MODELING RELATIONSHIP AMONG PERCEPTION, ANXIETY, ATTITUDE, AND ENGLISH ACHIEVEMENT IN *MODERN PONDOK PESANTREN*

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Abstract
Learning English in Modern Pondok Pesantren will be challenging for students in religious environment especially when Arabic language become more popular among students. This study investigates the relationship among perception, anxiety, attitude, and English achievement of students in *Modern Pondok Pesantren*. Employing quantitative approach with path analysis, this study invited sample 131 students in Female Islamic Boarding School of Rasyidiyah Khalidiyah (Rakha) Amuntai by using probability sampling technique. Data were collected through two mains instruments: questionnaires and documentation. Questionnaires were used to gather the data about students' perception, anxiety, and attitude while documentation of students' scores in middle and final semester examination was considered as the data for their English achievement. Then, data were analyzed through PLS-SEM using SmartPLS 4 to examine the hypotheses under this study. Three models tested: (1) relationship among perception, anxiety, attitude, and English achievement; (2) relationship between perception, anxiety and attitude; and (3) relationship between perception and anxiety. The results indicated insignificant relationship among the four variables. Perception, anxiety, and attitude do not significantly affect students' English achievement in *Modern Pondok Pesantren*, and they only contribute 11 % to English achievement. However, the significant relationship found between perception, anxiety, and attitude as well as between perception and anxiety. The contribution of perception and anxiety to attitude is 63.8%, and perception to anxiety is 5.1% The results indicated that students' achievement in English learning is not influenced by their perception, anxiety, and attitude in *Modern Pondok Pesantren* and more affected by other factors that not cover in this study.

Keywords: Perception, Anxiety, Attitude, English achievement, Path Analysis.

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A. INTRODUCTION

English proficiency in this era is critical for students in an increasingly globalized world, where mastery of the language often determines access to educational resources and opportunities. In Indonesia, English is taught in all senior high schools, including senior high school under *Modern Pondok Pesantren* (Islamic Boarding School). However, challenges persist in the teaching and learning process where Arabic often holds more significance than English. Despite being a mandated subject, many students struggle with English skills that leading to subpar academic achievements such as lacking of vocabulary knowledge, concentration, tedium, and speaking skills [4]. Unlike secular schools, *Modern Pondok Pesantren* prioritize Arabic for religious purposes, often limiting students' exposure to English and affecting their vocabulary development, motivation, concentration, and speaking skills. These challenges raise concerns about students' overall English achievement and highlight the need for a deeper investigation into the factors influencing their learning experiences.

English achievement among students in *Modern Pondok Pesantren* is also varied based on the language program and teaching methodologies of the institution. In the devotion of Bahtiar et al proved that students' outcomes was increasing after the English program at Darul Ulum Widang *Pesantren* [5]. Meanwhile, the lack of English program and instruction lead to minimal exposure and skill development of the students. Thus, readiness English program at *Modern Pondok Pesantren* contributes to students' achievement in English.

Research in *Modern Pondok Pesantren* becomes important because these institutions integrate religious and general curricula, including English subject, in order to prepare students to global words. In addition, similar to other institution English language acquisition in this Islamic boarding schools influenced by both

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[4] Dhian Marita Sari, "English Language Teaching in Pesantren: Challenges and Strategies," *At Turots: Jurnal Pendidikan Islam*, February 14, 2023, 110–23, https://doi.org/10.51468/jpi.v5i2.174.

[5] Yuyun Bahtiar et al., "Pendampingan Peningkatan Kemampuan Bahasa Inggris Santri Di Pondok Pesantren," *Jumat Pendidikan: Jurnal Pengabdian Masyarakat* 3, no. 2 (2022): 2, https://doi.org/10.32764/abdimaspen.v3i2.2821.

internal and external factors. Uniquely, *Modern Pondok Pesantren* have a distinctive learning culture that combines high discipline and a religious climate, so the dynamics of factors in influencing English language acquisition are interesting to study. This kind of research can contribute to the development of more affective learning strategies in the context of *pesantren*-based education.

Despite the English program, students' learning outcomes are also influenced by several psychological factors such as perception, anxiety, and attitude. Perception is defined as the knowledge acquired through inference and interpretation of messages that plays a crucial role in shaping how students process and engage with the language [6]. Positive perceptions can enhance comprehension and motivation, while negative perceptions may hinder learning. In this case, students' perception toward English learning at *Modern Pondok Pesantren* will influence the way how their react to English itself. Generally, students in this institution perceived English positively. Setiyadi and Sukirlan[7] emphasized that madrasa students tend to exhibit a positive perception of English, maintaining cultural identity while being open to globalization.

Similarly, anxiety can create significant barriers to effective language acquisition, particularly in classroom settings where students feel pressure to perform. An uncontrollable emotion like anxiety can make learning a language difficult and stressful [8] while perception, anxiety, and attitude have been studied individually, their combined effects on English learning remain unexplored, particularly in *Modern Pondok Pesantren*. For example, existing research presents mixed findings on the role of anxiety—some studies suggest that anxiety significantly hampers English achievement. The sense of excessive anxiety throughout the learning process can result in students receiving a low grade. So, anxiety becomes one of the internal elements that influence students' achievement

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[6] J Rakhmat, *Psikologi Komunikasi* (PT. Remaja Rosdakarya, 2009).
[7] Ag Bambang Setiyadi et al., "How Successful Learners Employ Learning Strategies in an EFL Setting in the Indonesian Context," *English Language Teaching* 9, no. 8 (2016): 28–38.
[8] Adzrotul Afifah, "The Relationship Between Anxiety in Learning English and Students' Achievement at Tenth Grade of SMA IT Bangkinang" (Thesis, State Islamic University of Sultan Syarif Kasim Riau, 2024).

which can be caused by negative perception among students. This inconsistency indicates the need for a more integrated framework that considers multiple psychological dimensions instead of treating them as isolated variables. Furthermore, students' attitudes are critical to their success in learning; a positive attitude fosters engagement and achievement, while a negative attitude can lead to disinterest and poor academic performance [9]. As Sari said that students' attitude as well as perception of English are the most significant factors affecting English learning in Islamic institution setting[10].

Then, anxiety's role in English achievement has yielded mixed findings. Tamco [11] and Afifah [12] found no significant correlation between anxiety and English achievement, but these findings lack exploration in Islamic boarding schools, which may present unique stressors or coping mechanisms. Regarding attitude, studies like Putri et al and Ardila et al[13] report varied results, suggesting that attitude may have a lesser impact compared to perception or external factors, especially in socio-cultural contexts like *Modern Pondok Pesantren*.

All findings referred to in this study showed that psychological factors, such as perception, anxiety, and attitude, play roles in shaping students' English achievement. While perception consistently influences students' motivation and academic outcomes, anxiety shows mixed results which depending on the context of research. Attitude, though sometimes less impactful compared to perception,

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[9] A Kartubi, "The Correlation between Students' Attitude towards English and Their English Proficiency of the Eleventh-Grade Students of SMAN 1 Pangkalan Lampam" (Thesis, State Islamic University, 2017); Melia Putri et al., "The Correlation between EFL Students' Attitude and Their Learning Achievement," *Jurnal Ilmiah Mandala Education* 9, no. 4 (2023).

[10] Dhian Marita Sari, "Islamic Students' Attitudes and Perceptions toward Learning English: A Study from Male-Female Students of STIT Madani Yogyakarta," *At Turots: Jurnal Pendidikan Islam* 3, no. 2 (2022): 62–76, https://doi.org/10.51468/jpi.v3i2.76.

[11] Albyra Bianca R. Sy Tamco, "An Assessment of English Language Anxiety among Senior High School Students and Its Effect on Their Academic Achievement," *Scholars International Journal of Linguistics and Literature* 4, no. 5 (2021).

[12] Afifah, "The Relationship Between Anxiety in Learning English and Students' Achievement at Tenth Grade of SMA IT Bangkinang."

[13] Putri et al., "The Correlation between EFL Students' Attitude and Their Learning Achievement"; Istiqamah Ardila et al., "The Correlation among Students' Attitude toward Learning, Language Learning Strategies, and English Achievement of Islamic Junior High School," *Curricula: Journal of Teaching and Learning* 7, no. 3 (2022): 122–34, http://dx.doi.org/10.22216/jcc.2022.v7i3.1602.

contributes to students' engagement and learning success. Furthermore, the interplay between these factors has been shown to substantially affect English achievement, particularly when considered together.

While the interplay between perception, anxiety, and attitude has been explored in general educational setting [14], their combined effects remain largely unexamined within the unique socio-religious context of Islamic boarding school or *Modern Pondok Pesantern*. Existing research often isolates these factors rather than examining their interconnections in a holistic framework. Furthermore, while studies on anxiety and motivation provide insights into emotional influences, they do not account for how these psychological variables interact in environments where language learning coexists with strong religious and cultural influences [15]. Unlike secular institutions, these schools integrate religious teachings with general education, creating a unique socio-academic environment where students' attitudes and emotions toward English learning may be shaped by religious, cultural, and institutional influences. However, the existing literature has largely overlooked this interplay, making it unclear how these psychological variables collectively impact English achievement in Islamic boarding schools.

To address this gap, this study aims to develop a comprehensive model that integrates perception, anxiety, and attitude to better understand their collective influence on English achievement in *Modern Pondok Pesantren* as well as the contribution of those variables on English achievement. This approach not

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[14] Ali Ajam et al., "The Students' English Achievement, Perception and Attitude in English Language Teaching," *Journal of English Culture, Language, Literature and Education* 11, no. 2 (2023): 250–63, https://doi.org/10.53682/eclue.v11i2.6578; Diena Fitria Simamora, "The Influence of Students' Attitude and Perception on Scientific Approach toward Their English Achievement at SMA Muhammadiyah 11 Padangsidimpuan," *Journal of Education and Teaching* 2, no. 1 (2021): 145, https://doi.org/10.24014/jete.v2i1.9704.

[15] Mardhatilla Mardhatilla et al., "A Comparative Study on Speaking Anxiety Level between Male and Female Students at the VIIth Grade of Islamic Boarding School Ashhabul Yamin Lasi," *ARZUSIN* 3, no. 3 (2023): 285–96, https://doi.org/10.58578/arzusin.v3i3.1092; Sayuri Sayuri et al., "Students' Anxiety and Motivation to Speak English at Islamic Boarding School," *Script Journal: Journal of Linguistics and English Teaching* 7, no. 2 (2022): 330–47, https://doi.org/10.24903/sj.v7i2.945.

only extends prior research but also offer practical insights for designing more effective teaching strategies in similar socio-religious learning environments.

This study makes important contributions to language education by examining how perception, anxiety, and attitude collectively influence English achievement in *Modern Pondok Pesantren*. Unlike previous research that mainly focuses on secular schools, this study explores these psychological factors within a religious setting, addressing a gap in existing literature. It also clarifies the role of anxiety, investigating whether it acts as a barrier or a motivator in faith-based education. Additionally, it provides empirical evidence on how religious and cultural influences shape students' attitudes and perceptions toward English learning. A key outcome of this research is the development of a theoretical model that can be applied to similar faith-based institutions globally, offering insights into language learning in religious environments.

To achieve these goals, this study analyzes the impact of perception, anxiety, and attitude on English achievement, examines students' perceptions and their influence on motivation, investigates how anxiety affects learning outcomes, and assesses whether students' attitudes help or hinder their English proficiency. It also aims to create a model that integrates these factors to explain their combined effects on language learning.

The findings have practical implications for English education in religious schools worldwide. Understanding the psychological challenges students face can help improve curriculum design, making English programs more engaging and reducing anxiety. Teachers can apply context-specific strategies to boost motivation and create a supportive learning environment. Policymakers can develop more inclusive language education frameworks that balance religious identity with English proficiency. Since Islamic boarding schools exist in many countries, including Malaysia, Pakistan, Egypt, and Nigeria, the study's insights can benefit faith-based education systems globally, enhancing language learning strategies in similar educational settings.

B. METHOD

This present study is intended to examine the relationship among students' perception, anxiety, and attitude towards their achievement in English. In this study, the correlational statistical test was going to be used to describe and measure the degree of association (or relationship) between students' perception, anxiety, attitude, and English achievement in *Modern Pondok Pesantren.* This study used a quantitative approach with path analysis. Path analysis is a statistical method for studying the direct and indirect effects of variables hypothesized as causes of variables treated as effects[16]. Moreover, Fraenkel and Wallen[17] stated that path analysis is used to test the likelihood of a causal connection among three or more variables. Based on the research problems, the purpose, and the hypothesis, there are four variables used in this present study which are perception, anxiety, attitude, and English achievement. They are classified as independent variables: perception (X1), anxiety (X2), attitude (X3), and one dependent variable: English achievement (Y).

The population was 194 eleventh grade students from Female Islamic Senior High School of *Modern Pondok Pesantren Rasyidiyah Khalidiyah* Amuntai in Hulu Sungai Utara Regency, South Kalimantan, Indonesia. Then, the sample was 131 students taken by using probability sampling technique with Solvin's formula. The entire sample comes from three different major in the school which are religion major, science major, and social science major (MAK, IPA, and IPS). Data were collected through questionnaires and documentary. The questionnaires are perception questionnaire called BALLI questionnaire adapted from Ekalestari, et al.[18] consisting 30 statements; anxiety questionnaire called Foreign Language Classroom Anxiety Scalce (FLCAS) as the widely instrument used by researchers adapted from Horwitz's consisting 33 statements, and attitude

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[16] Y Purnama, "Modeling of Selected Factors Affecting Students' Listening Comprehension" (State University of Malang, 2015).

[17] Jack R. Fraenkel et al., *How to Design and Evaluate Research in Education*, in *Journal of American Optometric Association*, 7th Edition, vol. 60 (2009).

[18] S. Ekalestari et al., "The Perception of Learning English by Undergraduate Students," *KnE Social Sciences*, April 19, 2018, 891–903, https://doi.org/10.18502/kss.v3i4.1995.

questionnaire adopted from Abidin, et al.[19] consisting 45 statements. The entire questionnaires used Likert-scale in a 5-choice response scale corresponding from Level 1: Strongly Disagree to Level 5: Strongly Agree. Then, to gather the data of students' achievement in English, the researchers use pure score of students' examination of English subject taken from English teacher based on students' result in middle and final examination of odd semester in academic year 2024/2025.

Validity and reliability of the instruments used in this study are examined with try-out the instruments. The instrument is tried-out to another group of students which has the same characteristics as the subjects of this study. However, due to the limited source of the students who have similar characteristics of the sample compared to existing *Modern Pondok Pesantren* in Hulu Sungai Utara Regency, the rest of the students who don't become the sample of this study are taken to be the sample of try-out for the instrument. The result of validity analysis showed that 20 items are valid from 30 items in perception questionnaire, 27 items are valid from 33 items in anxiety questionnaire, and 41 items are valid from 46 items in attitude questionnaire. Moreover, the result of Cronbach Alpha of the perception questionnaire was 0.691, anxiety questionnaire was 0.872, and attitude questionnaire was 0.928. They proved that the instruments were reliable instrument that can be used in collecting data.

Data analysis used PLS analysis for hypotheses testing because the gathered data were not normal and there is no linier for perception and anxiety. It means that parametric analysis cannot be done in this study. Partial Least Square (PLS) is a powerful analysis method because it is not based on many assumptions[20]. The PLS method makes the tested model can use assumptions: data does not have to be normally distributed, the measurement scale can be nominal, ordinal, interval

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[19] Mohamad Jafre Zainol Abidin et al., "EFL Students' Attitudes towards Learning English Language: The Case of Libyan Secondary School Students," *Asian Social Science* 8, no. 2 (n.d.): p119, https://doi.org/10.5539/ass.v8n2p119.

[20] I Ghozali, *Structural Equation Modelling: Metode Alternatif Dengan Partial Least Squares (PLS)* (Badan Penerbit Universitas Diponegoro, 2014).

or ratio, the number of samples does not have to be large, the indicator does not have to be in the form of reflection (can be both reflection and formative indicators) and the model does not have to be based on theory.

The t test, which is to test the significance of the constantan and independent variables contained in the equation individually and whether they have an effect on the value of the dependent variable[21]. This test was carried out by looking at the output with the help of the PLS application program. If the value of t count < t table, then the null hypothesis is rejected, (significant regression coefficient) and the alternative hypothesis stated in this study is accepted at the 5% (five percent) level of significance. Measurement of the percentage effect of all independent variables on the value dependent variable, indicated by the magnitude of the coefficient of determination R-square (R 2) between 1 and zero, where an R-square (R2) value that is close to one provides a large percentage of influence. Structural equation model of this research will be completed with the PLS program, which will later describe the relationship between constructs in the structural model as follows:

Figure 1. The Visual Hypothesized Direction Relationships of All Variables
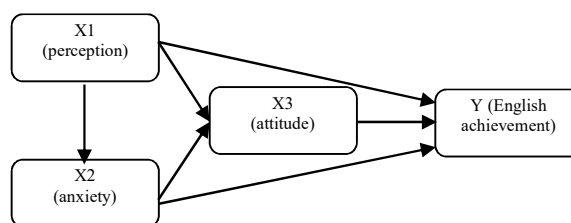
Based on the figure, the hypotheses in this study include:

1. Perception, anxiety, and attitude significantly contribute toward students' English achievement

2. Perception and anxiety significantly contribute to students' attitude.

3. Perception significantly contributes to students' anxiety.

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[21] Ghozali, *Structural Equation Modelling: Metode Alternatif Dengan Partial Least Squares (PLS)*.

Next, in the analysis using PLS-SEM, independent variables were written with exogenous variables and dependent variable was written with endogenous varibale. This change happened due to the different terms used in the SmartPLS 4 software [22].

C. RESULT AND DISCUSSION

1. Result

The study aimed to investigate the relationship among students' perception, anxiety, attitude, and English achievement as well as their contribution to English achievement in *Modern Pondok Pesantren.* Three models tested: (1) relationship among perception, anxiety, attitude, and English achievement; (2) relationship between perception, anxiety and attitude; and (3) relationship between perception and anxiety. The result presented descriptive analysis, hypothesis testing, and contribution analysis using PLS-SEM.

Descriptive Analysis

Descriptive analysis of the variables in this study is presented in the following table:

Table 1 Descriptive Analysis

	Perception	Anxiety	Attitude	English Achievement
Minimum	61	44	104	51.25
Maximum	89	119	190	95
Average	73.069	85.229	146.504	77.918
Standard deviation	5.182	15.510	16.613	9.615

Based on the table above, it can be seen that the perception variable has a minimum value of 61 and a maximum value of 89. The average of the perception variables is 73.069 with a standard deviation of 5.182. It showed that students have "good and positive" perception toward learning English in the context of

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[22] C.M Ringle et al., *SmartPLS 4*, en, Bönningstedt:, released 2024, https://www.smartpls.com.

Modern Pondok Pesantren. Then, the anxiety variable has a minimum value of 44 and a maximum value of 119. The average of the anxiety variables is 85.229 with a standard deviation of 15.510. It indicates that the levels of the students' anxiety belong to "relaxed" which students mostly learn English in enjoyable feeling. Next, the attitude variable has a minimum value of 104 and a maximum value of 190. The average of the attitude variables is 146.504 with a standard deviation of 16.613. It showed that students have good attitude toward learning English. Last, the English achievement variable has a minimum value of 51.25 and a maximum value of 95. The average of the English achievement variable is 77.918 with a standard deviation of 9.615. Thus, it can be said that the English achievement variable is categorized as "good" for the students.

Hypothesis Testing with PLS-SEM

The PLS-SEM results involved three models. Model 1 tested the relationship among perception, anxiety, attitude, and English achievement (research question 1 and 2); Model 2 tested the relationship between perception, anxiety, and attitude (research question 2); Model 3 tested the relationship between perception and anxiety. Hypothesis testing is used to test whether the influence of exogenous variables (independent variables) on endogenous variables (dependent variable) is significant or not. The test criteria state that if the probability ≤ level of significance (Alpha (α) = 5%) then it is stated that there is a significant effect of exogenous variables on endogenous variables. The hypotheses testing also confirm the significant model that proposed in this study.

Testing of Hypothesis 1: Relationship among Perception, Anxiety, Attitude, and English Achievement
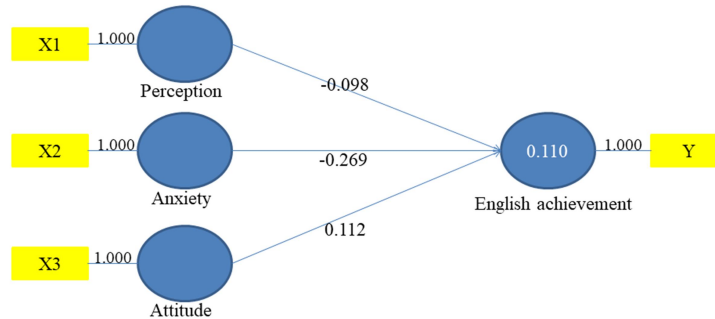
Figure 2. Hypothesized Path Model 1

Figure 1 illustrates the relationship among perception, anxiety, attitude and English achieve as direct hypotheses in structural model. Accordingly, the results of hypothesis testing can be seen through the following table.

Table 2 Hypothesis Testing

Exogenous Variables	Endogenous Variable	Path Coefficient	P Values
Perception (X1)	English achievement (Y)	-0.098	0.336
Anxiety (X2)	English achievement (Y)	-0.269	0.004
Attitude (X3)	English achievement (Y)	0.112	0.373

Based on the analysis, the values for the first model in this study as follows:

Y = -0.098 X1 - 0.269 X2 + 0.112 X3

The equation shows the following:

1. The effect of perception on English achievement produces a path coefficient value of -0.098 with a probability value of 0.336. The test results are probability> *level of significance (Alpha (α) = 5%)*. This means that there is a

negative but insignificant effect of perception on English achievement. Thus, the higher the perception, the more likely it is to reduce English achievement, although the decrease is not significant.

2. The effect of anxiety on English achievement produces a path coefficient value of -0.269 with a probability value of 0.004. The test results are probability < *level of significance (Alpha (α) = 5%)*. This means that there is a significant negative effect of anxiety on English achievement. Thus, the higher the anxiety, the more likely it is to reduce English achievement.

3. The effect of attitude on English achievement produces a path coefficient value of 0.112 with a probability value of 0.373. The test results are probability> *level of significance (Alpha (α) = 5%)*. This means that there is a positive but not significant effect of attitude on English achievement. Thus, the higher the attitude, the more likely it is to improve English achievement, although the increase is not significant.

Based on the explanation, it is only anxiety that significantly correlate to English achievement, while perception and attitude do not significantly correlate to English achievement. It indicates that this model can't confirm the structural relations among perception, anxiety, attitude, and English achievement.

Testing of Hypothesis 2: Relationship among Perception, Anxiety and Attitude.
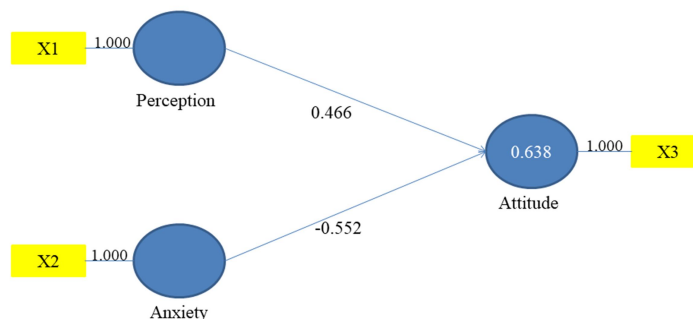
Figure 3. Hypothesized Path Model 2

Figure 3 illustrates the relationship between perception, anxiety, and attitude. Accordingly, the results of hypothesis testing can be seen through the following table.

Table 3 Hypothesis Testing

Exogenous/ Variables	Endogenous Variable	Path Coefficient	P Values
Perception (X1)	Attitude (X3)	0.466	0.000
Anxiety (X2)	Attitude (X3)	-0.552	0.000

Then, the values for the second model are:

X3 = 0.466 X1 - 0.552 X2

The equation shows the following:

1. The effect of perception on attitude produces a path coefficient value of 0.466 with a probability value of 0.000. The test results are probability < *level of significance (Alpha (α) = 5%)*. This means that there is a significant positive effect of perception on attitude. Thus, the higher the perception, the more likely it is to increase attitude.

2. The effect of anxiety on attitude produces a path coefficient value of -0.552 with a probability value of 0.000. The test results are probability < *level of significance (Alpha (α) = 5%)*. This means that there is a significant negative effect of anxiety on attitude. Thus, the higher the anxiety, the more likely it is to reduce attitude.

Based on the result of the hypothesis 2, it showed that perception as well as anxiety affect to students attitude in learning English. This model confirmed the relationship between perception, anxiety, and attitude.

Testing of Hypothesis 3: Relationship between Perception and Anxiety
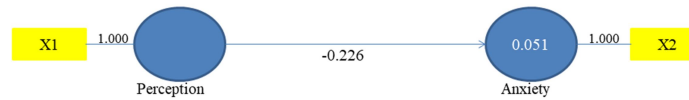
Figure 4. Hypothesized Path Model 3

Figure 4 illustrates the relationship between perception and anxiety. Accordingly, the results of hypothesis testing can be seen through the following table.

Table 4 Hypothesis Testing 3

| Exogenous Variables	Endogenous Variable	Path Coefficient	P Values
Perception (X1)	Anxiety (X2)	-0.226	0.027

The values for the third model are:

X2 = -0.226 X1

The equation shows that the effect of perception on anxiety produces a path coefficient value of -0.226 with a probability value of 0.027. The test results are probability < *level of significance (Alpha (α) = 5%)*. This means that there is a significant negative effect perception on anxiety. Thus, the higher the perception, the more likely it is to reduce anxiety.

Contribution of Each Exogenous Variables to Endogenous Variables

Goodness of fit Model is used to determine the ability of endogenous variables to explain the diversity of exogenous variables, or in other words to determine the contribution of exogenous variables to endogenous variables. Goodness of fit Model in PLS analysis is done using R-Square and illustrates in the figure below.

Figure 5. Algorithm Path Diagram
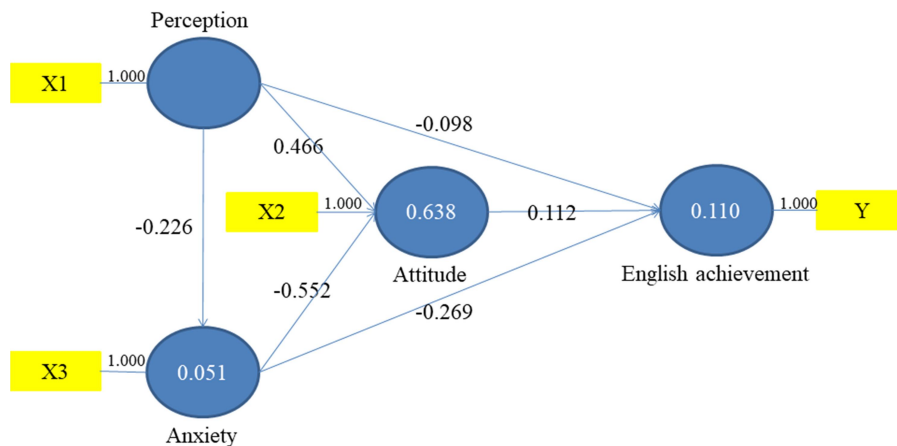
The Goodness of fit Model results has been summarized in the following table.

Table 5 *Goodness of fit* Model

Endogenous	R Square
English achievement	0.110
Attitude	0.638
Anxiety	0.051

Based on the figure and the table, the R-square of the English achievement variable is 0.110 (11.0%). It means that the contribution of perception, anxiety, and attitude to English achievement is only 11.0%, while the remaining 89.0% is the contribution of other variables not discussed in this study. Then, the R-square of the attitude variable is 0.638 (63.8%). It shows that the contribution of perception and anxiety to attitude is 63.8%, while the remaining 36.2% is the contribution of other variables not discussed in this study. Last, the R-square of the anxiety variable is 0.051 (5.1%). This illustrates that the contribution of perception to anxiety is 5.1%, while the remaining 94.9% is the contribution of other variables not discussed in this study.

Goodness of fit Model in PLS besides using R-square also uses effect size f-square which is used to determine the level of influence of exogenous variables on endogenous variables, where if f-square is around 0.02 - 0.15 then exogenous variables have little effect on endogenous variables. Then if the f-square is around 0.15 - 0.35, the exogenous variable has a considerable influence on the endogenous variable. Then if the f-square is more than 0.35, the exogenous variable has a large influence on the endogenous variable. The f-square results are summarized in the following table:

Table 6 F-square results

Exogenous Variables	Endogenous Variable	f Square	Description
Perception	Anxiety	0.054	Small
Perception	Attitude	0.569	Great
Anxiety	Attitude	0.798	Great
Perception	English achievement	0.007	Very Small
Anxiety	English achievement	0.043	Small
Attitude	English achievement	0.005	Very Small

The table informs that the perception, anxiety, and attitude variables has little effect on English achievement (f square = 0.007, 0.043, 0.005). It indicates that English achievement of students in *Modern Pondok Pesantren* influenced by other factors that not discussed under this study. In addition, it can be seen that perception and anxiety have a big influence on students' attitude in learning English. It means that the more positive perception the students have, the good attitude they show in learning English. Also, the higher anxiety the students have, the poor attitude they show in learning English. Last, perception has small effect on anxiety which showed that students' perception is not enough to cover their anxiety in learning English.

2. Discussion

The findings of this study reveal relationships between perception, anxiety, attitude, and English achievement among students in *Modern Pondok Pesantren*. These results are contributed in understanding the psychological and emotional dynamics of language learning within unique educational contexts that blend religious and modern curricula.

Perception, Anxiety, Attitude and English Achievement.

This study's results do not provide significant empirical evidence to prove the direct correlation of perception toward English achievement among students in *Modern Pondok Pesantren.* Students' perceptions of English language learning may not have a significant impact on their achievement in modern Islamic boarding schools due to several underlying factors. One is the higher priority given to religious studies, so that English is not the main focus in their academic life. Although students' perceptions of English can be positive or negative, time for studying English limited is another reason that influenced their perceptions, besides lack of opportunities to apply the language in daily life reduce the influence of perceptions on achievement. In addition, teaching methods that used by teacher may be not varied and almost always used traditional method like *ceramah* method also make English learning less interesting or challenging for students. Low motivation for learning English also because the language is not considered an urgent need in the Islamic boarding school environment, especially compared to Arabic or religious studies. Stronger social pressure to excel in religious subjects also reduces students' drive to excel in English. Thus, although perceptions of English may exist, other factors such as curriculum priorities and learning motivation have a greater influence on their learning outcomes. This is in contrast with the findings of Hidayat[23] and Wahidah[24] who found that there was correlation between students' perception and their achievement. According to

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[23] Hidayat, "The Relationship between English Achievement of High School Students and Their Perception toward English Teacher Leadership Style."
[24] Wahidah, "The Correlation Between Students' Perceptions Toward Teachers' Pedagogical Competence and Their Achievement in English Subject at SMA Islam NU Pujon."

Robbins[25], positive perceptions are formed when students feel satisfied with the object (in this case, English as a subject studied at school). On the other hand, negative perceptions arise when students feel dissatisfied with the object being studied. A similar idea was also expressed by Billy[26], who stated that students' perceptions are influenced by their observations within the academic environment. The way students perceive academic matters is molded by the interactions they have with their teachers, ultimately impacting their attitudes and behaviors towards their studies.

In general, students in *Modern Pondok Pesantren* have a positive perception of the importance of English, especially for practical benefits such as job hunting, international communication, and further education, reflecting their awareness of the value of English in the future. However, the main difficulties faced by students include aspects of pronunciation, grammar and vocabulary, indicating the need for more attention in the teaching process. While positive perceptions of English contributed to better learning outcomes, some students felt that their perceptions did not always influence learning outcomes, suggesting other factors were at play.

Meanwhile, the result of this study showed that there is a significant relationship between anxiety and English achievement in a negative way among students in *Modern Pondok Pesantren*. However, the results of this research show a negative relationship and differ from the findings of previous studies. Students' anxiety in English learning mainly arises when speaking in front of the class or facing exams, with the main causes being unfamiliarity with speaking English, lack of vocabulary, and fear of making mistakes. This anxiety can prevent students from performing at their best, affect their learning outcomes and make them less active in class. Besides, anxiety can have a negative correlation with students' English achievement in modern Islamic boarding schools, because

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[25] Robbins, *Organizational Behavior*.
[26] Billy, "A Correlational Study: Teachers' Pedagogical and Personal Competence Toward Students' Motivation at SMA Negeri 4 Kendari Based on Students' Perception."

students who experience anxiety tend to have difficulty focusing, processing information, and remembering lesson materials. This anxiety may arise because the Islamic boarding school environment has high academic and spiritual demands, and expectations in religious lessons are more dominant than English. Students who feel anxious about their English abilities may be afraid of making mistakes, afraid of being evaluated, or embarrassed to speak in public. This discomfort prevents them from actively participating in class, impacting their mastery of skills such as speaking, writing, and understanding English texts. As a result, their achievement in English may decline. Anxiety can also affect learning motivation, where students who feel anxious tend to avoid English lessons or activities, which in turn worsen their achievement.

In addition, this finding reveals that there is no significant contribution of attitude to English achievement. This finding is in line with the work of Tamco[27] who said that there is no significant relationship between attitude and English achievement of Philippines' students. Similarly. Putri, et.al[28] and Ardila et al[29], they also stated the same, that there is no significant relationship between attitude and students' English achievement. Attitude only has a minor influence and lacks a deeper impact on students' English achievement. The lack of relationship between attitudes and English achievement of students in modern Islamic boarding schools may be due to several other factors that are more dominant in influencing achievement. Although students' attitudes toward English may be positive, factors such as teaching methods, learning environment, curriculum priorities, and limited time allocated to study English may reduce the influence of attitudes on academic outcomes. In modern Islamic boarding schools, the main focus is often on religious studies, which makes non-religious subjects such as English less of a priority. In addition, the lack of opportunities to use English in

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[27] Tamco, "An Assessment of English Language Anxiety among Senior High School Students and Its Effect on Their Academic Achievement."

[28] Putri et al., "The Correlation between EFL Students' Attitude and Their Learning Achievement."

[29] Ardila et al., "The Correlation among Students' Attitude toward Learning, Language Learning Strategies, and English Achievement of Islamic Junior High School."

everyday life and limited environmental support in mastering a foreign language may hinder students from achieving high achievement, regardless of their attitudes. Thus, although students' attitudes may be positive toward English, other, stronger factors often play a role in determining their achievement.

The combined effects of perception, anxiety, and attitude accounted for 11% of the variance in English achievement. It suggests that others factors contribute significantly to learning outcomes such as motivation, family support, and institutional resources [30]. One of the most important factors is motivation. Students who have intrinsic motivation to learn English tend to put in more effort and commitment to learning, regardless of their perception of English or the level of anxiety they experience. Strong motivation can help students overcome challenges and anxiety that arise during the learning process, thus supporting better achievement. In addition, family support also plays an important role in improving students' English achievement. Families who provide support, both emotionally and materially, can increase students' self-confidence and facilitate access to additional learning resources, such as language courses or reading materials. This support helps students feel valued in their efforts to learn English, which in turn increases their engagement in the learning process.

Institutional resources and support are also key factors, as stated by Bahtiar, et al[31]. Institutions that provide an adequate learning environment, with supporting facilities such as language laboratories, relevant learning materials, and ongoing teacher training, can improve students' language proficiency. Strong institutional support also includes policies that support the use of English in daily activities, thus giving students more opportunities to practice. With strong family and institutional support, students are more likely to overcome negative perceptions, anxiety, or less supportive attitudes, because they get enough motivation and facilities to succeed in learning English.

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[30] Simamora, "The Influence of Students' Attitude and Perception on Scientific Approach toward Their English Achievement at SMA Muhammadiyah 11 Padangsidimpuan."

[31] Bahtiar et al., "Pendampingan Peningkatan Kemampuan Bahasa Inggris Santri Di Pondok Pesantren."

Overall, although perception, anxiety, and attitude affect students' English achievement, other factors such as motivation, family support, and institutional resources seem to be more dominant in influencing learning outcomes. By combining these factors, English learning can be more effective and sustainable.

Perception, Anxiety and Attitude

The relationship between perceptions and attitudes in *Modern Pondok Pesantren* is significantly positive supports the literature which states that positive perceptions of teaching influence students' attitudes towards learning English. The positive relationship between perception and attitude in learning English in modern Islamic boarding schools can be an important factor in encouraging student success. Positive perceptions of English, such as the belief that the language is important and useful for the future, can shape a more open and enthusiastic attitude towards learning. Students who perceive that English is important for career opportunities or further education tend to have a more positive attitude towards their efforts in learning the language.

This positive attitude is usually manifested in the form of active participation in class activities, interest in learning more, and readiness to face challenges in learning English. In modern Islamic boarding schools, where English may not be the main focus, the perception that this language is important for involvement in the global world can encourage students to be more serious in learning. A good attitude towards learning English can also make students more confident, which in turn reduces their anxiety when interacting in a foreign language.

In addition, good perceptions about teachers and teaching methods in modern Islamic boarding schools can also affect students' attitudes. If students feel that their English teachers are competent, supportive, and use relevant teaching methods, these perceptions will encourage more positive attitudes and increase their motivation to learn. This positive relationship between perception and attitude creates a more productive learning cycle, where good perceptions lead to good attitudes, which then improve the quality of the learning process and

ultimately have a positive impact on their achievement in English. Robbins[32] revealed that perception is a process of interpretation that produces meaning from one's environment, which then affects attitudes and behavior. Hidayat's[33] study shows that students' perceptions of teachers' leadership styles are significantly related to their academic achievement. In the context of *Modern Pondok Pesantren*, students' positive perceptions of the learning environment and interactions with teachers might increase their motivation to learn English, as shown in Wahidah's study[34].

In addition, this finding shows that anxiety shares contribution to attitude, but the relationship is negative which means the higher anxiety that the students feel, the more likely it is reduce their attitude in learning English at *Modern Pondok Pesantren*. The finding that anxiety contributes to attitudes but with a negative relationship shows that the higher the level of anxiety felt by students, the lower their positive attitudes towards learning English in modern Islamic boarding schools. This makes sense, because anxiety often interferes with students' ability to feel comfortable and motivated in the learning process. Anxiety, especially related to foreign language skills, can cause fear of failure, fear of being evaluated, or worry about making mistakes. When students feel anxious, they tend to experience decreased self-confidence, which ultimately affects their attitudes towards learning English. In modern Islamic boarding schools, where English may not be the language of daily life, anxiety can be heightened due to lack of exposure and practice of the language. In addition, academic pressure from more dominant religious subjects can exacerbate feelings of anxiety towards non-religious subjects such as English. Therefore, it is important for teachers and institutions to create a supportive learning environment and reduce student anxiety, for example by using a more communicative approach

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[32] Robbins, *Organizational Behavior*.

[33] Hidayat, "The Relationship between English Achievement of High School Students and Their Perception toward English Teacher Leadership Style."

[34] Wahidah, "The Correlation Between Students' Perceptions Toward Teachers' Pedagogical Competence and Their Achievement in English Subject at SMA Islam NU Pujon."

and encouraging a safe and supportive classroom atmosphere. In this way, anxiety can be reduced, and positive attitudes towards learning English can be increased.

High anxiety can cause students to participate less in class, avoid challenges related to speaking or writing skills, and feel uncomfortable when having to interact in English. As a result, their attitudes towards English turn negative, because they see the learning process as something difficult or scary. This negative attitude can then worsen students' learning experiences, causing them to be less engaged, which ultimately has the potential to lower their achievement. The significant negative relationship between anxiety and attitude in this current study is in line with the theory that anxiety affects students' attitude towards learning. According to Horwitz[35], anxiety in language learning is the result of a combination of feelings, beliefs, and perceptions that arise during the learning process. This finding is consistent with Hu and Wang[36], who mentioned that anxiety often stems from internal factors, such as low self-esteem, and external factors, such as teachers' teaching approaches. In the context of *Modern Pondok Pesantren*, the learning environment that may have additional pressures, such as high expectations of maintaining religious values while learning a foreign language, may exacerbate students' anxiety. Therefore, it is important to create a supportive classroom atmosphere to reduce anxiety and improve students' attitudes towards learning English.

Additionally, the contribution of perception and anxiety to attitude is 63.8% while the remaining 36.2% is the contribution of other variables not discussed in this study. It indicates that students need to have positive perception about English learning that can impact the low level of their anxiety so that they can participate actively in learning English at school.

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[35] Horwitz, *Foreign Language Anxiety; The Modern Language*, vol. 70.
[36] Ling Hu and Na Wang, "Anxiety in Foreign Language Learning:," paper presented at 2014 International Conference on Global Economy, Commerce and Service Science (GECSS-14), Phuket, Thailand, 2014, https://doi.org/10.2991/gecss-14.2014.31.

Perception and Anxiety

The next finding shows that perception has a significant negative effect on anxiety of students. It can be said that the higher or positive the perception, the more likely it is to reduce anxiety among students. This statement showed that perception has a significant negative effect on anxiety indicates a mutually beneficial relationship between positive perception and a reduction in students' anxiety levels. That is, the more positive students' perceptions about learning English, the less likely they are to feel anxious during the learning process. This is a logical finding, because positive perceptions about a subject are usually associated with feelings of confidence, comfort, and interest in learning further. In modern Islamic boarding schools, where the main focus is religious studies, positive perceptions of English can go a long way in reducing students' anxiety. Students who feel that English is an important skill for global opportunities or further education will be more motivated and tend to see challenges in learning as something that can be overcome, rather than as a source of stress. Thus, positive perceptions help create a calmer and more supportive learning environment, which ultimately reduces anxiety and improves the overall learning experience. It is important for teachers and institutions to build on these positive perceptions, for example by emphasizing the relevance of English in everyday life, providing fun learning methods, and showing other students' successes in mastering English. These steps can help reduce anxiety and encourage better engagement in learning.

When students have positive perceptions about English—for example, they see the language as an important skill for the future, interesting, or easy to master—they tend to feel more confident in facing challenges in learning. These positive perceptions can create an optimistic attitude that reduces fear or anxiety when they face difficulties, such as public speaking or understanding new material. Conversely, negative or dismissive perceptions of English tend to increase anxiety, because students feel that the language is too difficult or irrelevant to their lives. In the context of theory, Robbins (2003) emphasizes that perception is a process of interpretation that can result in a meaningful experience

of the world, with positive perceptions often stemming from an individual's satisfaction with a particular object. When students have positive perceptions, they tend to be more confident, which in turn can lower anxiety. On the other hand, this finding contrasts with some previous studies such as Tamco[37] and Afifah[38], who reported that anxiety does not always have a significant relationship with English achievement. However, this difference could be interpreted through a unique context, such as a *Modern Pondok Pesantren* environment, where religious values may moderate the relationship between perception and anxiety.

Compared to previous studies, such as Ajam et al.[39] and Simamora[40], which highlighted the combined influence of perceptions and attitudes on English language achievement, these findings offer a new perspective by focusing on the direct relationship between perceptions and anxiety. This is relevant because anxiety in language learning can arise from internal factors such as self-beliefs or external factors such as the classroom environment. In the context of Islamic institution, it is likely that students' positive perceptions of English learning are supported by an educational approach that respects religious values as well as modernization, as mentioned in Sukirlan's (2016) research. Thus, the influence of perception on anxiety can be an important foundation for understanding students' emotional dynamics in learning English in a typical educational environment such as *Pesantren*.

Positive perceptions of English tend to reduce students' anxiety, as they see the language as important and useful for the future, which gives them motivation to learn without feeling pressured. In contrast, students with negative or doubtful perceptions of English are more anxious, especially in situations of speaking in front of the class or facing exams. Anxiety can also affect students' perceptions,

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[37] Tamco, "An Assessment of English Language Anxiety among Senior High School Students and Its Effect on Their Academic Achievement."

[38] Afifah, "The Relationship Between Anxiety in Learning English and Students' Achievement at Tenth Grade of SMA IT Bangkinang."

[39] Ajam et al., "The Students' English Achievement, Perception and Attitude in English Language Teaching."

[40] Simamora, "The Influence of Students' Attitude and Perception on Scientific Approach toward Their English Achievement at SMA Muhammadiyah 11 Padangsidimpuan."

where anxiety related to mispronunciation or understanding the material can worsen their view of English. However, for some students, anxiety is an incentive to try harder, such as asking questions to friends or teachers, which can improve their perception of English learning although the contribution of perception toward anxiety is only 5.1%.

Implication of the study

The results of this study hold significant significance for English educators, particularly those operating within socio-religious contexts such as *Modern Pondok Pesantren*. Educators can employ many ways to enhance students' favorable perspectives of English learning, therefore alleviating anxiety and promoting positive attitudes. Incorporating mindfulness interventions into the curriculum is a beneficial strategy, as they promote students' emotional resilience and diminish classroom anxiety, resulting in improved academic achievement [41]. Positive psychology significantly emphasizes students' emotional well-being, fosters interest, and enhances self-confidence, hence facilitating a more harmonious teacher-student connection and a constructive learning environment [42]. Educators can mitigate foreign language anxiety by utilizing student-centered learning strategies, offering explicit instructions, and fostering a pleasant classroom environment through humor [43]. The integration of technology and psychological assistance from educators can be advantageous [44].By implementing these tactics, educators can cultivate a supportive learning environment that

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[41] L Smith et al., "Mindfulness in the English Language Classroom: Student Perceptions of Positive Psychology Curriculum Interventions," *Canadian Modern Language Review/ La Revue Canadienne Des Langues Vivantes* 80, no. 4 (2024): 285–312, https://doi.org/10.3138/cmlr-2023-0053.

[42] Li Wei and Maizura Yasin, "Positive Psychology towards English Learning Anxiety among Students of Secondary School at Sichuan China," *International Journal of Academic Research in Business and Social Sciences* 13, no. 12 (2023): Pages 4976-4987, https://doi.org/10.6007/IJARBSS/v13-i12/20347.

[43] Dian Rianita et al., "A Double-Edged Sword of Humour: Students' Perspectives on Teachers' Use of Humour in EFL Classroom," *REiLA : Journal of Research and Innovation in Language* 5, no. 3 (2023): 287–97, https://doi.org/10.31849/reila.v5i3.16415.

[44] Hamza Atifnigar, "Teachers' and Students' Roles in Reducing Foreign Language Anxiety," *European Journal of Contemporary Education and E-Learning* 2, no. 3 (2024): 90–106, https://doi.org/10.59324/ejceel.2024.2(3).08.

diminishes anxiety and fosters a favorable disposition towards English acquisition.

This study demonstrated a substantial inverse correlation between anxiety and English achievement, indicating that pupils with reduced anxiety levels generally exhibit superior performance in English. Consequently, *Modern Pondok Pesantren* can establish a conducive learning atmosphere to alleviate students' anxiety, attainable through many ways. Implementing an English learning approach aimed at alleviating anxiety has demonstrated a substantial reduction in anxiety levels, resulting in enhanced performance in English communication [45]. Furthermore, motivating students to utilize individual techniques, such as preparation and practice, can mitigate speaking anxiety and enhance their overall language proficiency. [46]

Students at *Modern Pondok Pesantren* typically exhibit favorable attitudes towards studying across all areas, including English, attributable to the institution's discipline and focus on religious ethics [47]. This reverence for educators and disciplines may elucidate why students' attitudes, although favorable, may not directly enhance English proficiency. Their attitudes foster passion and self-esteem, so indirectly bolstering their learning experience.

This study concentrated solely on female students; however, previous data indicates that incorporating male students could elucidate any gender disparities in language learning experiences. Male students may encounter varied levels of

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[45] Ridha Fadillah, "The Effectiveness of English Learning Model Based on Negative Anxiety Reduction on Islamic Senior High School in Banjarbaru" (Thesis, Antasari State Institute for Islamic Studies, 2015).

[46] Audi Gantina et al., "Student's Dtrategies for Reducing Anxiety in Speaking English," *UC Journal: ELT, Linguistics and Literature Journal* 4, no. 2 (2023): 64–74, https://doi.org/10.24071/uc.v4i2.6424; Haifa Ali Salem Mansoor and Ghozali Imam, "Is Oral Communication Apprehension Reasonable?: A Study on Sociocultural Factors among Indonesian EFL Learners," *REiLA : Journal of Research and Innovation in Language* 5, no. 3 (2023): 252–65, https://doi.org/10.31849/reila.v5i3.16634; Sayuri et al., "Students' Anxiety and Motivation to Speak English at Islamic Boarding School."

[47] Abdul Muhaimin and Muhammad Iqbal Sultan, "Analysis of the Impact of Islamic Boarding School Education on Cultivating the Discipline of the Santri at the Islamic Boarding School," paper presented at ICLSSEE, Salatiga, European Alliance for Innovation (EAI), 2021, https://doi.org/DOI%252010.4108/eai.6-3-2021.2305974.

anxiety and attitudes stemming from diverse societal expectations and responsibilities in Islamic boarding schools. Subsequent research ought to investigate these gender disparities to get a more profound comprehension of how perception, anxiety, and attitude influence English proficiency.

A further weakness of this study is its concentration on a singular institution, which constrains the generalizability of the results. Extending the research to encompass several *Modern Pondok Pesantren* in other places might yield a more thorough comprehension of the impact of psychological elements on English proficiency. Furthermore, employing a longitudinal design could document alterations in perception, anxiety, and attitude over time. Mitigating these constraints and broadening the scope of future research could enhance the comprehension of language acquisition within Islamic educational contexts, revealing new elements that may substantially influence English proficiency in *Modern Pondok Pesantren*.

D. CONCLUSION

This study provides valuable insights into the intricate relationships among perception, anxiety, attitude, and English achievement within the unique context of *Modern Pondok Pesantren*. The results address a significant gap in the literature by examining how these psychological factors interact in a setting that integrates religious and modern educational curricula. The findings reveal that while perception indirectly influences English achievement through its effects on anxiety and attitude, anxiety emerges as the most critical barrier to success, significantly hindering both attitude and academic performance.

The research novelty lies in its focus on the *Modern Pondok Pesantren* environment, where cultural and religious priorities intersect with language learning. This study highlights the importance of fostering positive perceptions and reducing anxiety to improve attitudes and, ultimately, English achievement. The combined contribution of these factors, while moderate, underscores the need for further exploration of additional variables, such as motivation and institutional support, which may play vital roles in this educational context.

The implications of this research extend to educators and policymakers in Islamic boarding schools. Interventions aimed at reducing anxiety, such as creating supportive and inclusive classroom environments and employing culturally relevant teaching strategies, could significantly enhance students' learning experiences. Moreover, fostering positive perceptions of English as a valuable skill alongside Arabic can help balance institutional priorities and improve students' motivation.

This study contributes to the broader field of educational psychology by demonstrating the interplay between psychological factors and academic outcomes in a culturally unique setting. Future research should build on these findings by exploring gender differences, expanding to multiple institutions, and incorporating longitudinal approaches to capture the dynamic nature of these relationships over time. Such efforts will further inform strategies to support English learning in similar educational environments, ensuring students can achieve their full potential in both religious and modern domains.

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