

STUDENTS' BELIEF SYSTEM IN INDONESIAN LANGUAGE LEARNING AT STATE SENIOR HIGH SCHOOL 1 IN SOLOK CITY

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Abstrak

Penelitian ini bertujuan untuk mendeskripsikan bentuk-bentuk sistem keyakinan siswa dalam pembelajaran Bahasa Indonesia di SMA Negeri 1 Kota Solok serta menjelaskan keterlibatan siswa dalam aktivitas berbahasa. Penelitian ini menggunakan pendekatan kualitatif dengan desain studi kasus. Data diperoleh melalui observasi, wawancara mendalam, dan dokumentasi, kemudian dianalisis melalui reduksi data, penyajian data, dan penarikan kesimpulan. Keabsahan data diuji melalui triangulasi sumber dan teknik. Hasil penelitian menunjukkan bahwa sistem keyakinan siswa tercermin dalam tiga dimensi utama, yaitu keyakinan terhadap kemampuan berbahasa (self-efficacy), keyakinan terhadap proses pembelajaran, serta keyakinan terhadap guru dan lingkungan belajar. Sebagian besar siswa menunjukkan sistem keyakinan yang positif, yang terlihat dari kepercayaan diri dalam memahami teks, menulis, mengemukakan pendapat, dan berpartisipasi dalam kegiatan pembelajaran. Temuan juga menunjukkan bahwa sistem keyakinan berkontribusi terhadap keterlibatan siswa dalam aktivitas membaca, menulis, berbicara, dan menyimak. Lingkungan belajar yang mendukung, umpan balik guru, serta budaya literasi sekolah turut memperkuat keyakinan dan partisipasi siswa dalam pembelajaran Bahasa Indonesia.

Kata kunci: sistem keyakinan, pembelajaran Bahasa Indonesia, keterlibatan siswa, self-efficacy, literasi sekolah

Abstract

This study aims to describe the forms of students' belief systems in Indonesian language learning at SMA Negeri 1 Kota Solok and to explain students' engagement in language-learning activities. This study employed a qualitative approach with a case study design. Data were collected through classroom observations, in-depth interviews, and documentation, and were analyzed through data reduction, data display, and conclusion drawing. Data trustworthiness was ensured through source and technique triangulation. The findings reveal that students' belief systems are reflected in three main dimensions: belief in language ability (self-efficacy), belief in the learning process, and belief in teachers and the learning environment. Most students demonstrated positive belief systems, as reflected in their confidence in understanding texts, writing, expressing opinions, and participating in classroom activities. The findings also indicate that belief systems contribute to students' engagement in reading, writing, speaking, and listening activities. Supportive learning environments, constructive teacher feedback, and a strong school literacy culture further strengthened students' beliefs and participation in Indonesian language learning.

Keywords: belief system, Indonesian language learning, student engagement, self-efficacy, school literacy.

1. INTRODUCTION

Indonesian language learning at the senior high school level has increasingly been positioned not merely as an academic subject oriented toward cognitive achievement, but also as an important space for developing students'

literacy awareness, confidence, and participation in language practices. In school settings, students are expected not only to understand linguistic structures and textual conventions, but also to engage actively in reading, writing, speaking, and listening activities. In this regard, the success of

language learning is not determined solely by mastery of linguistic knowledge. It is also shaped by internal psychological factors that influence how students perceive learning tasks, respond to classroom demands, and position themselves as language users.

One of the psychological constructs that deserves closer attention in this context is the *belief system* held by students in relation to learning. A belief system may be understood as a set of perceptions, assumptions, and judgments that students develop regarding their own abilities, the nature of learning, the difficulty of academic tasks, and the effectiveness of the strategies they use. These beliefs are not formed in isolation. Rather, they grow through repeated learning experiences, social interactions, classroom feedback, and students' interpretations of success and failure. As such, belief systems become an important part of the internal structure that shapes students' readiness to engage in literacy-related learning.

The importance of belief systems in education has long been recognized in the field of educational psychology. (Bandura 1997) explains that efficacy beliefs influence the choices individuals make, the effort they invest, and the persistence they maintain when facing difficulties. In the context of language learning, (Horwitz 1987) shows that learner beliefs are closely related to anxiety, strategy use, and confidence in communication. Similarly, (Pajares 2016) emphasizes that self-beliefs function as a central component in self-regulated learning because they affect motivation, self-monitoring, and perseverance. These theoretical perspectives indicate that students' success in learning cannot be fully understood without considering the beliefs that underlie their learning behavior.

Recent studies have further shown that belief systems in language learning are not limited to students' general confidence, but are closely connected to specific literacy performances and patterns of classroom engagement. In the area of

writing, (Safitri 2022) found that students with more positive academic beliefs tended to show stronger performance in composing texts, particularly in organizing ideas and maintaining coherence. This finding is reinforced by (Lestari and Mahyuddin 2022), who report that self-efficacy contributes significantly to students' ability to write argumentative texts, especially in the stages of planning, drafting, and revising. In a related direction, (Rahmawati and Ningsih 2020) show that academic beliefs shape how students respond to Indonesian language tasks, including reading comprehension and written expression. These findings suggest that belief systems are not merely affective tendencies, but are directly embedded in students' literacy performance.

The relationship between belief systems and classroom participation has also been confirmed in recent research. (Pramudita 2023) demonstrates that students' confidence is associated with stronger critical thinking and greater willingness to participate in classroom discussion, suggesting that belief systems shape not only emotional readiness but also academic engagement. At a broader level, (Kim 2024) found that self-efficacy and language-related beliefs are strongly associated with learner engagement and perceived language proficiency. This indicates that students' beliefs influence not only how they feel about learning, but also how actively they participate and how capable they perceive themselves to be in language-related tasks.

Recent studies have consistently shown that belief systems influence various dimensions of language learning, including reading, writing, and speaking. In writing, positive academic beliefs contribute to students' ability to organize ideas, maintain coherence, and develop argumentative texts effectively (Safitri 2022); (Lestari and Mahyuddin 2022). In reading, literacy-based school programs and supportive literacy environments strengthen students' reading engagement and positive perceptions

toward texts (Nasir and Fradana 2025; Rosadi 2021; Wulandari and Haryadi 2020). Similarly, speaking performance is closely related to students' self-efficacy, as confidence has been found to reduce speaking anxiety and increase participation in classroom interaction (Putri, Ramadhan, and Gani 2021; Yuliani and Fitria 2021). Research has also demonstrated that reading competence contributes to writing performance (Khairiah and Tressyalina 2019; Naifah, Agustina, and Syahrul 2019), indicating that students' beliefs operate across interconnected language skills rather than within isolated domains.

This perspective is also supported by (Sinaga and Subekti 2025), who found that self-efficacy in language learning may vary across four language skills, indicating that students often feel more confident in certain domains than in others. Such findings highlight that belief systems should not be viewed as a single and uniform construct, but rather as a dynamic set of beliefs that may develop differently across language-learning experiences.

Although less frequently discussed, listening also constitutes an important part of language learning engagement. Listening is often treated as a passive or purely receptive activity, yet in classroom practice it requires concentration, interpretive confidence, and cognitive readiness. Students who believe they are capable of understanding oral input tend to sustain attention more effectively, respond more accurately to instructions, and participate more meaningfully in follow-up activities. This understanding is in line with the argument of (Sinaga and Subekti 2025) that students' confidence across language skills is often uneven and context-dependent. Thus, listening should also be considered when examining how belief systems influence students' engagement in Indonesian language learning.

Several studies in Indonesian educational settings have shown that students' belief systems are also shaped by contextual and relational

dimensions. (Rahmawati and Ningsih 2020) found that academic beliefs in Indonesian language learning are influenced not only by students' self-confidence, but also by teacher support, prior achievement, and classroom atmosphere. (Ariyanti and Zulaeha 2017) similarly argue that humanistic interaction in the classroom contributes to students' sense of comfort, safety, and expressive participation. In addition, (Lestari 2021) found that metacognitive strategy use can reinforce students' self-efficacy, indicating that belief systems are also shaped by how students regulate and manage their own learning. Such findings suggest that belief systems are not static personal traits; they are educationally constructed and continuously negotiated through classroom experience.

Despite the growing body of literature on self-efficacy, academic confidence, literacy participation, and language anxiety, several limitations remain apparent in previous studies. First, many existing studies have examined these constructs in a fragmented way, focusing only on one language skill such as writing, speaking, or reading, rather than approaching belief systems as a broader and interconnected structure within Indonesian language learning. Second, a considerable number of studies on learner beliefs have been conducted in foreign or English language learning contexts, while investigations situated specifically in Indonesian language classrooms remain relatively limited. Third, previous research has more often emphasized measurable outcomes or correlational relationships, while fewer studies have explored how students' belief systems are formed, maintained, and manifested in actual classroom participation, especially in schools with strong literacy cultures.

This gap is particularly relevant in schools where literacy practices are already institutionally well established. A literacy-rich school environment does not automatically produce uniform confidence or engagement among

students. Even within schools that consistently promote reading, writing, and academic competition, variations in self-confidence, willingness to participate, and perceived language competence may still be observed. This condition suggests that the relationship between school literacy culture and students' internal belief systems is more complex than it may initially appear.

SMA Negeri 1 Kota Solok represents a meaningful context for examining this issue. As one of the schools recognized for its active literacy culture, the school has implemented a range of literacy-supportive activities, including fifteen-minute reading routines, reading corners, creative writing practices, and academic competitions. At the same time, classroom observations and school academic patterns indicate that students' language performance and classroom participation remain varied. This condition makes the school an important site for understanding how belief systems operate within an educational environment that is structurally supportive of literacy but still marked by differences in student engagement.

To the best of the author's knowledge, few studies have simultaneously examined the forms, formative factors, and classroom manifestations of students' belief systems in Indonesian language learning within a literacy-oriented high school context. Therefore, this study was conducted to provide a more grounded understanding of how students' belief systems are formed and how they influence participation in literacy-related learning.

Accordingly, this study aims: (1) to describe the forms of belief systems held by students in Indonesian language learning at SMA Negeri 1 Kota Solok; (2) to identify the internal and external factors that contribute to the formation of those belief systems; and (3) to analyze the influence of belief systems on students' engagement in reading, writing, speaking, and listening activities. This study is limited to one

school context and focuses specifically on students' belief systems rather than on teacher pedagogy or curriculum evaluation as a whole.

2. METHOD

This study employed a qualitative approach with a case study design to explore students' belief systems in Indonesian language learning at SMA Negeri 1 Kota Solok, West Sumatra, during the second semester of the 2024/2025 academic year. The school was selected purposively because it is recognized for its active literacy culture while still showing variations in students' language participation and performance. The participants consisted of eleventh-grade students enrolled in Indonesian language classes and an Indonesian language teacher as a supporting informant. Participants were selected through purposive sampling based on their classroom participation, communicative openness, and relevance to the research focus.

Data were collected through non-participant classroom observations, semi-structured interviews, and document analysis. Observations focused on students' engagement in reading, writing, speaking, and listening activities, while interviews were conducted to explore students' perceptions of language ability, learning experiences, classroom support, and factors influencing the development of their belief systems. Document analysis involved teaching modules, lesson plans, student portfolios, written assignments, teacher feedback, and relevant learning records to support and validate the findings.

The researcher served as the primary research instrument, supported by interview guides, observation sheets, and document analysis formats. To ensure trustworthiness, source and technique triangulation were employed. Data were analyzed using the interactive model of (Miles, Huberman, and Saldaña 2014), which includes data condensation, data display, and conclusion drawing and verification. Through

these procedures, patterns related to the forms, formative factors, and influence of students' belief systems on engagement in Indonesian language learning were systematically identified and interpreted.

3. RESULTS AND DISCUSSION

The findings indicate that students' belief systems at SMA Negeri 1 Kota Solok are reflected in three interrelated dimensions: belief in language ability (self-efficacy), belief in the learning process, and belief in teachers and the learning environment.

Belief in Language Ability (Self-Efficacy)

One of the strongest patterns identified in this study concerns students' belief in their own language ability or self-efficacy. The data show that most students perceive themselves as capable of completing Indonesian language tasks, especially in reading comprehension, responding to texts, and participating in class discussion. This positive orientation appears to be closely related to the students' prior exposure to literacy practices and the academic expectations embedded in the school environment.

This tendency was evident in the following statement:

"I can usually understand expository texts or short stories. Expressing my opinion in class is also not a problem." (S1, 10/12/2025)

This statement was delivered after a short story lesson in which students were asked to identify the conflict and moral message of the text. During the interview, S1 appeared calm, articulate, and reflective. The confidence expressed in the quote was also supported by observational data: during the lesson, S1 raised his hand several times without prompting and confidently interpreted the storyline in front of the class. The situation suggests that this student's self-efficacy had moved beyond internal belief and had become visible in spontaneous academic participation.

A similar pattern appeared in writing-related confidence:

"I feel capable of writing when there is an example from the teacher. Usually, I just follow the flow." (S2, 12/10/2025)

This quote emerged after students had completed an argumentative writing task. At the time of the interview, S2 had just received written feedback from the teacher and showed visible satisfaction with the result. The phrase "*follow the flow*" indicates that the student's confidence did not necessarily come from a purely intuitive sense of mastery, but from familiarity with writing structure and guided instruction. This suggests that self-efficacy in this context is not merely self-generated, but is also pedagogically mediated.

This interpretation is in line with (Lestari and Mahyuddin 2022), who found that students' writing self-efficacy increases when they understand the organizational structure of argumentative texts. The present finding reinforces that conclusion, but also adds a more contextual nuance: at State Senior High School 1 in Solok City, confidence in writing is shaped not only by individual ability, but also by the instructional scaffolding provided by the teacher.

Confidence in oral language use was also strongly visible in classroom presentation activities:

"Presentations are not a big deal. I have been doing them since 10th grade." (S9, 10/16/2025)

This statement was made when the student was asked to reflect on his experience during a group presentation session. During observation, S9 spoke clearly, maintained eye contact, and explained the content without reading directly from his notes. The reference to prior experience—"since 10th grade"—shows that self-efficacy was built cumulatively over time. This supports (Bandura 1997) assertion that

repeated mastery experience is one of the strongest sources of efficacy belief.

The same pattern emerged in reading comprehension tasks:

“Answering questions about the text is easy because I’m used to practicing.” (S10, 10/17/2025)

This quote was given during an intensive reading lesson. S10 completed literal and inferential comprehension questions more quickly than most classmates and answered the teacher’s follow-up questions without hesitation. The student’s confidence appears to be grounded in habitual practice, indicating that repeated literacy exposure contributes to a stable sense of competence.

Likewise, confidence was also expressed in collaborative learning situations:

“In group discussions, I am confident that my opinions can help my friends.” (S11, 17/10/2025)

This statement emerged during a reflective conversation after a group task involving text organization. During observation, S11 was seen helping peers identify the structure of the text and offering suggestions when group members hesitated. This quote reveals an important aspect of self-efficacy that extends beyond individual performance: students’ confidence also includes a belief that their understanding has value in collective academic interaction.

Taken together, these findings indicate that students’ self-efficacy is reflected in their confidence to understand texts, compose writing, speak in class, and participate in collaborative learning. This supports (Pramudita 2023), who argues that stronger self-confidence contributes to greater classroom participation and critical engagement. However, unlike the findings of (Yuliani and Fitria 2021), which emphasize the close relationship between low self-efficacy and speaking anxiety, the present study found that

students with moderate self-efficacy generally remained engaged in learning activities, although they required more preparation and support. This difference may be attributed to the strong literacy culture and supportive classroom environment at SMA Negeri 1 Kota Solok, which appear to mitigate the negative effects of uncertainty and reinforce students’ confidence in Indonesian language learning.

Belief in the Learning Process

In addition to believing in their own abilities, students also demonstrated strong beliefs regarding the learning process itself. The data show that many students perceived Indonesian language learning as understandable, manageable, and meaningful when it was delivered through clear examples, structured stages, discussion, and repeated explanation. This indicates that students’ confidence was not solely directed inward toward the self, but also outward toward the pedagogical process through which knowledge was constructed.

This pattern was first reflected in the following statement:

“If there are text examples, I understand more quickly.” (S3, 10/11/2025)

This statement was made after the teacher displayed an explanatory text through a projector and guided students to identify its structure. During the observation, S3 was seen copying the structure carefully and comparing each part of the example with the teacher’s explanation. The quote shows that comprehension was facilitated not simply by explanation alone, but by the availability of concrete textual models. In this case, belief in the learning process was strengthened when abstract concepts were transformed into visible and analyzable examples.

A related perception was expressed in connection with writing instruction:

“The writing steps from the teacher really help. It makes writing feel easier.” (S12, 10/18/2025)

This quote was obtained after a lesson on argumentative writing. At the time of the interview, S12 showed a note sheet containing the sequence of writing steps provided by the teacher. The student described these steps as something that made writing “lighter” and easier to begin. This suggests that the student’s positive belief in the learning process was rooted in procedural clarity. Writing was not perceived as a vague or intimidating task, but as something that could be completed through identifiable stages.

This finding is highly relevant to (Safitri 2022), who concluded that students’ positive beliefs support better writing performance. However, the present study develops that conclusion further by showing that belief in learning is strengthened when students experience the task as organized and pedagogically accessible. In other words, students’ confidence is not formed only by internal motivation, but also by whether the learning process is experienced as cognitively navigable.

The social dimension of the learning process also emerged clearly:

“The discussion helped me understand better, because I heard my friends’ opinions too.” (S13, 10/18/2025)

This statement was delivered after students participated in a group discussion about the intrinsic elements of a short story. During observation, S13 appeared enthusiastic and wrote down several points from peers’ explanations. The quote indicates that students’ belief in the effectiveness of learning was strengthened when understanding was built collaboratively. Listening to others’ perspectives did not confuse the student; rather, it helped stabilize comprehension.

This supports (Rahmawati and Ningsih 2020), who found that students’ academic beliefs in Indonesian language learning are shaped by classroom interaction and collaborative engagement. The present study confirms this, but also suggests that collaborative learning contributes not only to comprehension but also to students’ emotional assurance that they are not learning alone.

The role of teacher responsiveness was also repeatedly emphasized:

“The teacher usually explains again if anyone doesn’t understand.” (S14, 19/10/2025)

This statement was made while the student was reflecting on difficulties in understanding the structure of editorial texts. The quote suggests that students developed trust in the learning process because misunderstanding was treated as a normal part of learning rather than as a sign of failure. The availability of repetition and clarification appears to have reduced the pressure often associated with language tasks.

The affective side of the learning process was further reflected in the following statement:

“Indonesian language learning is quite fun, not boring.” (S15, 10/19/2025)

This quote emerged after a role-play-based short story reading activity. S15 laughed during the interview and described the class atmosphere as “more alive” than in ordinary lessons. This statement is important because it shows that students’ belief in the learning process was also influenced by emotional engagement. When learning felt enjoyable, students were more willing to immerse themselves in the task and more likely to perceive the subject as approachable.

These findings resonate with (Pajares 2016), that students’ beliefs about task difficulty and learning control influence their persistence and engagement in academic activities. The findings are also consistent with (Pramudita 2023), who

reported that positive classroom participation is closely related to students' confidence in the learning process. In the present study, such confidence was strengthened through concrete instructional practices, including text modeling, repeated explanations, classroom discussions, and engaging learning activities. This suggests that students' belief in the learning process is not merely an individual characteristic but is continuously developed through supportive pedagogical experiences that make Indonesian language learning feel understandable, achievable, and meaningful.

Belief in Teachers and the Learning Environment

The third dimension of students' belief systems concerns their confidence in teachers and the wider learning environment. The data indicate that teachers at State Senior High School 1 in Solok City are perceived not merely as providers of instruction, but as central figures in building academic confidence, reducing fear of mistakes, and shaping students' willingness to engage in literacy tasks. At the same time, the classroom and school environment function as a social framework that either strengthens or weakens students' sense of security in learning.

This pattern was strongly reflected in students' responses to teacher feedback:

"Feedback from my teacher is usually clear. So I know what needs to be improved." (S2, 12/10/2025)

This statement emerged when S2 showed a corrected writing task to the researcher. The student pointed to specific teacher comments and explained that those comments made revision feel "possible" rather than discouraging. This suggests that teacher feedback at this school was experienced not as judgment, but as guidance. Such an experience is important because it changes the meaning of error: mistakes become part of learning rather than evidence of inability.

This finding is in line with (Rahmawati and Ningsih 2020), who argue that students' academic beliefs are strengthened when teachers provide feedback that is understandable and constructive. The present study reinforces that claim by showing how clarity of correction contributes directly to students' confidence in revising and improving their work.

The motivational role of teachers also emerged clearly:

"The teacher always motivates us before writing." (S16, 10/20/2025)

This quote was delivered after the opening of a writing lesson in which the teacher encouraged students by saying that initial mistakes were acceptable and could be revised together. The student's recollection of this moment shows that encouragement before task performance plays an important role in shaping students' emotional readiness. This kind of teacher language appears to reduce anticipatory anxiety and make students feel safer to begin.

This supports (Ariyanti and Zulaeha 2017) who emphasize the importance of humanistic and affective interaction in language classrooms. The present study shows that such interaction is not merely supplementary; it is integral to the construction of students' belief systems.

Peer support also appeared as an important component of the learning environment:

"My friends are supportive, so I'm not afraid of making mistakes." (S6, 10/14/2025)

This statement was made when S6 described the experience of participating in small-group discussion. During observation, S6 was noticeably more active in group interaction than in whole-class speaking. The quote indicates that peer support functioned as a protective social space where uncertainty could be negotiated more safely.

A related perception was found in another student's statement:

“When we have discussions, my friends help each other.” (S17, 10/20/2025)

This quote emerged while students were reflecting on group dynamics. During classroom observation, S17 was seen politely correcting a peer’s misunderstanding while still encouraging further participation. This shows that collaboration at this school was not dominated by competition, but by a relatively supportive pattern of peer interaction.

This finding supports (Rosadi 2021), who found that positive literacy ecosystems encourage students to participate more confidently in text-based activities. It also resonates with (Fadillah 2022), who noted that academic confidence develops more strongly in schools where students feel socially supported. However, the present study extends these findings by showing that the supportive environment does not merely encourage participation in general; it specifically contributes to students’ willingness to take linguistic risks, such as expressing interpretations, speaking in front of others, or experimenting with written arguments.

The emotional comfort of the classroom was further reflected in the following statement:

“Learning in class is comfortable, so I am more confident to speak up.” (S18, 10/21/2025)

This statement was delivered after an open question-and-answer session in which S18 raised a hand and answered audibly in front of the class. The quote suggests that confidence in speaking was not only an internal trait, but also an effect of classroom atmosphere. When the environment felt comfortable, students were more willing to transform understanding into spoken expression.

These findings suggest that belief in teachers and the learning environment plays a crucial role in shaping students’ positive belief systems. Consistent with (Bandura 1997), supportive teacher feedback, peer encouragement, and a

positive classroom climate strengthen students’ confidence and engagement in Indonesian language learning. Thus, students’ belief systems are shaped not only by individual factors but also by a supportive educational environment.

DISCUSSION

The findings of this study indicate that the belief systems of students at SMA Negeri 1 Kota Solok are formed through three interconnected dimensions: belief in language ability (self-efficacy), belief in the learning process, and belief in teachers and the learning environment. These three dimensions do not operate independently; rather, they interact dynamically and shape the way students interpret learning tasks, respond to classroom demands, and position themselves within Indonesian language learning.

The first important finding concerns students’ belief in their own language ability. The data show that most students tend to possess relatively positive self-efficacy, especially in reading and writing activities. This finding confirms (Bandura 1997) argument that self-efficacy is not merely a feeling of confidence, but a cognitive belief that influences how individuals initiate action, persist through difficulty, and regulate their academic behavior. In this study, students who believed they were capable of understanding texts or composing written responses were more willing to participate, answer questions, and complete tasks independently.

This finding is in line with (Lestari and Mahyuddin 2022), who found that students with stronger self-efficacy in Indonesian language learning were more likely to develop structured argumentative writing and sustain effort during text production. Similarly, (Safitri 2022) reported that belief systems contribute significantly to students’ writing performance, particularly in terms of confidence to begin writing and revise ideas. The present study strengthens those findings by showing that self-efficacy is not only reflected in writing outcomes, but also in visible

classroom behaviors such as volunteering answers, interpreting texts openly, and engaging in collaborative meaning-making.

However, the present study also reveals a more nuanced pattern. Although the majority of students demonstrate positive self-efficacy, variation still exists across language skills, especially in speaking. Some students who appear highly capable in reading and writing still show hesitation when speaking in front of the class. This indicates that students' belief systems are skill-specific rather than entirely uniform, a point that has also been emphasized in (Pajares 2016), who argues that self-beliefs often vary according to task context and performance demands. In other words, a student may believe strongly in their ability to interpret written texts, yet feel less certain when required to speak spontaneously before peers.

This finding also resonates with (Yuliani and Fitria 2021), who identified a close relationship between self-efficacy and speaking anxiety among high school students. Their study found that students with stronger confidence tend to experience lower communicative anxiety. The present study supports this conclusion, yet it also adds an important contextual dimension: in a school environment with an already strong literacy culture, anxiety in speaking does not necessarily emerge from lack of academic ability, but rather from performance pressure and public exposure. Thus, speaking-related hesitation in this study should not be interpreted simply as weakness, but as evidence that belief systems are shaped differently across literacy domains.

The second dimension found in this study is belief in the learning process. Students generally perceive Indonesian language learning positively when the instructional process is clear, scaffolded, and text-based. This suggests that students' beliefs are not formed solely by their internal psychological condition, but also by how learning is structured and delivered. When teachers provide examples, model text structures,

and explain tasks step by step, students perceive language learning as manageable and meaningful.

This finding supports (Horwitz 1987) perspective that learners' beliefs are often shaped by their experiences of how language is taught, including whether they perceive learning as understandable, intimidating, useful, or difficult. In the context of this study, belief in the learning process appears to emerge from repeated experiences of instructional clarity and successful participation. Students do not merely believe that Indonesian is "easy" in abstract terms; rather, they come to believe that it can be learned because classroom instruction gives them a pathway to succeed.

This result aligns with (Pramudita 2023), who found that students' confidence and critical engagement in Indonesian language learning increased when learning tasks were supported by clear examples and dialogic classroom interaction. Likewise, (Rahmawati and Ningsih 2020) concluded that positive academic beliefs are more likely to develop when students experience structured and responsive teaching. The current study reinforces these conclusions by showing that belief in the learning process is strengthened when students feel that the instructional sequence is accessible, predictable, and intellectually supportive.

Nevertheless, the present study differs from some previous findings that have emphasized students' negative perceptions of writing as a highly burdensome task. In this study, writing is not predominantly perceived as threatening, largely because students at SMA Negeri 1 Kota Solok are already accustomed to literacy-oriented tasks. This means that the school's academic culture may function as a moderating context that reduces the emergence of negative learning beliefs. Therefore, compared with findings from more general school contexts, the belief system observed in this study appears to be more strongly supported by institutional literacy practices.

The third dimension concerns belief in teachers and the learning environment. This study shows that students' positive belief systems are strongly reinforced by teacher feedback, motivational language, classroom warmth, and peer support. This finding is highly significant because it demonstrates that belief systems are not merely internal constructs residing within students, but are socially negotiated through daily interactions in the classroom.

This finding supports (Rosadi 2021), who found that literacy ecosystems within schools shape students' positive perceptions toward reading and writing activities. In the present study, that literacy ecosystem is visible not only through formal literacy programs, but also through micro-level classroom interactions: the teacher's willingness to re-explain material, the normalization of mistakes as part of learning, and peer cooperation during discussion tasks. Thus, the school literacy culture appears to function not simply as an institutional background, but as an active social environment that continuously reinforces students' confidence.

The present findings also complement (Fadillah 2022), who argued that differences in academic beliefs contribute to variation in literacy achievement even in schools with strong literacy traditions. This study confirms that point, but also suggests that a positive school culture can significantly reduce the intensity of negative beliefs. At SMA Negeri 1 Kota Solok, students generally appear to have favorable perceptions of both teachers and classroom climate, which may explain why most of them display moderate to high confidence across language activities.

Taken together, these findings suggest that the forms of students' belief systems in Indonesian language learning are multidimensional, socially shaped, and context-dependent. Belief systems are not simply "positive" or "negative"; they are developed through the intersection of personal confidence, instructional experience, and social reinforcement. This interpretation extends

previous studies by showing that in a literacy-supportive school, belief systems tend to be more stable, more constructive, and more closely linked to active academic participation.

4. CONCLUSION

This study confirms that students' belief systems in Indonesian language learning at SMA Negeri 1 Kota Solok are reflected in three main dimensions: belief in language ability, belief in the learning process, and belief in teachers and the learning environment. These belief systems are shaped through students' learning experiences, instructional practices, teacher support, peer interaction, and the literacy culture of the school. The findings also show that students' belief systems are reflected in their engagement in reading, writing, speaking, and collaborative learning activities. Students with more positive beliefs tend to participate more actively, demonstrate greater confidence in completing language tasks, and engage more consistently in classroom learning activities.

This study is limited to a single research setting and was conducted within one school context; therefore, the findings cannot be generalized to all senior high school students. In addition, the study focuses specifically on students' belief systems and does not explore in greater depth teachers' pedagogical beliefs or broader institutional dimensions of literacy development. Therefore, further studies are recommended to involve broader school settings, comparative designs, or mixed-method approaches in order to generate a more comprehensive understanding of belief systems in Indonesian language learning. Future researchers are also encouraged to examine the relationship between belief systems and specific language outcomes, such as argumentative writing quality, critical reading ability, speaking performance, and listening comprehension.

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