



The Effect of Social Support and Self-Efficacy on Interest in Arabic Learning for College Students

Zikri Neni Iska, Kaula Fahmi, Ilham Maulana Aryn, Siti Umami Masruroh

Universitas Islam Negeri Syarif Hidayatullah Jakarta, Indonesia

Corresponding E-mail: ummi.masruroh@uinjkt.ac.id

Abstract

This study aims to determine the effect of social support and self-efficacy on interest in learning Arabic in students of the general faculty of UIN Jakarta. This study used quantitative research method, and the population were students of general studies at UIN Jakarta. The samples used in this study were 152 students of the General Study Program of UIN Jakarta. The sampling technique in this study uses a non-probability sampling technique. The measuring tools used in this study are the interpersonal support evaluation list – shortened version, (GSES-12), and Interest in Academic Domain. Test the validity of the measuring instrument used using the (CFA) technique. The results of the hypothesis test show that the value of R Square = 0.50, which means that the proportion of the variance of interest in learning Arabic which is explained by all independent variables is 50.3%, while the other 49.7% is influenced by other variables not examined. Two variables positively and significantly affect interest in learning Arabic, namely tangible support and self-efficacy.

Keywords: *interest in learning Arabic, social support, self-efficacy*

Introduction

In interacting with others, humans will always look for various ways, one of which is with language. Language is a bridge or tool that becomes an essential component in the occurrence of an interaction. Especially for humans, language can be used to express an idea, idea, thought, and even feeling so that others can understand or reach it (Ambo 2021).

As for this world, there are various kinds of languages along with the pronunciation of these languages which are divided by region in the world, such as the dominant use of English used by people in countries located in the Western/European region, or the use of Arabic used by the population countries in the east.

Besides being used by most of the world's population in Eastern countries, Arabic is known as a language with many attributes. In addition to being the language

of Islam, Arabic is the official language of the United Nations (UN) and the language used as the national language of more than 21 Middle Eastern countries (Ridlo, 2015).

The impact of use of Arabic as the language of Islam affects the existence of the language in Indonesia. This is due to the state of Indonesia where the majority of the population is Muslim. With the important role of Arabic in the majority of Indonesian people, this of course can be a special concern for educators, especially teachers in schools who make Arabic one of the languages studied by students to provide good facilities for learning Arabic (Umam, 2020).

One of the higher education institutions in Indonesia that makes Arabic a compulsory subject for all students is the Syarif Hidayatullah State Islamic University, Jakarta. At this college, students must attend Arabic language courses early in their studies. Of course, this is due to the existence of the UIN tertiary institution as a tertiary institution that has an Islamic foundation, where this Islamic foundation refers to the teachings of the Islamic religion delivered in Arabic. In addition, at the final stage of the student's lecture period (thesis trial), one of the requirements that must be met is to have passed the TOAFL (Test of Arabic as a Foreign Language). Therefore, of course, every individual who studies Islamic teachings should understand the rules in Arabic (Suralaga et al. 2015).

To achieve effective learning outcomes, not only the role of teachers is needed, but also the role of students to realize good learning outcomes.

One of the components to get good results in the process of teaching and learning activities is interest. Interest is a persistent tendency to feel interested in certain fields and happy to be in them. Meanwhile, according to Witherington, interest is a person's awareness of an object, a person, or a particular problem or situation that has something to do with himself or is seen as something conscious (Winkel, 1984).

Two factors can influence adolescent learning interest: internal and external factors. Internal factors influence interest in learning that comes from within oneself such as attention, curiosity, motivation, and needs. While external factors influence student learning interests that come from outside the student, external factors that can affect student learning interests are family, teachers, peers, and the community environment (Krapp, 1999; Albantani et al., 2022).

What then becomes the thing that needs to be found is what variables can then affect an individual's interest in something. It was found that the social support variable positively influences an individual's interest in learning, which means that the higher the social support received by the individual, the higher the interest in learning from the individual.

A quantitative study on the effect of social support on interest in learning has been conducted with the subject of statistics. This study was conducted because of the transformation of conventional learning into virtual, there are several obstacles such as network interference and so on. Therefore, external support is needed which is predicted to increase a student's learning interest. This study found that the more support received, the more students were interested in learning. From the analysis of each aspect of social support, it was found that the aspect of instrumental support (in

the form of quota assistance, adequate facility assistance for online lectures, and provision of special study rooms) was the aspect that made the highest contribution to student learning interest in statistics online learning, namely 86% (Putri and Trisnawati 2022). The difference with this research is in the subject matter, this research examines an interest in studying statistics, while my research describes an interest in learning Arabic.

A similar study empirically examines the variables of self-efficacy and peer social support on learning interest in MTsN 03 Brebes Central Java students in blended learning partially or simultaneously. The research method uses a quantitative approach with correlational techniques. This study found that peer social support variables had a positive but insignificant effect on the learning interest of MTsN 03 Brebes students in Blended Learning. The higher the peer social support for students, the higher the interest in learning. Vice versa, the lower the peer social support for students, the lower their interest in learning. Although the resulting influence is not significant. This is because existing learning is carried out in a blended learning manner so that interaction between peers is reduced (Nurhalimah, 2021). This research will be one of our research references because even though the research subjects we studied are different, the variables used in this research are related to our research variables.

Social support is all kinds of resources that are manifested in a person's interpersonal relationships. This social support also has a good effect on health that will even be seen even if the individual is not under great stress. Meanwhile, Cohen and Hoberman also categorize forms of social support into several forms, namely: appraisal support, belonging support, and tangible support (Cohen & Hoberman, 1983). In addition, social support is also defined as comfort, attention, appreciation and assistance that individuals receive from a person or group of people. When the environment supports a person, everything will feel easier. Received social support can make individuals feel calm, cared for, loved, self-confidence, and competence (Sarafino, 2011).

It was found that self-efficacy is a variable other than social support that could affect a person's interest in learning something. Self-efficacy refers to an individual's belief that he or she can successfully perform the desired action in a particular situation. It was found that the self-efficacy variable had a positive influence on the variable of an individual's interest in learning. This means that the higher an individual's self-efficacy, the higher the individual's interest to learn something (Taufiq, 2015). The difference with this research is in the subject matter, this study examines the interest in learning accounting, while this research explains the interest in learning Arabic.

This study aims to determine the relationship between self-efficacy and learning interest in students at YPK Tenggarong Vocational High School. The research method used is quantitative. This study's results found a very significant and positive relationship between self-efficacy and interest in learning in Tenggarong YPK Vocational High School students, with the value obtained $r = 0.571$, and $p\text{-value} < 0.05$ (0.000). The effective contribution contributed by the self-efficacy variable was 57.1 percent. In other words, the higher the self-efficacy of an individual, the higher his interest in learning (Sandi, 2017). The difference between this research and our research is in the selection

of research subjects used. while this study used high school students as subjects, whereas our research examined interest in college students.

Self-efficacy is also an opinion or belief that a person has about his or her ability to display a form of behavior, in this case, related to the situation faced by a person (Bandura, 1977). Self-efficacy is the belief of a person in his or her ability to organize and execute certain behaviors necessary to produce given attainments (Bosscher & Smit, 1998).

Therefore, the authors are interested in researching the interest of the Indonesian people in Arabic, especially in the student group of UIN Jakarta in the general study program with the title "The Effect of Social Support and Self-Efficacy on Interest in Learning Arabic in College Students".

Methods

The population in this study were students of general studies at UIN Jakarta. The samples used in this study were 152 students of the UIN Jakarta general study program. The sampling technique in this study used the non-probability sampling technique, which is where the probability of selecting the population to be the sample in this study cannot be known. In this study, researchers used a convenience sampling technique, namely selecting samples based on convenience and willingness to become respondents. A total of 152 respondents' data were obtained using an online google form questionnaire distributed through social media. The population criteria used in this study were the active students of UIN Jakarta who took the General Study Program.

Related to the measuring instrument used, the researcher measured interest in learning Arabic using the General Interest in Academic Domain measuring instrument, measured the social support variable using the interpersonal support evaluation list – shortened version, and measured the self-efficacy variable using the Self-Efficacy measuring instrument Scales (GSES-12). Researchers measured respondents' answers with a 4-point Likert scale, strongly agree, agree, disagree, and strongly disagree (Linnenbrink-garcia et al. 2010). Researchers conducted data processing with the help of Lisrel 8.8 and SPSS 23.0 devices. As for the item validity test, the researcher used the Lisrel 8.8 tool, while to test the research hypothesis and multiple regression analysis the researcher used the SPSS 23.0 tool.

Results

In the first step, the researchers looked at the amount of R square to find out what percentage (%) of the dependent variable variance was explained by the independent variable. Furthermore, for the R square table, it can be seen in the following table:

Table 1. Summary Regression Analysis

Model	R	R Square	Adjusted R-Square
1	.709 ^a	.503	.490

a. Predictors: (Constant), *Tangible support*, *tangible support*, *tangible support*, *Self-Efficacy*.

In the table above, it can be seen that the R-Square value is 0.503 or 50.3%. This means that 50.3% of the variation in the interest in learning Arabic of UIN Jakarta students who take the general study program can be explained by the variation of all the independent variables used in this study, namely social support (appraisal support, belonging support, tangible support) and self -efficacy. while the remaining variation in interest in learning Arabic students of UIN Jakarta who took general study programs was 49.7%, influenced by other variables outside of this study.

In the next step, the researcher will test the relationship between variables with the aim of whether all the independent variables used in this study (social support and self-efficacy) have a significant effect on the dependent variable, namely interest in learning Arabic. The results of these tests can be seen in the following table:

Table 2. Anova

Model	Sum of Squares	df	F	Sig.
Regression	7268.511	4	37.2	.000 ^b
Residual	7180.539	147		
Total	14449.05	151		

a. Dependent Variable: Minat

b. Predictors: *Tangible support*, *tangible support*, *tangible support*, *Self-Efficacy*

Based on the F test in the table above, it can be seen that the p-value (Sig.) in the rightmost column is $p = 0.000$ with a p-value of <0.05 . So, thus the null hypothesis which reads "there is no effect of *Tangible support*, *tangible support*, *tangible support* and *Self-efficacy* on interest in learning Arabic is rejected. That is, there is a significant effect of *Tangible support*, *tangible support*, *tangible support*, and *Self-efficacy* on interest in learning Arabic.

In the next step, researchers look at the regression coefficients of each IV. The criteria used at this stage is to see if the sig value obtained from the results of the relationship analysis (is greater) than 0.05, then the regression coefficient is significant,

which means that the independent variable significantly influences interest in learning Arabic.

The magnitude of the regression coefficient of each independent variable on interest in learning Arabic can be seen in the following table:

Table 3. Regression coefficient

Model	Unstandardized Coefficients		t	Sig.
	B	Std. Error		
(Constant)	10.886	3.506	3.105	0.002
Tangible support	-0.054	0.155	-0.346	0.730
Tangible support	-0.008	0.136	-0.059	0.953
Tangible support	0.241	0.124	1.948	0.043
Self-Efficacy	0.603	0.075	7.989	0.000

a. Dependent Variable: Minat

Based on the regression coefficients in the table above, the regression equation is as follows:

Interest in Learning Arabic = 10,886 -0.054 Appraisal support - 0.008 Belonging support + 0.241 Tangible support* + 0.603 Self-Efficacy*. (*Significant). From the regression equation, it can be seen that there are two variables whose regression coefficient values are significant, namely; (1) Tangible Support and (2) Self-Efficacy. While the other two variables are not significant.

Discussion

Social support and self-efficacy variables have a positive and significant influence on the interest in learning Arabic for students majoring in general at the State Islamic University, Jakarta. The results showed that the tangible support variable, a dimension of social support, has a significant effect in a positive direction on interest in learning Arabic. It can be interpreted that someone who gets visible social support in the form of supporting facilities to learn Arabic will tend to be highly interested in learning it.

Meanwhile, a study also explained that social support provided by peers is very important and can support the development of an individual, especially in connection with an increase in learning achievement. This is caused by the existence of openness and togetherness that exists among peers it can increase the ability from within the individual to achieve maximum results in the learning process (Solomon, 2004). Likewise, it has been revealed in other studies that social support provided by peers has a positive impact on individual development, especially in the field of education (Wren, S.D, Somers C, 2012).

The interesting thing about the results of this study is that the results are in line with research conducted on students in the Neglasari area which states that social support affects a student's interest in learning with a positive relationship direction (Andriani et al. 2020). This means that the greater a person gets social support (obviously in the form of material assistance), the greater a student's interest in learning Arabic. In line with the results of this study, there is a study that explains the relationship between parental social support and the learning interest of SMK Negeri 2 students during the Covid-19 pandemic in Bekasi City. The relationship between the two variables in this study is positive, so that the alternative hypothesis (H_a) is accepted as weak and the null hypothesis (H_o) is rejected. This means that the higher the social support received by an individual, the higher the individual's interest in learning (Juniar and Nasir, 2022).

This research aligns with the results of similar research titled "Parent Support and Student Learning Interest". The population and research sample are students who experience a lack of parental social support. This study's results state a very significant correlation or relationship between parental social support and interest in learning (A Diniaty, 2017). In another study entitled "The Relationship between Parental Social Support and Students' Interest in Reading at SD Kota Bukit Tinggi", it was also found that there was a positive relationship between parental social support and interest in learning, indicated by $r = 0.963$, $p = 0.000$. This means that the higher the interest in learning, the higher the social support of parents and vice versa (Yulia, D, Duryati, 2020).

In another study related to the influence of environmental support which was carried out using the hypothesis testing method using Product Moment showed that the correlation coefficient of the two variables was 0.650. This means a relationship exists between students' educational environment and their interest in learning Arabic. Furthermore, in this study, the coefficient value was also positive, indicating that the two variables had a positive relationship, meaning that if the support of the students' educational environment increased, their interest in learning Arabic also increased (Roza, 2015).

In line with the results of this study, there is research related to social support, especially parental support for students' learning interest. The results of this study indicate that parental support received by a student has a contribution or influence of 44% on student achievement, where learning achievement is a reflection of student interest in learning, which means that parental support also has a contribution to a student's learning interest (Sulaiman, 2013).

There is similar research that supports the results of this study, where the research aims to empirically prove the relationship between social support and interest in learning in SMK Tunas Harapan Pati students. The results of the research hypothesis test revealed that the value of F Change = 0.000 ($p < 0.05$), so the hypothesis in this study was accepted. This shows that there is a significant relationship between social support and students' interest in learning at SMK Tunas Harapan Pati Central Java. Because the relationship is positive, it means that the higher the social support received

by students at SMK Tunas Harapan Pati, the higher their interest in learning (Cahyo, 2021).

A similar study found that there was a significant influence of the variables of social support and self-efficacy on the intention to continue their education at tertiary institutions. This explains that the higher the social support a student receives, the higher their interest in continuing their education to tertiary institutions. And conversely, the lower the social support received, the lower the interest in continuing education to tertiary institutions. Even though this study did not clearly mention interest in learning, this variable is a component or element included in the variable interest in continuing higher education (Rokhimah, 2014).

The results of this study are also in line with the results of related research, which explains that parental support is one of the external factors that influence students' interest in learning. Parental support in question is that there is support, encouragement, or in the form of parental attention to student learning interests. When parents find students as their children not enthusiastic about learning, this is marked by students (children) not wanting to learn, low learning outcomes, not doing homework, preferring to play, and not being disciplined, so parents carry out policies by attracting students' attention to learning in the form of providing motivation, advising, giving rewards, completing student learning facilities, providing fees needed by students, buying uniforms, school equipment or accompanying them while studying (Amirah Diniaty, 2010).

Another variable that has a significant influence on interest in learning Arabic is the variable self-efficacy or an individual's belief that he or she can take the desired action in a particular situation successfully, it can also be an opinion or belief that a person has about his or her ability to display a form of behavior. , in this case, relates to the situation faced by a person (Bandura, 1977). This study's results align with research conducted on students at the PGRI Adibuana University Surabaya, that self-efficacy has a significant influence and has a positive relationship with students' interest in studying a course (Taufiq, 2015).

Based on theoretical studies the study of (Slameto, 2010), it is explained that interest is a feeling of preference and a sense of interest in something or activity, without being told. This is in line with the study of (Aiken, Lewis R. Marnat 2009), which explains that basically interest is a liking for something that goes on over time so that it can run well and is focused on activities or something that is a person's hobby. Furthermore, in (Stiggins, 2004), it is explained that interest is an affective aspect that plays a large role in a person's life that identifies the dimensions of feeling from emotional awareness, disposition, and will that influence one's thoughts and actions. When someone is interested in something, he will act to achieve that. It's the same as when a student has an interest in learning Arabic, he will act to be able to understand all the material or things in the study of Arabic.

Interest in learning is a liking or a sense of interest that creates a desire to have a more active or dynamic relationship characterized by the emergence of feelings of pleasure without coercion. A student who has a high interest in learning in his class will generate a desire to be more active in dealing with the learning process in class, such as

frequently asking the teacher, diligently doing homework, looking for references to school subject matter with pleasure, and being sincere in carrying out activities without any coercion from internal factors as well as individual external factors (Ayuningtyas, 2005).

In line with the results of this study, a study shows that self-efficacy has a correlation of 0.667 with interest in learning the art of music. In accordance with the guidelines for interpreting the correlation coefficient, the value of 0.667 is included in the category of strong relationship level. The significant test $F_{\text{count}} = 94.524$ is greater than $F_{\text{table}} = 3.94$. Based on the significant level used 5% ($= 0.05$) with the test criteria if the F count is greater than the F table, then H_a is accepted. Thus it can be concluded that there is a positive and significant relationship between self-efficacy and interest in learning the art of music in students of SMPN 2 Kebumen, Central Java.

Based on the results of this study, the first test found that when self-efficacy increases, a student's learning interest also increases. In the second test when students have a good peer environment or positive influence, it will be possible to increase interest in learning optimally. Vice versa if students get an environment that is not good or has a negative effect, then students' interest in learning will become less than optimal. For this reason, it can be concluded that self-efficacy and the enabling peer environment can have an impact on the high or low interest in learning students (Yuliyanti & Utomo, 2010).

The results of this study are also in line with research conducted by Astria (2006) on "The relationship between self-efficacy and interest in continuing their studies to tertiary institutions in SMA Negeri 2 Ciamis, West Java, students". From the results of the research conducted, it was found that there is a relationship between self-efficacy and interest in continuing education in high school students. Based on the analysis of research results, it can be concluded that the relationship between these variables is positive and very significant. This means that the higher the self-efficacy of SMA Negeri 2 Ciamis students, the higher their interest in continuing their educational process toward tertiary education. Even though this study did not clearly mention the interest in learning, this variable is a component or element included in the variable interest in continuing higher education (Astria 2006).

Therefore, the results of this study provide new validation that an individual's belief that he or she is capable of doing or learning something will positively impact how the individual will undergo the process being undertaken.

Conclusion

Based on the results of data analysis that has been carried out, the conclusions obtained from this study are, that there is an influence of social support (appraisal support, belonging support, tangible support) and self-efficacy variables on interest in learning Arabic for students of UIN Jakarta who take the study program general (non-religious) with an R-Square value obtained from the analysis of the relationship between variables of 0.503 or 50.3%. This means that 50.3% of the variation in interest in learning Arabic for UIN Jakarta students who take general study programs (non-

religious) can be explained by variations in all IV (appraisal support, belonging support, tangible support, and self-efficacy). While 49.7% of the variation in interest in learning Arabic for UIN Jakarta students who took general study programs (non-religious) was influenced by other variables that were not included in this study.

When viewed based on the results of the hypothesis testing of each independent variable that has been done. There are at least two independent variables that have a significant influence on interest in learning Arabic for students of UIN Jakarta who take general (non-religious) study programs, namely: (1) Tangible support and (2) Self-efficacy.

REFERENCES

- Aiken, Lewis R., & Marnat, Gary Groth. (2009). *Pengetesan dan Pemeriksaan Psikologi*. 12th ed. Jakarta: Indeks.
- Albantani, A. M., Madkur, A., & Rahmadi, I. F. (2022). Agency in Online Foreign Language Learning Amidst The Covid-19 Outbreak, *Turkish Online Journal of Distance Education*, 23(4).
- Ambo, Pera Aprizal. (2021). Urgensi Pembelajaran Bahasa Arab dalam Pendidikan Islam. *Jurnal Pendidikan Guru*, 2(2).
- Andriani, Fazrina., Lubis, Sakinah Yannefri Bakhtiar., & Saleh, Amiruddin. (2020). Pengaruh Dukungan Sosial terhadap Minat Belajar Siswa di Desa Neglasari The Effect of Social Support on Student Learning Interest in Neglasari Village. *Pusat Inovasi Masyarakat 2*.
- Astria, T. (2006). Hubungan antara *Self Efficacy* dengan Minat Melanjutkan Studi Ke Perguruan Tinggi Pada Siswa SMA Negeri 2 Ciamis. *Thesis*. Yogyakarta: Universitas Ahmad Dahlan.
- Ayuningtyas. (2005). *Belajar dan Pembelajaran*. Jakarta: Rineka Cipta.
- Bandura, Albert. (1977). Self-Efficacy : Toward a Unifying Theory of Behavioral Change. *Psychological Review*, 84(2).
- Bosscher, Rudolf J., and Smit, Johannes H. (1998). Confirmatory Factor Analysis of the General Self-Efficacy Scale. *Behaviour Research and Therapy*, 36(3).
- Cahyo, Muhammad Dimas Eko. (2021). Hubungan Antara Dukungan Sosial dengan Minat Belajar Siswa SMK Tunas Harapan Pati. *Jurnal Mahasiswa Psikologi*.
- Cohen, Sheldon., & Hoberman, Harry M. (1983). Life Change Stress ' m a l. *Journal of Applied Social Psychology*, 13(2).
- Diniaty, A. (2017). Dukungan Orangtua terhadap Minat Belajar Siswa. *Jurnal Al-TanjibBingkai Bimbingan dan Konseling Islami*, 3(1).
- Diniaty, Amirah. (2010). Dukungan Orangtua terhadap Minat Belajar Siswa. *Thesis*. Universitas Islam Negeri Sultan Syarif Kasim Riau.
- Juniar, Listiarum., & Nasir, Nurwahyuni. (2022). Dukungan Sosial Orang Tua dan Minat Belajar Siswa pada Masa Pandemi Covid-19. *Jurnal Social Philantropic*, 1(1).
- Linnenbrink-garcia, Lisa., Durik, Amanda M., Conley, Annemarie M., Barron, Kenneth

- E., Tauer, John M., Karabenick, Stuart A., & Harackiewicz, Judith M. (2010). Measuring Situational Interest in Academic Domains. *Educational and Psychological Measurement*, 70(4).
- Nurhalimah, Im. (2021). Pengaruh Efikasi Diri dan Dukungan Sosial Teman Sebaya Terhadap Minat Belajar Siswa pada Pembelajaran Blended Learning. *Thesis*. Universitas Islam Negeri Walisongo.
- Putri, Clarissa Tiara., & Trisnawati, Novi. (2022). "Pengaruh Dukungan Sosial terhadap Minat Belajar Statistika Mahasiswa Pendidikan Administrasi Perkantoran UNESA Di Era Covid-19. *Edukatif: Jurnal Ilmu Pendidikan*, 4(4).
- Rokhimah, Siti. (2014). Pengaruh Dukungan Sosial dan Efikasi Diri terhadap Minat Melanjutkan Pendidikan ke Perguruan Tinggi Pada Siswa SMA Negeri 1 Tenggarong Seberang. *Psikoborneo: Jurnal Ilmiah Psikologi*, 2(3).
- Roza, Nola. (2015). Pengaruh Lingkungan Pendidikan terhadap Minat Belajar Bahasa Arab Siswa Kelas VIII MtsN Wonokromo, Bantul, Yogyakarta. *Thesis*. Universitas Islam Negeri Sunan Kalijaga.
- Sandi, Muhammad. (2017). Hubungan Efikasi Diri dengan Minat Belajar Siswa-Siswi. *Psikoborneo*, 5(2).
- Sarafino, Edward P. (2011). *Health Psychology: Biopsychosocial Interactions*. New York: John Wiley & Sons.
- Slameto. (2010). *Belajar dan Faktor-Faktor Yang Mempengaruhi*. Jakarta: Rineka Cipta.
- Solomon, P. (2004). Peer Support/Peer Provided Services Underlying Processes Benefits and Critical Ingredients. *Psychiatric Rehabilitation Journal*, 4(27).
- Stiggins, R. J. (2004). *Student Center Classroom Assesment*. New York: Macmillan College Publishing Company.
- Sulaiman, A. R. (2013). Peran Minat Belajar dan Dukungan Orangtua terhadap Prestasi Belajar Mahasiswa di Ternate. *Thesis*. Universitas Gadjah Mada Yogyakarta.
- Suralaga, Fadhilah., Rosyada, Dede., Arifin, Zaenal., & Berlianti, Yarsi. (2015). *Pedoman Akademik Strata 1 Universitas Islam Negeri Syarif Hidayatullah Jakarta*. UIN Syarif Hidayatullah Jakarta.
- Taufiq, Mohammad. (2015). Pengaruh Pengetahuan Awal Akuntansi dan Efikasi Diri Terhadap Tingkat Pemahaman Akuntansi Melalui Minat Belajar Pada Mahasiswa Jurusan Akuntansi Universitas Pgris Adi Buana Surabaya. *Jurnal Ekonomi Pendidikan dan Kewirausahaan*, 3(1).
- Umam, Nasrul, & Budiwati, Utami. (2020). Pembelajaran Bahasa Arab Anak Usia Dini Berbasis Nilai-Nilai Karakter. *Jurnal Warna*, 4(1).
- Winkel, W.S. (1984). *Psikologi Pendidikan dan Evaluasi Belajar*. PT Gramedia Jakarta. 1st ed. Jakarta: PT Gramedia.
- Wren, S. D., Cheryl, S., & Piliawsky, M. (2012). Relations Among African-American High School Adolescence School Achievement, Educational Intentions, Commitment, Values and Behaviours. *International Journals of Humanities and Social Science*, 2(10).

- Yulia, D., & Duryati. (2020). Hubungan Dukungan Sosial Orang Tua dengan Minat Membaca Siswa di SD (Sekolah Dasar) Kota Bukittinggi. *Jurnal Riset Psikologi*, 2.
- Yuliyanti, Gita., Utomo, Supri Wahyudi., & Murwani, Juli. (2010). “Pengaruh *Self Efficacy* dan Lingkungan Teman Sebaya Terhadap Minat Belajar Siswa Kelas XI SMK Negeri 1 Geger Gita. *Forum Ilmiah Pendidikan Akuntansi*.