil_PAS_Sisw a
Hasil_Tes_Kepercayaan_Diri	Pearson Correlation	1	,157	,090
	Sig. (2-tailed)		,117	,368
	N	101	101	101
Hasil_Tes_Kosakata	Pearson Correlation	,157	1	,062
	Sig. (2-tailed)	,117		,541
	N	101	101	101
Hasil_PAS_Siswa	Pearson Correlation	,090	,062	1
	Sig. (2-tailed)	,368	,541	
	N	101	101	101

The Relationship Between Self-Confidence (X) and Vocabulary Mastery (Y)

Pearson Correlation= 0,157 and Sig. (2-tailed)= 0,117, The interpretation that can be explained is that there is a very weak positive relationship between confidence and vocabulary mastery, but this relationship is not statistically significant at the level of 0,05 ($p=0,117>0,05$). This means that changes in students' confidence levels do not show a consistent linear relationship with changes in their vocabulary mastery levels.

The Relationship between Self-Confidence (X) and the Arabic Semester Final Assessment (Z)

Pearson Correlation = 0,090 and Sig. (2-tailed) = 0,368, The explanation is that there is a very weak positive relationship between self-confidence and the Arabic Semester Final Assessment, and this relationship is not statistically significant at the level of 0,05 ($p=0,368>0,05$). This means that there is no strong

statistical evidence that self-esteem has a direct linear relationship with the Arabic PAS score.

The Relationship between Vocabulary Mastery (Y) and the Final Assessment of the Arabic Language Semester (Z)

Pearson Correlation = 0,062 Sig. (2-tailed) funds = 0,541, The explanation is that there is a very weak positive relationship between vocabulary mastery and the Arabic Semester Final Assessment, and this relationship is also not statistically significant at the level of 0,05 ($p=0,541>0,05$). This shows that students' vocabulary mastery levels do not have a significant linear relationship with the results of the Arabic Language PAS.

4. Multiple linear regression analysis

Stage 1

The first stage of multiple linear regression analysis was performed to test the direct influence of self-confidence (X) on vocabulary mastery (Y). The results of this analysis can be seen in Tables 6, 7, and 8.

Table 6 - Model Summary

Model Summary				
Type	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	,157a	,025	,015	10,186

a. Predictors: (Constant),
Hasil_Tes_Kepercayaan_Diri

R Square = 0,025 This means that the confidence variable (X) is only able to explain the variation in the vocabulary mastery variable (Y) of 2,5%. This figure is relatively small, showing that self-confidence only has a very minimal contribution in explaining the ups and downs of students' vocabulary mastery.

Adjusted R Square = 0,015 This value is slightly lower than the R Square, which is common and more accurate for describing generalizations on populations.

R = 0,157 This is the coefficient of multiple correlation between confidence and vocabulary mastery, which also shows a very weak relationship.

**Table 7 - ANOVA Model
NEW ERA**

Type		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	258,761	1	258,761	2,494	,117b
	Residual	10271,774	99	103,755		
	Total	10530,535	100			

a. Dependent Variable: Hasil_Tes_Kosakata

b. Predictors: (Constant), Hasil_Tes_Kepercayaan_Diri

F-statistic = 2,494

Sig. cite_start = 0,117

Because the significance value (p-value) of 0,117 is greater than 0,05 (the commonly used level of significance), this regression model is not statistically significant. This means that overall, self-confidence (X) did not have a significant influence on vocabulary mastery (Y) in the study sample.

**Table 8 - Coefficients
Coefficient**

Type		Unstandardized Coefficients B	Std. Error	Standardized Coefficients Beta	t	Sig.
1	(Constant)	38,162	7,304		5,225	,000

Hasil_Tes_Kepercayaan_Diri	,447	,283	,157	1,579	,117
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a. Dependent Variable: Hasil_Tes_Kosakata

Variable Hasil_Tes_Kepercayaan_Diri (X):

Standardized Coefficients Beta (beta) = 0,157 This is the path coefficient (p_{YX}), which indicates that any increase of one standard deviation in confidence will result in a 0,157 standard deviation increase in vocabulary mastery, with other variables constant. However, this is a very small effect.

Sig. cite_start = 0,117 Since the significance value of 0,117 is greater than 0,05, it can be concluded that confidence (X) has no statistically significant influence on vocabulary mastery (Y).

The results of the Phase 1 regression analysis showed that self-confidence did not have a significant effect on vocabulary mastery. This can be seen from the significance value in the ANOVA table (0,117) and the significance value of the Beta coefficient for the Confidence variable (0,117), both of which are above 0,05. The contribution of confidence to vocabulary mastery variation was also very low (2,5%).

Stage 2

The second stage of multiple linear regression analysis was carried out to test the direct influence of confidence (X) and vocabulary mastery (Y) together on the Final Assessment of the Arabic (Z) Semester. The results of this analysis are presented in tables 9, 10, and 11.

Table 9 - Model Summary
Model Summary

Type	R	R Square	Adjusted Square	RStd. Error of the Estimate
1	,102a	,010	-,010	19,831

a. Predictors: (Constant), Hasil_Tes_Kosakata, Hasil_Tes_Kepercayaan_Diri

R Square = 0,010 This means that together, the variables of confidence (X) and vocabulary mastery (Y) were only able to explain the variation in the variable of the Arabic Semester Final Assessment (Z) of 1,0%. This figure is very small, indicating that these two predictive variables have only a very minimal contribution in predicting the results of the Arabic PAS.

Adjusted R Square = ,010 This value indicates the model's ability to generalize to the population, which is also very low.

R = 0,102 This is the coefficient of multiple correlation between all predictors (X and Y) and the dependent variable (Z), indicating a very weak relationship.

Table 10 - ANOVA Model

NEW ERA

Type		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	408,151	2	204,075	,519	.597b
	Residual	38539,295	98	393,258		
	Total	38947,446	100			

a. Dependent Variable: Hasil_PAS_Siswa

b. Predictors: (Constant), Hasil_Tes_Kosakata, Hasil_Tes_Kepercayaan_Diri

F-statistic = 0,519

Sig. (Significance) = 0,597

Because the significance value (p-value) of 0,597 is greater than 0,05 (the commonly used significance level), this regression model is not statistically significant. This means that overall, confidence (X) and vocabulary mastery (Y) together did not have a significant influence on the Arabic (Z) Semester Final Assessment in this study sample.

Table 11 - Model Coefficients
Coefficient

Type		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	51,396	16,060		3,200	,002
	Hasil_Tes_Kepercayaan_Diri	,455	,558	,083	,814	,418
	Hasil_Tes_Kosakata	,093	,196	,049	,477	,634

a. Dependent Variable: Hasil_PAS_Siswa

Variable Hasil_Tes_Kepercayaan_Diri (X):

Standardized Coefficients Beta (beta) = 0,083 This is the direct path coefficient (P_ZX), which indicates that any increase of one standard deviation in confidence will result in an increase of 0,083 standard deviation in the Arabic PAS, with constant vocabulary mastery. This is a very small effect.

Sig. (Significance) = 0,418 Since the significance value of 0,418 is greater than 0,05, it can be concluded that confidence (X) does not have a statistically significant direct influence on the Arabic (Z) Semester Final Assessment.

Variable Hasil_Tes_Kosakata (Y):

Standardized Coefficients Beta (β) = 0,047 This is the path coefficient (P_{ZY}), which indicates that any increase of one standard deviation in vocabulary mastery will result in an increase of 0,047 standard deviation in the Arabic PAS, with constant confidence. This effect is also very small.

Sig. (Significance) = 0,634 Since the significance value of 0,634 is greater than 0,05, it can be concluded that vocabulary mastery (Y) does not have a statistically significant influence on the Final Assessment of the Arabic Language Semester (Z).

5. *Mediation Level Testing*

Based on the results of phase 1 and stage 2 regression analysis, indirect and total effects can be calculated. The indirect influence of confidence on the Arabic Semester Final Assessment through vocabulary mastery was $PYX \times PZY = 0,157 \times 0,047 = 0,007379$. Meanwhile, the total influence of confidence on the Arabic Semester Final Assessment was the sum of direct influences ($PZX = 0,083$) and indirect influences, namely $0,083 + 0,007379 = 0,090379$.

To answer the research hypothesis, the results of the significance test are as follows:

H_1 (Vocabulary Mastery for the Final Assessment of the Arabic Semester): From the results of the regression stage 2, the significance value (Sig.) for the effect of vocabulary mastery on the Final Assessment of the Arabic Semester was 0,634. Because the value is $0,634 > 0,05$, H_0 is accepted, which means that there is no significant influence between vocabulary mastery on the Arabic Semester Final Assessment. This result is inversely proportional to the research of Komari et al. as shown by the product moment correlation value of 0,491 which is greater than

the table 0,361, with a contribution of 24,1% to student learning achievement through mastery of Arabic vocabulary.

H₂ (Confidence in the Arabic Semester Final Assessment): From the results of phase 2 regression, the significance value (Sig.) for the influence of confidence on the Arabic Semester Final Assessment was 0,418. Because the score was 0,418 > 0,05, H₀ was accepted, which means that there was no significant effect between confidence in the Arabic Semester Final Assessment. This result is inversely proportional to the research of Isyanto et al. which showed a significant positive relationship between *self-confidence* and students' Arabic learning outcomes. This is supported by a correlation coefficient of 0,523 at a confidence level of 95%, with a *self-confidence* contribution to learning outcomes of 27,35%.

H₃ (Simultaneous Effect of Vocabulary Mastery and Self-Confidence on the Final Assessment of the Arabic Semester): From the ANOVA table in the regression stage 2, the significance value (Sig.) for the simultaneous effect of vocabulary mastery and self-confidence on the Final Assessment of the Arabic Semester was 0,597. Because the value was 0,597 > 0,05, H₀ was accepted, which means that there was no simultaneous significant influence between vocabulary mastery and confidence on the Arabic Final Semester Assessment.

Although the value of indirect influence can be calculated, since all the individual pathways that make up the mediating effect (i.e., the influence of X on Y, the influence of X on Z, and the influence of Y on Z) do not show statistical significance (p-value > 0,05), it can be concluded that there is no significant mediating evidence of vocabulary mastery in the relationship between self-confidence and the Arabic Semester Final Assessment in this study sample.

Discussion

The findings of this study indicate that neither vocabulary mastery nor self-confidence has a significant influence—either individually or simultaneously—on students' Arabic Semester Final Assessment results. This contrasts with previous research emphasizing the importance of both cognitive and affective factors in language learning outcomes.¹⁶ Nevertheless, viewed through the lens of self-confidence theory, particularly Bandura's concept of self-efficacy,¹⁷ these findings contribute to a more nuanced understanding of how learners' beliefs and capabilities interact in the context of Arabic language education.

Self-efficacy refers to an individual's belief in their capacity to organize and execute actions required to achieve specific goals.¹⁸ In educational contexts, self-confidence affects how learners think, feel, and act. High self-confidence fosters persistence, resilience, and active engagement, whereas low self-confidence leads to anxiety and avoidance behaviors.¹⁹ In language learning, these beliefs strongly influence how learners approach communicative tasks and manage linguistic challenges.

However, this study revealed no significant relationship between self-confidence and Arabic learning outcomes (Sig. = 0.418). This may be attributed to the non-domain-specific nature of confidence measured in this study. Bandura

¹⁶ Yanyan Bao and Shuzhen Liu, "The Influence of Affective Factors in Second Language Acquisition on Foreign Language Teaching," *Open Journal of Social Sciences* 09, no. 03 (2021): 463–70, <https://doi.org/10.4236/jss.2021.93030>.

¹⁷ Julia Goetze and Meagan Driver, "Is Learning Really Just Believing? A Meta-Analysis of Self-Efficacy and Achievement in SLA," *Studies in Second Language Learning and Teaching* 12, no. 2 (June 21, 2022): 233–59, <https://doi.org/10.14746/ssllt.2022.12.2.4>.

¹⁸ Thomas I. Vaughan-Johnston and Jill A. Jacobson, "Self-efficacy Theory," in *The Wiley Encyclopedia of Personality and Individual Differences* (Wiley, 2020), 375–79, <https://doi.org/10.1002/9781118970843.ch62>.

¹⁹ Omidullah Akbari and Javed Sahibzada, "Students' Self-Confidence and Its Impacts on Their Learning Process," *American International Journal of Social Science Research* 5, no. 1 (January 22, 2020): 1–15, <https://doi.org/10.46281/aijssr.v5i1.462>.

emphasized that self-efficacy is task- and domain-specific;²⁰ thus, measuring general confidence rather than confidence in specific Arabic tasks (such as speaking, reading, or writing) might fail to capture its predictive power. Another possible explanation lies in the learning environment. In many Arabic learning contexts, teaching methods tend to focus on memorization and grammatical accuracy rather than communicative performance.²¹ As a result, even confident students might not have sufficient opportunities to demonstrate or develop their self-efficacy through authentic language use.

The insignificance of vocabulary mastery (Sig. = 0.634) also suggests that vocabulary knowledge alone does not directly predict success in Arabic final assessments. While vocabulary is a foundational component of language competence, its impact on performance is mediated by other linguistic and cognitive processes such as comprehension, syntax, and contextual application. Thus, the absence of a significant relationship may reflect a more complex interaction between vocabulary knowledge and higher-order language skills.

The simultaneous regression analysis (Sig. = 0.597) reinforces this conclusion: the combination of vocabulary mastery and self-confidence did not significantly affect Arabic achievement. This indicates that the coexistence of cognitive and affective strengths does not automatically enhance outcomes unless students are supported by effective pedagogical approaches that connect knowledge and confidence to actual language use. The lack of a significant indirect effect further supports this interpretation. The mediating analysis showed

²⁰ Steven L. Woodruff and James F. Cashman, "Task, Domain, and General Efficacy: A Reexamination of the Self-Efficacy Scale," *Psychological Reports* 72, no. 2 (April 1, 1993): 423–32, <https://doi.org/10.2466/pr0.1993.72.2.423>.

²¹ Mohamad Fathie Mohamad Zaki et al., "Teaching Methods of Arabic Language Grammar Lessons Among Arabic Teachers at Religious Secondary Schools in Malaysia," *Theory and Practice in Language Studies* 14, no. 10 (October 3, 2024): 3100–3108, <https://doi.org/10.17507/tpls.1410.11>.

that vocabulary mastery does not mediate the relationship between self-confidence and performance, aligning with Cai and Xing's argument that self-efficacy affects achievement primarily through behavioral engagement rather than through isolated skills such as vocabulary recall.²²

These findings highlight that self-confidence, as theorized by Bandura, is not a static psychological attribute but a dynamic construct shaped by contextual and instructional factors. For Arabic language learners, confidence must be continually reinforced through mastery experiences, verbal encouragement, and reduced anxiety during learning activities.²³ Teachers therefore play a vital role in creating a learning environment that promotes situational self-efficacy, where students believe in their ability to use Arabic meaningfully and successfully in both academic and real-life contexts.

In conclusion, although self-confidence theory underscores the crucial role of affective factors in academic success, the present results suggest that confidence alone is insufficient to predict Arabic language achievement without the support of conducive pedagogical contexts. Future research should differentiate between general confidence and task-specific self-efficacy, adopt mixed-method approaches to capture learners' affective experiences, and explore how instructional feedback and peer collaboration mediate the influence of confidence on Arabic learning outcomes

Conclusion

²² Yuyang Cai and Keke Xing, "Examining the Mediation of Engagement between Self-Efficacy and Language Achievement," *Journal of Multilingual and Multicultural Development* 46, no. 3 (March 16, 2025): 893–905, <https://doi.org/10.1080/01434632.2023.2217801>.

²³ Barry J. Zimmerman, "Self-Efficacy: An Essential Motive to Learn," *Contemporary Educational Psychology* 25, no. 1 (January 2000): 82–91, <https://doi.org/10.1006/ceps.1999.1016>.

This study aims to analyze the impact of self-confidence on the Arabic Language Final Semester Assessment (PAS), with vocabulary mastery as a mediating variable. Based on data analysis using bivariate Pearson correlation and two-stage multiple linear regression, no linear relationship or significant influence was found between confidence and vocabulary mastery, confidence with Arabic PAS, or vocabulary mastery with Arabic PAS. Specifically, the first-stage regression showed that confidence only explained 2,5% of the variation in vocabulary mastery (Sig. 0,117), with no significant effect. Similarly, the second stage regression found that confidence and vocabulary mastery simultaneously explained only 1,0% of the variation in Arabic PAS (Sig. 0,597), and that there was no significant direct influence individually.

Thus, all research hypotheses, namely the influence of vocabulary mastery on the Arabic Semester Final Assessment (H1), the influence of confidence on the Arabic Semester Final Assessment (H2), and the simultaneous influence of the two (H3) were not proven to be significant in this sample. These findings indicate that in the context of class X students of MA Walisongo Sukajadi, the confidence and mastery of the vocabulary studied are not significant predictors of the results of the Arabic PAS. Implicitly, further research needs to identify other factors that are more influential in learning Arabic, as well as to review the relevance of theories that link these variables in the Indonesian aliyah madrasah environment, perhaps with different methods, instruments, or contextual considerations.

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