



Building an Academic Writing Culture As a Medium to Improve Students' Self-Efficacy

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ABSTRACT

Purpose of the study: This study aims to analyze the relationship between academic writing culture and students' self-efficacy. Academic writing is a crucial skill in higher education, yet many students struggle to develop effective writing habits. Low interest, lack of academic support, and limited foundational writing skills are key factors affecting the students' self-efficacy in performing academic tasks.

Methodology: This study employed a quantitative approach with a correlational method. A purposive sampling technique was used to select 26 students who were actively engaged in academic writing. Data were collected through a Likert-scale closed questionnaire and analyzed using the Pearson product-moment correlation to determine the strength and direction of the relationship between academic writing culture and self-efficacy.

Main Findings: The results indicate a very strong relationship between academic writing culture and students' self-efficacy, with a correlation coefficient (r) of 0.994. The coefficient of determination (R^2) of 98.8% demonstrates that academic writing culture makes a significant contribution to improving students' self-efficacy, while other factors influence 1.2%. This finding suggests that fostering a strong academic writing culture enhances students' confidence in facing academic challenges.

Novelty/Originality of this Study: This study provides novel insights by highlighting the essential role of academic writing culture as a dominant factor influencing students' self-efficacy. While previous research has examined writing difficulties and self-efficacy separately, this study establishes a direct and strong correlation between them. The findings underscore the importance of institutional support in promoting academic writing habits that boost students' confidence and academic success.

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1. INTRODUCTION

Knowledge continues to evolve over time [1]. In the academic field, the ability to write is very important [2]. Therefore, education plays a role in shaping human attitudes through teaching and training so that they can adjust to the developments that occur [3]. Academic writing is a way of communicating in the academic world that is used to convey ideas, present research results, or criticize a topic in depth [4]. By writing academic papers, students learn to organize their thoughts in an organized manner, collect convincing evidence, and make clear and organized arguments [5].

Being a student is a transitional phase of a student entering the world of work [6]. However, many students face challenges, one of which is in academic writing. Although writing is well known, students still experience difficulties because they do not understand how to write well and based on writing rules [7]. Students often have difficulty organizing ideas, understanding the structure of academic writing, and making reasonable arguments. Students at universities often have difficulty writing academic articles because there are many things that must be considered so that the article blends well and is easy to understand [8]. According to Asaad and Shabdin's research finding, students have difficulty in academic writing, especially in terms of grammar and vocabulary usage [9]. As in Ulfah's research study, it is found that students face three obstacles in writing academic papers, namely the lack of basic writing skills, the ineffective learning process of academic writing, and low motivation and understanding of academic ethics [10]. Success in the learning process is greatly influenced by a conducive learning atmosphere and student motivation.

Similarly, one of the main problems faced by students is lack of interest in academic writing. Many students consider academic writing difficult and boring. They prefer more practical tasks, such as presentations or discussions, rather than writing academic papers or articles. In addition, most students feel that academic writing takes a lot of time and effort. They have to find references, understand theories, and organize their writing in a formal language. This makes them reluctant to try, especially if they are not used to writing from the beginning of their studies. This lack of interest is also influenced by the lack of motivation and support from the environment. Without the encouragement of writing in class, students tend to neglect this skill, resulting in a lack of confidence and difficulty completing academic writing. If left unchecked, they will find it difficult to complete more complicated assignments, such as theses. Therefore, it is important to familiarize students with academic writing from an early age so that they are more confident and accustomed to writing. This difficulty has an impact on their low motivation to write, which in turn affects their level of self-efficacy and confidence in completing academic tasks.

In the world of education, confidence in one's own abilities (self-efficacy) is very important [11]. According to Bandura, self-efficacy is a person's belief in their ability to plan and perform actions needed to complete a task [12]. If students believe that their abilities are fixed and can develop, they will be more confident and ready to face challenges [13]. Self-efficacy is a person's belief in their ability to achieve goals in certain situations [14]. However, those with low self-efficacy often doubt their abilities. As a result, they easily give up when facing difficult tasks because they are not sure they can complete them [15]. In fact, self-efficacy greatly affects how much a person believes in his or her ability to learn, so that they can achieve maximum results [16]. Students have a strong belief in their abilities, they will be more persistent in completing academic tasks, dare to try new strategies, and do not give up easily when facing difficulties in academic writing. While many studies discuss the relationship between writing and self-efficacy, few focus on how academic writing on campus can help improve students' confidence in academic writing. Given the importance of self-efficacy in students' academic success, there needs to be an effort to build an academic writing culture that can increase their confidence in writing. This article aims to explore how an academic writing culture can be an effective tool in improving students' self-efficacy.

2. RESEARCH METHOD

This study uses quantitative methods, according to Abdullah quantitative research is scientific research conducted systematically to analyze the components of a phenomenon and understand the cause-and-effect relationship between these components [17]. This study uses a correlational design that aims to explain the direction and strength of the relationship between variables in a group [18]. This method is used to determine the relationship between academic writing culture (X) and student self-efficacy (Y). The population in this study consisted of students with experience or active involvement in academic writing. The sampling technique used was purposive sampling with the study population consisting of 26 (twenty-six) students who have experience or active involvement in academic writing. Data were collected through a closed questionnaire using a Likert scale with a score range of 1 (strongly disagree) to 5 (strongly agree). For the 26 students, the total score of variable X (academic writing) was 166,542 and variable Y (self-efficacy) was 159,217. If the two variables are summed up, the total is 174,326.

This study collected data using a structured questionnaire based on variable indicators. These indicators include academic writing culture indicators (variable X) which consist of involvement in writing activities, academic writing skills, motivation and interest in writing, and academic support. Meanwhile, self-efficacy indicators (variable Y) consist of belief in academic ability, ability to overcome difficulties, independence in learning, and environmental influences.

Table 1. Indicators of Academic Writing and Self-Efficacy

Variable	Indicators	Descriptions
Academic Writing	Engagement in writing activities	1. Frequency of writing scientific articles or academic essays. 2. Participation in writing competitions or training. 3. Participation in campus journals or newsletters 4. The ability to compose writing that is systematic and according to academic rules.
	Academic writing skills	5. Use of correct references and citations. 6. Ability to develop arguments based on theory and data.
	Motivation and interest in writing	7. Level of interest in academic writing activities. 8. Perception of the importance of academic and career writing. 9. Confidence in one's ability to write.
	Academic support	10. Guidance from lecturers or mentors in academic writing. 11. Access to reference sources (journals, books, internet). 12. The existence of a writing community or discussion group.
	Confidence in academic ability	13. Confidence in completing complex academic tasks. 14. Ability to face academic challenges without giving up. 15. Confidence in understanding and applying theory in writing.
	Ability to overcome difficulties	16. Perseverance in completing academic writing despite obstacles. 17. Ability to find solutions when experiencing difficulties in writing.
Self-Efficacy	Independence in learning	18. Strategies used to improve the quality of writing 19. Initiative in finding information and academic references. 20. Ability to manage time to complete writing assignments. 21. Not relying on others in completing academic assignments.
	Environmental influences	22. Support from friends, lecturers, or family in completing academic assignments. 23. The influence of feedback from lecturers or peers on confidence in writing.
		24. Response to failure or criticism in academic writing.

To analyze the relationship between academic writing and self-efficacy, the Pearson Product Moment formula is used to analyze the relationship or test hypotheses regarding the relationship between two variables with data scales in the form of intervals and ratios or to calculate the correlation between variables X and Y [19]. Furthermore, the coefficient of determination (R^2) is calculated to determine how much influence the academic writing culture variable has on student self-efficacy. The Pearson Product Moment correlation coefficient is formulated as follows:

$$r = \frac{N\sum XY - (\sum X)(\sum Y)}{\sqrt{[N\sum X^2 - (\sum X)^2][N\sum Y^2 - (\sum Y)^2]}} \quad \dots (1)$$

Description:

r = correlation coefficient

N = number of samples

ΣX = number of X variable values

ΣY = number of values of variable Y

ΣXY = the sum of the results of the multiplication between X and Y

ΣX^2 = the sum of the squares of the X values

ΣY^2 = sum of squares of Y values

The first step in calculating Pearson Product Moment correlation is to identify and calculate the total score of each research variable. These values are used in the correlation formula to determine the relationship between academic writing culture and student self-efficacy. The following are the results of the calculation of the total number of each variable obtained based on the research data:

1. Total score of academic writing culture (ΣX) = 2,021
2. Total number of student self-efficacy scores (ΣY) = 2,120
3. The sum of the multiplication results between X and Y (ΣXY) = 166,542
4. The sum of the squares of the X values (ΣX^2) = 159,217
5. The sum of the squares of the Y values (ΣY^2) = 174,326

The next step using the coefficient of determination is used to determine how much influence the academic writing culture variable (X) has on student self-efficacy (Y). The formula:

$$R^2 = r^2 \times 100\% \dots (2)$$

The R^2 value shows the percentage contribution of variable X to Y. For example, if we get $r = 0.70$, then:

$$R^2 = (0.70)^2 \times 100\% = 49\% \dots (3)$$

If r is close to 1, the relationship between academic writing culture and self-efficacy is very strong. If r is close to 0, the relationship is very weak or there is no relationship. The R^2 value shows the percentage of influence of variable X on Y. Thus, the results of this analysis will provide an overview of how much academic writing culture affects student self-efficacy. That is, 49% of students' self-efficacy is influenced by academic writing culture, while the rest is influenced by other factors.

3. RESULTS AND DISCUSSION

3.1 Academic Writing and Student Self-Efficacy

Based on the analysis using Pearson's Product Moment Correlation formula, it was found that there is a very strong relationship between academic writing culture and student self-efficacy. The correlation calculation shows the value of $r = 0.991$, which indicates that the higher the academic writing culture, the higher the students' self-efficacy in completing academic tasks. In addition, to determine the influence of academic writing culture on student self-efficacy, the coefficient of determination (R^2) was calculated. The calculation results show that 98.25% of the variability of students' self-efficacy is influenced by academic writing culture, while 1.75% is influenced by other factors not examined in this study.

$$r = \frac{(26 \times 166.542) - (2021 \times 2120)}{\sqrt{[(26 \times 159.217) - (2021^2)] \times [(26 \times 174.326) - (2120^2)]}}$$

$$r = \frac{4.330.092 - 4.284.520}{\sqrt{[4.139.642 - 4.084.441] \times [4.532.476 - 4.494.400]}}$$

$$r = \frac{45.572}{\sqrt{[55.201] \times [38.076]}}$$

$$r = \frac{45.572}{45,841.66}$$

$$r = 0.994$$

These results confirm that the better students' academic writing culture, the higher their self-efficacy level in completing academic tasks, especially in scientific writing. Therefore, improving academic writing

culture can be an effective strategy to increase students' self-efficacy in the academic world. Thus, it can be concluded that academic writing culture plays a very important role in improving students' self-efficacy.

The results showed that there is a very strong relationship between academic writing culture and students' self-efficacy, as indicated by the correlation value of $r = 0.994$. This indicates that the higher the students' involvement in academic writing culture, the higher their self-efficacy in completing academic tasks. This finding is in line with Bandura's theory which states that a person's self-efficacy can increase through direct experience and environmental support [12]. This finding is also in line with the research of Riskia et al which states that social support is the behavior provided by people who are considered important by individuals and can affect their development. This support can come from family, friends, or people around the individual. Thus, students who are accustomed to writing and gaining experience in academic writing will have greater confidence in facing academic challenges [20].

In addition, the calculation of the coefficient of determination (R^2) = 98.8% shows that almost all variations in students' self-efficacy are influenced by academic writing culture, while 1.2% are influenced by other factors not examined in this study. This shows that academic writing culture is not just a habit of writing, but also acts as a major factor that increases students' confidence in their academic abilities.

Substitution with r value = 0.994

$$\begin{aligned} R^2 &= (0.994) \times 100\% \\ R^2 &= 0.988 \times 100\% \\ R^2 &= 98.8\% \end{aligned}$$

The ability to write academic papers plays an important role in students' academic and professional development. Writing papers is not only about fulfilling academic assignments, but also involves critical thinking processes, in-depth analysis, and effective communication [21]. This is in line with Darmayanti et al's research (2021) which states that students with high academic self-efficacy are more confident in facing challenges, are more motivated, use effective learning strategies, achieve better, and experience lower stress and anxiety. This makes it easier for them to adapt in the academic and social environment, thus having a positive impact on academic achievement. When students have good writing experience, they are more confident in completing complex academic tasks [22]. Although this study found that academic writing culture has a huge influence on students' self-efficacy, there are still other factors that can contribute to their increased confidence in completing academic tasks. Students who often write academic articles or participate in writing competitions have more experience in facing academic challenges. To overcome various obstacles, students have tried to find the right solution to overcome problems that originate from themselves. Internal solutions that can be done by students include building personal motivation, changing lifestyle, competing healthily, and developing creativity [23].

Students who have a better understanding of the structure of academic writing tend to have self-efficacy. Although academic writing is considered complicated because it has complex writing rules [8]. Academic writing is important in learning because it serves to produce, compile, convey, evaluate, revise, teach, and learn knowledge or ideology. The features of academic writing include the use of technical vocabulary, general academic vocabulary, complex noun phrases, argument pointing words, and passive voice. Mastering these features helps students improve their academic writing skills, which are necessary to produce quality academic writing [24]. By understanding and effectively applying the features of academic writing, students can develop critical thinking skills, construct more systematic arguments, and increase their confidence in completing academic tasks. These abilities directly contribute to their increased self-efficacy.

The results of this study have several practical implications for educational institutions, lecturers, and students themselves. One strategy that can be implemented to improve academic writing culture is to provide more opportunities for students to write actively, such as through more diverse writing assignments and academic competitions. Educational institutions can also organize scientific writing training and provide more intensive guidance for students who experience difficulties in academic writing. In addition, students can also increase their self-efficacy by joining writing communities, both inside and outside campus. By joining discussion groups or academic journals, students can gain more writing experiences, thus increasing their confidence in composing academic papers.

3.2 Factors that Encourage Students' Enthusiasm for Academic Writing

Graduation Policy with Journal Articles

Students in higher education are guided to complete their studies as soon as possible. In general, at the end of his study period, a student is given a final assignment which is usually called the final project (thesis) [25]. The final project is a student's academic paper, which is the culmination of the scientific thinking process in accordance with the discipline of knowledge, which is prepared to fulfill the requirements for obtaining a degree

in accordance with its level [26]. The final project is the work of a student and can be an indicator of the success obtained by the students while pursuing their respective disciplines [27].

The successful completion of the final project is motivated by various things, one of which is the presence of a supervisor, the presence of a supervisor is a separate motivation in completing the final project, the difficulty of formulating ideas, getting ideas and problems will be easier to obtain if you get direction and guidance from a supervisor [28]. That is why the role of the supervisor is very significant in completing the final project, although in fact not all supervisors make the final project easier. Regarding the final project, there is a new policy carried out by IAIN Palangka Raya campus, namely students are allowed to graduate without compiling a final project in the form of a thesis, but journal articles that have been published in reputable national or international journals. Of course, this policy encourages the students to learn to write good quality academic works. This is as conveyed by students:

"Yes...I joined academic writing activities to get used to writing and I want to graduate with a journal article. Even though it's hard but it's simpler..." (Interview with AS, 5th semester student).

"Writing is hard, that's why it needs to be trained and I want to graduate by article because if planned well, I can graduate faster" (Interview with MH, 5th semester student).

"At first it was difficult, but with the policy of graduating without a thesis, I became enthusiastic. Hehehe" (Interview with FA 5th semester student)

Based on the interviews above, it shows that the policy made by the IAIN Palangka Raya campus by giving freedom to compile the final project makes students enthusiastic in learning to write. Of course, this provides a new atmosphere, because not everyone has the ability to write and wants to learn, so with this policy, students are eager to learn to write [29].

Joint Publication of Lecturers and Students

In the era of globalization and the rapid development of information technology, the need to improve the quality of research and academic publications is increasingly urgent [30]. High-quality research not only contributes to the development of knowledge, but also serves as a benchmark for the progress of a higher education institution [31]. Publication in reputable national and international journals has become the gold standard that reflects the quality and relevance of research in the global arena [32]. However, this achievement is still a challenge for many academics, especially students and lecturers in Indonesia [33], [34]. One of the main problems faced by them is the limited understanding and technical ability in writing academic articles that meet journal standards [35]. In addition, the factor of lecturers' activities that tend to be busy, so they need assistance in publications and by involving in writing even to journal publications is the right solution. However, students often face obstacles such as academic writing, selection of relevant topics, preparation of appropriate research methodologies, in-depth data analysis, and the use of good academic English. not a few students feel happy, even proud to be involved in publication activities with lecturers as based on interviews:

"I am proud to be able to write with my lecturers. Besides being able to support our abilities, when our writing is published, it can be read by many people" (Interview with CF, 5th semester student).

"Obviously.... Very happy. Because I can publish with lecturers and hopefully get a scholarship by having scientific work" (Interview with SR, 5th semester student).

Based on the interviews above, it can be concluded that there is a sense of pride if students can publish with lecturers. In addition to the benefits of students, there is a publication policy for lecturers and students such as assessment during study program accreditation and besides that students not only gain knowledge about proper research techniques, but also gain practical experience in the process of writing and presenting research results until publication [36]. Another benefit of collaboration between lecturers and students is that it has three main objectives, namely: facilitating the dissemination of research results and innovations to the wider community, having a positive impact on the development of science and technology, and building personal branding [37].

4. CONCLUSION

The results of this study indicate that there is a very strong relationship between academic writing culture and students' self-efficacy. Based on the Pearson Product Moment correlation calculation, the correlation coefficient (r) value of 0.994 indicates that the higher the involvement of students in academic writing, the higher their self-efficacy level in completing academic tasks. In addition, the calculation of the coefficient of determination (R^2) of 98.8% shows that academic writing culture is the dominant factor affecting students' self-efficacy, while 1.2% is influenced by other factors. This study confirms that academic writing is not just a technical skill, but also plays a role in increasing students' confidence in completing academic tasks. Through more writing experiences, students are able to build critical thinking patterns, analytical skills, and courage in

facing academic challenges. Therefore, it is important for educational institutions to strengthen the culture of academic writing, for example by providing scientific writing training, providing academic writing communities, and providing more intensive guidance to students.

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