



Arabic Khatabah Learning Strategies and the Development of Students' Self-Efficacy: A Social Cognitive Perspective of Albert Bandura

استراتيجيات تعلم الخطابة العربية وتنميتها في الكفاءة الذاتية لدى الطلاب: دراسة في النظرية

المعرفية الاجتماعية لألبرت باندورا

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ABSTRACT

This study explore how Arabic khatabah learning is perceived contributes to the students' self-efficacy from the perspective of Albert Bandura's social cognitive theory. The study aims to explore the learning strategies, experiences, and psychological processes that may support students in building confidence in Arabic public speaking despite limited linguistic proficiency. A qualitative case study design was employed involving students and lecturers in the Arabic Language Education Department at Universitas Negeri Malang. Data were collected through observation, semi-structured interviews, and documentation, and analyzed interactively through data reduction, display, and conclusion drawing. The findings suggest that students' self-efficacy may be shaped through interconnected reflected reflected in Bandura's dimensions of attention, retention, reproduction, and motivation. Students reported gaining confidence through activities such as observing speech models, organizing and processing language information, repeated speaking practice, social reinforcement, emotional regulation, and the use of digital media and artificial intelligence tools such as ChatGPT. The findings suggest that students' self-efficacy may not be solely associated with Arabic proficiency but is perceived to emerge through gradual speaking experiences, supportive learning environments, and repeated exposure to speaking situations. The novelty of this study lies in examining Arabic khatabah learning and students' self-efficacy through a social cognitive lens, offering theoretical insights into Arabic language learning and practical considerations for designing interactive and process-oriented speaking instruction.

Keywords: Arabic Khatabah Learning, Student's Strategies Learning, Development of Self Efficacy, A Social Cognitive Perspective of Albert Bandura

مستخلص البحث

يهدف البحث استكشاف الكيفية تعلم الخطابة اللغة العربية لتنمية الكفاءة الذاتية لدى الطلاب بنظرية المعرفية الاجتماعية لألبرت باندورا. وتوسع البحث لكشف استراتيجيات التعلم والخبرات والعمليات النفسية التي تساعد الطلاب على بناء الثقة بالنفس في الإلقاء أمام الجمهور رغم محدودية كفاءتهم اللغوية. تستخدم البحث منهجيا نوعيا بتصميم دراسة الحالة، وشارك فيها عشر طلاب ومحاضر واحد بقسم تعليم اللغة العربية بجامعة مالانج الحكومية. تم اختيارات المشاركين بشكل هادف بناء على مشاركتهم الفعالة في أنشطة تعلم الخطبة وعروض النطق العربي واستعدادهم خلال تجاربهم التعليمية. وهذه تجارب التعلم اختارت المشاركين من خلفيات تعليمية. تم تحليل البيانات باستخدام النموذج التفاعلي لمايلز وهوبرمان يعني تقليل البيانات، وعرض البيانات، ورسم الاستنتاجات من المقابلات شبه المنظمة وملاحظات والوثائق الداعمة. أظهرت النتائج أن الكفاءة الذاتية لدى الطلاب تتشكل من خلال عمليات مترابطة تنعكس في الأبعاد الأربعة للنظرية المعرفية الاجتماعية باندورا وهي الانتباه، والاحتفاظ، وإعادة الإنتاج، والدافعية. وقد أفاد الطلاب بأنهم اكتسبوا الثقة من الأنشطة ملاحظة النماذج الخطابية، وتنظيم المعلومات اللغوية ومعالجتها، والممارسة المتكررة للخطابة، والتعزيز الاجتماعي، وتنظيم الانفعالات، والاستفادة من

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الوسائط الرقمية. كما تشير النتائج إلى أن الكفاءة الذاتية لدى الطلاب لا ترتبط بمستوى إتقان اللغوية بل بوصفها نتاجاً يتطور تدريجياً من خلال الخبرات المتراكمة في ممارسة الخطابة، وبيئات التعلم الداعمة، والتعرض المتكرر للمواقف التواصلية والخطابية. وتتمثل جودة هذه الدراسة في تناول تعلم الخطابة العربية وتنمية الكفاءة الذاتية لدى الطلاب من خلال عدسة النظرية المعرفية الاجتماعية، بما يقدم إسهامات نظرية في مجال تعلم اللغة العربية، وي طرح اعتبارات تطبيقية لتصميم تعليم تفاعلي قائم على العمليات والتجارب التعليمية المتدرجة.

الكلمات المفتاحية: تعلم الخطابة العربية، استراتيجيات تعلم الطلاب، تنمية الكفاءة الذاتية، النظرية المعرفية الاجتماعية لألبرت باندورا.

INTRODUCTION

In Arabic language learning at the university level, speaking skills (*mahārah al-kalām*) are considered one of the essential competencies that need to be developed because they are closely related to students' ability to express ideas, interact, and speak publicly in Arabic. (Faryat, 2025, p. 70 ;Zubair, 2026, p. 68) One of the speaking-learning practices commonly implemented in Arabic language education is *khatabah* learning. This form of learning not only trains students' linguistic competence, but also enhances develops public speaking confidence , self-control, and communication skills. (Hanifansyah & Solehudin, 2024, p. 144)

However, Arabic *khatabah* learning in higher education continues to present significant linguistic and communicative challenges for many student (Lubis et al., 2022, p. 23). These challenges include limited communicative competence, inadequate vocabulary mastery, difficulties in spontaneous speech production, and anxiety during public speaking activities (Ismail et al., 2023, p. 148); (Wahyuni et al., 2023, p. 35) In addition, some students tend to rely on mental translation and written scripts when delivering speeches (Lubis et al., 2022). Such findings suggest that students' speaking performance may be associated not only with linguistic proficiency but also with psychological factors, particularly confidence and self-efficacy (Burhanuddin et al., 2023) (Dovronovich, 2026).

Nevertheless, observations revealed that students gradually developed greater confidence throughout the *khatabah* learning process. This development emerged because *khatabah* learning was conducted in a more interactive manner and supported by various conducive learning resources. Students learned not only from lecturers in the classroom, but also through digital media such as YouTube, social media platforms, and artificial intelligence tools such as ChatGPT to help them prepare speech texts, search for vocabulary, improve Arabic sentence structures, and understand examples of Arabic speeches. (Ghazali et al., 2025, p. 23)

In addition, students also gained learning experiences through various activities outside the classroom, such as joining speaking communities, extracurricular programs, speech competitions, seminars, and international conferences, either as participants or committee members. (Sutaman & Febriani, 2021, p. 84) Participation in these activities provided opportunities for students to practice speaking, observe speaking models, interact within academic environments, and develop confidence in public speaking. Interestingly, several students demonstrated increased confidence even though their Arabic proficiency remained limited. (Solehudin & Nur Hanifansyah, 2024, p. 149) (Jendli & Albarakati, 2024, p. 135) This finding indicates that the development of students' self-

efficacy does not always correspond directly to perfect linguistic competence, but is also influenced by social experiences, learning environments, and performative experiences that develop gradually over time.(Leeming, 2017, p. 14)

From perspective of Albert Bandura's social cognitive theory, learning is shaped by reciprocal interaction among personal factors, behavior, and environment(Schunk & Zimmerman, 2006, p. 7). Within this framework, self efficacy is associated with mastery experiences, observational learning, social persuasion, and emotional regulation. (Perkins & Sawyer, 2024, p. 3)

In the context of *khatabah* learning, students develop confidence through speaking practice, observing lecturers and peers, watching speeches delivered by native Arabic speakers, participating in speaking performances, and receiving social support from their learning environment.(Aqil et al., 2025, p. 12; Mamluatun Ni'mah, 2026, p. 140)

Several previous studies have discussed *khatabah* teaching methods, Arabic speaking instruction techniques, learning media, and efforts to improve students' speaking achievement. However, most previous studies have primarily focused on teaching methods and measurable learning outcomes, such as speaking scores and Arabic fluency. Meanwhile, the psychological processes experienced by students during *khatabah* learning, particularly how students develop self-efficacy despite their limited Arabic proficiency, have not been widely explored in depth.(Deviana, 2020, p. 274)

In reality, students experience learning processes that are far more complex than merely practicing speeches. Students employ cognitive strategies in preparing speech texts, learn through digital observation, engage in independent practice through video recordings, utilize AI as a learning support tool, struggle with speaking anxiety, and gradually build confidence through social and performative experiences.(KARAGÖL et al., 2025, p. 2)Therefore, it is important to understand how these processes contribute to the development of students' self-efficacy in Arabic *khatabah* learning.(Qiao & Zhao, 2023, p. 13;Anugrah et al., 2025, p. 369)

Based on this background, this study aims to reveal how students build self-efficacy through various learning strategies and experiences in Arabic *khatabah* learning at Universitas Negeri Malang.

RESEARCH METHOD

This study employed a qualitative approach with a case study design to understand how students build self-efficacy through various learning strategies and experiences in Arabic *khatabah* learning. A qualitative approach was selected because this study focused on students' experiences, psychological processes, social interactions, and learning experiences during participation in *khatabah* learning activities. Meanwhile, the case study design was used to describe the phenomenon of *khatabah* learning contextually within the real environment of Arabic language education at Universitas Negeri Malang.

The study involved 10 students and one lecturer from the Arabic Language Education Department at Universitas Negeri Malang. Participants were selected purposively based on their active participation in *khatabah* learning activities, involvement in Arabic speech performances, and willingness to share their learning experiences. To reflect variation in learning experiences, the participants represented

both pesantren and non-pesantren educational backgrounds. Data collection continued until thematic saturation was achieved, with no substantially new information emerging from subsequent interviews.

Data were collected through observation, semi-structured interviews, and documentation. Observations were conducted to examine the *khatabah* learning process, students' practice strategies, the use of digital media, social interaction during learning activities, students' speaking performances, and emotional responses that emerged when students spoke publicly in Arabic. Semi-structured interviews were used to explore students' learning experiences, initial perceptions of their Arabic speaking abilities, strategies used in preparing speeches, emotional experiences during performances, the use of digital media and artificial intelligence in learning, and the development of self-confidence throughout the *khatabah* learning process. Documentation was used as supporting data in the form of students' speech performance recordings, learning notes, practice media, and various academic and non-academic activities related to *khatabah* learning.

Data were analyzed using the interactive model of Miles and Huberman, which involves data reduction, data display, and conclusion drawing. Analysis began concurrently with data collection through repeated reading of interview transcripts, observation notes, and supporting documents. Relevant data were coded and organized into categories reflecting students' learning experiences in Arabic *khatabah* learning.

The resulting categories were subsequently grouped into broader themes related to learning strategies, observational learning, social interaction, digital media use, emotional regulation, and self-efficacy. These themes were then interpreted through the lens of Bandura's social cognitive theory to explore the interplay of personal, behavioral, and environmental factors in students' perceptions of self-efficacy development during Arabic *khatabah* learning.

To ensure data trustworthiness, this study employed source triangulation and technique triangulation. Source triangulation was conducted by comparing information obtained from students and lecturers, while technique triangulation was conducted by comparing data gathered through observation, interviews, and documentation. These procedures were applied to strengthen the credibility and consistency of the findings in describing the process of students' self-efficacy development in Arabic *khatabah* learning.

RESULT AND DISCUSSION

Results and Discussion

The analysis suggests that students employed a range of learning strategies during Arabic *khatabah* learning, which were associated with the development of self-efficacy in public speaking. These strategies included observing speech models, organizing and rehearsing speech content, utilizing digital learning resources, and engaging in repeated speaking performances. Interpreted through Bandura's social cognitive theory, these experiences appeared to correspond with the dimensions of attention, retention, reproduction, and motivation, which may contribute to students' perceptions of self-efficacy in Arabic public speaking.

Attention: Focusing on Models and Learning Resources



Picture 1: Observing classmates' speech performances in the classroom



Picture 2: Students observed various styles of speech



JUARA 1 LOMBA PIDATO BAHASA ARAB TINGKAT NASIONAL - HAMZATUL

Picture 3: Students observed the speech performance of a first-place champion on YouTube

The initial stage of *khatabah* learning began with students' attention toward speaking models they considered effective and inspiring. The findings revealed that students learned not only from lecturers in the classroom, but also from various digital resources such as Arabic speech videos on YouTube, social media platforms, and speeches delivered by native Arabic speakers. Some students intentionally searched for videos of "Arabic speech champions" to observe and use as models for their own speaking performances.

During this process, students applied various attention strategies. They noted interesting opening and closing expressions, observed how speakers managed intonation and pronunciation, and paid attention to gestures, facial expressions, and audience interaction. Several students also saved specific speech videos to replay during practice sessions. In addition to observing digital models, students also paid close attention to lecturers' corrections and peer comments during classroom practice.

The findings suggest that digital media provided students with access to a wider range of language models beyond those available in classroom settings (Alfaridhi et al., 2026, p. 13) In addition, generative artificial intelligence tools such as ChatGPT were used to explore speech models, Arabic sentence structures, and ideas for speech development. Participants reported that AI-generated content was not adopted directly; rather, it was adapted to match their linguistic proficiency and individual speaking styles. (Zakiyah, 2025, p. 7).

Reproduction: Practice, Simulation, and Performance Adaptation



Picture 5: Students practiced Arabic *khatabah* through classroom and video performances.

The reproduction phase was characterized by students' efforts to translate observed models and retained knowledge into actual speaking performance. Practice emerged as a prominent learning strategy, with participants emphasizing the importance of repeated rehearsal in developing Arabic speaking competence. Students reported rehearsing speeches in front of mirrors, recording and reviewing their performances, practicing independently, and simulating public speaking situations. These activities reflect Bandura's notion of behavioral reproduction, in which learners actively transform observed behaviors into personal performance through continuous practice and self-monitoring.

In the learning process, students performed speeches through three different methods: individual speeches, group speeches, and recorded speech performances submitted through Google Forms. These various forms of performance provided students with opportunities to practice speaking in different communicative situations and levels of confidence. Individual speeches trained students' personal responsibility and self-confidence, group speeches encouraged collaboration and peer interaction, while recorded performances allowed students to rehearse repeatedly before submitting their final speaking performance.

In addition to individual practice, students also practiced with peers to receive feedback and corrections. In several cases, students attempted to imitate the speaking styles of their favorite speakers, including lecturers, senior students, and native Arabic speakers from online videos. When forgetting parts of speeches during performances, students used compensatory strategies such as recalling key points, improvising simple expressions, and adjusting speech delivery according to audience situations.

These findings indicate that *khatabah* performance is not merely the reproduction of memorized texts, but rather a process of communicative adaptation developed through repeated practice and direct speaking experiences. (Muzadi et al., 2024, p. 45) (Syari & Azhari, 2025, p. 12)

Motivation: Social Reinforcement and the Development of Self-Efficacy



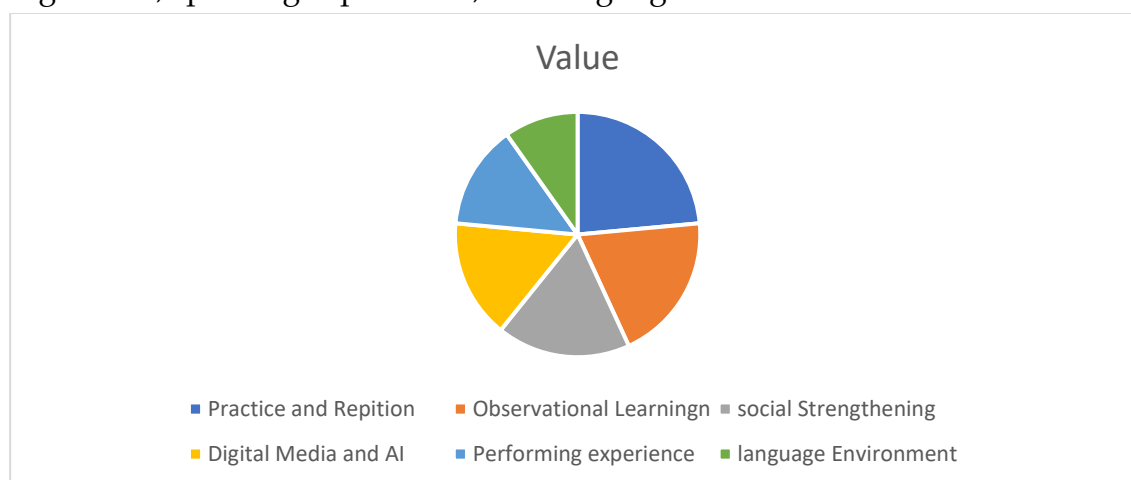
The motivation aspect emerged through social experiences and psychological reinforcement received by students throughout *khatabah* learning. The findings showed that students’ confidence developed gradually despite their limited Arabic proficiency. (Ghazali et al., 2025) (Zheng et al., 2025, p. 56)

Students gained motivation from peer support, lecturers’ appreciation, participation in speech competitions, and involvement in organizations and academic activities. Some students joined speaking communities such as LSO and Manabir to obtain additional speaking environments outside the classroom. Through these communities, students had opportunities for regular practice, exposure to peer speaking models, and greater speaking experience.

Furthermore, students’ involvement in seminars, international conferences, and organizational committees also contributed to increasing speaking confidence and social interaction. Interestingly, several students admitted becoming more confident even though their Arabic abilities were still limited. This finding indicates that self-efficacy developed not because students had already mastered Arabic perfectly, but because they gradually felt capable of trying, performing, and surviving in Arabic-speaking situations. (Prastyo & Solekah, 2025, p. 150) (Wahdah et al., 2023, p. 37)

Dominant Dimensions in the Development of Students’ Self-Efficacy

The findings revealed several dominant dimensions influencing the development of students’ self-efficacy in Arabic *khatabah* learning, including repeated practice, observational learning, social reinforcement, digital media and AI utilization, emotional regulation, speaking experiences, and language environment.



Cognitive-Affective Struggles in Khatabah Learning

Although students experienced increased confidence, the findings showed that this

development occurred through various cognitive and emotional struggles. Students still experienced limited vocabulary mastery, difficulty speaking spontaneously, anxiety when speaking publicly, and dependence on written speech texts.

Some students admitted mentally translating Indonesian into Arabic before speaking. Others experienced difficulties understanding native Arabic speakers due to limited vocabulary and the absence of a supportive *bī'ah 'arabiyyah* within the university environment. In addition, several students found it difficult to manage practice time because of other academic responsibilities.

Nevertheless, students gradually learned to manage anxiety through repeated practice, breathing regulation, mental visualization, and increasing speaking experiences. The findings indicate that students' self-efficacy developed through gradual and continuous psychological adaptation processes.

Khatabah Learning Strategies Based on Bandura's Perspective

Bandura's Aspect	Students' Strategies	Learning	Concrete Activities
Attention	Observing Speech		Watching YouTube videos, nothing openings, observing gestures
Retention	Information storage		Creating key points, structural memorization, nothing vocabulary
Reproduction	Speaking practice		Video recording, mirror practice, speaking simulation
Motivation	Social reinforcement		Peer feedback, speech competitions, LSO and manabir communities
Emotional Regulation	Emotional management		Peer feedback, speech competition, LSO and manabir communities
Digital Learning	Digital media utilization		Using AI, social media, speech video
Mastery Experience	Performative experience		Seminars, conference, competitions, public speaking

The findings of this study demonstrate that Arabic *khatabah* learning is not merely a process of improving speaking skills, but also a process of developing students' self-efficacy through the interaction of learning experiences, performative practice, social environments, digital media, and emotional experiences that continuously shape students' confidence and speaking abilities.

CONCLUSION

This study revealed that Arabic *khatabah* learning among students at Universitas Negeri Malang functions not only as a process of developing speaking skills, but also as a gradual process of building students' self-efficacy through cognitive, social, affective, digital, and performative learning experiences. Although most students still experienced limitations in Arabic communication skills, vocabulary mastery, and spontaneous speaking ability, they gradually developed confidence through repeated practice, observational learning, the use of digital media and artificial intelligence tools such as ChatGPT, peer support, speaking communities, and participation in various academic and non-academic activities. From the perspective of the social cognitive theory of Albert Bandura, this process can be understood through the interconnected stages of attention, retention, reproduction, and motivation that shape students' beliefs in their speaking abilities. The findings further indicate that the development of students' self-efficacy is not always determined by perfect linguistic competence, but rather develops through performative experiences, social reinforcement, emotional regulation, and supportive learning environments. Therefore, Arabic *khatabah* learning should be directed toward a more process-oriented approach by providing interactive practice opportunities, continuous speaking experiences, and adaptive use of digital media to support the holistic development of students' communication abilities and self-confidence.

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