

## **The Relationship between Arabic Language Proficiency and Level of Politeness in Indonesian Islamic Boarding Schools**

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### **ABSTRACT**

his study investigates the potential relationship between Arabic language proficiency and politeness level. Arabic has an important role in transforming the values of ethics and morality because learning Arabic does not only cover aspects of grammar and vocabulary, but also involves understanding culture and social norms. The aim of this research is to examine the correlation between proficiency in language mastery and politeness levels. This study employs a quantitative approach through a correlational method. The collection of data involves the utilization of learning evaluation documents and politeness scales. Data analysis is conducted through simple linear regression, facilitated by the Statistical Package for the Social Sciences (SPSS) for calculation purposes. Hypothesis testing using simple linear regression test is used to measure the influence of one independent variable on the dependent variable. The results showed that there was no relationship between ability and politeness as seen from the significance value of  $0.319 > 0.05$ . This can also be proven by the magnitude of the coefficient of determination or the amount of influence given by variable X to variable Y. It is hoped that this research can be a reference for similar research in the future.

**Keywords:** Arabic Language, Level of Politeness, Proficiency

### **ABSTRAK**

Penelitian ini mencoba menyelidiki hubungan antara kecakapan berbahasa Arab dengan tingkat kesopanan. Bahasa Arab memiliki peranan penting dalam mentransformasikan nilai-nilai ajaran tentang etika dan moralitas karena pembelajaran bahasa Arab tidak hanya mencakup aspek-aspek gramatika dan kosa kata, tetapi juga melibatkan pemahaman budaya dan norma-norma sosial. Tujuan penelitian adalah untuk menganalisis hubungan antara kemampuan penguasaan

bahasa terhadap tingkat kesopanan. Metode kuantitatif korelasional digunakan dalam penelitian ini. Data dikumpulkan melalui analisis dokumen evaluasi pembelajaran dan skala kesopanan. Analisis data dilakukan menggunakan metode regresi linier sederhana, dengan dukungan aplikasi Statistikal Package for the Social Sciences (SPSS) untuk melakukan perhitungan. Uji hipotesis dilakukan melalui Uji Regresi Linier Sederhana untuk mengevaluasi sejauh mana pengaruh variabel bebas terhadap variabel terikat. Temuan penelitian menunjukkan bahwa tidak ada korelasi antara kemampuan dan kesopanan, seperti yang diperlihatkan oleh nilai signifikansi sebesar  $0,319 > 0,05$ . Hal ini juga terkonfirmasi melalui koefisien determinasi yang menunjukkan sejauh mana variabel X memengaruhi variabel Y.

**Kata Kunci** : Bahasa Arab, Kecakapan, Tingkat Kesopanan

### **Introduction**

As a means of communicating in interacting, both in terms of personal interaction (such as thoughts, considerations, wills, and so on) and social interaction (communication involving others), language can be analyzed from internal and external perspectives (Hidayat, 2019). In the context of internal analysis of language, the aspects included in it are phonology, morphology, and syntax (Setiadi, 2005). The center of attention of this internal study is the language itself, without involving its association with aspects beyond the boundaries of the language domain. This type of research is known as pure linguistic research, where the theory and procedure are limited to the discipline of linguistics (Rahayu, 2015).

On the contrary, the study of language from an external perspective is carried out by uniting the study of linguistics as linguistics with various other fields of science such as sociology, psychology, and anthropology, to understand the use of language by its speakers (Gani & Arsyad, 2019). External evaluation results in formulations or rules related to the benefits and use of the language (Chaer & Agustina, 2004). This research is about the relationship between Arabic language ability and the polite behavior of the speaker. Hopefully, this can also be a solution to overcome the problems that are currently occurring where currently the values of manners and politeness are beginning to be abandoned. In fact, in the past, if you look at our parents, they really uphold the value of politeness.

Some previous studies on this research are (Bernardi et al., 2024) and (Sri Mulya, 2016). While regarding the relationship between language and politeness behavior including Nova Febriana Savitri (2018) Discussing the impact of politeness norms and language skills on communication procedures. The results of his study show that

politeness norms and language skills have no significant effect on the way students communicate with teachers (SAVITRI, 2021).

In another study conducted by Lailatul Mufidah (2020) investigating the influence of the habit of using Javanese in the school environment on the character of students' politeness, this study showed different results. The findings of the study confirmed that there is a relationship between the habit of communicating using Javanese in schools (variable X) and the value of students' politeness character (variable Y) (Lestari, 2020). The difference between this research and several previous studies is in the use of Arabic as a research variable. Where this study finds out whether there is a relationship between students' Arabic cognitive abilities and students' politeness behavior.

For most Indonesians, Arabic is regarded as a second language (Silviyanti, Yusuf, & Samad, 2024). It is currently taught in Islamic-based schools as well as public institutions, including elementary, junior high, and senior high schools (Hijriyah, Koderi, Erlina, Irwandani, & Aridan, 2022). As a foreign language, Arabic must be learned alongside other foreign languages, particularly in Islamic-based schools (Mauli, Bustam, Noor, Mahmudah, & Hidayat, 2024). The language's complexity is evident in its grammatical structure and extensive vocabulary (Ismail, Mohamed, Abdul Razak, Hj Ibrahim, & Isa, 2021). According to the Sapir-Whorf hypothesis, language not only influences cultural patterns but also shapes the cognitive processes and thought patterns of its speakers, thereby affecting their behavior (Hidayat, 2019).

In (Chaer & Agustina, 2004) By saying that the structure of language can affect the way a person thinks and acts, Clark and Clark change and limit this theory. Segmental structures, such as grammatical and lexical, and suprasegmental, such as pressure and intonation, are what are referred to. (Sari, 2016) That way, the connection between theory and research is increasingly visible. That is, Arabic language skills can affect a person's behavior in this context, this study is polite behavior. By detailing some of the theories mentioned earlier, it can be hypothesized that proficiency in Arabic can serve as a behavior-shaping influence.

This study has two variables, namely Arabic language ability and politeness level. To measure Arabic language ability, the researcher used Arabic language scores in Ma'had Hidayatullah Batu students taken from subject teachers at the school.

Meanwhile, to measure politeness, the researcher used a questionnaire distributed to students at the school. If this hypothesis is true, there is a relationship between Arabic language ability and politeness. It is hoped that this research can serve as a reference on the problem of declining politeness levels experienced today.

### **Methods**

According to Sieny (2000), a quantitative approach is an approach related to numbers or numerical variables that are generally applied in survey research or opinion polls (Latifah, 2021). Quantitative research involves collecting data and presenting it in numerical form (Adela & Ritonga, 2023). Through the correlational method, this research involves collecting data with the aim of identifying the existence and degree of relationship between two or more variables. (Kurniawan & Setiowati, 2022) In this study, it will be known whether there is an influence of the level of Arabic language proficiency on the level of politeness of students, as a basic framework to investigate the relationship between the variables studied. This approach was chosen to provide a solid scientific foundation in understanding the relationship between learning evaluation and politeness levels.

Data were collected through learning evaluation documents and politeness scales, thus creating a solid basis for in-depth analysis (Rahman, 2024). an effort to obtain relevant information, the research instrument was distributed to 20 santri at Pesantren Hidayatullah Batu in 2023. The selection of a sample of 20 was based on the principle of practicality and allowed for in-depth analysis, as well as being representative enough to illustrate the relationship between learning evaluation and the level of politeness in the context of pesantren. Special emphasis was given to the assessment of politeness as the main indicator.

In this study, a data analysis method in the form of simple linear regression was used, which is useful for illustrating the correlation between one dependent variable and one independent variable (Azahra, 2022) Which is strengthened by the use of the app *software Statistical Product and Service Solutions (SPSS) Statistics 25* as a calculation aid. This approach allows researchers to identify and measure the extent to which learning evaluation variables can predict the level of politeness. Thus, through this methodology, it is hoped that the research can make a significant contribution to

the understanding of the correlation between learning evaluation and politeness among Ma'had Hidayatullah Batu students.

The hypothesis in this study is as follows:

Ha : The ability to master Arabic is related to the level of Politeness

Ho : Arabic proficiency is not related to the level of politeness

## **Result and Discussion**

In this study, the variables observed were the level of Arabic language proficiency (x1), and the level of politeness of students (x2). Here are the steps taken by the researcher to determine the attachment between the two variables.

The use of validity tests is to measure the validity or not of a scale measurement (Ghozali, 2018) If the statements included in the scale can reveal or represent the elements to be measured in the study, then the scale can be considered valid. As a calculation tool, the SPSS Statistics 25 program is used to test the validity. The Sig. (2-tailed) value of the SPSS calculation output must be greater than 0.05 to indicate that the tool is valid. Items 7 and 9 are invalid, according to the validity test results. Therefore, in this study, 8 items were used for the internal locus of control scale.

It is used to determine how consistent or reliable the measurement results of a variable (Amanda, Yanuar, & Devianto, 2019) The reliability test was also carried out with the SPSS 25 statistical program as a calculation tool. There are several guidelines that need to be followed to assess the reliability of the instruments used (Bahy et al., 2024). The first is that the instrument is considered reliable if its reliability value in Cronbach Alpha is more than 0.6; The second is that the instrument is considered unreliable if its value is less than 0.6. The reliability test yielded a coefficient of 0.855, which is greater than 0.6. This shows that the politeness scale can already be used for this study.

It is an initial testing stage that is carried out before analyzing the research data with a simple linear regression method (Wahyuni, 2015) The goal is to verify that the data to be analyzed meets the requirements of the standard before proceeding to the next stage of analysis. The normality and linearity tests, as well as other classical assumption tests, were carried out with the help of the IBM SPSS Statistics 25 program.

Normality testing is carried out with the expectation that the data follow the normal distribution, a necessary requirement for an optimal regression model (Ghozali, 2018) The Kolmogorov-Smirnov (K-S) non-parametric statistical test is used to test the normality of the research. The normality test is used as the basis for decision-making. The results showed that the research data had a normal distribution if the significance value (sig.) was more than 0.05, and vice versa if the significance value (sig.) was less than 0.05. The following Kolmogorov-Smirnov test outputs can be used to determine whether the data of this study is distributed normally or not.

**Table 1.** Normality Test

<b>Scale</b>	<b>Value Sig. (2-tailed)</b>	<b>Ket</b>
Ability, Courtesy	0.200	Normal

The aim is to determine whether there is a significant linear relationship between the variables in this study or not. (Santoso & Priantinah, 2016) The decision-making condition in the linearity test is if the value of Deviation from Linearity sig. > 0.05, it can be concluded that there is a significant linear relationship between variables X and Y. On the other hand, if the value of Deviation from Linearity Sig. < 0.05, there is no significant linear relationship between variable X and variable Y. It is known that the value of Deviation from Linearity Sig. is 0.880 > 0.05 which can be concluded according to the basis of decision-making. So between the politeness variable and the ability variable has a significant linear relationship.

Descriptive statistics provide information about mean values, standard deviations, maximum values, minimum values, and also data ranges (Ghozali, 2018) The number of respondents was 20, with a minimum of 67 students and a maximum of 96 scores. The interval, which is the difference between the maximum and minimum values, is 29. The mean value, with a standard deviation of 9.395. The purpose of the categorization process is to group each variable based on previous learning outcomes. This grouping is divided into three categories: low, medium, and high.

There are 4 students in the less category, 2 students in the adequate category, and 14 people in the high category. Therefore, it can be concluded that the abilities of the students of the Hidayatullah Batu Islamic Boarding School are included in the good

category. In descriptive statistics, information is described through the presentation of mean values, standard deviations, maximum values, minimum values, and data ranges. (Ghozali, 2018) The output of the descriptive statistical test results of the politeness variable can be seen in the following table.

**Table 2.** Output of Descriptive Statistical Test Results of Politeness Variables

Variable	Range	Min	Maks	Mean	SD
Decency	12	38	50	45.95	4.084

According to the descriptive statistical test output table above, with 20 respondents, the minimum score of total politeness of students is 38, and the maximum score is 50. The range value, which is the difference between the maximum and minimum values, is 12, and the mean is 45.95 with a standard deviation of 4.084.

The purpose of this categorization process is to assign each variable into a category based on previous learning outcomes. This classification is divided into three categories, namely low, medium, and high.

**Table 3.** Variable Classification

Levels	Formula
Low	$X < M - 1SD$
Keep	$M - 1SD \leq X < M + 1SD$
Tall	$M + 1SD \leq X$

**Table 4.** Output of the categorization of politeness variables

Kategorisasi	Number of Subjects	Presented
Low	0	0%
Keep	0	0%
Tall	20	100%

Based on the table above, it can be seen that the politeness of the students of the Hidayatullah Batu Islamic Boarding School is included in the high category.

The hypothesis was tested using a simple linear regression test to measure the extent of the influence of one independent variable on the bound variable. The results of a simple regression test can be found in the attached table.

**Table 5.** Simple Linear Regression Test Results

Variable	Sig Value.	Ket
Ability	0.319	Unrelated

In a simple regression test, the basis for variable retrieval is that the variable nt (X) is partially related to the dependent variable (Y) if the significance value  $< 0.05$ . A significance value of 0.319 greater than 0.05 indicates that there is no relationship between ability and politeness. In addition, the determination coefficient test can show this. The results of this test can be seen in the following table, which shows the magnitude of the determination coefficient or the influence of variable X on variable Y.

**Table 6.** Determination Coefficient Test Results

Variable	R Square	Presented
Ability and courtesy	0.055	0.55 %

The R Square value of about 0.055 indicates that the independent variable (ability) only contributes about 0.55% to the dependent variable (politeness). This indicates minimal influence, which means that most of the variation in politeness cannot be explained by ability, and there are other factors that are more dominant in influencing the level of politeness. This interpretation helps the researcher to realize that the relationship between the two variables is very weak and most likely influenced by other variables that have not been identified.

The author uses daily grade documentation to collect data on the effect of Arabic language skills on politeness, and questionnaires are used to collect data on how students communicate with teachers. Data analysis also shows that the effect of Arabic language skills on the politeness of Ma'had Hidayatullah Batu students of Batu City in the academic year 2023/2024 is included in the high category, with a total of 14 students with a percentage of 70%, 2 students with a percentage of 10%, and 4



students with a percentage of 4%. Arabic language skills consist of the ability to communicate orally and in writing. Proficiency in written language involves reading and writing skills, while proficiency in spoken language involves listening and speaking skills (Nalole, 2018).

Language is a system of sound symbols that are fixed (without a direct relationship between the sound symbol and its object). Created by humans through speech tools and used by the community to communicate, cooperate, and identify themselves. The role of language in society, among others, functions as a means of communication between individuals, a tool for cooperation, and also as a tool for forming self-identity (Chaer, 2006).

Judging from the learning outcomes, students at Ma'had Hidayatullah Batu City have a high percentage of Arabic proficiency. The effectiveness of language learning is highly dependent on how teachers design learning activities to be interesting, meaningful, and can optimize the potential of their students. In an effort to improve Arabic language proficiency, there are three main things that must be considered, namely speaking, listening, writing and reading skills.

With good mastery and a good way of learning, students at Ma'had Hidayatullah Batu City are also able to get good learning results in their daily grades because in addition they are also in the right environment that supports their language development and mastery, where every day they get new vocabulary and must be implemented every day in the pesantren environment.

However, the lack of correlation between Arabic language proficiency and the level of politeness of santri may be due to other factors such as the influence of the pesantren environment, cultural values applied in daily life, as well as character education approaches that do not always focus on the direct relationship between language acquisition and polite behavior, even though Arabic language proficiency has been high among santri.

According to the analysis of the data above, the politeness scale of Ma'had Hidayatullah Batu City students is in the high category with 20 students with a percentage of 100%; 0 students with a percentage of 0% are in the medium category; and 0 students with a percentage of 0% are in the low category. In everyday life, everyone interacts with other people or groups. In addition, their social interactions

are always based on the prevailing customs and norms of society. This includes social interactions in families, schools, communities, and other environments.

Norms are guidelines or rules that indicate how a person should act in a certain situation. Norms reflect patterns of human behavior that are considered ideal, limiting individuals in society to achieve their life goals (Supriyono, 2018) Norms of politeness are rules of social life regarding behaviors that are considered good or bad, appropriate or undeserved, and applicable in a certain community or community (Drastawan, 2021)

Generally, these norms come from traditions, customs, cultures, or values embraced by society (Ardiati, Amral, & Rahima, 2019) This is in accordance with Widjaja's perspective on the relationship between morals and ethics, which discusses norms of behavior and manners. The code of ethics encourages good behavior, even if only physically, not rooted in conscience, but solely as an expression of respect for others in social interaction (Widjaja, 1985) Ma'had Hidayatullah students of Batu City already understand the existing rules and the consequences if they violate them which can harm themselves, both embarrassment, punishment and negative views from others.

In acting, they are always accustomed to be polite to *asatidz*. They are also not free to do what they want. They always keep their mouths up when they speak. When they know the *mufrodat*, they will open their voices or speak. But if not, then they were better off staying quiet and not saying anything other than what he knew. So there is hardly any room for them to say dirty, rude or useless.

Modesty is a factor that can give dignity to an individual. Others who witnessed it were also impressed because it was a path to unite hearts. A polite attitude can result in a sublime character, aesthetic beauty, and perfect personal maturity. The norm of politeness is related to culture, context, national level or even local aspects. Therefore, the norm of politeness depends on the dimension of space and time.

From the results of a simple linear analysis of the relationship between Arabic language mastery ability and the level of politeness of Ma'had Hidayatullah Batu City students for the 2023/2024 Academic Year, it can be seen that the significance value is  $0.319 > 0.05$  which indicates that  $H_0$  is accepted, namely there is no relationship between Arabic Language Mastery Ability and the Level of Politeness of Ma'had

Hidayatullah Batu City Students for the 2023/2024 Academic Year. In the Model Summary table, it is explained that the correlation value (R) is 0.055 and the determination coefficient (R<sup>2</sup>) is 0.093, which after being converted into a percentage becomes 0.55%. This shows that the ability to master Arabic by students at Ma'had Hidayatullah Batu City is influenced by 0.55% by the norms of politeness and language skills. Meanwhile, the remaining 99.45% were influenced by other variables outside the focus of the study.

Verbal politeness can be observed in the style of communication through the use of words or speaking techniques. When we communicate, it is important to follow the rules of politeness norms and cultural norms, not just convey ideas. The style of language must be adapted to the cultural elements that prevail in society and the context of language use. If a person's way of speaking does not comply with the norms of politeness and cultural norms, it can bring negative judgments, such as being considered arrogant, arrogant, uncaring, selfish, uncivilized, and even considered uncultured. Therefore, the way of speaking needs to be considered by all parties involved in communication (both those who act as communicators and communicators) to maintain smooth communication.

Therefore, it is important to pay attention to the issues of language procedures, especially in the context of language learning. By understanding language procedures, it is hoped that individuals can better understand the messages conveyed in communication, considering that language procedures aim to regulate several aspects. First, determine the words that should be spoken at certain times and situations. Second, choosing a variety of languages that are suitable for use in certain conditions. Third, determining when and how to take turns to speak and the use of interlocutory talk. Fourth, regulate the noise level when speaking. Fifth, pay attention to body posture and hand movements when speaking. Finally, knowing when to pause and end the conversation (Muslich, 2007)

## **Conclusion**

From the research findings, it can be concluded that the ability to master the Arabic language of students at Ma'had Hidayatullah Batu City is in the high category with a percentage of 70%. Meanwhile, the level of language politeness of the students reached

the high category with a percentage of 100%. Simple linear analysis shows a significance value of  $0.319 > 0.05$ , which means that the null hypothesis ( $H_0$ ) is accepted, which indicates that there is no correlation between the ability to master Arabic and the level of politeness of students at Ma'had Hidayatullah Batu City in the 2023/2024 academic year. The Model Summary table shows a correlation value (R) of 0.055 which after being converted into a percentage becomes 0.55%.

This shows that the influence given by mastery of Arabic on the level of language politeness is only about 0.55%, and the remaining 99.45% is influenced by other variables outside the scope of the study. The implication of this finding is that efforts to improve language politeness do not only depend on the mastery of Arabic, but also on other factors such as cultural values and the educational approach applied, so educators and policy makers are advised to strengthen character education and politeness values in the curriculum, in addition to deepening Arabic language teaching.

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