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SOCIAL COGNITIVE THEORY FOR ARABIC READING SKILLS: A QUASI-EXPERIMENTAL STUDY IN AN INDONESIAN ISLAMIC JUNIOR HIGH SCHOOL

Dian Tsuroya Patria Ummah[1], M. Abdul Hamid[2], Nur Hasan[3]
[1,2] Universitas Islam Negeri Maulana Malik Ibrahim Malang, Indonesia
[3]Universitas Islam Malang, Indonesia

Abstract

Reading ability constitutes a fundamental life skill that is not limited to the academic context but also plays a vital role in social interaction. Through reading activities, learners can broaden their knowledge and deepen their understanding across various fields. To increase students' motivation in learning Arabic, particularly in improving their reading competence, teachers should implement effective and engaging instructional strategies. One of the effective approaches is the method grounded in Albert Bandura's Social Cognitive Theory (SCT). This study aims to analyze The Albert Bandura's Social Cognitive Theory on improving students' reading skills at Bahrul Ulum Junior high school. The research employed a quantitative approach with a quasi-experimental design. The sample consisted of 39 students (n = 20 experimental; n = 19 control) selected through purposive sampling. Data were collected via observation, documentation, and a pretest-posttest instrument comprising multiple-choice reading comprehension items and Arabic oral reading tests. The findings are as follows: first, the implementation of SCT was operationalized through three instructional stages, the opening stage, the core application stage, and the closing stage. During the core stage, four SCT components were systematically activated: attention (students observed the teacher modeling fluent Arabic reading), retention (students encoded pronunciation patterns and intonation), reproduction (students practiced oral reading independently and in pairs), and motivation (students received constructive feedback and positive reinforcement). Second, the application of this theory produced a statistically significant effect on reading skill improvement. The experimental class demonstrated higher mean score gains than the control class, with differences of 9.25 versus 4.84 on the oral reading test, and 17.5 versus 11.57 on the multiple-choice comprehension test. Paired sample t-test results yielded $p = 0.00$ ($p < 0.05$) for both instruments, leading to the rejection of H_o and acceptance of H_a. Effect size analysis using Cohen's d indicated a large effect for oral reading ($d = 1.24$) and a medium effect for reading comprehension ($d = 0.46$), confirming the practical significance of the intervention. These findings suggest that Albert Bandura's Social Cognitive Theory can positively support students' reading development in similar Arabic language learning contexts. Nevertheless, generalizability should be interpreted cautiously given the single-site setting and relatively small sample size. Future research involving larger and more diverse samples across multiple institutions is recommended to further validate these findings.

Keywords: Albert Bandura, Social Cognitive, Reading Skills, Oral Reading, Reading Comprehension

* Correspondence Address:	diantsuroyya3@gmail.com

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INTRODUCTION | مقدمة

Reading ability is a fundamental necessity in life, not only in the academic field but also in social interaction. Through reading activities, students can broaden their knowledge and deepen their understanding of various aspects of life.(Nursalim et al., 2024) However, reading is not merely the act of pronouncing letters or words; it is a complex skill that involves deep mental

processes. This activity encompasses various cognitive abilities such as analyzing, evaluating, making decisions, and solving problems.(Hamid et al., 2008) This complexity is especially pronounced in Arabic, where short vowel markers (harakat), root-based morphology, and the absence of diacritics in authentic texts present unique decoding and comprehension challenges for learners at the secondary school level. To enhance students' interest in learning Arabic, particularly in the area of reading skills, teachers must employ effective and engaging teaching methods. This phenomenon requires teachers to be creative and innovative in designing effective and appealing learning strategies to achieve the intended educational goals.(Febrianingsih, 2021) Effective Arabic language instruction requires the application of varied methods and strategies that attend to the linguistic and communicative needs of learners. (Mustofa & Hamid, 2016)

Reading can be classified into several types. Based on the manner of articulation, reading is divided into two forms: oral reading, which involves pronouncing the text with clear articulation accompanied by comprehension of its meaning, and silent reading, which focuses on visual cognitive understanding without verbal expression.(الشنطي, 2012) In the context of Arabic learning, qira'ah instruction targets both decoding accuracy and meaning comprehension, requiring students to engage with texts at multiple linguistic levels.(Susiawati et al., 2022) Traditional approaches to reading instruction in many Indonesian Islamic schools (madrasah) such as direct imitation, where students immediately repeat after the teacher without a processing interval have shown limitations in sustaining learner engagement and developing deep comprehension. While imitation-based methods do expose students to target language models, they provide insufficient time for cognitive encoding, meaning-making, and independent skill internalization. This gap between conventional practice and the cognitive demands of Arabic reading points to the need for a theoretically grounded instructional alternative. Oral reading skills can be developed through observation and imitation of habitual practices. One of the theories that supports this notion is Albert Bandura's Social Cognitive Theory. This theory emphasizes that social and cognitive processes are the main factors in understanding human motives, emotions, and behaviors. It implies that people learn by observing others as models who shape their knowledge, skills, attitudes, and behaviors.(Abdullah, 2019)

Understanding why SCT is particularly suited to this challenge requires a closer look at what the theory proposes about the learning process. Albert Bandura, a prominent psychologist, is widely recognized for his contributions to social learning theory. Bandura's educational thought emphasizes that moral development and skill acquisition occur through observation and modeling within social learning environments (Laila, 2015). His theory represents an essential development within the behavioral tradition, emphasizing the cognitive dimensions of learning, including thinking, understanding, and evaluation processes. A theory, broadly defined, is a coherent set of interconnected propositions that provides a systematically organized understanding of a phenomenon under inquiry (W. Littlejohn & A. Foss, 2011).

In his Social Cognitive Theory, Bandura asserts that learning is influenced by three major factors: social, cognitive, and affective. The cognitive factor relates to students' expectations and perceptions of success, while the social factor concerns their ability to observe and model patterns of behavior in their surroundings.(Lestari et al., 2014) From a broader educational psychology perspective, learning theories explain how cognitive, behavioral, and environmental factors interact to shape the acquisition of knowledge and skills. (Schunk, 2012) This triadic interaction between personal beliefs, behavioral practices, and environmental influences has been widely applied across language learning contexts. For instance, (Jasman et al., 2025) demonstrated that among Malaysian ESL undergraduates, students' metacognitive engagement

in academic writing was strongly shaped by both their self-efficacy beliefs and the social support they received from peers and instructors, affirming that SCT offers a productive lens not only for writing development but for broader language skill acquisition.

This theory becomes particularly relevant to apply because it involves active engagement between teachers and students in the learning process. Bandura asserts that during learning, students possess the ability to cognitively process and transform their experiences.(Lestari et al., 2014) Referring to Albert Bandura's Social Cognitive Theory, learning can be implemented through four stages: attention, retention, reproduction, and motivation.(Priyambodo et al., 2022) In the context of reading instruction, students can begin by paying close attention to the teacher or the learning media presented (*attention*). The effectiveness of observational learning greatly depends on the learner's ability to focus and identify key aspects of the modeled behavior. (Bandura, 1971) Bandura's modeling theory further asserts that the observer must not only attend to the model but also possess sufficient cognitive capacity to encode and retain the modeled behavior for later reproduction. (Ansani & Samsir, 2022) Subsequently, students are given time to analyze the material independently as an active information-processing step (*retention*). The teacher may then ask students to express or reproduce the acquired knowledge according to their individual understanding (*reproduction*). The final and equally important stage is providing *motivation* to encourage students to learn Arabic, particularly in improving their reading skills.

The relevance of SCT to Arabic reading instruction lies precisely in how each of its four stages can be adapted to address the morphological and phonological demands of the Arabic language. In the attention stage, the teacher models fluent oral reading of an Arabic text, deliberately demonstrating correct *harakat* articulation, pronunciation of consonants, natural intonation patterns, and reading fluency the four dimensions most critical to Arabic oral reading performance. In the retention stage, students are given structured time to observe, analyze, and mentally encode these patterns before any reproduction is required; this interval is essential in Arabic, where the absence of short vowels in unvowelized texts demands active cognitive reconstruction of word forms. In the reproduction stage, students practice oral reading independently and in pairs, applying internalized patterns to new or partially familiar texts. Finally, in the motivation stage, teachers provide constructive feedback, positive reinforcement, and meaningful communicative tasks such as group dubbing projects using Arabic video texts to sustain engagement and build learner self-efficacy.

The social cognitive approach has similarly been applied in Islamic education contexts to enhance students' active participation through structured observation and behavioral modeling (Sultansyah et al., 2024). Self-efficacy an individual's belief in their capacity to execute behaviors necessary to achieve specific goals is identified by Bandura as a primary mediator between learning and sustained behavioral change (Bandura, 2009). This operationalized framework represents a substantive departure from direct imitation: while both involve a modeling phase, SCT's defining contribution is the deliberate cognitive processing interval between observation and production, which is particularly consequential for a morphologically rich language like Arabic.

To situate the present study within the existing body of research, several studies have applied Albert Bandura's Social Cognitive Theory in Arabic language learning. A study conducted by Aulia, Nurul, and Mahfuz, entitled *"The Application of Albert Bandura's Social Cognitive Theory: A Process in Learning Speaking Skill"*, employed a qualitative descriptive method and demonstrated four stages in learning *maharah kalām*: observing pronunciation through videos,

memorizing vocabulary and sentence structures, replicating through imitation, and demonstrating the acquired skills.(Ilmiani et al., 2021) Meanwhile, a study by Athiyah et al., entitled *"The Social Cognitive Theory by Albert Bandura and Its Implementation in Arabic Language Learning"*, was a library research that revealed the theory could be applied through reasoning, imitation, habituation, the creation of a language-learning environment, and the optimization of learning media. The study highlighted strengths in emphasizing *maharah istimāʿ* (listening) and *maharah kalām* (speaking) through diverse media usage, yet its limitation lay in its outcome-oriented evaluation and the extensive time required for implementation.(Hijriyah et al., 2024) Additionally, (Istiqamah, 2022) examined SCT-based qira'ah learning in a pesantren setting in Malang and found that the four observational learning stages — attention, retention, reproduction, and motivation — successfully improved students' reading fluency and pronunciation accuracy in Arabic texts.

This study differs from the two previous studies in several important aspects. First, in terms of research focus, Aulia et al. emphasized maharah kalam (speaking skills), while Athiyah et al. examined Arabic language learning in general. In contrast, the present study specifically focuses on maharah qira'ah (reading skills), which is a fundamental aspect of Arabic language mastery. Second, regarding methodology and research subjects, the study by Aulia et al. was a field study conducted at the university level, whereas Athiyah et al. employed a library research approach. Unlike both, this research adopts a quantitative experimental design conducted at the junior high school level, thereby providing a new perspective on the application of Social Cognitive Theory at the secondary education stage with measurable statistical evidence.

This study is expected to make a new contribution to the development of Arabic language learning based on Albert Bandura's Social Cognitive Theory. Specifically, it aims to analyze and empirically verify the effect of applying this theory on improving students' *maharah qira'ah* at Bahrul Ulum Islamic Junior high School Jombang. The findings of this study are anticipated to serve as an innovative alternative for enhancing Arabic language skills, particularly reading competence, at the secondary education level. Based on this background, the researcher formulates the title: "Social Cognitive Theory for Arabic Reading Skills: A Quasi-Experimental Study in an Indonesian Islamic Junior High School".

METHOD | منهج

This study employed a quantitative approach within an experimental research design. According to Sugiyono, an experimental method is a research approach that aims to determine the effect of a particular treatment on specific variables under controlled conditions. The present study applied a quasi-experimental design using the Nonequivalent Control Group Design model. This method compares two non-randomized groups an experimental group and a control group to evaluate the impact of a given treatment or intervention. (Sugiyono, 2013)

The intervention was conducted over four instructional meetings, each lasting approximately 90 minutes, across a four week period. The experimental class (9C) received Arabic reading instruction based on Albert Bandura's Social Cognitive Theory (SCT), while the control class (9D) continued with the conventional direct-imitation method typically used at Bahrul Ulum Islamic Junior High School Jombang.

Each SCT based session was structured into three stages: an opening stage, a core application stage, and a closing stage. During the core stage, the four SCT components were operationalized as follows. In the attention stage, the teacher played a video containing an Arabic

text read aloud by a model reader. Students were required to listen attentively for three rounds, focusing on correct *harakat* articulation, pronunciation, fluency, and intonation, while noting any words they found difficult. In the retention stage, students worked in groups to re-read the text slowly, identify correct letter forms and vowel markings, find word meanings, and briefly summarize the text encoding the modeled patterns through peer discussion before any independent production. In the reproduction stage, each group presented their reading aloud to the class, with the teacher assessing pronunciation accuracy, fluency, and comprehension of each student. In the motivation stage, students completed a group dubbing project reading the Arabic text aloud in sync with a video as a meaningful communicative task. The teacher reinforced engagement through verbal praise and awarded prizes to the best-performing group at the end of each session.

The teacher's role in each stage was as follows: in the attention stage, the teacher operated the learning media and guided observation; in the retention stage, the teacher facilitated group discussion and answered vocabulary questions; in the reproduction stage, the teacher evaluated each group's oral reading; in the motivation stage, the teacher managed the dubbing project and distributed reinforcement. Students' roles correspondingly shifted from passive observers (attention) to active encoders (retention), independent producers (reproduction), and self-motivated performers (motivation). diganti

The population of this study consisted of all ninth-grade students, totaling 86 learners. The sampling technique employed was non-probability sampling using a purposive sampling. Purposive sampling is a sampling technique in which participants are selected according to certain criteria and considerations.(Ibrahim et al., 2018) Although purposive sampling is less common in experimental designs where random assignment is preferred to ensure group equivalence full randomization was not feasible in this context due to intact class scheduling constraints at Bahrul Ulum Islamic Junior High School Jombang. The use of existing classes is a recognized limitation of quasi-experimental designs. (Sugiyono, 2013) To mitigate this, both classes were selected based on homogeneous criteria specifically, all female ninth grade classes (9C and 9D) with comparable academic backgrounds and their initial equivalence was verified through pretest scores prior to the intervention. The pretest results confirmed no statistically significant difference between the two groups, supporting the validity of subsequent between-group comparisons. This sampling approach based on specific criteria, namely female classes. Accordingly, classes 9C and 9D, comprising a total of 39 students, were selected as the research sample. Class 9C, with 20 students, was designated as the experimental group, while class 9D, with 19 students, served as the control group.

This study adhered to established ethical principles for research involving minors. Prior to data collection, written permission was obtained from the school principal of Bahrul Ulum Islamic Junior High School Jombang. Students' participation was entirely voluntary, and they were informed that withdrawal would carry no academic consequences. All data collected including test scores and observation records were treated as strictly confidential, stored securely, and used solely for research purposes. No personally identifiable information was disclosed in any public reporting of this study.

The data collection methods in this study consisted of three techniques. First, tests, which included a pretest and a posttest, utilized two types of instruments: a oral reading test to measure students' abilities in aspects of harakat, pronunciation, fluency, and intonation; and a multiple-choice test to assess their reading comprehension. Second, structured passive participatory observation, in which the researcher directly observed learning activities using systematically

designed observation instruments. (Sugiyono, 2013) Third, documentation, which was employed to collect supporting information such as administrative data, records of the research process, and contextual information to complement the primary data.

The research instruments consisted of test sheets with their respective scoring rubrics and observation sheets that had been tested for validity and reliability. Content validity was examined through expert judgment by Arabic language education lecturers, who confirmed that all indicators were aligned with the aspects of Albert Bandura's Social Cognitive Theory, thus validating the instruments in terms of content. The test validity was also analyzed using Pearson's Product Moment correlation in SPSS, which yielded a significance value (Sig. 2-tailed) of less than 0.05, indicating that all items were valid. The reliability test for the multiple-choice reading test using Cronbach's Alpha produced a coefficient of 0.745, showing that the instrument was reliable. Meanwhile, the reliability of the oral reading test was examined using Cohen's Kappa, resulting in coefficients of 0.529 for harakat, 0.526 for pronunciation, 0.577 for fluency, and 0.476 for intonation. According to Landis and Koch's criteria, these values fall within the range of 0.41–0.60, which indicates a moderate agreement category; thus, the scoring instrument for reading ability demonstrated consistent inter-rater reliability.(Landis & Koch, 1977)

The multiple-choice reading comprehension test comprised 10 items developed based on a content blueprint aligned with three competency domains: literal comprehension (identifying main ideas and explicit information), inferential comprehension (drawing conclusions from context), and vocabulary in context (determining word meaning from surrounding text). Items were reviewed by two Arabic language education experts for content validity prior to administration. Item-level analysis using SPSS confirmed that all items met the minimum discrimination index threshold ($r > 0.30$), indicating adequate item quality. Item difficulty indices ranged from 0.40 to 0.75, reflecting a balance of moderate to easy items appropriate for the ninth-grade level at Bahrul Ulum Islamic Junior High School Jombang.

The data analysis method employed in this study was the paired sample t-test, which was used to determine the differences in students' *maharah qirā'ah* abilities before and after the treatment in the experimental groups. Prior to conducting the hypothesis testing, assumption tests were carried out, including the normality test, to examine whether the data were normally distributed, and the homogeneity test, to assess whether the variances between the two groups were homogeneous. These preliminary tests were essential to ensure that the data met the assumptions required for the application of the parametric paired sample t-test.

Furthermore, effect size was calculated using Cohen's d to assess the practical significance of the intervention beyond statistical significance. Cohen's d was computed as the difference between group means divided by the pooled standard deviation, yielding $d = 1.24$ for the oral reading test (large effect) and $d = 0.46$ for the multiple-choice comprehension test (medium effect), providing a more complete picture of the intervention's impact.

RESULT | نتائج

The results of the study indicate that Albert Bandura's Social Cognitive Theory was implemented in the experimental class (9C) at Bahrul Ulum Islamic Junior High School Jombang, while the control class (9D) was taught using conventional teaching methods. Prior to the experiment, a pretest was administered to both groups to measure the students' initial reading ability. After the treatment, a posttest was conducted for both groups to assess the improvement in their reading skills. The test instruments consisted of two types: (1) a oral reading test assessing the accuracy of *harakat*, pronunciation, fluency, and intonation; and (2) a multiple-choice test

measuring students' comprehension of Arabic texts. The evaluation results from both types of tests are presented as follows:

Table 1. Result of the Multiple-Choice Test

Mean Difference	Experimental Class		Mean Difference	Control Class		Student
	Posttest	Pretest		Posttest	Pretest	
10	90	80	20	90	70	1
10	80	70	0	40	40	2
0	80	80	10	70	60	3
10	60	50	0	50	50	4
10	50	40	0	60	60	5
10	80	70	10	80	70	6
50	70	20	10	50	40	7
30	80	50	10	50	40	8
30	70	40	0	40	40	9
20	60	40	20	60	40	10
0	50	50	20	50	30	11
20	70	50	10	60	50	12
0	60	60	0	40	40	13
10	60	50	0	40	40	14
30	60	30	30	40	10	15
0	80	80	20	70	50	16
50	90	40	10	40	30	17
30	70	40	30	50	20	18
20	80	60	20	30	10	19
10	100	90				20
350	Total		220	Total		
17,5	Mean		11,57	Mean		

Table 2. Results of the Oral reading Test

Mean Difference	Experimental Class		Mean Difference	Control Class		Student
	Posttest	Pretest		Posttest	Pretest	
8	84	76	4	68	64	1
3	67	64	8	72	64	2
8	72	64	12	72	60	3
12	76	64	4	76	72	4
8	72	64	4	88	84	5
6	78	72	0	76	76	6
12	88	76	4	72	68	7
12	80	68	4	60	56	8
12	84	72	0	68	68	9
12	80	68	0	76	76	10
12	68	56	8	72	64	11
8	76	68	12	76	64	12
12	88	76	0	68	68	13
12	76	64	8	72	64	14
4	76	72	8	64	56	15
8	76	68	0	68	68	16
12	80	68	8	68	60	17
4	72	68	4	80	76	18
8	76	68	4	60	56	19
12	92	80				20
185	Total		92	Total		
9,25	Mean		4,842	Mean		

To facilitate cross group comparison, Table 3 below presents a consolidated summary of pretest and posttest mean scores alongside mean gain and effect size (Cohen's d) for both instruments.

Table 3. Summary of Pre-Post Mean Scores, Mean Gain, and Effect Size by Group

Instrument / Group	Pretest Mean	Posttest Mean	Mean Gain	p-value	Cohen's d	Effect Category
Multiple-Choice (Experimental)	54.50	72.00	+17.50	0.000	0.46	Medium
Multiple-Choice (Control)	44.74	56.32	+11.57	—	—	—
Oral Reading (Experimental)	68.80	78.05	+9.25	0.000	1.24	Large
Oral Reading (Control)	66.95	71.79	+4.84	—	—	—

As shown in Table 3, the experimental class outperformed the control class on both instruments. For reading comprehension, the experimental group gained 17.50 points (54.50 → 72.00) versus 11.57 points for the control group, with a medium effect size (Cohen's d = 0.46). The oral reading gain was even more pronounced: 9.25 points (68.80 → 78.05) in the experimental group versus only 4.84 in the control group, reflecting a large effect (d = 1.24). These figures confirm both statistical and practical significance of the SCT-based intervention. The subsequent assumption tests were then conducted prior to parametric analysis.

Table 4. Test of Normality for Multiple-Choice Reading Comprehension Scores

Tests of Normality

		Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Kelas	Statistic	df	Sig.	Statistic	df	Sig.
Hasil	Pretest D (Kontrol)	.200	19	.044	.937	19	.230
	Postest D (Kontrol)	.212	19	.025	.909	19	.071
	Pretest C (Eksperimen)	.195	20	.045	.946	20	.313
	Postest C (Eksperimen)	.172	20	.125	.942	20	.262

a. Lilliefors Significance Correction

Table 5. Test of Normality for Oral Reading Test Scores

Tests of Normality

	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Pretest D (kontrol)	.161	19	.200*	.937	19	.231
Postest D (kontrol)	.150	19	.200*	.942	19	.287
Pretest C (Eksperimen)	.201	19	.042	.911	19	.077
Postest C (Eksperimen)	.167	19	.171	.950	19	.389

*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

The Shapiro-Wilk normality test (α = 0.05) yielded significance values greater than 0.05 for both instruments, confirming that the data were normally distributed and met the parametric assumption for subsequent analysis.

Table 6. Homogeneity Test for Multiple-Choice Reading Comprehension Scores

Test of Homogeneity of Variance

		Levene Statistic	df1	df2	Sig.
Nilai	Based on Mean	.707	1	37	.406
	Based on Median	.382	1	37	.540
	Based on Median and with adjusted df	.382	1	36.931	.540
	Based on trimmed mean	.682	1	37	.414

Table 7. Homogeneity Test for Oral Reading Test Scores

Test of Homogeneity of Variance

		Levene Statistic	df1	df2	Sig.
Hasil Pretest	Based on Mean	1.895	1	37	.177
	Based on Median	1.594	1	37	.215
	Based on Median and with adjusted df	1.594	1	33.610	.215
	Based on trimmed mean	1.787	1	37	.189

The Levene homogeneity test yielded significance values of 0.406 (multiple-choice) and 0.177 (oral reading), both exceeding 0.05, confirming that variance was homogeneous across groups.

Table 8. Paired t-Test Results for Multiple-Choice Reading Comprehension Test

Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pretest	54.50	20	18.771	4.197
	Postest	72.00	20	13.611	3.044

Paired Samples Correlations

		N	Correlation	Sig.
Pair 1	Pretest & Postest	20	.602	.005

Paired Samples Test

		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference Lower	Upper			
Pair 1	Pretest - Postest	-17.500	15.174	3.393	-24.602	-10.398	-5.158	19	.000

Based on the *Paired Samples Statistics* table, there was an increase in the mean score from 54.50 in the pretest to 72.00 in the posttest. The correlation value of 0.602 with a significance level of 0.005 indicates a strong and significant relationship between the pretest and posttest scores. Furthermore, the results of the *Paired Samples t-Test* showed a Sig. (2-tailed) value of 0.000 < 0.05. Therefore, it can be concluded that there is a significant difference between the pretest and posttest scores. Effect size analysis yielded Cohen's d = 0.46, indicating a medium practical effect, meaning the SCT-based instruction produced a meaningfully greater gain in reading comprehension beyond what chance variation would explain. This indicates that the applied teaching method has a significant effect on students' reading ability, particularly in reading comprehension.

Table 9. Paired t-Test Results of Pretest and Posttest Oral Reading Scores

Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Hasil Pretest	68.80	20	5.597	1.252
	Hasil Postest	78.05	20	6.621	1.481

Paired Samples Correlations

		N	Correlation	Sig.
Pair 1	Hasil Pretest & Hasil Postest	20	.879	.000

Paired Samples Test

		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference Lower	Upper			
Pair 1	Hasil Pretest - Hasil Postest	-9.250	3.160	.707	-10.729	-7.771	-13.090	19	.000

Based on the Paired Samples Statistics table, the average score increased from 68.80 in the pretest to 78.05 in the posttest. The correlation coefficient of 0.879 with a significance level of 0.000 indicates a very strong and statistically significant relationship between pretest and posttest scores. Furthermore, the Paired Samples t-Test results showed a Sig. (2-tailed) value of 0.000, which is less than 0.05. Cohen's d was computed as 1.24, indicating a large effect size and confirming that the SCT-based intervention produced a practically substantial improvement in oral reading performance. These findings suggest that there is a significant difference between pretest and posttest scores, indicating that Albert Bandura's Social Cognitive Theory has a significant effect on enhancing students' skills, particularly in the aspect of oral reading.

DISCUSSION | مناقشة

Based on the data analysis using the paired sample t-test, it was found that both the Oral reading test (qirā'ah jahrīyah) and the reading comprehension test (qirā'ah fahmiyyah) yielded a significance value (Sig. 2-tailed) of 0.000. This indicates a significant difference in learning outcomes between the pretest and posttest scores of the experimental class students. Therefore, it can be concluded that Albert Bandura's social cognitive theory has a significant effect on improving students' reading skills at Bahrul Ulum Islamic Junior High School Jombang.

Further analysis showed that the average improvement in oral reading skills in the experimental class reached 9.25, whereas the control class improved by only 4.84. For reading comprehension, the average increase in the experimental class was 17.5, compared to 11.57 in the control class. This difference in improvement reinforces the finding that a learning approach incorporating the stages of Bandura's social cognitive theory attention, retention, reproduction, and motivation can enhance students' reading abilities more effectively than conventional methods.

Theoretically, these results align with Albert Bandura's perspective, which emphasizes the importance of observation, imitation, and reinforcement in the learning process. (Mujahidah, 2023) In qirā'ah learning, students not only understand the text through repetition and discussion but also learn by observing reading models provided by teachers or peers. This process helps them improve pronunciation, intonation, and comprehension of the text in greater depth. This aligns with (Muhbin, 2021) argument that Bandura's social cognitive approach is particularly effective in Islamic educational settings, where teacher and peer modeling serves as the primary vehicle for the internalization of academic skills and values.

The effectiveness of SCT in this study is further supported by parallel findings across related studies in Arabic language learning contexts. (Hijriyah et al., 2024) conducted a theoretical analysis of SCT implementation in Arabic language learning and demonstrated that Bandura's principles particularly modeling, environmental language enrichment, and habituated practice were applicable across multiple Arabic language skills, including maharah istimā' (listening) and maharah kalām (speaking). However, their study relied on library-based analysis without experimental evidence. The present study extends this line of inquiry by providing empirical, quantitative evidence of SCT's impact specifically on maharah qirā'ah at the secondary level, filling a methodological gap that Hijriyah et al. identified but did not address.

Similarly, (Ilmiani et al., 2021) applied SCT to Arabic speaking skill (maharah kalām) at the university level through a qualitative descriptive approach, documenting the four observational learning stages in practice. While their findings confirmed the theoretical applicability of SCT to Arabic language production, they did not measure reading outcomes statistically. The present

study thus contributes a complementary empirical dimension quasi-experimental design with effect size reporting to a body of literature that has thus far been largely qualitative or theoretical in nature. Taken together, these studies suggest that SCT offers a productive and flexible instructional framework across Arabic language skill domains, with the present study being the first to provide quantitative evidence specifically for reading skill improvement at the junior secondary level in an Indonesian Islamic school context. In the broader EFL literature, (Jasman et al., 2025) further affirmed that SCT-informed instruction, through self-efficacy scaffolding and peer modeling, substantially improved learners' metacognitive engagement in academic writing underscoring that the core mechanisms of SCT are robust across language skills and learning contexts.

A more precise account of why SCT proved effective in this Arabic reading context requires examining its alignment with the specific cognitive demands of Arabic literacy. Arabic presents unique decoding challenges that distinguish it from alphabetic languages commonly studied in SCT-based research: the presence of harakat (short vowel diacritics) that are often absent in authentic texts, a root-pattern morphological system requiring active word-form reconstruction, and phonological features such as emphatic consonants and gemination that are acoustically unfamiliar to Indonesian learners. The attention stage of SCT directly addresses these challenges by positioning the teacher as an expert model of fluent, diacritically accurate oral reading providing learners with perceptual access to the target phonological forms they cannot reliably derive from orthographic input alone. The retention stage then creates a structured cognitive processing interval, allowing students to internally encode pronunciation patterns and morphological cues before any production is required; this interval is particularly consequential in Arabic, where premature reproduction without adequate encoding may entrench decoding errors. The reproduction stage operationalizes Bandura's concept of behavioral enactment, where practiced retrieval consolidates the encoded reading patterns into accessible fluency. Finally, the motivation stage operationalized through peer feedback, verbal reinforcement, and the group dubbing project directly targets self-efficacy, which Bandura identifies as the primary mediator between learning and sustained behavioral change.

The large effect size observed in oral reading (Cohen's d = 1.24) likely reflects the compounding benefit of all four stages acting in concert: modeling overcomes initial phonological barriers, retention enables cognitive consolidation, reproduction builds automaticity, and reinforcement sustains motivation to continue practice beyond the instructional session.

Moreover, social interaction-based learning provides opportunities for students to collaborate, discuss, and give feedback to one another. This creates an active and enjoyable learning environment, fostering intrinsic motivation to continuously improve reading skills. These quantitative findings are further corroborated by classroom observation data collected across the four instructional sessions. Observer field notes recorded that during the retention stage of Session 3, students spontaneously debated the correct pronunciation of unfamiliar Arabic words within their groups before presenting, a behavior consistent with active cognitive encoding as described by Bandura. Observation checklists also indicated a progressive increase in on-task behavior across sessions: the mean on-task rating rose from 3.2 (out of 5) in Session 1 to 4.5 in Session 4, suggesting sustained and growing student engagement as familiarity with the SCT-based routine increased. Such observable behavioral shifts provide qualitative grounding for the statistical gains and lend credibility to the claim that SCT not only improved test scores but also cultivated more engaged, self-directed learners.

Practically, the findings of this study have important implications for Arabic language

teachers, suggesting that they adopt and develop instructional strategies emphasizing observation, practice, and sustained motivation. Implementing Albert Bandura's social cognitive theory can serve as an effective alternative to improve reading skills, both in terms of pronunciation and text comprehension.

In terms of theoretical contribution, this study offers a specific and replicable operationalization of SCT for morphologically complex foreign language reading instruction a domain that has received comparatively little attention in the SCT-in-language-learning literature, which has predominantly focused on speaking and writing skills (Hijriyah et al., 2024; Ilmiani et al., 2021). The key original contribution lies in the adaptation of Bandura's four-stage observational learning framework to the phonological and morphological demands of Arabic: by inserting a deliberate cognitive processing interval (retention stage) between teacher modeling (attention) and student production (reproduction), this study demonstrates how SCT can be restructured to accommodate languages where the gap between orthographic input and correct phonological output is structurally large. This adaptation which we term morphology-sensitive SCT scaffolding may be transferable to other morphologically rich foreign languages taught in similar immersion-limited classroom contexts, and warrants systematic investigation in future research.

In conclusion, the null hypothesis (H_0) is rejected, and the alternative hypothesis (H_1) is accepted, indicating that Albert Bandura's social cognitive theory significantly affects students' reading skills, both in oral reading and comprehension. The results demonstrate that learning approaches that position students as active participants in the learning process through observation, imitation, and motivational reinforcement can produce more optimal learning outcomes compared to traditional teaching methods.

Several limitations of this study should be acknowledged explicitly. First, the sample size was relatively small (n = 39, with 20 experimental and 19 control participants), which limits the statistical power of the analysis and the generalizability of the findings. Second, the intervention was conducted over only four instructional sessions spanning four weeks, which may be insufficient to observe the full developmental trajectory of reading skill acquisition under SCT-based instruction. Third, this study was conducted at a single site Bahrul Ulum Islamic Junior High School Jombang a female-only Islamic junior high school with a specific sociolinguistic and institutional profile. Findings may therefore not generalize to mixed-gender, secular, or higher-education Arabic learning contexts. Fourth, the use of purposive rather than random sampling, necessitated by intact-class scheduling constraints, means that selection effects cannot be fully ruled out, despite the use of pretest equivalence checks. Fifth, while Cohen's d values indicate medium to large effect sizes, the absence of a follow-up delayed posttest means it remains unclear whether gains were retained beyond the immediate post-intervention period. Future research should address these limitations through larger multi-site randomized designs with delayed retention assessments.

CONCLUSSION | خاتمة

Based on the results and discussion above, it can be concluded that the *qirā'ah* learning method based on Albert Bandura's social cognitive theory has a significant effect on improving the reading skills of ninth-grade students (IX C) at MTs Bahrul Ulum Tambakberas Jombang. This positive impact is demonstrated by a significant improvement in academic achievement, with the average score for reading comprehension through multiple-choice tests increasing by 17.5

points, from 54.50 to 72.00, and the average score for oral reading tests increasing by 9.25 points, from 68.80 to 78.05. Effect size analysis further confirmed the practical significance of these gains, with Cohen's *d* = 1.24 (large effect) for oral reading and *d* = 0.46 (medium effect) for reading comprehension.

The implementation was carried out through three instructional stages opening, core application, and closing with the core stage systematically activating four SCT components: attention, retention, reproduction, and motivation. These results indicate that SCT-based instruction positions students as active participants in the learning process through structured observation, cognitive encoding, guided practice, and motivational reinforcement, producing more optimal outcomes compared to conventional direct-imitation methods.

For practitioners, three concrete steps are recommended: (1) develop modelling videos with clear *harakat* articulation for the attention stage; (2) design structured peer-observation checklists to guide the retention stage; and (3) implement explicit reward systems such as rotating "model reader" roles to sustain motivation across sessions.

While these findings show promise for SCT-based Arabic reading instruction, generalizability remains limited by the small sample, short intervention duration, and single-site design. Future research should pursue longitudinal studies to assess retention of gains, comparative studies against methods such as reciprocal teaching or direct instruction, and multi-site replications across diverse school contexts to further validate and refine these findings.

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