



## Self-Efficacy of Workshop Class Students in Learning the Qur'an Ummi Method

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**Abstract:** This qualitative descriptive study examines the self-efficacy of underachieving students in workshop classes learning the Quran through the Ummi method at Madrasah Tsanawiyah Al Washoya Kertorejo Ngoro Jombang. Nine workshop class students who failed to achieve the munaqosyah targets within one year were selected as subjects. Data collection employed in-depth interviews, direct classroom observations, documentation analysis, and Likert scale questionnaires. Self-efficacy was analyzed through five indicators: choice behavior, effort expenditure, persistence, thought patterns, and emotional reactions, derived from Bandura's cognitive, motivational, affective, and selection processes. Results indicate that workshop class students demonstrate low self-efficacy levels across most indicators. Choice behavior reveals poor time management with a preference for non-productive activities. Effort expenditure and persistence show high dependence on extrinsic motivation from teachers rather than intrinsic drive. However, thought patterns exhibit positive tendencies, with students expressing aspirations to practice and teach Quranic knowledge. Emotional reactions predominantly reflect boredom and lack of enthusiasm due to repetitive materials and frequent instructor changes. The Ummi method implementation through the halaqah system with seven systematic stages proves effective in creating conducive learning environments. However, improving self-efficacy requires additional interventions, including intensive mentoring, instructor stability, and supportive learning environments. These findings reinforce Bandura's reciprocal determinism theory and contribute to understanding self-efficacy dynamics in religious education contexts.

**Keywords:** self-efficacy, Quran learning, Ummi method, workshop class, religious education.

**Abstrak:** Penelitian deskriptif kualitatif ini mengkaji self-efficacy siswa underachiever kelas bengkel dalam pembelajaran Al-Qur'an menggunakan metode Ummi di Madrasah Tsanawiyah Al Washoya Kertorejo Ngoro Jombang. Sembilan siswa kelas bengkel yang tidak mencapai target munaqosyah dalam satu tahun dipilih sebagai subjek penelitian. Pengumpulan data menggunakan wawancara mendalam, observasi langsung di kelas, analisis dokumentasi, dan kuesioner skala Likert. Self-efficacy dianalisis melalui lima indikator: choice behavior, effort expenditure, persistence, thought pattern, dan emotional reaction yang diturunkan dari proses kognitif, motivasi, afektif, dan seleksi Bandura. Hasil penelitian menunjukkan bahwa siswa kelas bengkel memiliki tingkat self-efficacy rendah pada sebagian besar indikator. Choice behavior mengungkapkan manajemen waktu yang buruk dengan preferensi pada aktivitas tidak produktif. Effort expenditure dan persistence menunjukkan ketergantungan tinggi pada motivasi ekstrinsik dari guru dibandingkan dorongan intrinsik. Namun, thought pattern menampilkan kecenderungan positif dengan siswa mengekspresikan aspirasi untuk mengamalkan dan mengajarkan pengetahuan Al-Qur'an. Emotional reaction didominasi oleh kebosanan dan kurangnya antusiasme akibat materi

*berulang dan pergantian instruktur yang sering. Implementasi metode Ummi melalui sistem halaqah dengan tujuh tahapan sistematis terbukti efektif menciptakan lingkungan pembelajaran kondusif. Namun, peningkatan self-efficacy memerlukan intervensi tambahan termasuk mentoring intensif, stabilitas instruktur, dan lingkungan belajar yang mendukung. Temuan ini memperkuat teori reciprocal determinism Bandura dan berkontribusi pada pemahaman dinamika self-efficacy dalam konteks pendidikan agama.*

*Kata Kunci: self-efficacy, pembelajaran Al-Qur'an, metode Ummi, kelas bengkel, pendidikan agama*

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## Introduction

Self-efficacy is one of the psychological factors that has a significant effect on student learning success (Rustika. I Made, 2018). self-efficacy is a person's belief in his or her ability to organize and carry out the actions necessary to achieve a certain result, the magnitude of effort, and resilience when faced with obstacles or difficulties. This is in line with the results of research (Wulanningtyas & Ate, 2020) that the positive and significant influence of self-efficacy on students' mathematics learning achievement. The higher the student's self-efficacy, the higher the student's mathematics learning achievement. The lower the student's self-efficacy, the lower the student's mathematics learning achievement

In the context of religious learning, especially learning the Qur'an, the role of self-efficacy is also very decisive (Mahfudi & Rifa'i, 2025; Azizah & Syaie, 2024; Fahrurrozi et al., 2025). Learning the Qur'an is not only a process of transferring knowledge about letters and tajweed, but also a complex and continuous process of internalizing values. Learning the Qur'an is essentially a process of educating and training students to be able to read, understand, and practice the content of the Qur'an well (Abdurrahman, 2012). This certainly requires the active involvement of students in every stage of learning, where self-efficacy plays an important role in building their courage to try, overcome mistakes, and keep practicing.

However, in reality, in the field, there are groups of students who have difficulty in showing optimal learning performance, even though they have adequate intellectual potential. This group is known as underachievers or workshop class students in the MTs environment, a term created by the ummi coordinator to group students who are low achievers but have high potential. (Marddiyah, 2022) states that underachievers in educational psychology are often defined as students who have high intelligence but are low in their academic learning outcomes. This phenomenon can occur at various levels of education, ranging from elementary, junior high, high school, to college. The low learning outcomes in this group of students are often not caused by a lack of cognitive ability, but rather by weak motivation, lack of confidence, and a sense of despair in facing academic tasks, including learning the Qur'an (*Website Ummi Foundation. Metode Ummi*, 2023). This method is based on the principles of habituation,

role modeling, and motivation, which are closely related to strengthening students' self-efficacy. With this method, students are not only guided technically in reading the Quran correctly, but also develop self-confidence and a passion for learning through positive habits and mental reinforcement.

This condition also seems real based on the results of observations made by researchers at MTs Al Washoya, especially in the workshop class, where the researcher found that some students experienced obstacles in achieving learning targets. Some of them have not succeeded in achieving their learning targets, do not meet the standards in the aspect of capital letters (pronunciation), so they are included in the category of "workshop classes" (Obsevasi, October 15; 2024). In addition, according to data obtained from the Ummi coordinator in Al Washoya, around 70% of student learning outcomes are below the Minimum Completeness Criteria (KKM). It was this condition that prompted the coordinator of Ummi Al Washoya to design a special program called a "workshop class" (Document, October 15; 2024).

Based on this background, the researcher felt it was important to examine the self-efficacy of underachieving students in learning the Qur'an using the Ummi Method in the workshop class at Madrasah Tsanawiyah Al Washoya Kertorejo Ngoro Jombang.

The focus of the problem in this study is: 1) Self-Efficacy of Workshop Class Students in the Teaching of the Qur'an with the Ummi Method at Madrasah Tsanawiyah Al Washoya Kertorejo Ngoro Jombang 2) How to Learn the Qur'an with the Ummi Method at Madrasah Tsanawiyah Al Washoya Kertorejo Ngoro Jombang. The objectives of this study are: 1) to analyze and describe the self-efficacy of workshop class students in the study of the Qur'an using the ummi method at Madrasah Tsanawiyah Al Washoya Kertorejo Ngoro Jombang 2) to analyze and describe the learning of the Qur'an with the ummi method at Madrasah Tsanawiyah Al Washoya Kertorejo Ngoro Jombang. This research is expected to provide an in-depth picture of the extent of self-efficacy of underachieving students in the context of Qur'an learning, as well as how the Ummi method can be a solution in improving their motivation and abilities holistically.

## **Methods**

This study uses a descriptive qualitative approach (Sugiyono, 2017) to deeply understand the self-efficacy of underachieving students (workshop classes) in learning the Qur'an using the Ummi method at Madrasah Tsanawiyah Al Washoya Kertorejo Ngoro Jombang. According to Mely G. Tan, descriptive research aims to accurately describe the characteristics of individuals, conditions, symptoms or certain groups in a society (Rusandi & Muhammad Rusli, 2021). This approach was chosen to describe reality naturally and thoroughly according to conditions in the field without manipulating variables. The main focus is to carefully describe the characteristics of students' self-efficacy based on their experiences, motivations, and interactions in the

Qur'an learning process. The subjects of the study were nine workshop class students at MTs Al Washoya for the 2024/2025 school year, who were determined based on the results of learning achievements, namely, students who had not reached the munaqosyah target in one year.

Data collection techniques are carried out through direct observation during the learning process, in-depth interviews with teachers, Ummi coordinators, and students, as well as documentation such as report card scores, memorized notes, and photos of activities. Data collection is also carried out through questionnaires to find initial data related to who the students are who have low and high self-efficacy. The researcher examined the affective involvement of students, class dynamics, and the implementation of the Ummi method in strengthening self-efficacy. Data analysis is carried out descriptively with three main stages according to Miles and Huberman: data reduction, data presentation, and conclusion drawn (Sugiyono, 2013). The analysis was directed to uncover five indicators of self-efficacy: selected behavior, perseverance, effort, mindset, and emotional reactions. The data validity technique is carried out through triangulation of sources (teachers, students, coordinators), techniques (observations, interviews, documentation), and time (observations in various learning sessions). Each finding is compared across sources and techniques to ensure consistency and credibility of the results.

## **Result and Discussion**

### **Result**

#### **Self-Efficacy of Workshop Class Students in Learning the Qur'an with the Ummi Method at Madrasah Tsanawiyah Al Washoya Kertorejo Ngoro Jombang**

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The results of this study are presented based on the integration of qualitative and quantitative data to describe the self-efficacy of workshop class students as a whole. Data collection was carried out through in-depth interviews, direct observation in the classroom, documentation, and the dissemination of Likert scale questionnaires as a quantitative tool. The use of questionnaires aims to complement qualitative data with students' perceptions of five self-efficacy indicators: selected behavior, effort, perseverance, mindset, and emotional reaction. The questionnaire instrument was prepared based on indicators developed from Bandura's theory. Self-efficacy is an individual's belief in their ability to carry out certain actions to achieve the desired goal. In this study, students' self-efficacy is analyzed through four main processes, namely: cognitive processes, motivational, affective, and selection. The four processes were reduced to five indicators of self-efficacy of workshop class students, namely selected behavior, perseverance, effort, mindset, and emotional reaction.

### **Choice Behavior**

Selected behavior is a central aspect of student self-efficacy, especially for workshop class students who are faced with a variety of activity choices, both academic and non-academic. Students of the workshop class at MTs Al Washoya are

required to achieve the target of learning the Qur'an with the Ummi method. If it is not achieved within two years, the student will be transferred to a workshop class.

According to Ustadzah Badi'atul Husna as the Coordinator of Ummi Al Washoya:

*"Workshop classes are classes filled by students who tend to have high potential but are low in achievement, this makes it difficult for these students to achieve the specified learning targets such as, last year the students of the class had done munaqosyah to continue to the next class but have not completed the volume so they are not allowed to take part in munaqosyah, One of the reasons is the lack of students in dividing their time, how long they study their volumes to complete their learning targets to follow munaqosyah, the students of the class are also not sure of themselves, with their abilities, and with their potential, even though if they are confident in themselves they will be able to achieve their targets as they were during formal learning one of the workshops student classes can got 1st place in his class."*

This was reinforced by the Homeroom Teacher, Ustadzah Dewi:

*"The students of this class are students who have high abilities, but these abilities are side by side with laziness, where laziness is greater than their enthusiasm for learning, so that their time is taken up by a lot of useless activities, if without my assistance, they will not study their volumes anymore, such as increasing their study hours at night."* (Lestari, n.d.).

This is in line with the results of the self-efficacy questionnaire diagram of workshop class students:

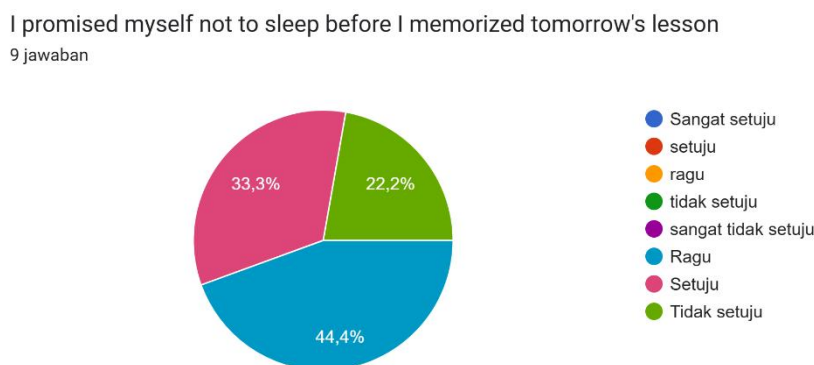


Figure 1. [Diagram of the results of the self-efficacy questionnaire of workshop class students]

Based on the diagram of the results of the selected behavior questionnaire, 33.3% or 3 students of the workshop class out of 9 students of the workshop class answered yes, 44.4% or 4 students of the workshop class from 9 workshop classes answered hesitantly and 22.2% or 2 students out of 9 students of the workshop class answered no, so it can be concluded that some students of the workshop class still cannot divide their time properly.

This is also in line with the researcher's interviews with the students of the workshop class:

*"I do activities according to the schedule, and I will increase the volume of study hours if my teacher invites me to increase my study hours again at night, and if it will be exams, because many of my friends do entertainment activities such as playing football, buying snacks at the cottage cooperative or sleeping in the room so it is difficult for me if I recite or study alone"*

Based on the results of the interview and diagram above, in line with the results of the researcher's observation conducted on Monday, April 14, 2025 while at Madrasah Tsanawiyah Al Washoya, many students are less able to divide their time well, such as in their free time many students who choose to do less beneficial activities will also have a few students who study in their rooms. And also the lack of a conducive learning environment. (Observation, April 14, 2025).

Based on the results of the interviews and observations above, it was also strengthened by the obtaining of research documentation from the workshop class homeroom, it was found that the workshop class values increased due to the conduct of additional classes at night by the workshop class homeroom teachers, but there were also students who still did not increase after the additional classes were held at night.

JURNAL HARIAN PENGAJARAN AL-QUR'AN METODE UMMI PONDOK PESANTREN											
No. / Hari / Th.		HAFALAN		UMMI / AL-QUR'AN		GHOSIB		TAFSIR		Matari	Paraf
No.	Hari	Hafalan	Ummi	Al-Qur'an	Ghosib	Tafsir	Matari	Paraf			
1	10/4/25	10	10	10	10						
2	11/4/25	10	10	10	10						
3	12/4/25	10	10	10	10						
4	13/4/25	10	10	10	10						
5	14/4/25	10	10	10	10						
6	15/4/25	10	10	10	10						
7	16/4/25	10	10	10	10						
8	17/4/25	10	10	10	10						
9	18/4/25	10	10	10	10						
10	19/4/25	10	10	10	10						
11	20/4/25	10	10	10	10						
12	21/4/25	10	10	10	10						
13	22/4/25	10	10	10	10						
14	23/4/25	10	10	10	10						
15	24/4/25	10	10	10	10						
16	25/4/25	10	10	10	10						
17	26/4/25	10	10	10	10						
18	27/4/25	10	10	10	10						
19	28/4/25	10	10	10	10						
20	29/4/25	10	10	10	10						
21	30/4/25	10	10	10	10						
22	1/5/25	10	10	10	10						
23	2/5/25	10	10	10	10						
24	3/5/25	10	10	10	10						
25	4/5/25	10	10	10	10						
26	5/5/25	10	10	10	10						
27	6/5/25	10	10	10	10						
28	7/5/25	10	10	10	10						
29	8/5/25	10	10	10	10						
30	9/5/25	10	10	10	10						

Figure 3 [recap of the memorization of workshop class students]

In the document or picture above, it is clear that the students of the workshop class in one month only add one letter, which is proportional to the addition of class hours at night. Here is a recap of the memorization of students of the workshop class after the addition of class hours at night:

# JURNAL HARIAN PENGAJARAN AL-QUR'AN METODE UMMI PONDOK PESANTREN

No. / Hari / Th.		HAFALAN		UMMI / AL-QUR'AN		GHOSIB		TAFSIR		Matari	Paraf
No.	Hari	Hafalan	Ummi	Al-Qur'an	Ghosib	Tafsir	Matari	Paraf			
1	10/4/25	10	10	10	10						
2	11/4/25	10	10	10	10						
3	12/4/25	10	10	10	10						
4	13/4/25	10	10	10	10						
5	14/4/25	10	10	10	10						
6	15/4/25	10	10	10	10						
7	16/4/25	10	10	10	10						
8	17/4/25	10	10	10	10						
9	18/4/25	10	10	10	10						
10	19/4/25	10	10	10	10						
11	20/4/25	10	10	10	10						
12	21/4/25	10	10	10	10						
13	22/4/25	10	10	10	10						
14	23/4/25	10	10	10	10						
15	24/4/25	10	10	10	10						
16	25/4/25	10	10	10	10						
17	26/4/25	10	10	10	10						
18	27/4/25	10	10	10	10						
19	28/4/25	10	10	10	10						
20	29/4/25	10	10	10	10						
21	30/4/25	10	10	10	10						
22	1/5/25	10	10	10	10						
23	2/5/25	10	10	10	10						
24	3/5/25	10	10	10	10						
25	4/5/25	10	10	10	10						
26	5/5/25	10	10	10	10						
27	6/5/25	10	10	10	10						
28	7/5/25	10	10	10	10						
29	8/5/25	10	10	10	10						
30	9/5/25	10	10	10	10						

Figure 4 [recap of the memorization of workshop class students]



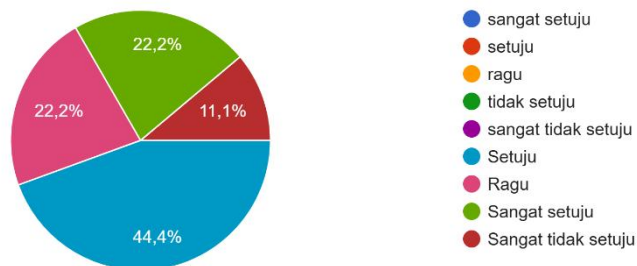
The results of the study showed that the low self-efficacy of the MTs Al Washoya workshop class students, especially in the aspect of selected behavior, was greatly influenced by their ability to manage time. Despite having good academic potential, many students have not been able to divide their study time optimally, so they do not achieve the learning target of the Ummi method.

Interviews with teachers and students revealed that less productive activities, such as playing or relaxing, were often chosen over reciting or studying. The questionnaire data reinforce this, with the majority of students being in a position of doubt about their learning behavior. The learning environment and the influence of friends are also inhibiting factors. However, intensive mentoring, such as evening classes by teachers, showed positive results for some students. This indicates that with the right support, students' self-efficacy can be improved.

### Effort Expenditure and Persistence

Effort expenditure & Persistence are important element that affects the self-efficacy of workshop class students in carrying out the Qur'an learning of the ummi method at Mts Al Washoya, especially in achieving learning targets. The following are the results of the questionnaire on the efforts and perseverance of the workshop class

I always review yesterday's lesson before today's lesson begins.  
 9 jawaban



students:

Figure 5. [Diagram of the results of the self-efficacy questionnaire of workshop class students]

Based on the diagram of the results of the questionnaire, 22.2% or 2 students of the workshop class out of 9 students of the workshop class answered strongly agreed, 44.4% or 4 students of the workshop class from 9 workshop classes answered yes and 22.2% or 2 students out of 9 students of the workshop class answered hesitantly and 11.1% or 1 student out of 9 workshop students answered strongly disagreed. So it can be concluded that some students in the workshop class are still lacking in terms of effort or perseverance in learning. This is in line with an interview with one of the students of the workshop class, who answered that the student did not agree, saying:

*"I will add extra hours with my teacher and repeat the learning with my teacher, and if given homework, memorization, then I will memorize it; if not, yes or no, and prepare well for the exam."*

This shows that there is a high dependence on teachers. The homeroom teacher affirmed:

*"The cause of not achieving the target of the first student is that the student does not enter the learning, so it is left behind. If the case is like this, then I use the student's method to add their own memorization and then deposit (double)."*

Observations show that teacher assistance, repetition of learning with drilling methods, and routine evaluation help increase student involvement. However, motivation for independent learning is still low. (Observation, April 14, 2025)

Based on the results of the diagram, interviews, and observations, it can be concluded that the absence of routine and the lack of independent learning initiatives are obstacles to achieving the target. However, the students of the workshop class were able to complete the challenge set by their homework teacher. Teachers also play an active role in learning and provide support to improve student achievement.

### Thought Pattern

Mindset is the student's response to the material studied. A positive mindset reflects the readiness of students to apply knowledge. Here are the results of the questionnaire diagram of the mindset of students in the lower class:

In my opinion, studying the Qur'an is not important.  
9 jawaban

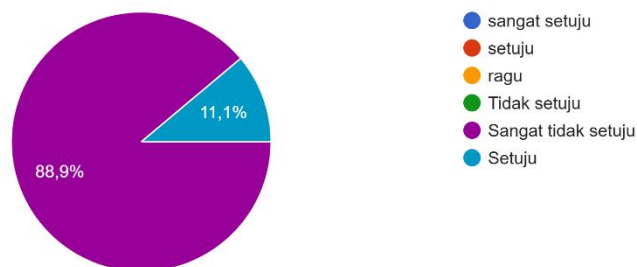


Figure 6. [Diagram of the results of the self-efficacy questionnaire of workshop class students]

The results of the questionnaire show that:

Based on the diagram of negative questionnaire results, the mindset of workshop class students 88.9% or 8 workshop class students out of 9 workshop class students answered strongly disagreed, while 11.1% or 1 student out of 9 students answered yes. So it can be concluded that some students in the workshop class have a mindset that tends to be positive in the application of the knowledge they have learned, but there is one student who has a negative mindset.

The results of the diagram above are strengthened by the results of an interview. One of the students of the workshop class, who answered that he did not agree or had a positive mindset, said:



*"I hope that I can practice what I have learned, and I want to help teach my younger classmates in the future, because the Qur'an is very important."* (Wawancara Dengan Afifun Nabil Selaku Siswa Kelas Bengkel, n.d.).

This is reinforced by the homeroom teacher

*"I hope my students can put into practice what they learn and can help to become teachers of the Qur'an, and there are already those who want that."* (Lestari, n.d.)

Thought pattern is an important aspect of students' self-efficacy, the results of diagrams and interviews show how they respond, understand, and apply the knowledge they have gained and some students have the motivation to become Qur'an teachers in the future. Thus, although some students experience obstacles in terms of time management, effort, and self-motivation, their positive mindset is an important capital in supporting the improvement of their self-efficacy in learning The Qur'an uses the Ummi method.

### Emotional Reactions

emotional reactions are a person's feelings towards a certain situation in terms of learning, such as when they are in class. The researcher has conducted a closed interview (questionnaire). The following are the results of the student self-efficacy questionnaire diagram on emotional reactions:

I feel bored with this learning of the Qur'an  
9 jawaban

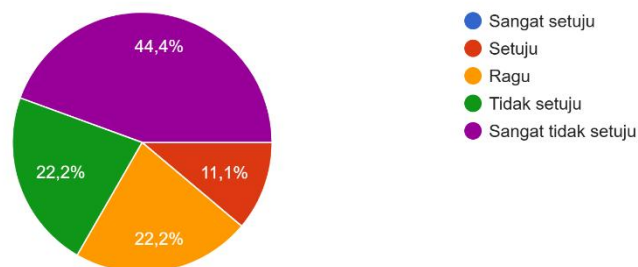


Figure 7. [Diagram of the results of the self-efficacy questionnaire of workshop class students]

Based on the diagram of the results of the emotional reaction questionnaire, 11.1% or 1 student of the workshop class from 9 workshop classes answered yes and 22.2% or 2 students out of 9 students of the workshop class answered hesitantly, 22.2% or 2 students out of 9 workshop students answered no and 44.4% or 4 students out of 9 students of the workshop class answered strongly disagreed. So it can be concluded that under some workshop classes, there are still many who feel bored with learning. This will be clarified by the results of the workshop class students' interviews, the student said:

*"When learning ummi, sometimes I feel lazy, because I have repeated this lesson many times, and the teacher often changes." (Wawancara Dengan Afifun Nabil Selaku Siswa Kelas Bengkel, n.d.).*

The homeroom teacher also admitted:

*"The factors that prevent workshop class students from achieving the learning target on time are due to the non-entry of students, so that learning is late, boredom because it is in a scope that tends to be small, and lessons that continue to be repeated because of teachers who are often replaced." (Lestari, n.d.)*

The description above illustrates that the efficacy of workshop classes has an impact on not achieving learning targets. This is due to several factors, namely: internal factors or laziness in themselves, factors that are less supportive of the learning environment, and factors that are victims of teacher change many times. There will be one positive thing, namely that they can survive with learning that is always repeated, which results in boredom. This is one of the factors that the self-efficacy of this workshop class is not completely low.

#### **Qur'an Learning Ummi Method at MTs Al Washoya**

As a result of the interview with Ustadzah Badi'atul Husna, he said:

*"The learning of the Qur'an ummi method is halaqoh based where each teacher holds a maximum of 15 students, even though it is under the auspices of the halaqoh-halaqoh ummi school is carried out simultaneously or simultaneously as well as reciting while in the cottage, with 7 stages of learning, namely: opening, perception, concept planting, concept understanding, practice/skills, evaluation and ending with closing, and in accordance with the motto this ummi method is easy and fun, for the learning hours are at the beginning of learning or in the first and second hours for boys and the third and fourth hours for girls"*

It can be concluded that the Ummi method is carried out in halaqoh (groups) with a maximum of 15 students per teacher, carried out simultaneously, like the atmosphere of a boarding school. The learning process includes seven stages:

1. Perception
2. Concept
3. planting
4. Concept understanding
5. Training/skills
6. Evaluation
7. Cover

The implementation time is at the first and second hours (for men) and the third and fourth hours (for women) (Wawancara Dengan Ustadzah Badi'atul Husna Selaku Koordinator Ummi al Washoya, n.d.)

The homeroom teacher added that the grouping of students is based on ability, not class level. Final grade students may still be in basic programs such as tajweed or tadarus.

Students state: *"The Ummi method is easy to understand, but sometimes it is boring if you don't increase the volume."*

The researcher's observations also show that the learning atmosphere is warm, the teacher greets him warmly, and the interaction is personal, in accordance with the principle of "easy and fun" (Observation, April 14, 2025).

## **Discussion**

### **Self-Efficacy of Workshop Class Students in Learning the Qur'an Ummi Method at Madrasah Tsanawiyah Al Washoya Kertorejo Ngoro Jombang**

This study examines the self-efficacy of workshop class students, namely classes filled by underachieving students in learning the Qur'an using the Ummi method at MTs Al Washoya. An underachiever is defined as a student who has adequate intellectual ability or potential, but shows substandard achievement (Rohimah et al., n.d.). This condition is shown by the inability of the students of the workshop class to take the munaqosyah exam even though they should have achieved it at the level. This strengthens their category as underachievers, as stated by Bruto and Rohimah.

In this study, students' self-efficacy is analyzed through four main processes, namely: cognitive processes, motivational, affective, and selection. The four processes were reduced to five indicators of self-efficacy of workshop class students, namely selected behavior, perseverance, effort, mindset, and emotional reaction (Rustika, 2016) cognitive, motivational, affective, and behavioral selection processes.

#### **Choice behavior**

The results of the study show that the low self-efficacy of students in the MTs Al Washoya workshop class, especially in the aspect of selected behavior, is greatly influenced by the ability of students to choose activities that support or hinder their learning process. And with varied activities, students are required to achieve targets in many academic and non-academic learning, one of which is in the learning of the Qur'an Ummi method. In the context of this choice behavior, it is a crucial factor that affects the self-efficacy process of workshop class students in learning the Qur'an Ummi Method at Madrasah Tsanawiyah Al Washoya Kertorejo Ngoro Jombang.

In fact, not all workshop class students can divide their time well, so some students do not achieve the proper learning targets. Many students in the workshop class prefer activities such as playing, sleeping, or buying snacks, rather than reciting or studying their volumes. This choice shows that their self-efficacy towards learning activities is still low.

This is in line with Rustika's opinion (Rustika. I Made, 2018). which states that self-efficacy plays a role in the selection process, where individuals will choose certain activities and environments according to their belief in their own abilities. Individuals

tend to avoid situations that they consider to be beyond their capabilities, and choose activities that they believe they are capable of overcoming. From these choices, individuals develop their abilities, interests, and social networks.

In other words, students who feel that they are not able to achieve their learning goals tend to avoid learning activities and choose lighter or more fun things. This has an impact on low learning outcomes and a sustainable weakening of self-efficacy. On the other hand, students who have high self-efficacy will dare to choose challenges because they are confident in their abilities.

However, after they took an additional class at night, their grades increased. This suggests that when they are encouraged to choose positive activities, especially those facilitated by a supportive learning environment, their abilities will improve. The above is in line with the theory (Muhtarom, 2016) he said that self-efficacy is assumed to be more dynamic, fluctuating, and can change from static and stable for certain tasks and days. One of them is external conditions, such as the nature of many and difficult tasks and the social environment, in the form of circumstances that occur around the environment.

After continuous assistance, some of them showed behavioral changes and were more interested in the learning process. This proves that interest can grow from positive choice habits, as Bandura explained. This is in line with one of the sources of self-efficacy, namely verbal persuasion, as stated by (Yuliyani, 2020) he said that verbal persuasion is an effort to change the attitude of others through the use of messages, and also focuses on the characteristics of communicators. Not only that, after the additional classes, they have a closer relationship with their teachers, and have a social network that is more supportive of learning. This suggests that social networks also evolve along with the activities that individuals choose.

The fact that some students showed improvement after attending evening classes guided by the workshop class homeroom teacher is also in accordance with the workshop class student assessment document. So that small success experiences obtained through mentoring can increase self-efficacy. In theory (Rustika. I Made, 2018) these factors can interact with each other in the learning process. Environmental factors affect behavior, behavior affects the environment, and person/cognitive factors affect behavior. Thus, teacher assistance and the provision of a successful learning experience are the keys to forming a positive selection process, which ultimately increases students' self-efficacy.

#### **Effort expenditure & Persistence**

The results of the study show that effort expenditure and persistence are important factors that affect the self-efficacy of workshop class students in learning the Qur'an method of Ummi at MTs Al Washoya. However, most of the students showed low effort and perseverance, as seen from the questionnaire data. Some students only show low effort and perseverance in studying.

Rustika. I Made, (2018) states that Belief in one's own abilities can affect motivation in several ways, namely determining the goals that have been set by individuals, how much effort they make, how resilient they are in facing difficulties, and their resilience in the face of failure.

However, the results of student interviews stated that they only repeat lessons or increase learning hours if requested or directed by the teacher. This means that their motivation to try is still extrinsic, not from the drive within themselves. This means that students in the workshop class tend to show high extrinsic motivation, which is the enthusiasm for learning that arises when getting encouragement from the teacher, while the intrinsic motivation that should be born from personal awareness is still relatively weak.

This is reinforced by the teacher's statement that if students are not reminded or directed, they will not voluntarily add memorization or repeat lessons. (Zagoto, 2019) said that motivation is divided into two types, namely: 1) Intrinsic motivation, which is motivation that is covered in the learning situation and meets the needs and goals of students. 2) Extrinsic motivation, which is motivation caused by factors outside the learning situation. As emphasized by Fatimah, a lack of motivation in students will have an impact on poor learning outcomes.

However, the challenges in terms of previous assignments or failures they faced very well, this can be seen in the results of student interviews, who said that if they were given assignments or homework, they would be done. This can be interpreted as the resilience in difficulties and challenges given by their homeroom teachers has been addressed well, even with encouragement or assistance from their homeroom teachers. This is in line with one of the dimensions of self-efficacy that has been explained by Bandura, namely the Generality Dimension of Generality. According to (Rustika. I Made, 2018) Generally, the generality dimension is related to a person's belief in completing certain tasks thoroughly and well.

Rustika. I Made, (2018) also says Most human motivation is aroused through cognition. Individuals motivate themselves and direct actions through previous levels of thought. The previous thoughts in the context of the workshop class, namely the failure of the previous year according to the results of the interview with Ustadzah Husna, the fact that they still survive until this second, means that they have high enough resilience to fight the failure of the previous year

Therefore, it can be concluded that low motivation, especially intrinsic motivation, has a great effect on the low self-efficacy of students. To overcome this, the active role of the homeroom teacher is needed in providing continuous support and challenges so that students can increase their motivation and effectiveness in learning.

### **Thought pattern**

Thought pattern is an essential part of self-efficacy because it describes how a person interprets, responds, and applies the knowledge that has been acquired. In this

study, mindset is interpreted as a form of students' readiness and ability to digest and apply the knowledge of the Qur'an they learn, especially in the aspects of tajweed, ghorib, and makharijul letters.

Based on the results of the questionnaire, 88.9% of the students in the workshop class showed a strongly disagreeable response to statements that reflected a negative mindset. This indicates that they have a positive mindset, which is that they tend to be optimistic and believe that the knowledge they have gained can be practiced and taught again. This finding was strengthened by the results of student interviews, who expressed their hope to teach the Qur'an to their younger classmates, as well as the statement of the homeroom teacher, who mentioned that there were students who wanted to become Qur'an teachers.

This finding is very much in line with the theory of cognitive processes in self-efficacy described by Rustika. I Made, (2018) he explained that individuals with high self-efficacy are more likely to imagine success, not failure. It includes the acquisition, organization, and use of information. In addition, in the context of cognitive psychology, the learning process is not just a behavioral activity, such as memorizing or repeating, but involves mental activities, such as developing learning strategies, building confidence in the material, and absorbing moral values in lessons (Hasan, 2019, 2024; Nahdliyah, 2023). This can be seen in the desire of students to practice their knowledge in real life and make it part of their lives.

Thus, the positive mindset of workshop class students is a strong indicator of self-efficacy that develops through cognitive processes. Although there are still weaknesses in business and time management, the strength of this mindset is the main capital in building learning success, especially in learning the Qur'an using the Ummi method.

### **Emotional reactions**

The results of the diagram show that most of the students in the workshop class show negative emotional reactions during the learning process. This is illustrated by the questionnaire data, which shows that 44.4% of students answered strongly disagree with statements that reflect positive feelings while studying, 22.2% disagree, 22.2% hesitate, and only 11.1% said they agreed. This indicates that most students feel bored and lack enthusiasm for participating in learning.

The factors that cause the appearance of this negative emotional reaction are also revealed from the results of the interview. One of the students said that laziness arose because of the repetitive material and the homeroom teacher, who often changed. This creates instability in the learning process, which ultimately decreases students' interest and enthusiasm for learning. The homeroom teacher also confirmed that one of the causes of not achieving the learning target was student boredom from the small scope of the pesantren and the repetition of material due to frequent teacher changes.



This situation is closely related to the theory of affective processes, according to (Rustika. I Made, 2018). which explains that students' emotional reactions when faced with pressures such as boredom, stress, or stress can affect their level of self-efficacy. When students feel unable to control stressful situations such as inconsistent learning systems, they tend to experience anxiety or stress that leads to decreased motivation and confidence in learning. According to the results of the interviews that have been conducted by the researcher, the workshop class students were able to control their sources of stress; this can be proven by their awareness of their laziness, but the challenges given by their teachers will be addressed well.

Furthermore, Bandura also explained the importance of coping, or the ability of individuals to deal with pressure (Rustika, 2016). In this case, the coping theory of Lazarus and Folkman distinguishes two forms of strategy, namely problem-focused coping, which is an effort to solve problems directly, such as increasing learning hours or improving learning methods. This strategy seems to be carried out by teachers by giving extra hours at night.

Emotion-focused coping is an attempt to adjust the emotional response to stress. This can be seen from some students who still have high hopes to practice their knowledge and even aspire to become Qur'an teachers in the future, even though they are in a stressful learning environment. In addition, the theory of physiological state and emotional arousal also explains that emotional stress, anxiety, and discomfort felt by students can be a signal of failure if not managed properly (Laily & Wahyuni, 2018) In this context, feelings of boredom and lack of enthusiasm during learning are forms of pressure that, if continued, can weaken students' self-efficacy.

In this regard, the approach (Rahmawati & Purwaningrum, 2022) offers a more social and contextual understanding of cognitive development. Vygotsky put forward three categories of students' achievements in solving problems: 1) Students achieve success using their own abilities (independent). 2) Students achieve success with help or donations from others (scaffolding). 3) Students fail to achieve success even though they have been assisted.

The condition of workshop class students tends to be in the second category, namely, successfully learning with the help of teachers or peers. This is where the role of scaffolding really stands out. The homeroom teacher provides gradual assistance, such as repetition of readings, tajweed guidance slowly, as well as subtle corrections and verbal motivation that arouse students' confidence. This assistance is given until the student can master the targeted skill, then it is gradually released as the student shows progress.

From the description above, it can be concluded that the self-efficacy of workshop class students in learning the Qur'an is influenced by negative emotional reactions, such as boredom, which are related to puberty. Even though they are at the formal operational stage, according to Piaget, some students are not able to think

abstractly optimally. However, with the help of the teacher (scaffolding) as Vygotsky explained, students show progress. Emotional support, age-appropriate approaches, and the right learning strategies are key in strengthening their self-efficacy.

These findings show that workshop students have low levels of self-efficacy, as seen from the lack of confidence in achieving learning targets, weak initiative to practice independently, and a lack of internal motivation. On the contrary, their mindset actually still contains positive potential, such as the hope of becoming a teacher of the Qur'an in the future. However, without adequate support from teachers, the learning environment, and families, these beliefs and motivations are difficult to develop. This low self-efficacy is the main factor that hinders students from achieving learning targets, in accordance with the view (Rustika, 2016) that high self-efficacy will encourage a person to try harder, last longer, and be more optimistic in facing challenges.

Research shows that workshop class students who were initially inactive in learning experience an improvement when encouraged to take extra classes at night. This shows that the environment and teacher support can positively influence students' choice behavior. The theory (Muhtarom, 2016) corroborates that self-efficacy is dynamic and can be influenced by the social environment and the form of tasks. Therefore, interventions that foster self-efficacy through strengthening motivation, intensive mentoring, and stability of teaching staff are urgent needs so that workshop class students can overcome their underachieving obstacles.

### **Learning the Qur'an Ummi Method at Madrasah Tsanawiyah Al Washoya**

The Ummi method is an approach to learning the Qur'an that uses a mother tongue approach, with the philosophy that mothers are the first teachers in human life. This method is known for three main principles, namely easy, fun, and touching, so that learning becomes more effective and closer to the student's soul (*Website Ummi Foundation. Metode Ummi*, 2023)

At MTs Al Washoya, the Ummi method is applied typically through the halaqah system (small groups of a maximum of 15 students), which is carried out in an open area to create a conducive atmosphere and resemble the atmosphere of a pesantren. Learning is carried out in the early hours, and the grouping of students is based on the ability to read the Qur'an, not formal classes. This allows upper-class students to remain at the basic level if they have not mastered reading, tajweed, or ghorib.

The learning process follows seven systematic stages, namely: (1) opening, (2) perception, (3) concept planting, (4) concept understanding, (5) practice/skills, (6) evaluation, and (7) closing (*Website Ummi Foundation. Metode Ummi*, 2023). This approach has been proven to make it easier for teachers to teach and help students, including those in the workshop class (underachievers), to better understand and love the Qur'an gradually and thoroughly. The findings of the study are described in more detail in the following table:

Table 1: Self-Efficacy of Workshop Class Students in Learning the Qur'an with the Umami Method

No	Research Findings	Description of Research Results
1.	Self-Efficacy of Workshop Class Students	These findings show that workshop students have low levels of self-efficacy, as seen from the lack of confidence in achieving learning targets, weak initiative to practice independently, and a lack of internal motivation. On the contrary, their mindset actually still contains positive potential, such as the hope of becoming a teacher of the Qur'an in the future. However, without adequate support from teachers, the learning environment, and families, these beliefs and motivations are difficult to develop.
2.	Learning the Qur'an with the umami method	The Umami method is applied typically through the halaqah system (small groups of a maximum of 15 students), which is carried out in an open area to create a conducive atmosphere and resemble the atmosphere of a pesantren. Learning is carried out in the early hours, and the grouping of students is based on the ability to read the Qur'an, not formal classes. This allows upper-class students to remain at the basic level if they have not mastered reading, tajweed, or ghorib.

This shows that self-efficacy plays an active role in students' selected behavior, effort, perseverance, mindset, and emotional reactions during learning. This will affect several factors in learning, such as motivation, learning discipline, and especially student achievement in learning the Qur'an using the umami method. Previous research by Lomu & Widodo, (2018). shows that motivation and learning discipline have a positive effect on student achievement. Likewise, (Waritsman, 2020) concluded that there was a positive correlation between learning motivation and students' mathematics learning achievement.

This research strengthens the research (Wulanningtyas & Ate, 2020), and Hendrikus Mikku Ate found that the positive and significant influence of self-efficacy on students' mathematics learning achievement. The higher the student's self-efficacy, the higher the student's mathematics learning achievement. The lower the student's self-efficacy, the lower the student's mathematics learning achievement.

### **Conclusion.**

This study reveals that the self-efficacy of workshop class students (underachievers) at MTs Al Washoya in Quranic learning using the Ummi method is at a low level, yet shows potential for development. Analysis of five self-efficacy indicators demonstrates a complex pattern: students' choice behavior remains weak in optimal time management, effort expenditure, and persistence show high dependence on extrinsic motivation, thought patterns exhibit positive tendencies with aspirations to practice knowledge, while emotional reactions indicate boredom due to repetitive material and instructor instability.

The implementation of the Ummi method through the halaqah system proves effective in creating a conducive learning atmosphere with seven systematic stages. Grouping based on Quranic reading ability enables personalized learning; however, the effectiveness of improving self-efficacy still requires additional support through intensive guidance and instructor stability.

The findings reinforce Bandura's reciprocal determinism theory regarding the interaction of personal, environmental, and behavioral factors in learning. The theoretical contribution of this research lies in understanding self-efficacy dynamics within religious learning contexts that integrate cognitive, affective, and psychomotor aspects. Practically, intensive mentoring programs, instructor stabilization, diversification of learning methods, and development of evaluation systems that support self-efficacy improvement for underachieving students in Quranic learning are needed.

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