

The Influence Of Self-Efficacy, Motivation, And The Mubâsyarah Method On Arabic Language Learning Achievement In SMP Quran Darul Fattah Bandar Lampung

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ABSTRACT

This research is based on psychological and academic problems that arise due to Self-efficacy, low student learning motivation, as well as the learning methods used so that students' Arabic language learning achievement is still low. This design is in accordance with the research objectives, namely to find and analyze the effect of Self-efficacy, learning motivation, and the mubâsyarah method partially and simultaneously or together on Arabic language learning achievement of VII grade in SMP Qur'an Darul Fattah Bandar Lampung. This research is a quantitative study using a survey approach, with a population of 225 students and as for the sample of this study were 54 students. Data were taken using a questionnaire that had been tested for validity and reliability. Data processing uses multiple regression analysis techniques using SPSS 26. This study shows that there is an effect of Self-efficacy, learning motivation, and mubâsyarah method partially on learning achievement. This is obtained based on the SPSS output table, it is known that the simple regression coefficient value of Self-efficacy, learning motivation, and mubâsyarah method on learning achievement is 61.366; 68.236; 66.069 with the variable coefficient of Self-efficacy, learning motivation, and mubâsyarah method is 0.565; 0.306; 0.416. Furthermore, it is known that the significance value is 0.000 < 0.05, which can be concluded that Self-efficacy, learning motivation, and the mubâsyarah method simultaneously affect student learning achievement. in the model summary table by looking at R Square = 0.466 so the effect is 46.6% while the rest of student learning achievement is influenced by other factors outside the model studied.

Keywords: Self-efficacy, learning motivation, mubâsyarah method, learning achievement

ABSTRAK

Penelitian ini didasari oleh permasalahan psikologis dan akademik yang muncul akibat self efficacy, motivasi belajar siswa yang rendah, juga metode belajar yang digunakan sehingga prestasi belajar Bahasa Arab siswa masih rendah. Rancangan ini sesuai dengan tujuan penelitian yaitu untuk menemukan dan menganalisis pengaruh self-efficacy, motivasi belajar, dan metode mubasyaroh secara parsial dan simultan atau bersama-sama terhadap prestasi belajar bahasa arab kelas VII SMP Quran Darul Fattah Bandar Lampung. Penelitian ini merupakan penelitian kuantitatif dengan menggunakan pendekatan survey, dengan jumlah populasi 225 siswa dan adapun yang menjadi sampel penelitian ini sebanyak 54 siswi. Data yang diambil dengan menggunakan angket yang telah diuji validitas dan reliabilitasnya. Pengolahan data memakai teknik analisis regresi berganda dengan menggunakan SPSS 26. Penelitian ini menunjukkan bahwa adanya

pengaruh self-efficacy, motivasi belajar, dan metode mubasyaroh secara parsial terhadap prestasi belajar. Hal ini diperoleh berdasarkan tabel output SPSS diketahui nilai koefisien regresi sederhana self-efficacy, motivasi belajar, dan metode mubasyaroh terhadap prestasi belajar secara berturut-turut adalah sebesar 61,366; 68,236; 66,069 dengan koefisien variabel self-efficacy, motivasi belajar, dan metode mubasyaroh secara berturut-turut adalah sebesar 0,565; 0,306; 0,416. Selanjutnya diketahui nilai Signifikansi adalah sebesar $0,000 < 0,05$ yang dapat disimpulkan bahwa self-efficacy, motivasi belajar, dan metode mubasyaroh secara simultan berpengaruh terhadap prestasi belajar siswa. pada tabel model summary dengan melihat R Square = 0,466 jadi besar pengaruhnya sebesar 46,6% sementara sisanya prestasi belajar siswa dipengaruhi oleh faktor lain diluar model yang diteliti.

Kata Kunci : *self efficacy, motivasi belajar, metode mubasyaroh, prestasi belajar*

INTRODUCTION

Learning achievement is the result achieved by students from the learning process carried out over a period of time in the form of knowledge, values and skills as evidenced by the learning outcomes test. To find out students' learning achievements, it can be done by looking at the results of learning tests that have been carried out both in the form of numbers and positive changes from within students, whether the results increase, stay or even decrease.

To determine the success or failure of a person or student in learning, it is necessary to conduct an evaluation, the aim is to determine the achievements obtained by students after the teaching and learning process takes place. The results of the evaluation can show about the high or low student achievement. The success or failure of a person in learning is due to several factors that influence the achievement of learning outcomes, namely factors that come from within the person who learns and some from outside him.

Factors that come from within (internal) include health, intelligence and talent, motivation, interest and learning methods, and there are also from outside the self (external) including the family environment, school, community, and the surrounding environment. Motivation is a change in energy within a person / person who is characterized by encouragement and business reactions to achieve goals in meeting their needs. The individual's view of Self-efficacy, will show how much effort is exerted and how long the individual will remain when encountering obstacles or unpleasant experiences. Self-efficacy is always related and will influence the choice of behavior, motivation and resilience of individuals when experiencing problems. The way to distinguish the difference between motivation and achievement is to put forward an individual's f-efficacy, which is the belief that a person can overcome a situation and produce a good end.

In Bandura's system, the key behavior change is "changes in self-efficacy, self-efficacy or self-belief can be obtained, increased or decreased, by one or a combination of four sources, namely performance experience, experience of the success of others, social persuasion, and emotional states.

Learning methods must be tailored to the needs of the subjects being taught. From the many factors that influence student learning achievement, researchers are interested in conducting this research. The objectives of this study are: To find and analyze the effect of Self-efficacy on class Arabic learning achievement, to find and analyze the effect of learning motivation on Arabic learning achievement, to find and analyze the effect of the *mubâsyarah* method on class VII Arabic learning achievement in SMP Quran Darul Fattah Bandar Lampung, and to find and analyze the effect of self-efficacy,

motivation, and *mubâsyarah* method together on class VII Arabic learning achievement in SMP Quran Darul Fattah Bandar Lampung.

Self-efficacy is a person's belief in their ability to achieve expected results, including referring to the extent to which students have confidence in their ability to succeed in doing schoolwork. Self-efficacy determines how a person thinks, behaves, and makes plans to produce an achievement. In Bandura's system, the key behavior change is "changes in self-efficacy, self-efficacy or self-belief can be obtained, increased or decreased, with one or a combination of four sources", namely Performance Experience, Performance Experience, Social Persuasion, and Emotional State. Self-efficacy in each individual will differ from one individual to another based on three dimensions. The following are the three dimensions, namely the Level Dimension (level), the Strength Dimension (strength), the Generalization Dimension (generality).

Self-efficacy indicators refer to the dimensions of self-efficacy, namely the level dimension, generality dimension and strenght dimension. Brown et al (in Widiyanto. E) formulated several self-efficacy indicators, namely:

- 1) Confident of being able to complete a specific task.
- 2) Confident that you can motivate yourself to take the necessary actions to complete the task.
- 3) Believe that you can work hard, persevere and persevere.
- 4) Convinced that you are able to persevere in the face of obstacles and difficulties.
- 5) Individuals are able to survive when facing difficulties and obstacles that arise and are able to rise from failure.
- 6) Confident that you can complete tasks that have a wide or narrow (specific) range.

Motivation is a change in energy within a person characterized by a drive that comes from a person to achieve goals. Encouragement and business reactions caused by the need to achieve in life. This makes individuals have the effort, desire and drive to achieve high learning outcomes. There are three functions of motivation according to Hamalik, namely: Encouraging the emergence of behavior or something to do, as a direction means moving actions towards achieving the desired goal, and as a driving force that functions as a machine, the size of the motivation will determine the speed or slowness of the work.

According to Uno, indicators that can be used to measure a person's level of motivation include:

- 1) The desire and desire to succeed students have a strong desire to successfully master the material and get high scores in their learning activities.
- 2) The existence of encouragement and needs in learning students feel happy and have a sense of need for learning activities.
- 3) The existence of hopes and aspirations in the future students have hopes and aspirations for the material they learn.
- 4) The existence of awards in learning students feel motivated by gifts or awards from teachers or people around them for the learning success they have achieved.
- 5) The existence of interesting activities in learning all feel interested in participating in learning activities.
- 6) The existence of a conducive learning environment that allows a student to learn well, students feel comfortable in the environmental situation where they learn.

Direct Method or in Arabic can be called *tharîqah mubâsyarah* is a method used by teachers to publicize Arabic lessons while utilizing direct introduction to Arabic. The nature of language is speech, so the purpose of learning a language in addition to digesting the rules of learning Arabic, but also must be able to speak Arabic that has been

learned, with the direct method students will gradually be trained in the habit of speaking Arabic by the teacher. In principle, the direct method (*tharîqah mubâsyarah*) is very valuable for students when learning Arabic to train Arabic speaking skills.

In this *mubâsyarah* method there are advantages and disadvantages. The advantages and disadvantages of the *mubâsyarah* method are The advantages of this method are :

- 1) Can motivate students to understand the Arabic vocabulary that has been learned.
- 2) Students become more skilled at speaking and listening.
- 3) It can arouse enthusiasm to educators in teaching Arabic as a means of communication with students in order to achieve maharah istima' and maharah kalam.

The drawback of this method is:

- 1) Students are still weak in learning Arabic because the material is emphasized on spoken language.
- 2) Time is wasted because it is used to repeat vocabulary so that students quickly memorize.
- 3) It requires educators who are proficient and agile in teaching Arabic and have skills in teaching.

As we already know that in applying this mubasyarah method, it must be with the following steps:

- 1) The teacher begins the presentation of the material orally by saying a word by pointing to the object or a picture of the object, demonstrating a movement or facial expression.
- 2) The next exercise is a question and answer with the words that have been presented.
- 3) Once the teacher is confident that students have mastered the material presented, both in pronunciation and understanding of meaning, students are asked to open the textbook.
- 4) The next activity is to answer orally the questions or exercises in the book, followed by doing it in writing.
- 5) General reading appropriate to the level of the student is given in addition, for example in the form of humor stories, stories containing wisdom, and readings containing beautiful expressions. Grammar is given at a certain level inductively.

Learning achievement is defined as a measure of knowledge gained from formal education and is shown through test scores (Lawrence & Vimala). And Syah states that student learning achievement is a description of student abilities obtained from the assessment of the student learning process in achieving teaching objectives. The results of an achievement from learning certainly have aspects that can be indicators of achievement in learning. These aspects are at least three (3) aspects of learning achievement, all three of which can be studied in various literacies, namely: Cognitive Aspects, Effective Aspects, and Psychomotor Aspects.

Slamento and Ngalim Purwanto, mention that there are internal factors and external factors that affect student learning achievement, namely Internal Factors: are factors that originate from within a person that can affect their learning achievement. Internal factors consist of: Physiological Factors (Physical), Psychological Factors (intelligence, interest, talent, motivation) and External Factors, this factor comes from outside a person. This relates to facilities and infrastructure, environmental situations both in the family, school and community environment. External factors consist of: Family factors, School Environment Factors, Community Factors.

This article will answer the following problems : Is there a positive effect of self-efficacy on Arabic language learning achievement in class VII in SMP Qur'an Darul Fattah Bandar Lampung? Is there a positive effect of motivation on Arabic language learning achievement in class VII in SMP Qur'an Darul Fattah Bandar Lampung? Is there a positive effect of *mubâsyarah* method on Arabic language learning achievement class VII in SMP Qur'an Darul Fattah Bandar Lampung? And Is there a positive effect of self-efficacy, motivation, and the *mubâsyarah* method on Arabic language learning achievement class VII in SMP Qur'an Darul Fattah Bandar Lampung?

RESEARCH METHODS

This research is a quantitative study using a survey approach. This design is in accordance with the purpose of the study, which is to determine the effect of student learning achievement based on variables of self-efficacy, motivation, and *mubâsyarah* method. This research will be conducted in SMP Qur'an Darul Fattah Bandar Lampung. The population in this study were all seventh grade students in SMP Qur'an Darul Fattah Bandar Lampung, totaling 225 students. The determination of the number of samples used in this study was determined using Cluster Random Sampling, namely VII B class as many as 27 students and VII C as many as 27 students, so that the total sample in this study was 54 students.

In this study there are three independent variables and one dependent variable. The independent variables in this study are self-efficacy (X1), learning motivation (X2), and the *mubâsyarah* method (X3). The dependent variable is the variable that is expected to arise due to the independent variable (X). The dependent variable in this study is learning achievement (Y).

Data collection techniques for learning achievement through tests and to obtain data on self-efficacy, learning motivation, and the *mubâsyarah* method using a Likert scale questionnaire with four choices, namely Strongly Agree (SS), Agree (S), Disagree (TS), and Strongly Disagree (STS). Furthermore, validity and reliability tests using SPSS 26. This validity test is a test of the accuracy of the instrument. This test is to determine whether each test item given is valid or invalid. Internal consistency shows a positive correlation between each questionnaire item.

Based on the validity test conducted for the self-efficacy questionnaire (X1), learning motivation (X2), and the *mubâsyarah* method (X3). The results of the validity test with $r_{\text{tabel}}=0.361$ obtained the results of r_{count} as a whole more than 0.361 or $r_{\text{count}} > r_{\text{tabel}}$. From the calculation results obtained it can be concluded that the questions in the questionnaire are said to be valid and feasible to use for research classes.

The data analysis technique in this study was tested using statistical tests. Before testing the hypothesis, prerequisite tests are first carried out, namely normality test, multicollinearity test, heteroscedicity, and autocorrelation test. Hypothesis testing in this study uses simple regression tests and multiple regression tests.

RESULTS AND DISCUSSION

1. Prerequisite Test Results

a) Normality Test

The calculated results of the one sample kolmogorovsmirnov normality test can be seen, that the sig value. 0,624. This shows, the sig. value > 0.05 or 0.624 > 0.05 so it can be concluded that the normality test results of the *mubâsyarah* method and student learning achievement are normally distributed. Furthermore, the calculated results of the

one sample kolmogorovsmirnov normality test can be seen, that the sig value. 0,357. This shows, the sig. value > 0.05 or $0.357 > 0.05$ so it can be concluded that the normality test results of Self-efficacy and student learning achievement are normally distributed. Then the calculated results of the one sample kolmogorovsmirnov normality test can be seen, that the sig value. 0,443. This shows, the sig. value > 0.05 or $0.443 > 0.05$ so that it can be concluded that the normality test results of student motivation and learning achievement are normally distributed.

b) Homogeneity Test

Based on the results of the one way anova homogeneity test output, it can be seen that the sig value. Verbal Aggressiveness Score 0.433. The results of this calculation show the sig value. Verbal Aggressiveness Score > 0.05 or $0.433 > 0.05$ so it can be concluded that the Verbal Aggressiveness score obtained from the results of Verbal Aggressiveness in the *mubâsyarah* method and learning achievement have the same variance. The homogeneity test was then carried out on students' learning motivation and learning achievement. The calculated results of the homogeneity test, as follows show the sig value. Verbal Aggressiveness score > 0.05 or $0.254 > 0.05$ so it can be concluded that the Verbal Aggressiveness score obtained from the results of Verbal Aggressiveness on Self-efficacy and learning achievement have the same variant.

c) Multicollinearity Test

Based on the multicollinearity test, it can be said that there is no multicollinearity, because the VIF value is < 10. Self-efficacy (X1) is 1.076, motivation (X2) is 1. because the VIF value is less than 10 so it can be stated that the model does not experience multicollinearity symptoms.

d) Heteroscedasticity Test

Based on the calculation results in the table above, it shows that the significant value of all independent variables is less than 0.05. Therefore, there is a significant relationship between all independent variables and the absolute value of the residuals. So it can be concluded that the assumption of heteroscedasticity.

e) Autocorrelation Test

It can be seen that the DW value is 2.114. The dU and dL values seen in the Durbin Watson table are dU with $k = 3$, k is the number of independent variables, and n (the amount of data) = 54 is 1.680 and the dL value is 1.446. It can be concluded that $DW < dL$ $0.873 < 1.309$ means there is positive autocorrelation. So it can be concluded that there is absolutely no autocorrelation.

2. Hypothesis Test Results

a) Simple Regression Analysis

Table 1. Self-efficacy and Learning Achievement
Model Summary

| Model | R | R Square | Adjusted R Square | Std. Error of the Estimate |
|-------|-------------------|----------|-------------------|----------------------------|
| 1 | .462 ^a | .213 | .198 | 3.173 |

a. Predictors: (Constant), Self-efficacy

The coefficient of determination obtained is 21.3%. So it can be interpreted that the Self-efficacy variable has a contribution effect of 21.3% on learning achievement.

Table 2. Self-efficacy and Learning Achievement
Coefficients^a

| Model | Unstandardized Coefficients | | Standardized Coefficients | t | Sig. |
|---------------|-----------------------------|------------|---------------------------|-------|------|
| | B | Std. Error | Beta | | |
| 1 (Constant) | 61.366 | 7.407 | | 8.285 | .000 |
| Self-efficacy | .565 | .150 | .462 | 3.752 | .000 |

a. Dependent Variable: Achievement

The results of the calculation of the simple regression coefficient above show that the constant coefficient value is 61.366 the coefficient of the Self-efficacy variable is 0.565. So that the regression equation $Y = 61.366 + 0.565X$ is obtained. Based on the above equation, it is known that the constant value is 61.366. Mathematically, this constant value states that when Self-efficacy is 0, then learning achievement has a value of 61.366.

Table 3. Motivation and Learning Achievement
Model Summary

| Model | R | R Square | Adjusted R Square | Std. Error of the Estimate |
|-------|-------------------|----------|-------------------|----------------------------|
| 1 | .415 ^a | .172 | .156 | 3.255 |

a. Predictors: (Constant), Motivation

The KD value obtained is 17.2%. So it can be interpreted that the motivation variable has a 17.2% contribution effect on learning achievement.

Table 4. Motivation and Learning Achievement
Coefficients^a

| Model | Unstandardized Coefficients | | Standardized Coefficients | t | Sig. |
|--------------|-----------------------------|------------|---------------------------|--------|------|
| | B | Std. Error | Beta | | |
| 1 (Constant) | 68.236 | 6.370 | | 10.713 | .000 |
| Motivation | .306 | .093 | .415 | 3.285 | .002 |

a. Dependent Variable: Achievement

The results of the calculation of the simple regression coefficient above show that the constant coefficient value is 68.236 the coefficient of the motivation variable is 0.306. So that the regression equation $Y = 68.236 + 0.306X$ is obtained. Based on the equation above, it is known that the constant value is 68.236. Mathematically, this constant value states that when motivation is 0, then learning achievement has a value of 61.366.

Table 5. *Mubâsyarah* Method and Learning Achievement
Model Summary

| Model | R | R Square | Adjusted R Square | Std. Error of the Estimate |
|-------|-------------------|----------|-------------------|----------------------------|
| 1 | .467 ^a | .218 | .203 | 3.163 |

a. Predictors: (Constant), *Mubâsyarah* Method

The KD value obtained is 21.8%. So it can be interpreted that the motivation variable has a contribution effect of 21.8% on learning achievement.

Table 6. *Mubâsyarah* Method and Learning Achievement

| Model | | Unstandardized Coefficients | | Standardized Coefficients | t | Sig. |
|-------|--------------------------|-----------------------------|------------|---------------------------|--------|------|
| | | B | Std. Error | Beta | | |
| 1 | (Constant) | 73.608 | 4.093 | | 17.983 | .000 |
| | <i>Mubâsyarah</i> Method | .371 | .097 | .467 | 3.808 | .000 |

a. Dependent Variable: Achievement

The results of the calculation of the simple regression coefficient above show that the constant coefficient value is 73.608 the variable coefficient of the *mubâsyarah* method is 0.371. So that the regression equation $Y = 73.608 + 0.371X$ is obtained. Based on the above equation, it is known that the constant value is 73.608. Mathematically, this constant value states that when the *mubâsyarah* method is 0, then learning achievement has a value of 73.608.

b) Multiple Linear Regression Analysis

Table 6. Multiple Linear Regression Analysis

| Model | | Unstandardized Coefficients | | Standardized Coefficients |
|-------|--------------------------|-----------------------------|------------|---------------------------|
| | | B | Std. Error | Beta |
| 1 | (Constant) | 38.403 | 7.850 | |
| | Self-efficacy | .398 | .130 | .326 |
| | Motivation | .274 | .076 | .371 |
| | <i>Mubâsyarah</i> Method | .298 | .084 | .376 |

a. Dependent Variable: Achievement

The "Coefficients" table above can explain the multiple regression equation in this study. The regression equation formula in this study is as follows:

$$Y = \alpha + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + \varepsilon$$

$$Y = 38.403 + 0.398X_1 + 0.274X_2 + 0.298X_3$$

From the regression equation above, the conclusion that can be explained is as follows:

- 1) The constant value (α) of 38.403 with a positive-sign states that if the variables of *mubâsyarah* method, self-efficacy, and motivation are considered constant, the value of Y is 38.403.
- 2) The regression coefficient value of the Self-efficacy variable (X_1) of 0.398 with a positive-sign states that if the level of Self-efficacy increases by one unit with the assumption that the other independent variables are constant, it will increase by 0.398.

- 3) The regression coefficient value of the motivation variable (X2) of 0.274 with a positive-sign states that if the level of motivation increases by one unit with the assumption that the other independent variables are constant, it will increase by 0.274.
- 4) The regression coefficient value of the *mubâsyarah* method variable (X3) of 0.298 with a positive-sign states that if the *mubâsyarah* method increases by one unit with the assumption that the other independent variables are constant, it will increase by 0.298.

Table 7. Determination Coefficient Test Results

| Model Summary ^b | | | | |
|----------------------------|-------------------|----------|-------------------|----------------------------|
| Model | R | R Square | Adjusted R Square | Std. Error of the Estimate |
| 1 | .692 ^a | .479 | .448 | 2.632 |

a. Predictors: (Constant), Self-efficacy, Motivation, *Mubâsyarah* Method

b. Dependent Variable: Achievement

From the results of the regression calculation above, it can be seen that from the total sample of 54 respondents, it is found that the R value is 0.476 which means that the independent variables of Self-efficacy (X1), motivation (X2), and the *mubâsyarah* method (X3) explain the variation of the learning achievement variable (Y) as much as 0.448 or 44.8%. While the rest of student learning achievement is influenced by other factors outside the model studied.

DISCUSSION

1. The Effect of Self-efficacy on Learning Achievement

Based on the SPSS output table, it is known that the simple regression coefficient value is 61.366, the coefficient of the Self-efficacy variable is 0.565. Based on the above equation, it is known that the constant value is 61.366. Mathematically, this constant value states that when Self-efficacy is 0, then learning achievement has a value of 61.366.

Self-efficacy is an individual's subjective belief that they are able to overcome problems or tasks, and take the necessary actions to achieve the desired goals or achievements. Self-efficacy affects how much pressure individuals experience in threatening situations. Individuals who believe that they can overcome perceived threatening situations will not feel anxious and disturbed by the threat.

2. The Effect of Learning Motivation on Student Learning Achievement

Based on the SPSS output table, it is known that the results of the calculation of the simple regression coefficient show that the constant coefficient value is 68.236, the coefficient of the motivation variable is 0.306. Based on the above equation, it is known that the constant value is 68.236. Mathematically, this constant value states that when motivation is 0, then learning achievement has a value of 61.366.

Based on the results of the questionnaire student motivation is classified into high, medium and low scores. The first score of 192 is found in statement 13, namely I don't like games/quizzes in Arabic lessons. The score of 191 is found in statement 1, namely I try to do Arabic assignments on time. The score of 190 is found in statements 3 and 9, namely I will do Arabic assignments / homework if it is close to the collection

deadline and I study Arabic seriously so that it is easy to achieve future goals. The score of 188 is found in statement 4, namely even though I get low grades in Arabic lessons, I will not despair or give up on learning.

3. The Effect of *Mubâsyarah* Method on Learning Achievement

Based on the SPSS output table, it is known that the results of the calculation of the simple regression coefficient above show that the constant coefficient value is 73.608, the variable coefficient of the *mubâsyarah* method is 0.371. Mathematically, this constant value states that when the *mubâsyarah* method is 0, then learning achievement has a value of 73.608.

Student learning achievement is an important thing that needs to be considered by teachers, especially by Arabic language teachers, because by knowing student learning achievement, teachers will be able to measure how far students' mastery of the subject matter provided and know the success of the methods used. As explained in the background, a teacher must really choose the right and suitable teaching method to be applied to the learning process. because by choosing the right teaching method for students, it is hoped that educational interaction will occur, foster student learning activeness so that it can encourage students to achieve optimal learning achievement.

4. The Effect of *Self-efficacy*, Learning Motivation and *Mubâsyarah* Method, on Learning Achievement

From the results of regression analysis, it can be seen that the independent variable has a significant influence on the dependent variable. So the regression model can be used to predict student learning achievement or it can be said that the provision of *self-efficacy*, motivation and the *mubâsyarah* method together have an effect on student learning achievement. In the current curriculum in Indonesia, there are three aspects or domains that need to be assessed in the learning process, namely the affective domain (attitude), the cognitive domain (knowledge) and the psychomotor domain (skills).

There are several factors that affect the affective aspects (attitudes) of students, including: *self-efficacy*, motivation, self-confidence and so on. If the affective aspects of students are not well developed, the learning achievement of the cognitive aspects will also be unsatisfactory. Because to be able to achieve planned learning achievements, a strong drive is needed in the individual by instilling *self-efficacy* (self-efficacy) and strong learning motivation. For *Self-efficacy* variables, motivation and *mubâsyarah* method that can affect learning achievement as much as 0.448 or 44.8% while 0.552 or 55.2% is influenced by other factors outside the research variables.

CONCLUSIONS

This study shows a significant effect of self-efficacy, learning motivation, and *mubâsyarah* method on student learning achievement partially. Based on the analysis of the SPSS output table, the simple regression coefficient values for self-efficacy, learning motivation, and *mubâsyarah* method on learning achievement are 61.366; 68.236; and 73.608, respectively. The regression coefficient of the self-efficacy variable was recorded at 0.565, for learning motivation at 0.306, and for the *mubâsyarah* method at 0.371. In addition, the analysis results show a significance value of 0.000, which is much smaller than the threshold of 0.05. This indicates that self-efficacy, learning motivation, and the *mubâsyarah* method simultaneously have a significant influence on student learning achievement. In the model summary table, the R Square value is recorded at 0.448. This means that 44.8% of the variation in student learning achievement can be explained by self-efficacy, learning motivation, and the *mubâsyarah* method studied. The remaining

55.2% of the variation in students' learning achievement is influenced by other factors that are outside the model examined in this study.

Overall, this study confirms that self-efficacy, learning motivation, and the mubâsyarah method are important factors that contribute to students' academic achievement, although there are still other variables outside this study that also affect learning achievement.

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