The Influence of Self-Confidence through Language Development Programs on Arabic Communication Learning Outcomes of Indonesian Students

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Abstract:

The purpose of this study is to assess the influence of self-confidence development through language development programs implemented at four universities in Indonesia: IAIN Kudus, UIN Fatmawati Sukarno Bengkulu, Universitas Ma'arif Lampung, and UIN Maliki Malang, on students' Arabic speaking learning outcomes. The study employs a quantitative ex post facto approach. Respondents in this study are students from the aforementioned universities who participated in language development programs under various names. The total number of informants is 138 students: 41 from UIN Maliki Malang, 35 from IAIN Kudus, 22 from UMALA Lampung, and 40 from UIN Fatmawati Sukarno Bengkulu. Data collection involved a modified psychological confidence scale focusing on Arabic language-related points and academic scores in Arabic speaking courses. The analysis techniques include instrument trials to test the validity and reliability of the questionnaire, normality tests, homogeneity tests, and hypothesis testing using Spearman Rank Correlation. Data analysis was conducted using SPSS version 26. The Spearman Rank Correlation test results show a significance value ($p < 0.001$), which is less than 0.05, with a correlation coefficient strength of 0.675. This indicates that variable X (self-confidence developed through language development programs) significantly correlates strongly with variable Y (students' Arabic speaking learning outcomes) at IAIN Kudus, UIN Fatmawati Sukarno Bengkulu, UIN Maliki Malang, and UMALA Lampung. Thus, it can be concluded that the higher the students' self-confidence, the more it correlates with their Arabic speaking learning outcomes.

Keywords: Self-confidence; Arabic speaking skills; language development programs;

Pengaruh Kepercayaan Diri melalui Program Pengembangan Bahasa terhadap Hasil Belajar Komunikasi Bahasa Arab Mahasiswa Indonesia

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Abstrak:
Tujuan dari penelitian ini adalah untuk menilai pengaruh pengembangan kepercayaan diri melalui program pengembangan bahasa yang dilaksanakan di empat universitas di Indonesia: IAIN Kudus, UIN Fatmawati Sukarno Bengkulu, Universitas Ma'arif Lampung, dan UIN Maliki Malang, terhadap hasil belajar mahasiswa dalam berbicara bahasa Arab. Penelitian ini menggunakan pendekatan kuantitatif ex post facto. Responden dalam penelitian ini adalah mahasiswa dari keempat universitas tersebut yang mengikuti program pengembangan bahasa dengan berbagai nama. Jumlah total informan adalah 138 mahasiswa: 41 dari UIN Maliki Malang, 35 dari IAIN Kudus, 22 dari UMALA Lampung, dan 40 dari UIN Fatmawati Sukarno Bengkulu. Pengumpulan data dilakukan menggunakan skala psikologis kepercayaan diri yang telah dimodifikasi dan difokuskan pada poin-poin terkait bahasa Arab, serta nilai akademik dalam mata kuliah keterampilan berbicara bahasa Arab. Teknik analisis yang digunakan meliputi uji coba instrumen untuk menguji validitas dan reliabilitas kuesioner, uji normalitas, uji homogenitas, dan uji hipotesis menggunakan Korelasi Rank Spearman. Analisis data dilakukan menggunakan SPSS versi 26. Hasil uji Korelasi Rank Spearman menunjukkan nilai signifikansi ($p < 0{,}001$), yang lebih kecil dari 0,05, dengan kekuatan koefisien korelasi sebesar 0,675. Hal ini menunjukkan bahwa variabel X (kepercayaan diri yang dikembangkan melalui program pengembangan bahasa) memiliki korelasi yang signifikan dan kuat dengan variabel Y (hasil belajar berbicara bahasa Arab mahasiswa) di IAIN Kudus, UIN Fatmawati Sukarno Bengkulu, UIN Maliki Malang, dan UMALA Lampung. Dengan demikian, dapat disimpulkan bahwa semakin tinggi kepercayaan diri mahasiswa, maka semakin tinggi pula korelasinya dengan hasil belajar berbicara bahasa Arab mereka.

Kata Kunci: Kepercayaan diri; Komunikasi; program pengembangan Bahasa;

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INTRODUCTION

Self-confidence refers to a person's belief in their abilities and judgments when facing various situations. In education, self-confidence plays a crucial role in determining how well students adapt and achieve academic success. High self-confidence encourages students to take initiative, actively participate in learning activities, and express opinions or ask questions when facing difficulties. Conversely, a lack of self-confidence can hinder students, making them hesitant and reluctant to take on challenges that could help them grow. Self-confidence also provides clarity and direction, enabling individuals to achieve success. (Bandura and Wessels 1997)

The impact of self-confidence on student learning outcomes is highly significant. Students who possess self-confidence tend to have higher motivation to study and achieve their academic goals. They are also more persistent when facing challenges and experience less anxiety when confronted with exams or heavy assignments. This self-confidence makes them more willing to take risks in trying new learning methods or participating in class discussions, which in turn can enhance their understanding and retention of material.

What was presented by Sari, İ., Ekici, S., Soyer, F., & Eskiler, E. (İHSAN et al. 2015) in their study titled "Does Self-Confidence Link to Motivation? A Study in Field Hockey Athletes examined the relationship between self-confidence and motivation in the context of sports. Previous research has shown evidence of a positive relationship between motivation and perceived self-confidence/competence. Therefore, this study investigates the connection between self-confidence and motivation in field hockey athletes. The participants in this study were 111 field hockey players. The results revealed that self-confidence was positively and significantly correlated with intrinsic motivation to learn and achieve, intrinsic motivation to experience stimulation, external regulation, identification, introjection, intrinsic motivation, and extrinsic motivation.(Mohammad and Ahsan 2016) Similarly, a study discussed by Ahsan measured motivation in both male and female soccer players.

Motivation has been proven to not only play a role in sports but also in all aspects of life, as it can enhance one's determination and spirit to achieve goals. In the context of learning, motivation contributes significantly to helping individuals reach their desired objectives. (Edidarmo, Fudhaili, and Mahfuzo 2023)

Furthermore, self-confidence also contributes to the development of students' social skills. In an academic environment, interaction with professors and fellow students is an essential part of the learning process. Confident students find it easier to communicate, collaborate, and build strong social networks. This not only aids in academic achievement but also equips them with valuable interpersonal skills for their future professional lives. This study employed a stratified sampling method involving 1,375 male and female students. The findings revealed that only a few students lacked self-confidence, while the majority exhibited high self-confidence. Additionally, students' self-confidence influenced their learning in terms of student participation, goal-setting, developing interest in subjects, reducing anxiety, feeling comfortable with instructors and classmates, and sharing their opinions related to class lessons. (Akbari and Sahibzada 2020)

Other studies, for example, mention that good self-confidence has a significant impact on students' learning outcomes. One such study, conducted by Sayful Amri, examined the influence of self-confidence through scouting activities, which positively affected students' mathematics learning outcomes. (Amri 2018) The influence of self-confidence through scouting activities, which positively impacts students' mathematics learning outcomes, is also highlighted in other studies. For instance, a study conducted by Safaa Mohammed specifically aimed to investigate the correlation between general self-confidence and academic achievement in oral presentation courses. The participants in this study consisted of 53 female undergraduate students majoring in English at Taibah University. Data were collected using the General Self-Confidence Questionnaire (GSCQ) and final evaluation grades in the Oral Presentation course. The results revealed a positive and significant correlation between general self-confidence and academic achievement. (Al-Hebaish 2012) This study specifically aimed to investigate the correlation between general self-confidence and academic achievement in oral presentation courses. The participants consisted of 53 female undergraduate students majoring in English at Taibah University. Data were collected using the General Self-Confidence Questionnaire (GSCQ) and final evaluation grades in the Oral Presentation course. The results showed a positive and significant correlation between general self-confidence and academic performance. Those who scored higher on the GSCQ also achieved higher scores in their oral performance tests. Additionally, the study by Abidoun Musbau Lawal attempted to measure the effects of low self-confidence and anxiety on performance. The results revealed that low self-confidence was associated with a decline in performance and an increase in anxiety among Nigerian students. (Lawal, Idemudia, and Adewale 2017)

In several universities in Indonesia, extracurricular activities are designed to enhance students' skills in academic fields, particularly in foreign language programs such as Arabic or English. Some universities often create language development programs outside the classroom to improve students' motivation and language proficiency. For example, UIN Maliki Malang, UIN Fatmawati Sukarno Bengkulu, IAIN Kudus, and UMALA Lampung offer such programs. These universities have extracurricular activities focused on Language Development, which aim to facilitate students in developing their language skills, including speaking, reading, writing, and listening. These programs have been running for a considerable time and have received positive feedback from students. In addition to positive responses, researchers have also observed a significant improvement in students' speaking skills, as evidenced by academic information systems, where the average scores range from 80 to 90, and when accumulated, the average student grade is an A. Based on this, the researcher aims to explore the relationship between self-confidence, developed through the Language Development program, and students' learning outcomes in speaking.

Self-confidence, derived from the English term "self-confidence," refers to belief in one's abilities, strengths, and self-judgment. It can be said that self-assessment is a positive evaluation of oneself. This positive assessment is what later generates motivation within an individual to appreciate themselves more. In simpler terms, it is a belief in one's own strengths, which makes an individual feel capable of achieving various life goals. (Hakim 2002) Adler, as quoted by Rahmad, states that the most important human need is the need for self-confidence and a

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sense of superiority. Self-confidence can also be understood as a belief in oneself, how one views themselves as a whole, referring to their self-concept.(DJ 1991)

Sullivan mentions two types of self-concept: positive self-concept and negative self-concept. A positive self-concept is formed when a person continuously receives positive feedback in the form of praise and recognition. In contrast, a negative self-concept is linked to negative feedback such as mockery and belittlement.(Bastaman 1995)

A somewhat different view is presented by de Angelis, who defines self-confidence as something that enables individuals to channel everything they know and do. In this sense, self-confidence arises from the ability to perform a task. Therefore, self-confidence emerges only after an individual performs a task skillfully and to their satisfaction. Based on this definition, an individual can never be truly self-confident, as confidence arises solely in relation to specific skills they possess. According to de Angelis, true self-confidence always comes from the conscience, not something that is artificially created. Self-confidence begins with a personal resolve to pursue everything one desires and needs in life, built on self-belief.(De Angelis 2000) Self-confidence is simply defined as a measure of one's self-perception and belief in their abilities, which depends on their background and specific context.(Perry 2011)

Self-confidence is one of the most important aspects of a person's personality. It is a valuable attribute in an individual's life, especially in social interactions. Without self-confidence, an individual may face many personal challenges. This is because, with self-confidence, a person is able to actualize their potential.(Bandura 1999) According to Zakiah Darajat, self-confidence is the belief in oneself, which is shaped by experiences from childhood. A person who believes in themselves can overcome various challenges and situations, and even minor frustrations may not affect them at all. In contrast, a person with low self-confidence is highly sensitive to stressful situations. (Daradjat 2020)

Self-confidence does not appear suddenly in a person; rather, there is a specific process within their personality that leads to the formation of self-confidence. This process does not occur instantly but is a long journey that begins early in life. (Ghufron and Rini Risnawita 2010)

Language is one of the basic human needs, and there are several interconnected skills, including listening, speaking, reading, and writing, all of which are also relevant in Arabic. Arabic is recognized as the language of religion, and therefore, it is taught starting from the first grade of elementary school up to certain levels in Islamic Higher Education institutions. It is also a compulsory subject in the curriculum. (Arsyad 2003)

Speaking skills are one of the key competencies to be developed in modern language teaching, including Arabic. The process of learning to speak a foreign language becomes easier when the speaker actively engages in communication efforts. It is also stated that we learn to read by reading, and similarly, we learn to speak by speaking. (Aziez and Alwasilah 1996)

The difficulties in speaking Arabic are identified through two main aspects. The first aspect highlights challenges in the linguistic domain, such as grammar, lexicon, sentence structure, and writing patterns. The presence of long and short vowel sounds, accents on certain letters, pronunciation of sounds produced in close

articulatory organs, and the occurrence of consonant sounds simultaneously are all factors contributing to these difficulties. (Akhirudin, Meldania, and Ni'am 2023)

Speaking skills are one of the productive skills, where the ability is generated by the speaker themselves and requires a platform for improvement. Developing speaking skills requires continuous effort and dedication, and cannot be achieved through theoretical approaches alone. It is essential to have a learning activity model set up to optimize the enhancement of speaking skills. Several research findings suggest the need for participatory learning methods to improve speaking abilities. For example, research on the SAVI model and the conventional model in improving Arabic speaking skills. The findings of this study indicate that the SAVI method, which is based on both theory and practice, is more effective in enhancing students' Arabic speaking skills. The SAVI model provides students with opportunities to explore their potential, helping them build confidence in speaking Arabic. (Hasyim and Iliah 2023)

In addition to exploring self-capacity through strategies provided to boost students' self-confidence, it is also essential to have special activities directly integrated with authentic Arabic texts or native Arabic speakers if the goal is to improve Arabic pronunciation. This is because interacting directly with native speakers, whether in person or via video, can significantly help students enhance their Arabic speaking skills and build their self-confidence. (Baso 2022)

METHOD

The research was conducted at four universities in Indonesia, all of which have special foreign language development programs: IAIN Kudus, UIN Maliki Malang, UIN Fatmawati Sukarno Bengkulu, and UMALA Lampung. This study is a quantitative research, which is a systematic approach to test theories and hypotheses by measuring variables using instruments that produce numerical data, which can be analyzed statistically.(Creswell and Poth 2016) The research was conducted to gather data from specific natural settings (not artificially created), where the researcher carried out actions such as distributing questionnaires, conducting structured interviews, and so on (unlike in experimental research). The type of research used is Ex Post Facto Research. Ex Post Facto research is a method that can also serve as an alternative to experiments for testing hypotheses about cause-and-effect relationships in situations where it is unethical to control or manipulate the independent variable. (Cohen, Manion, and Morrison 2007, 264) This study aims to determine the correlation between Self-Confidence based on language development activities and students' learning outcomes in *kalam*. Correlational research was conducted to determine the relationship between two or more variables and explore the implications of their cause-and-effect relationships. (Fraenkel, Wallen, and Hyun 1993)

The population in this study consists of student representatives from each university that participated in the research and have undergone foreign language development programs at their respective universities in Indonesia. The total sample size is 138 students from four universities in Indonesia: UIN Maliki Malang, UIN Fatmawati Sukarno Bengkulu, UMALA Lampung, and IAIN Kudus. The sampling method used in this study is random sampling, where the samples are selected without specific characteristics. (Martin 2018) A sample is a subset of the population

used to generalize the characteristics of the entire population based on certain selection criteria. (Jacobs-Christine and Sorensen 2010, 148)

The data collection methods used in this study are the Psychological Scale Questionnaire (Self-Confidence Scale) based on the Arabic language development program and documentation. A questionnaire is one of the instruments commonly used in quantitative research to collect data. The questionnaire contains a series of written questions or statements designed to gather information from respondents regarding the variables being studied. (Creswell and Poth 2016) The scale administered to respondents aims to gather data on the extent to which self-confidence based on the language development program affects the students' learning outcomes in Arabic speaking skills. Documentation is an instrument used to collect data from several sources, such as written materials (papers), locations (places), and individuals (persons). The term "documentation" is derived from the word "document," which refers to items that can serve as information sources. These materials may include public records, textbooks, letters, films, recordings, diaries, essays, reports, or other types of documents. (Fraenkel, Wallen, and Hyun 1993)

The research instrument used is the self-confidence scale based on the Language Development Program. The scale in this study is in the form of a multiple-choice questionnaire with five alternative answers that must be selected by the respondents. There are two types of statements in this scale: favorable and unfavorable statements. The documentation instrument consists of a list of students' grades.

Data analysis in this study was conducted quantitatively using the SPSS software. The first step was to perform a prerequisite analysis, the Kolmogorov-Smirnov normality test, to determine if the data was normally distributed. Based on the test results, which indicated that the data was not normally distributed ($p < .05$), the hypothesis was subsequently tested using a non-parametric statistical technique, namely the Spearman's Rank Correlation Test. This test aims to ascertain the strength and direction of the relationship between the research variables in pairs: program participation with self-confidence, self-confidence with speaking ability, and program participation with speaking ability. Conclusions are drawn based on the significance value (p-value) to determine the existence of a relationship, as well as the Correlation Coefficient (rho) to interpret its direction and strength. (Jacobs-Christine and Sorensen 2010, 353)

RESULT AND DISCUSSION

The findings of this study provide answers to the research questions posed at the beginning to support the hypothesis. The first question is: How confident are the students in speaking Arabic at each university after participating in the language development program? Based on the data obtained through a modified Confidence Scale Questionnaire, which included 138 students, the results are as follows: Out of the total 138 students, approximately 23 students (16.7%) had low self-confidence, 57 students (41%) had good self-confidence, and 58 students (42%) had very high self-confidence after participating in the language development activities at their respective universities. From these percentages, it can be concluded that the majority of students who participated in the language development program have
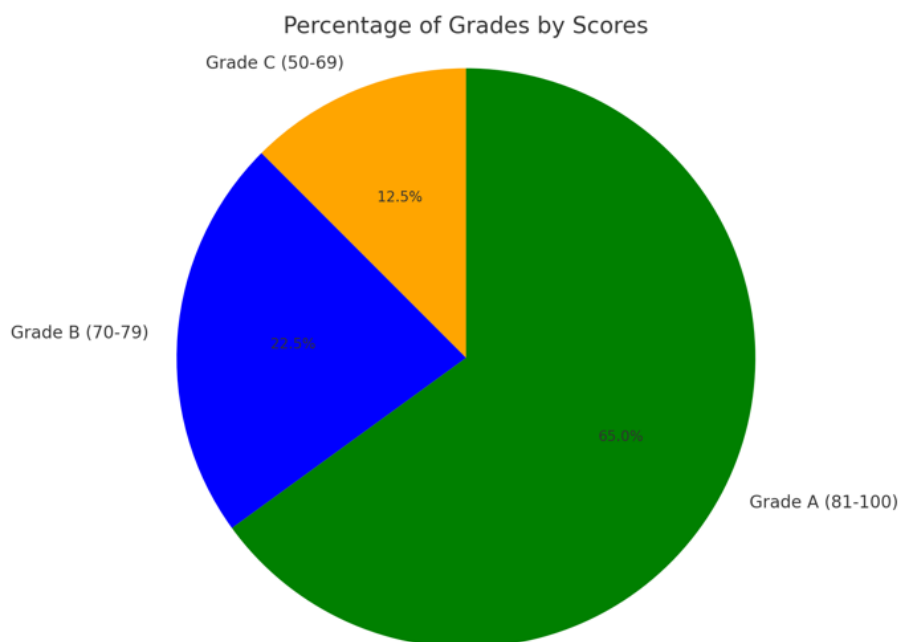
very high self-confidence in speaking Arabic. The percentages of self-confidence among the students after participating in the Arabic language development program are shown below.

Percentage of confidence levels by score

lack of confidence
17%

confident
20%

very confident
63%

■ lack of confidence   ■ confident   ■ ver confident   ■
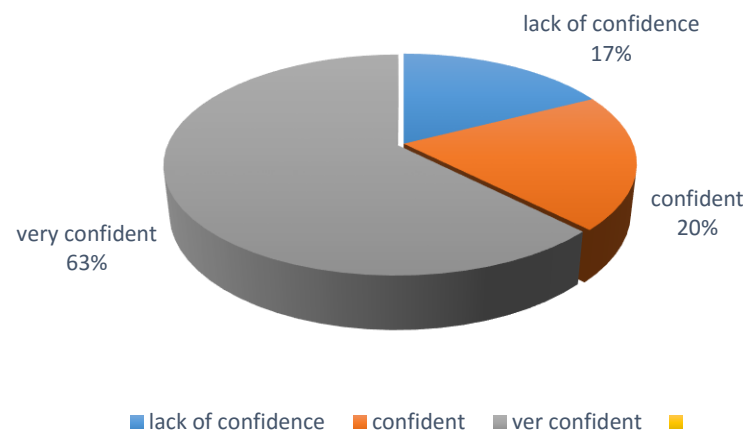
To assess the students' performance in Kalam, the researcher used the documentation of the Kalam course grades, which are available in the academic information system. Based on the data obtained regarding the students' performance in Kalam after participating in the language development activities, it can be concluded that the results were quite good. After processing the data using a Likert scale, the results showed that 79 students (about 57%) had grades ranging from 80-100, which corresponds to an 'A' grade. Meanwhile, 47 students (approximately 43.4%) had grades ranging from 71-79, corresponding to a 'B' grade, and the remaining 12 students (about 8.6%) had grades ranging from 50-69, which corresponds to a 'C' grade. When averaged, the overall grade for the students after participating in the language development activities was 81.37 (rounded to 81). This indicates that the average grade for the Arabic language students in the Kalam course or Arabic communication is at a very good level. Below is the table showing the students' performance in the Arabic speaking learning outcomes after participating in language development activities:

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Percentage of Grades by Scores

To examine the correlation between students' self-confidence through language development activities and their performance in Kalam, the Spearman Rank Correlation test was used. This test is employed to determine the relationship between two continuous variables with numerical measurement scales (interval-ratio or ratio-interval). The purpose of this test is to assess the strength of the relationship between two variables: variable X (self-confidence through the language development program) and variable Y (students' performance in Arabic speaking learning outcomes), by representing the correlation in the form of a correlation coefficient.

Normality Test

Table of Normality Test Results for Self-Confidence Scores and Arabic Speaking Skills of Students

Tests of Normality

	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Kepercayaan Diri	.078	138	.038	.965	138	.001
Keterampilan Berbicara	.131	138	<,001	.945	138	<,001

a. Lilliefors Significance Correction

If the significance (Sig.) value is greater than 0.05, then the variance of the two or more groups of data being measured is considered normal. Conversely, if the significance (Sig.) value is less than 0.05, the variance of the two or more groups of data being measured is considered not normal. Based on the data analysis results using SPSS, it was found that the significance values for Self-Confidence and

Students' Speaking Skills were less than 0.05, specifically 0.038 and < 0.001, indicating that the data does not follow a normal distribution.

Spearman Rank Correlation Test
Spearman Rank Correlation Criteria

The Spearman rank correlation analysis is used to examine the relationship between research variables in non-parametric statistics (ordinal scale). To determine the strength of the relationship between variables, it refers to the correlation coefficient value derived from the SPSS output, with the following criteria: (Januaripin 2023)

1. **Significance Criteria for Correlation:**
   - If the significance value < 0.05, then the variables are correlated.
   - If the significance value > 0.05, then the variables are not correlated.
2. **Correlation Strength:**
   - A correlation coefficient value of 0.00–0.25 indicates a very weak relationship.
   - A correlation coefficient value of 0.26–0.50 indicates a moderate relationship.
   - A correlation coefficient value of 0.51–0.75 indicates a strong relationship.
   - A correlation coefficient value of 0.76–0.99 indicates a very strong relationship.
   - A correlation coefficient value of 1.00 indicates a perfect relationship.

Results of Spearman Rank Correlation Analysis

Table 4. Results of SPSS Spearman Rank Correlation Analysis

Correlations

			Kepercayaan Diri	Keterampilan Berbicara
Spearman's rho	Kepercayaan Diri	Correlation Coefficient	1.000	.675[**]
		Sig. (2-tailed)	.	<,001
		N	138	138
	Keterampilan Berbicara	Correlation Coefficient	.675[**]	1.000
		Sig. (2-tailed)	<,001	.
		N	138	138

[**]. Correlation is significant at the 0.01 level (2-tailed).

From the output table above, the correlation coefficient is obtained at 0.675, meaning the strength of the correlation between the variables of Self-Confidence and Speaking Skills of the students is 0.675. From the table, it is also known that the significance value or Sig. (2-tailed) is 0.001.

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Interpretation of the SPSS Rank Spearman Correlation Analysis Results

From the SPSS Rank Spearman Correlation Analysis results table above, the significance value or Sig. (2-tailed) is 0.001. Since the Sig. (2-tailed) value of 0.001 is less than 0.05, there is a significant relationship between the variables of Self-Confidence and Speaking Skills in Arabic among students.

From the table of the SPSS Rank Spearman Correlation Analysis results, the correlation coefficient of 0.675 is obtained, meaning that the strength of the correlation between Self-Confidence and Speaking Skills among students is a strong relationship, as it falls within the range of 0.51-0.75.

After testing the relationship between variable X (student confidence through the language development program) and variable Y (students' learning outcomes in Kalam), it was concluded that H0 is rejected. Thus, the results of this test reject H0 and accept HA, indicating a significant relationship between variable X, the increase in confidence through the language development program, and variable Y, arabic communication learning outcomes.

This finding aligns with various theories and previous research related to self-confidence. As noted by A. Bandura, self-confidence is the belief in one's ability to succeed. Confidence is context-specific, and some individuals display this trait through different activities. It is also closely related to self-efficacy, (Bandura and Wessels 1997) as suggested by self-efficacy theory. Similarly, Perry defines self-confidence simply as an individual's self-perception of their belief in their abilities, which depends on specific contexts and backgrounds. (Perry 2011)

Self-confidence plays a crucial role in motivating individuals. With motivation, people are more likely to strive toward achieving their goals. A study by Ahsan, which involved 111 participants, found a strong positive relationship between self-confidence and motivation. The study revealed that respondents with high self-confidence also demonstrated high motivation. (İHSAN et al. 2015)

A study by Srivastava (S. K.) on the impact of academic achievement on self-confidence, conducted on 100 subjects (50 males and 50 females), showed that academic achievement significantly influenced self-confidence levels in both men and women. Individuals with higher academic achievement exhibited higher self-confidence. (Srivastava 2013)

Self-confidence also contributes to the development of students' social skills. In an academic setting, interactions with professors and peers are integral to the learning process. Confident students find it easier to communicate, collaborate, and build strong social networks. This not only aids in academic achievement but also equips them with valuable interpersonal skills for their future professional lives. A study that conducted a stratified sampling of 1,375 male and female students found that only a few students had low self-confidence, with the majority exhibiting strong confidence. Furthermore, students' self-confidence influenced their learning, including participation, goal-setting, interest in lessons, reduced anxiety, comfort with instructors and classmates, and willingness to share opinions in class. (Akbari and Sahibzada 2020)

It is rare to find research suggesting that self-confidence negatively impacts learning outcomes, motivation, or performance. On the contrary, studies examining low self-confidence often show a negative impact on performance and an increase in anxiety. One such study by (Abidoun Musbau Lawal) measured the effects of low self-confidence and anxiety on performance, revealing that low self-confidence led to decreased performance and heightened anxiety among Nigerian students. (Lawal, Idemudia, and Adewale 2017)

However, it is important to acknowledge that success is not solely determined by psychological factors. Other elements such as media, resources, environment, and services also play a role. Several studies have addressed how resources or media can influence learning outcomes. For example, a study by Sutaman, which examined two schools with similar Arabic language performance but different facilities, teacher qualifications, and resources, concluded that the motivation and internal factors of the students were the determining factors. (Sutaman 2013) Even the extensive facilities at one school were designed to encourage student motivation and focus, demonstrating that resources and facilities aim to enhance students' internal motivation. Similarly, other studies, such as one by Ida Bagus, highlight the positive impact of quality educational services on students' learning motivation. (Puja 2024)

CONCLUSION

Based on the analysis above, it can be concluded that the influence of self-confidence through extracurricular activities in the *Bait al-Lughah* program on the learning outcomes of Kalam students at IAIN Kudus has a very strong or significant correlation. This is evident from the hypothesis testing using the Pearson model, where the significance value was found to be 0.001, which is less than 0.05. Therefore, it can be stated that the results of the parametric test, specifically the Pearson correlation coefficient between self-confidence (X) and Kalam learning outcomes (Y), are 0.982, indicating a strong positive relationship, and this relationship is statistically significant.

From this research, the researcher suggests that educational institutions focused on improving students' or learners' foreign language speaking abilities, particularly in Arabic, should emphasize building students' self-confidence to prevent them from feeling embarrassed to express their ideas using foreign languages. To enhance students' self-confidence, it may be beneficial to instill the concept of self-confidence from the start or create special programs that provide students with platforms to express themselves. This is demonstrated by institutions such as IAIN Kudus, UIN Fatmawati Sukarno Bengkulu, UIN Maliki Malang, and UMALA Lampung. The foreign language development programs at these campuses serve as platforms for students to interact with one another, proving effective in improving their personal communication skills in Arabic and also in enhancing their learning outcomes.

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