

THE INFLUENCE OF RELIGIOSITY AND SOCIAL SUPPORT ON STUDENTS' ATTITUDES TOWARD THE ARABIC LANGUAGE

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ABSTRAK

Penelitian ini berfokus pada rendahnya keterampilan berbahasa Arab siswa di MTs Negeri 3 Sleman. Pertanyaan utama yang diajukan mencakup: (1) Seberapa religius siswa MTs Negeri 3 Sleman? (2) Bagaimana sistem dukungan sosial bagi mereka? (3) Bagaimana kemampuan siswa dalam berbahasa Arab? (4) Seberapa besar pengaruh religiusitas terhadap sikap berbahasa Arab siswa? (5) Seberapa besar pengaruh lingkungan sosial terhadap kemampuan bahasa Arab siswa? (6) Bagaimana pengaruh religiusitas dan dukungan sosial secara bersamaan terhadap kemampuan bahasa Arab. Metode yang digunakan adalah analisis kuantitatif dengan sampel sebanyak 223 siswa dari kelas VII, VIII, dan IX. Data dikumpulkan menggunakan skala religiusitas, sosial, dan sikap berbahasa Arab, kemudian dianalisis menggunakan regresi ganda melalui SPSS versi 23. Hasil penelitian menunjukkan bahwa: (1) 35% siswa tergolong minoritas dalam hal religiusitas. (2) Lingkungan sosial siswa berada pada kategori sedang (37,2%). (3) Kemampuan berbahasa Arab siswa tergolong rendah, dengan 43,5% siswa di kategori ini. (4) Religiusitas memiliki korelasi positif terhadap sikap berbahasa Arab dengan kontribusi 28,9%. (5) Lingkungan sosial berpengaruh positif terhadap kemampuan bahasa Arab dengan kontribusi 33,4%. (6) Secara simultan, religiusitas dan dukungan sosial berpengaruh positif terhadap kemampuan bahasa Arab dengan kontribusi 39,8%.

Kata Kunci : religiusitas, dukungan sosial, dan bahasa arab

ABSTRACT

This research focuses on the low Arabic language skills of students at MTs Negeri 3 Sleman. The main questions asked include: (1) How religious are the students at MTs Negeri 3 Sleman? (2) What is the social support system for them? (3) How are students' abilities in Arabic? (4) How big is the influence of religiosity on students' Arabic language attitudes? (5) How much influence does the social environment have on students' Arabic language skills? (6) How do religiosity and social support influence Arabic language skills simultaneously? The method used was quantitative analysis with a sample of 223 students from classes VII, VIII and IX. Data was collected using religiosity, social and attitude scales in Arabic, then analyzed using multiple regression via SPSS version 23. The results showed that: (1) 35% of students were classified as minorities in terms of religiosity. (2) The students' social environment is in the medium category (37.2%). (3) Students' Arabic language skills are relatively low, with 43.5% of students in this category. (4) Religiosity has a positive correlation with Arabic language attitudes with a contribution of 28.9%. (5) The social environment has a positive effect on Arabic language skills with a contribution of 33.4%. (6) Simultaneously, religiosity and social support have a positive effect on Arabic language skills with a contribution of 39.8%.

Keywords : Religiosity, social support, and Arabic language

INTRODUCTION

The Arabic language is one of the foreign languages taught in Indonesia, especially in Islamic schools. Arabic is a language that is used in the modern global world in addition to Arabic. Therefore, it cannot be denied that Arab language impulses are extremely strong (Santoso, 2014). Due to this, it is extremely important that foreign language instruction be provided to Indonesian students so that the language can be used as a means of communication with the outside world. According to Suherman's description in the article, learning a foreign language must be viewed as a means of acquiring life skills (Suherman, 2011).

A number of factors, one of which is the students' attitude toward the language they are learning, can contribute to the failure of language learning. If a student has positive language skills related to the language they are learning, this can also have a positive impact on their language proficiency (Wiwid Nofa, 2017).

According to Gottlieb, social support is anything that can affect behavior or offer emotional support, such as things that can be present in a social setting or advice, behavior, or verbal or nonverbal communication from people who are knowledgeable about the subject. the beneficiary (Aziz, 2013).

An increase in the quality of foreign language instruction, particularly Arabic language instruction, has been carried out in a few schools (Mahmudi & Suroso, 2014). The activities vary in type, starting with playing games, combining teaching methods, and performing tasks. Many of the exercises are not completed to the best of their abilities, so the students' Arabic language skills are still quite poor (Fasila et al., 2013).

A language attitude is a perspective on language that prioritizes accountability and linguistic courtesy. Language attitude, according to another definition offered by Kridalaksana, is the attitude that speakers of a language have toward the diversity of both

their own and other languages. A mental attitude toward language or other people is known as a language attitude (Kusuma & Adnyani, 2016)(ARIF, 2022).

Any disagreement between religion and the social environment is likely to have an impact on the growth of Arabic language proficiency among students. As an internal factor, religiusitas has the potential to help students become more proficient in Arabic and make learning the language easier (Iswanto, 2017). Conversely, social networks that students form, whether they come from their families or schools, can inspire them to learn (Kusuma & Adnyani, 2016)(Fauzan, 2009).

Students' attitudes toward the Arabic language can be influenced by a number of external factors in addition to internal ones, such as social support. According to Smet, one phrase used to describe how social ties or relationships serve as social ties and benefit people is social support (Cahyadi, 2012)(Mahmudi & Suroso, 2014).

METHOD

This type of research is quantitative correlational research, which aims to determine the relationship between independent and dependent variables (Bloomfield & Fisher, 2019) (Mohajan, 2020). This research was carried out to find out how much influence the independent variables, namely the religiosity variable and the social support variable, have on the dependent variable, namely language attitudes (variable Y) (Aras et al., 2023). The population in this study was all students at MTs Negeri 3 Sleman, with a total of 506 students. The sampling technique used was a proportioned stratified sampling technique, namely 223 students (Taherdoost, 2016). The data collection method uses a Likert scale with alternative answers of strongly agree, agree, disagree, and disagree, supported by interviews and observations (Baka et al., 2012).

The Influence of Religiosity

Tabel 1. Indikator Variabel

Variable	Indicator	
Religiosity	X1	Belief (Faith)
		Religious Practices (Worship)
		Religious experience
		Religious Knowledge
		Practice (Religious consequences)
Social Support	X2	Emotional or Self-esteem
		Tangible or instrumental support
		Informational support
		Companionship/ support
Arabic Attitudes	Y	Pride in language
		Loyalty to language
		Awareness of language norms

Utilizing the Cronbach's alpha formula and the Statistical Product and Service Solution Version 23 (SPSS 23) software, the reliability results are analyzed (Indarsin & Ali, 2017). The validity and reliability test results for variable X₁ show that, out of the 30 items in the variable, 23 are valid and 7 are invalid, with a reliability test result of 0.088, or good and reliable. With a reliability test result of 0.139, which indicates good reliability, variable X₂ has 28 valid items and 2 invalid items. With a reliability test result of 0.028, which indicates good reliability, variable Y has 34 valid items and 2 invalid items.

RESULT AND DISCUSSION

There is one dependent variable and two independent variables in this study. The dependent variable is students' attitudes toward the Arabic language (Y), while the independent variables are religiosity (X₁) and social support (X₂). Scales, which are research instruments, were distributed as part of the data collection process for this study. The mean, mode, median, and standard deviation of the data are described (Wan et

al., 2014).

A religiousness scale with 23 items both positive and negative is used to measure religiosity, an X₁ variable. The overall score range is 23 to 92, with a mean of 79.14, a median of 79, a mode of 79, and a standard deviation of 6.076. The religiosity scale has a range of values from 1 to 4 (Mohd Dali et al., 2019).

The X₂ variable is social support, which is assessed using a social support scale with 28 items that include both positive and negative items. The social support scale has a range of 1 to 4, meaning that the total score is between 28 and 112, with 91.81 as the mean, 91 as the median, 89 as the mode, and 9.148 as the standard deviation.

The Arabic attitude scale, which has 34 statement items both positive and negative is used to measure the Y variable known as Arabic language attitude. With a mean of 92.43, a median of 91, a mode of 85, and a standard deviation of 13.935, the score range obtained is 34 to 136 on the Arabic attitude scale, which has a range of 1 to 4.

Table 2 t-test

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics	
	B	Std. Error	Beta			Tolerance	VIF
1 (Constant)	-19.635	9.798		-2.004	.046		
Religiosity	.705	.146	.307	4.823	.000	.674	1.484
Social Support	.613	.097	.402	6.312	.000	.674	1.484

a. Dependent Variable: Students' Attitudes Toward the Arabic Language

Regression Test

The sig value is derived from the analysis results shown in the above table. X_1 is equal to 0.000, denoting the sign value. $T_{count} 4.823 >$ and $0.000 < 0.05 2.617$, Table. Meanwhile, the sig value is indicated by sig. X_2 , which is 0.000. $0.000 < T_{count} 0.05$ and $6.312 > 2.617$, Table.

The computed F_{value} , 72.653, is

displayed in the table. Calculated $F > F_{Table}$ when compared to the F table value, 3.04. Meanwhile, $sig. 0.000 < \alpha = 0.05$ for the probability score. Thus, it can be said that the two independent variables significantly contribute to the prediction of students' attitude variables toward the Arabic language.

Table 3 ANOVA^a

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	17146.351	2	8573.176	72.653	.000 ^b
	Residual	25960.321	220	118.001		
	Total	43106.673	222			

a. Dependent Variable: Sikap Bahasa Arab Siswa

b. Predictors: (Constant), Social Support, Religiosity

A. The Influence of Religiosity on Students' Attitudes Toward the Arabic Language

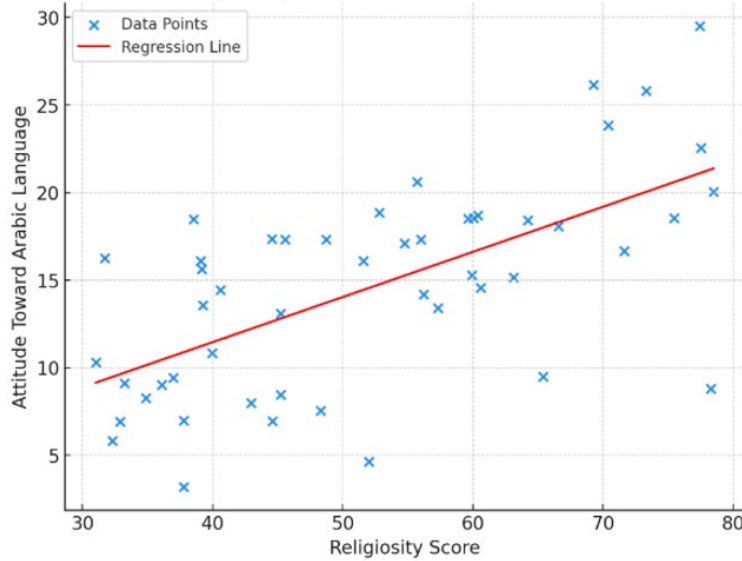
The first hypothesis test proved that religiosity has a positive influence on students' attitudes toward the Arabic language in Arabic language learning at MTs Negeri 3 Sleman. This is evidenced by the data analysis results, showing an R value of 0.537, which indicates a moderately positive correlation between religiosity and students' attitudes toward Arabic. Additionally, based on the simple linear regression analysis, it was found that the R Square value is 0.289, meaning that there is a 28.9% contribution of religiosity to students' attitudes toward the Arabic language.

The significance value from the multiple regression test shows a significance level of 0.000, meaning that religiosity has a significant positive effect on students' attitudes toward the Arabic language in Arabic language learning at Madrasah Tsanawiyah Negeri 3 Sleman. This positive influence implies that the higher the students' religiosity, the higher their attitudes toward the Arabic language will be, and vice versa, the lower the religiosity, the lower their attitudes toward the language.

This aligns with Maulida's statement in her article, which points out that studies conducted by Reitsma, Scheepers, Grotenhius, and Awaliyah also support the same hypothesis (Sri Maulida, 2013).

The Influence of Religiosity

Correlation Between Religiosity and Students' Attitudes Toward Arabic Language



Picture 1. Correlation between Religiosity and Students' Attitudes Toward Arabic Language

The hypothesis indicates that religiosity significantly influences charitable behavior, with a significance value of 0.000, which is less than 0.05. Abdoel Bakar also stated that religiosity contributes significantly to shaping a person's behavior (Abdoel Bakar, 2015). Religiosity can manifest in various aspects of human life, both visible and invisible. Therefore, a person's religiosity encompasses many different dimensions. This is consistent with the view of Weaver and Agle, who have suggested that religiosity is related to human behavior and attitudes. Hunt-Vitell also echoed this, stating that religiosity is one of the core personal elements ingrained in human character (Sri Maulida, 2013).

Students with a high level of religiosity will carry out their duties diligently. Such students are capable of performing religious rituals, believing in the existence of the Creator, and practicing their religious teachings. The presence of religiosity within a person influences how they conduct their activities and how they behave. As Ritandiyono and Adisti mentioned in their article, someone with a high level of religiosity will view their religion as the primary purpose of their life, enabling them to internalize their religious teachings in all

their daily activities (Miftah Aulia Andisti & Ritandiyono, 2008).

A positive attitude toward the Arabic language is essential for learning it. If a student has a positive attitude toward the Arabic language, they will study it with a good mindset, not merely as a subject in school but with a personal desire to learn it as a language that broadens their knowledge. As Abdoel Bakar stated, a person who consistently performs religious rituals, holds strong beliefs, and practices their religion correctly will positively influence their learning or work activities, fostering an attitude of optimism, discipline, responsibility, tolerance, and contentment (Abdoel Bakar, 2015).

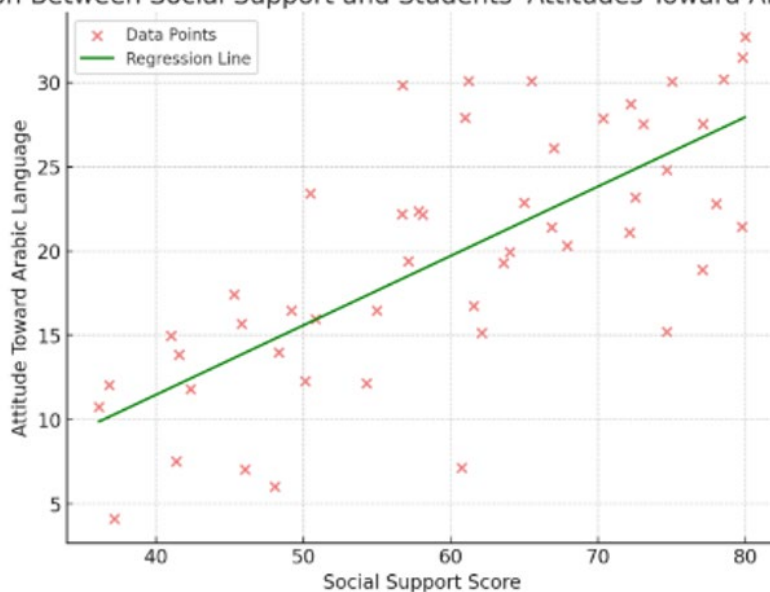
Meanwhile, Brown, as cited by Ardianto, argued that language learners' attitudes significantly affect their motivation, which ultimately influences their success in language learning (Ardianto, 2012). In this case, religiosity can be categorized as intrinsic motivation, which can also influence students' attitudes toward the Arabic language and the success of the learning process.

B. The Influence of Social Support on Students' Attitudes Toward the Arabic Language

The second hypothesis test proved that social support has a positive influence on students' attitudes toward the Arabic language in Arabic language learning at MTs Negeri 3 Sleman. This result is supported by a correlation coefficient value of 0.578, indicating a moderate correlation between social support and students' attitudes toward the Arabic language. Furthermore, the simple linear regression analysis showed an R Square value of 0.334, meaning that social support contributes 33.4% to students' attitudes toward the Arabic language.

The significance value in the multiple regression test is 0.000, which is less than 0.05. Based on these results, it can be concluded that social support has a significant positive effect on students' attitudes toward the Arabic language in Arabic language learning at MTs Negeri 3 Sleman. This positive influence means that the higher the social support students receive, the more positive their attitudes toward the Arabic language will be, and vice versa lower social support leads to less positive attitudes toward the Arabic language.

Correlation Between Social Support and Students' Attitudes Toward Arabic Language



Picture 2. Correlation between Social Support and Students' Attitudes Toward Arabic Language

The significance value in the multiple regression test is 0.000, which is less than 0.05. Based on these results, it can be concluded that social support has a significant positive effect on students' attitudes toward the Arabic language in Arabic language learning at MTs Negeri 3 Sleman. This positive influence means that the higher the social support students receive, the more positive their attitudes toward the Arabic language will be, and vice versa lower social support leads to less positive attitudes toward the Arabic language.

This research finding is supported by Sarason in Abdul Aziz, who stated that social support benefits individuals (Abdul Aziz & Anne Fatma, 2013). Those who receive

attention are more motivated to achieve their goals or desires. Mattanah in Suresh also stated that, in general, perceived social support allows individuals to overcome difficulties and reduce negative effects in life (Shreas Suresh Narayanan & Alexius Cheang Weng Onn, 2016). Similarly, Maslihah, in her article, stated that the social support received by individuals can address emotional needs, especially recognition of their abilities and qualities, making them feel valued and loved by their parents, teachers, and peers (Sri Maslihah, 2011). This highlights the importance of meeting the emotional needs of attention and affection from parents, which can generate positive energy for students.

The Influence of Religiosity

The positive energy students receive from social support also positively impacts their psychological well-being, creating a favorable starting point for them to absorb the lessons provided by teachers. Continuous social support can positively affect students' academic performance. Conversely, students without social support may feel uncomfortable, leading to a decline in their

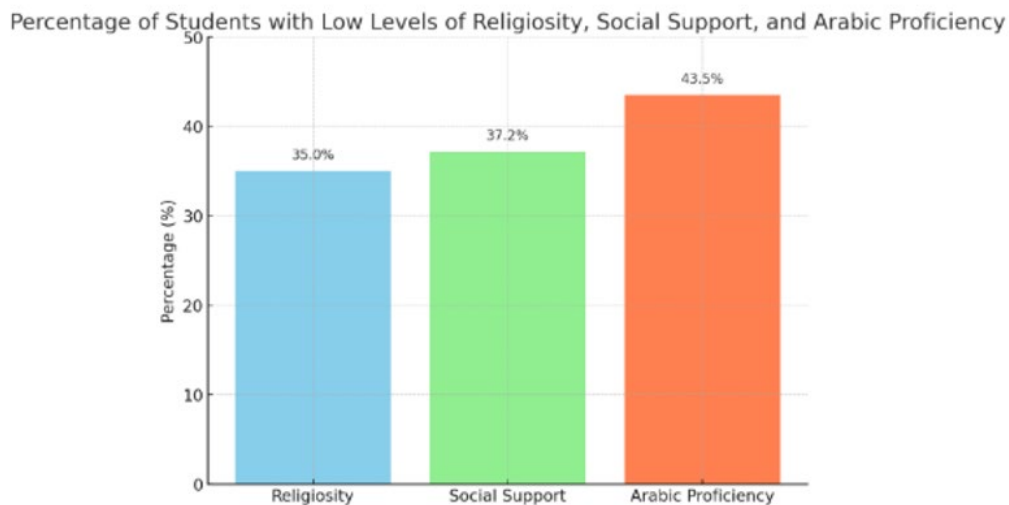
C. The Influence of Religiosity and Social Support on Students' Attitudes Towards the Arabic Language

The third hypothesis testing proved that religiosity and social support have a positive influence on students' attitudes towards the Arabic language in Arabic learning at Madrasah Tsanawiyah Negeri 3 Sleman. This result is evidenced by the F-statistic value of 72.653, which is greater than the F-table value, and a significance value of 0.000, which is less than 0.05. This means that religiosity and social support together

academic performance. Social support encourages students to excel, particularly in learning Arabic, where successful students possess knowledge of the language, maintain positive attitudes toward it meaning they use Arabic in interactions, feel proud and enthusiastic about the language, and consistently strive to learn Arabic even in the face of challenges.

(simultaneously) have a positive and significant influence on students' attitudes towards the Arabic language in Arabic learning at Madrasah Tsanawiyah Negeri 3 Sleman.

Furthermore, based on the results of the determination test, it was found that religiosity and social support together have a significant positive influence on students' attitudes towards the Arabic language in Arabic learning at MTs Negeri 3 Sleman, accounting for 39.8%, while the remaining 60.2% is influenced by other variables outside the scope of this study.



Picture 3. Percentage of Students with Low Levels of Religiosity, Social Support, and Arabic Proficiency

Religiosity plays a vital role in motivating an individual to perform activities. Theoretically, a person with a high level of religiosity will be markedly different from someone with a lower level of religiosity. A highly religious individual can continuously motivate themselves to achieve. Conversely, a person with lower religiosity

tends to lack enthusiasm for achieving. This aligns with Abdoel Bakar's opinion, which states that someone with continuous understanding and practice of their religion will differ from others (Abdoel Bakar, 2015). Without proper understanding and practice of religious beliefs, it is unlikely to shape individuals who are skilled, initiative-driven,

and responsible, among other positive traits. Hence, religiosity significantly influences a person's behavior and achievements in society.

Social support also contributes to an individual's academic success. Feelings of comfort, appreciation, and recognition from family, teachers, and school friends positively impact students' psychological well-being, which in turn influences their ability to absorb learning material. Continuous social support not only has a positive effect during the learning process but also when students face assessments.

Students who have faith in and believe in the Arabic language will be able to determine and engage in learning activities they enjoy. These students will feel more enthusiastic and proud to learn and use Arabic. In relation to Arabic learning, students with strong faith are capable of learning, mastering, and applying one of the elements of their religion, which is the Arabic language, as it is the language of their faith. As Ismail pointed out, Arabic is the language of religion. Enjoying and being proud to learn and use Arabic reflects a positive attitude towards the language (Mochamad Ismail, 2013). A positive attitude towards a language encourages students to continue learning and using it in conversation. Increased use of Arabic can also influence their achievements in Arabic learning. Additionally, the support received by students can contribute to their attitudes and academic achievements. Students who receive such support are always motivated to overcome challenges and maintain their drive to succeed.

If students possess both of these factors balanced religiosity and support these elements can positively influence their academic performance, especially in Arabic learning. A student who excels in Arabic learning is one who has a positive attitude towards the Arabic language.

CONCLUSION

According to the findings of the research data analysis, students' attitudes toward learning Arabic are positively impacted by their religiosity (Ts, 2015). Additionally, social support influences students' attitudes toward learning Arabic in a

positive way. The study's findings also indicate that support and religiosity work well together to improve students' attitudes toward the Arabic language. When pupils possess both elements balanced religiosity and social support. Thus, these two factors will benefit their achievement in learning Arabic as well as their attitudes toward language in general and Arabic in particular (Maslihah, 2011). If students have faith and confidence in their ability to speak Arabic, they will be able to select and carry out enjoyable learning activities. Students become happier and more proud when they learn and use Arabic. Students who follow this faith are able to learn, master, and apply one of the religious languages, Arabic, in terms of their Arabic language proficiency. As Ismail mentioned, Arabic is a religious language. The results of this study indicate that (1) the religious beliefs held by the students at MTs Negeri 3 Sleman are classified as a minority, with around 78 students, or 35 percent, belonging to this category. (2) The social environment that MTs Negeri 3 Sleman students have is situated in the medium category, with a total of approximately 83 students, or 37.2%. (3) The Arabic language proficiency of MTs Negeri 3 Sleman students is located in the lower category, with a total of approximately 97 students, or 43.5%. (4) The effect of religiosity has a positive correlation with Arabic attitude scores, with an R value of 0.537 and a relative contribution of 28.9%. (5) The social environment has a positive impact on students' Arabic language proficiency, with an R-squared of 0.578 and a relative total of 33.4%. The simultaneous F test results between the two variables show that social support and religiosity have a positive impact on the Arabic language proficiency of MTs Negeri 3 Sleman students, with a relative value of 39.8%.

RECOMMENDATIONS

Based on the research findings on the influence of religiosity and social support on students' attitudes toward the Arabic language, the following recommendations are proposed:

Strengthening Religious Education in Schools

Schools, especially those with a religious foundation, should integrate religiosity education more deeply into the curriculum. Strengthening students' religiosity has been proven to positively impact their attitudes and motivation in learning Arabic. Religious activities that involve the use of Arabic, such as prayer recitations, sermons, or extracurricular activities, could be enhanced.

Enhancing Social Support for Language Learning

Social support from family, friends, and the school environment plays a crucial role in improving students' Arabic language proficiency. Therefore, schools are encouraged to facilitate collaborative programs between students, teachers, and parents, such as tutoring sessions or Arabic language study groups, to create a supportive learning environment.

Providing Supporting Facilities for Arabic Language Learning

Schools should provide better facilities and resources to support Arabic language learning. For instance, the use of innovative learning media, such as technology-based applications or digital Arabic language libraries, can help students more easily master the language.

Teacher Training in Language Teaching Methods

Teachers should be equipped with more engaging and interactive Arabic language teaching methods. Training on more adaptive teaching approaches tailored to students' needs, such as communicative methods or the use of technology in teaching, will make students more enthusiastic and comfortable in learning Arabic.

Boosting Motivation Through Rewards and Competitions

Organizing language competitions and offering rewards to students who show progress in mastering Arabic can serve as additional motivation for them to study harder. Events such as Arabic speech contests or poetry reading competitions can provide a platform for students to express their language skills.

Collaboration with Religious and Cultural Institutions

Schools can collaborate with religious institutions or cultural organizations related to the Arab world to provide students with direct experiences, such as attending seminars or workshops involving native Arabic speakers. This collaboration can help enhance students' skills and broaden their understanding of the Arabic language and culture.

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