

OPTIMALIZING STUDENTS' SPEAKING SKILLS THROUGH THE MUHADATSAH PROGRAM: A CASE STUDY AT MTS KOTO TANGAH

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Abstrak:

Penelitian ini bertujuan untuk mendeskripsikan implementasi program *muhadatsah* dalam meningkatkan keterampilan berbicara bahasa Arab siswa di MTs Koto Tangah, meliputi bentuk kegiatan, metode pembelajaran, aspek manajerial, serta faktor pendukung dan penghambat pelaksanaannya. Penelitian ini menggunakan pendekatan kualitatif dengan desain studi kasus. Data dikumpulkan melalui observasi nonpartisipan, wawancara semi-terstruktur, dan dokumentasi, kemudian dianalisis menggunakan model interaktif Miles, Huberman, dan Saldana. Hasil penelitian menunjukkan bahwa program *muhadatsah* dilaksanakan secara rutin di luar jam pelajaran formal dengan kegiatan yang bervariasi, seperti dialog berpasangan, diskusi kelompok, bermain peran, dan presentasi singkat. Program ini berdampak positif terhadap peningkatan kepercayaan diri, kefasihan berbicara, dan frekuensi penggunaan bahasa Arab siswa dalam interaksi sehari-hari. Namun, efektivitas program masih terkendala oleh lemahnya disiplin berbahasa Arab, keterbatasan kosakata, lingkungan berbahasa yang belum optimal, serta manajemen program yang perlu diperkuat. Secara keseluruhan, implementasi *muhadatsah* di MTs Koto Tangah selaras dengan prinsip *Contextual Teaching and Learning* dan *Communicative Language Teaching* dalam pengembangan *maharah kalam* siswa.

Kata Kunci: Implementasi, Program *Muhadatsah*, Keterampilan Berbicara

مستخلص البحث

تهدف هذه الدراسة إلى وصف تنفيذ برنامج المحادثة في تنمية مهارة الكلام باللغة العربية لدى طلاب مدرسة الثانوية كوتو تاناه، من حيث أشكال الأنشطة، وطرائق التدريس، والجوانب الإدارية، والعوامل الداعمة والمعيقة لتنفيذه. استخدمت الدراسة المنهج النوعي بتصميم دراسة الحالة. وتم جمع البيانات من خلال الملاحظة غير التشاركية، والمقابلات شبه المقتننة، وتحليل الوثائق، ثم تحليلها باستخدام نموذج مايلز وهوبرمان وسالدانا التفاعلي. وأظهرت نتائج الدراسة أن برنامج المحادثة ينفذ بانتظام خارج الحصص الدراسية الرسمية من خلال أنشطة تواصلية متنوعة، مثل الحوار الثنائي، والمناقشة الجماعية، ولعب الأدوار، والعروض القصيرة. وأسهم البرنامج في تحسين طلاقة الطلاب في الكلام، وزيادة ثقتهم بأنفسهم، وارتفاع وتيرة استخدام اللغة العربية في التفاعلات اليومية. ومع ذلك، لا تزال هناك بعض المعوقات، مثل ضعف الانضباط اللغوي، وقلة المفردات، وضعف البيئة اللغوية، وبعض التحديات الإدارية. وتخلص الدراسة إلى أن تنفيذ برنامج المحادثة في مدرسة الثانوية كوتو تاناه يتوافق مع مبادئ التعلم السياقي (*Contextual Teaching and Learning*) والتعليم اللغوي التواصل (*Communicative Language Teaching*) في تنمية مهارة الكلام.

الكلمات المفتاحية: التنفيذ، برنامج المحادثة، مهارة الكلام.

Abstract:

This study aims to describe the implementation of the *muhadatsah* program in improving students' Arabic speaking skills at MTs Koto Tengah, focusing on activity forms, instructional methods, managerial aspects, and supporting and inhibiting factors. The research employed a qualitative approach with a case study design. Data were collected through non-participant observation, semi-structured interviews, and documentation, and analyzed using the interactive model of Miles, Huberman, and Saldana. The findings reveal that the *muhadatsah* program is regularly conducted outside formal Arabic lesson hours through various communicative activities such as paired dialogues, group discussions, role play, and short presentations. The program positively influences students' speaking fluency, self-confidence, and frequency of Arabic use in daily interactions. However, several challenges remain, including weak language discipline, limited vocabulary, an underdeveloped Arabic language environment, and managerial constraints. Overall, the implementation of *muhadatsah* at MTs Koto Tengah aligns with the principles of Contextual Teaching and Learning and Communicative Language Teaching in developing students' speaking skills.

Keyword: Implementation, Muhadatsah Program, Speaking Skills

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INTRODUCTION

In the increasingly advanced digital era and globalization, mastering Arabic is very important, especially for students who study Arabic language and culture. Language is a system of ideas and culture as a natural approach to understanding values in society and has been used as a medium of communication throughout its history.¹ Language has an important social role in communicating with the wider community.² Arabic is one of the world languages that has developed in line with the development of social society and science.³ Arabic is the main language in Islamic religious texts, such as the Qur'an and Hadith.⁴ Arabic is also a discipline that has a variety of skills in it. These skills include speaking skills, listening skills, writing skills, and reading skills. These four skills are language skills that are interrelated and mutually sequential.⁵

In learning Arabic, the main expectation is that students are able to master four language skills, especially speaking skills. This skill is important in learning Arabic, which requires students to be active and confident in communicating because this skill allows students to express ideas, feelings, and opinions clearly and effectively.⁶ Speaking skills is one type of language skill that requires

¹ Abd Aziz and Saihu Saihu, "Interpretasi Humanistik Kebahasaan: Upaya Kontekstualisasi Kaidah Bahasa Arab," *Arabiyatuna: Jurnal Bahasa Arab* 3, no. 2 (2019): 301.

² Okarisma Mailani et al., "Bahasa Sebagai Alat Komunikasi Dalam Kehidupan Manusia," *Kampret Journal* 1, no. 1 (2022): 1–10, <https://doi.org/10.35335/kampret.v1i1.8>.

³ Daud Lintang Al Yamin, "Bahasa Arab Sebagai Identitas Budaya Islam Dan Pemersatu Keberagaman Suku," *Ta'limi | Journal of Arabic Education and Arabic Studies* 2, no. 1 (2023): 73–86, <https://doi.org/10.53038/tlmi.v2i1.60>.

⁴ Laili Mas Ulliyah Hasan, Firdausi Nurharini, and Kunti Nadiyah Salma, "Peran Bahasa Arab Dalam Pendidikan Islam Untuk Memperkuat Identitas Budaya Di Komunitas Lokal : Studi Di Desa Klatakan, Situbondo The Role of Arabic Language in Islamic Education to Strengthen Cultural Identity in Local Communities : A Study in Klatakan V," *Al-Ihsan : Jurnal Pengabdian Agama Islam* 1, no. 1 (2024): 44–58, <https://journal.uir.ac.id/index.php/al-ihsan/article/view/18243>.

⁵ Ahmad Fauzi, "Penerapan Metode Mumarasah Dalam Pembelajaran Maharah Kalam Di Pesantren Darussalam Gontor," *Maharaat Lughawiyat : Jurnal Pendidikan Bahasa Arab* 3, no. 4 (2024): 187–99.

⁶ Nuril Mufidah, Khonsa Fillah Attaqi, and Hasyim Amrulloh, "Peran Pemahaman Maharah Kalam Pada Pembelajaran Bahasa Arab Di Madrasah Aliyah Keagamaan (Mak)," *Proceeding International Conference on Islamic Education* 7 (2022): 700–708.

constant habit and practice.⁷ In the context of Islamic education, this expectation is increasingly important because Arabic is the language of the Qur'an and Hadith.⁸ Therefore, many Islamic educational institutions emphasize the importance of programs that accustom students to actively use Arabic in their daily lives.

One of the efforts made is through the implementation of the muhadatsah program, which is a structured and thematic Arabic conversation activity designed to support the development of students' speaking skills. Theoretically, muhadatsah serves as a practical foundation for strengthening speaking skill because it encourages students to express their ideas verbally, build confidence, and use Arabic in real communication contexts.⁹ Muhadatsah can also train and hone speaking skills anywhere and anytime.¹⁰ In Arabic language learning, muhadatsah is one way for students to be able to converse (speak) daily using Arabic Arabic.¹¹ The muhadatsah program is designed so that students become accustomed to communicating in Arabic in their daily lives. The muhadatsah program aims to create an environment that supports contextual mastery of Arabic. The implementation of the muhadatsah program should be the main support for mastering speaking skills at the MTs level. The muhadatsah program is an ongoing activity and has become one of the supporting activities at MTs Koto Tangah. The muhadatsah program is an activity that takes place outside of class hours. However, all students are required to participate in this activity so that they can speak Arabic properly and correctly.

However, the social reality at MTs Koto Tangah shows that the implementation of the muhadatsah program has not been optimal. Based on the researcher's initial observations, muhadatsah activities have been carried out routinely and involve all students as mandatory participants with the assistance of female teachers. However, in daily communication practices in the madrasah environment outside the classroom and outside the muhadatsah schedule, some students still use Indonesian and regional languages more often. This finding is reinforced by the results of interviews with supervising teachers who stated that the use of Arabic by students is still limited to muhadatsah activities and has not become a habit in daily social interactions.¹²

This phenomenon is influenced by several factors, including students' low confidence in speaking Arabic, their limited vocabulary, and the lack of a strong Arabic language environment that supports consistent use of the language. As a result, the main objective of the muhadatsah program, which is to accustom students to using Arabic actively and continuously, has not been fully achieved, causing students' speaking skills to develop slowly and unevenly. This condition indicates a gap between the program's objectives and the reality of its implementation in the field, which academically confirms the need to evaluate the implementation of the muhadatsah program in order to identify fundamental problems and formulate appropriate improvement efforts.

Swain's Output Hypothesis explains that learners' speaking ability develops through continuous opportunities to produce language in meaningful communication contexts, not just

⁷ Nur Cholifah and and Frida Akmalia, "Maharah Kalam Book: The Implementation at Arabic Course," *Alsuniyat: Jurnal Penelitian Bahasa, Sastra, Dan Budaya Arab* 4, no. 1 (2021): 1–14.

⁸ Hasan, Nurharini, and Salma, "Peran Bahasa Arab Dalam Pendidikan Islam Untuk Memperkuat Identitas Budaya Di Komunitas Lokal : Studi Di Desa Klatakan, Situbondo The Role of Arabic Language in Islamic Education to Strengthen Cultural Identity in Local Communities : A Study in Klatakan V."

⁹ Kaharuddin, "Pembelajaran Bahasa Arab Melalui Kemampuan Muhadatsah," *Al-Ishlah: Studi Pendidikan* 16, no. 1 (2018): 68.

¹⁰ Azhar Pager Alam and Imam Asyrofi, "Analisis Metode Pembelajaran Muhadatsah Yaumiyyah Dalam Upaya Meningkatkan Maharatul Kalam Santri," *JPPI (Jurnal Ilmiah Ilmu Pendidikan)*, no. 8 (2023): 5838.

¹¹ Fitri Alpinah, "Usaha Peningkatan Maharah Kalam Bahasa Arab Melalui Metode Muhadatsah Bagi Santri Di Pondok Pesantren Modern Al-Ikhlas Putri Kuningan" (Universitas Islam Indonesia, 2020).

¹² Nginayatul Khasanah, "Bahasa Arab Dan Identitas Keagamaan Dalam Kajian Sociolinguistik," *Ulumuddin: Jurnal Ilmu-Ilmu Keislaman* 14 (2024): 27–40.

through exposure to input.¹³ In line with this, Ellis states that using language through interaction allows learners to internalize linguistic forms more effectively, especially in the development of speaking skills.¹⁴ There is also research confirming the importance of muhadatsah practice in Arabic language learning. Mufidah et al. (2022) stated that speaking skills can only be developed through regular practice in a real context. Meanwhile, a study by Fitri Alpinah (2020) showed that the thematic muhadatsah method was able to improve students' fluency and vocabulary. Another study by Fauzi (2024) also concluded that the four language skills are interrelated and must be trained simultaneously. Especially speaking skill, requires intensive training and modeling from competent teachers. Therefore, the implementation of muhadatsah is not enough as an additional activity, but should be the core of the learning process. This research also confirms the importance of systematic evaluation of the program so that it can be continuously improved. The relevance of the muhadatsah program to student character building is also recognized in several pesantren education studies. Students who are accustomed to speaking Arabic in their daily lives have better self-confidence and religious understanding. Thus, strengthening muhadatsah is in line with the goals of Islamic education. This research is here to fill the gap in program implementation and provide solutions based on empirical data.

The purpose of this study is to describe how the implementation of the muhadatsah program is carried out at MTs Koto Tangah, in the sense that this study aims to find out the form of activities, methods, managerial implementation of the muhadatsah program that is applied. In addition, this study also aims to identify various supporting and inhibiting factors for the implementation of the muhadatsah program at MTs. Finally, this study aims to provide input and recommendations for the development of the muhadatsah program to be more optimal in helping students master speaking skills in Arabic.

METHOD

This study adopts a qualitative approach with a case study design aimed at exploring¹⁵ in depth the implementation of the muhadatsah program within the specific context of MTs Koto Tangah. The case study design was chosen on the grounds that it is able to comprehensively capture the dynamics of oral interaction, the psychological factors influencing students, and the process of developing students' speaking skills in learning situations that occur naturally within the school environment.

The selection of informants was carried out using purposive sampling¹⁶ with the following criteria and roles. Arabic language teachers were designated as key informants due to their direct responsibility for designing instructional materials and implementing muhadatsah activities. The program coordinator provided data related to curriculum policies, managerial aspects, and the overall supervision of program effectiveness. Meanwhile, seventh- and eighth-grade students were selected based on their active participation in the program for at least one semester, in order to obtain insights into their practical experiences, levels of motivation, and the various challenges they encountered when speaking Arabic.

Data were collected through three main techniques conducted simultaneously. Non-participant observation was employed to directly observe the implementation of muhadatsah both in the classroom and within the broader school environment, with a focus on teachers' instructional

¹³ Merrill Swain, "Three Functions of Output in Second Language Learning," in *Principle and Practice in Applied Linguistics* (Oxford: Oxford University Press, 1995), 125–44.

¹⁴ Rod Ellis, *Task-Based Language Learning and Teaching* (Oxford: Oxford University Press, 2003).

¹⁵ John W Cresswell, *Penelitian Kualitatif & Desain Riset* (Yogyakarta, 2023).

¹⁶ Cresswell.

strategies, patterns of student interaction, and the use of supporting media in speaking practice. Semi-structured interviews were conducted face-to-face using an interview guide to explore informants' subjective experiences, linguistic challenges, and the impact of the program on students' confidence in communication.¹⁷ In addition, documentation was utilized by examining supporting documents such as syllabi, activity schedules, attendance lists, photographic records of daily activities, and students' oral evaluation notes to strengthen and validate the field data.¹⁸

Data analysis was carried out inductively by referring to the interactive model proposed by Miles, Huberman, and Saldana, which consists of three main stages¹⁹. The data reduction stage involved selecting and organizing raw data obtained from observations, interviews, and documentation to focus on the core themes of program implementation. Subsequently, the reduced data were presented in the form of descriptive narratives and thematic tables to illustrate patterns of relationships among the aspects under study. The final stage, drawing conclusions, involved verifying the emerging patterns and linking them to theories of speaking skills instruction in order to produce academically credible conclusions.

To ensure data trustworthiness, this study employed technique triangulation by comparing findings from observations, interviews, and documentation, as well as source triangulation through cross-checking data from teachers, program coordinators, and students. In addition, member checking was conducted by confirming interview transcripts with informants to ensure the accuracy of the researcher's interpretations.

RESULT AND DISCUSSION

A. Implementation of the Muhadatsah at MTs Koto Tangah

1. General Activity Forms of Muhadatsah Program

At MTs Koto Tangah, the muhadatsah program is conducted outside regular Arabic language class hours as part of a strategic effort to strengthen students' speaking skills in an active and sustained manner. Holding the activities beyond formal instructional time provides students with greater flexibility to practice speaking without the pressure of academic assessment, allowing communication to develop more naturally.²⁰ Observational findings indicate that muhadatsah is implemented on a regular and well-organized basis, with the primary aim of giving students ample opportunities to use Arabic in everyday communicative contexts.

In terms of impact, the implementation of muhadatsah has led to notable improvements in students' self-confidence. During the initial phase, most students tended to be passive, hesitant to speak, and fearful of making mistakes in pronunciation or grammatical structure. However, after participating consistently in the muhadatsah program for one semester, students began to demonstrate greater confidence by speaking voluntarily in pair dialogues and small-group discussions. Arabic teachers reported that students who previously spoke only when

¹⁷ Arika Astari et al., *Metode Penelitian Bahasa Arab : Teori Dan Praktik*, NBER Working Papers (Yogyakarta: Laksbang Pustaka, 2022), <http://www.nber.org/papers/w16019>.

¹⁸ Shafilania Nindyarizki, "Penerapan Metode Qira'ah Dalam Pembelajaran Bahasa Arab Siswa Kelas VII Di MTs Ma'arif NU 2 Cilongok Kabupaten Banyumas," *Skripsi*, 2022, https://repository.uinsaiu.ac.id/16903/1/Skripsi_Shafilania_Nindyarizki.pdf.

¹⁹ Sugiyono, *Metode Penelitian Kuantitatif, Kualitatif, Dan R&D*, kedua (Bandung: Alfabeta, 2024).

²⁰ Elni Desriwita, "Dampak Pembelajaran Bahasa Arab Secara Online Terhadap Keterampilan Berbicara Santri Di MTs YMPI Koto Tangah Simalanggang" (Universitas Muhammadiyah Sumatera Barat, 2022).

prompted now take the initiative to start conversations and respond to their peers more independently.

The muhadatsah activities at MTs Koto Tengah have also contributed to an increased frequency of Arabic language use. Observations reveal that students not only speak Arabic during muhadatsah sessions but also gradually incorporate simple Arabic expressions into their daily interactions within the school environment, such as greetings, brief exchanges, and informal conversations with classmates. This finding suggests that muhadatsah functions as an effective form of language habituation, fostering an Arabic-speaking culture beyond the formal classroom setting.²¹

The forms of muhadatsah activities are varied, including pair dialogues, small-group discussions, and short presentations or the teacher also provides examples of conversations and correct sentence models,²² and the use of instructional media such as videos or audio recordings.²³ This diversity of activities plays a significant role in enhancing students' speaking fluency. Observational data show that students who actively participate in dialogues and discussions are able to speak more coherently, with fewer pauses than those observed at the early stages of the program. Teachers provide immediate feedback on pronunciation and grammatical usage, enabling students to gradually correct their errors and improve their spoken performance.²⁴

Furthermore, the relatively relaxed atmosphere of muhadatsah helps students overcome feelings of fear and embarrassment when using Arabic. The activities create a safe space in which students are allowed to make mistakes without the risk of academic penalties, instilling discipline in communicating using the Arabic language,²⁵ and improving students' social skills as they learn to interact and collaborate within groups.²⁶ Consequently, muhadatsah serves not only as a platform for speaking practice but also as a means of strengthening students' affective dimensions in Arabic language learning. These findings indicate that muhadatsah functions as a strategic complement to Arabic language instruction at MTs Koto Tengah, supporting the development of students' communicative competence in a more effective and natural way.

2. Methods Applied in the Muhadatsah Program

The instructional methods applied in the muhadatsah program at MTs Koto Tengah emphasize direct, active, and consistent practice in speaking Arabic. Muhadatsah serves as the core cooperative learning method, in which students are actively engaged in paired conversations and small-group interactions. This approach facilitates intensive two-way

²¹ Elni Desriwita et al., "Learning Arabic as an L2 (Study on the Impact of Online Learning on Speaking Skills) Universitas Muhammadiyah Sumatera Barat , Indonesia" VII, no. 1 (n.d.): 40–54.

²² Gamar Al Haddar et al., *Metodologi Pembelajaran Bahasa Arab* (Padang: Get Press Indonesia, 2023).

²³ Amrina Amrina, Adam Mudinillah, and Kuntum Haviza Husna, "Pemanfaatan Aplikasi Benime Untuk Pembelajaran Maharah Kalam Di Madrasah Aliyah Negeri," *Al-Maraji' : Jurnal Pendidikan Bahasa Arab* 7, no. 2 (2023): 24–40, [https://journal.unismuh.ac.id/index.php/al-maraji/article/view/6196%0Ahttp://files/1110/Amrina et al. - 2023 - PEMANFAATAN APLIKASI BENIME UNTUK PEMBELAJARAN MAH.pdf](https://journal.unismuh.ac.id/index.php/al-maraji/article/view/6196%0Ahttp://files/1110/Amrina%20et%20al.%20-%20PEMANFAATAN%20APLIKASI%20BENIME%20UNTUK%20PEMBELAJARAN%20MAH.pdf).

²⁴ Achmad Fawaid and Aisyah Deby Damayanti, "MATERI BAHASA INDONESIA DI SEKOLAH DASAR Achmad Fawaid Universitas Nurul Jadid , Indonesia Aisyah Deby Damayanti Universitas Nurul Jadid , Indonesia Abstrak Al-Madrasah : Jurnal Ilmiah Pendidikan Madrasah Ibtidaiyah Al-Madrasah : Jurnal Ilmiah Pendidikan" 8, no. 1 (2024): 145–62, <https://doi.org/10.35931/am.v8i1.2914>.

²⁵ Abdul Basith and Yusuf Setiawan, "Implementasi Biah Lughowiyah Dalam Meningkatkan Maharah Kalam," *Tadris Al-Arabiyyat: Jurnal Kajian Ilmu Pendidikan Bahasa Arab* 2, no. 1 (2022): 140–54.

²⁶ Anas Zein Taqi and Muhammad Abby, "Pembelajaran Bahasa Arab Berbasis Pendekatan Realitas Sosial (Analisis Kebutuhan Di Ma'had Al-Jami'ah UIN Jakarta)," *Tadabbur: Jurnal Integrasi Keilmuan* 1, no. 02 (2022): 93–115, <https://doi.org/10.15408/tadabbur.v1i02.32195>.

communication, enabling students not only to practice speaking but also to develop listening skills and appropriate responses within meaningful interactional contexts.²⁷

Interview data from teachers and students indicate that this method effectively enhances students' speaking fluency. In the early stages, students tended to rely on memorized dialogue texts and produced speech in a rigid manner. However, through repeated implementation of muhadatsah activities, students gradually developed the ability to construct sentences more spontaneously, albeit using simple structures. This finding suggests that continuous speaking practice is more effective in fostering fluency than learning approaches that focus primarily on theoretical knowledge.

The application of peer tutoring also has a positive impact on student participation. Learners with higher Arabic proficiency assist their peers within small-group settings,²⁸ creating a more supportive and collaborative learning environment. This interaction not only improves the speaking skills of less proficient students but also reinforces the linguistic competence of those acting as tutors. Such peer-based interaction encourages students to become more active and confident in using Arabic.

Furthermore, the integration of audiolingual (sam'iyah syafawiyah) techniques contributes to the improvement of students' pronunciation and intonation.²⁹ Through listening to and imitating Arabic utterances modeled by the teacher, students are able to internalize phonological patterns more accurately.³⁰ The use of instructional media, such as LCD projectors and conversational video materials, further supports students' understanding of contextual language use, making the learning process more engaging and interactive.³¹

Overall, the combination of muhadatsah, peer tutoring, audiolingual techniques, and instructional media has proven effective in enhancing speaking fluency, expanding vocabulary, and reducing students' anxiety when using Arabic. These findings reinforce the view that communicative and contextual approaches constitute effective strategies for developing students' speaking skills.

3. Managerial Aspects of Muhadatsah Program Implementation at MTs Koto Tengah

At MTs Koto Tengah, muhadatsah activities are conducted outside regular Arabic lesson hours as a practical strategy to enhance students' speaking skills through sustained oral practice. Based on classroom and school-yard observations, these sessions are scheduled regularly and implemented consistently, allowing students to engage in Arabic communication beyond formal instructional constraints. An Arabic language teacher explained, "When muhadatsah is held outside class hours, students speak more freely because they are not afraid of being graded. They focus more on expressing ideas than on avoiding mistakes." This finding

²⁷ Dede Nurdini, "Analisis Penggunaan Platform Media Sosial Sebagai Sarana Praktik Muhadatsah : Studi Kasus Mahasiswa Sastra Arab" 03, no. 04 (2025): 1727–33.

²⁸ Lukman, "Penerapan Metode Pembelajaran Muhadasah Untuk Meningkatkan Maharah Al-Kalam Bahasa Arab Siswa Kelas V MIS Mi'rajul 'Ulum Teluk Beringin Kecamatan Gunung Toar Kabupaten Kuantan Singingi" (Universitas Islam Kuantan Singingi, 2022).

²⁹ Rizkha Khafidhotul Iskarimah, "Pembelajaran Bahasa Materi Muhadatsah Dengan Metode Audiolingual Pada Santriwati Kelas 1 E Madrasah Tsanawiyah Islam Al Mukmin Ngruki Sukoharjo," *Jurnal Thulabuna* 3, no. 1 (2021): 296–323.

³⁰ Tulus Musthofa and Rihanatul Fauziah, "Arabic Phonological Interventions With Mimicry-Memorization Learning Method: A Review on Evidence-Based Treatment," *Jurnal Pendidikan Teori Penelitian Dan Pengembangan* 6, no. 1 (2021): 96, <https://doi.org/10.17977/jptpp.v6i1.14396>.

³¹ Hastang, "Penerapan Metode Muhadatsah Dipadukan Dengan Media LCD Projector Dalam Meningkatkan Hasil Belajar Maharah Kalam Peserta Didik VIII B MTs Al-Faaizun Watang Pelakka" (Universitas Islam Negeri Alauddin Makassar, 2016).

indicates that the program creates an authentic communicative setting, a key principle of communicative language teaching, where language is used as a tool for real interaction rather than merely as an academic subject.

Empirical data show that the muhadatsah program has a visible impact on students' affective development, particularly their self-confidence. During the initial phase of implementation, many students displayed avoidance behaviors such as remaining silent, lowering their voices, or relying heavily on memorized expressions. However, after one semester of consistent participation, observable behavioral changes emerged. Students began volunteering to speak in paired dialogues and actively participating in small-group discussions without being prompted by the teacher. One teacher noted, "Previously, some students only spoke when I asked them directly. Now, they start conversations with their friends on their own." This shift reflects the gradual development of speaking skills, where confidence and willingness to communicate are integral components alongside linguistic accuracy.

Beyond confidence, increased frequency of Arabic use became evident in students' daily school interactions. Observational records indicate that Arabic expressions such as greetings, short responses, and simple conversational exchanges are now commonly used outside formal muhadatsah sessions. For instance, students were observed greeting peers and teachers in Arabic during breaks and using basic phrases in informal interactions. This pattern suggests that muhadatsah functions as a mechanism for establishing a language environment, supporting Desriwita's³² findings that habitual exposure and repeated use are crucial for internalizing a foreign language. Unlike classroom-bound instruction, this program extends language practice into students' social spaces, thereby strengthening functional language acquisition.³³

The forms of muhadatsah activities implemented at MTs Koto Tengah such as paired dialogues, small-group discussions, role play, and short presentations also demonstrate alignment with communicative learning principles. Observational data show that students involved in interactive formats tend to speak more fluently, with reduced pauses and increased coherence over time. Teachers provide immediate, context-based feedback during activities, correcting pronunciation and grammatical errors without interrupting communication flow. This practice supports³⁴ argument that corrective feedback embedded in communicative tasks is more effective than isolated error correction. Compared with earlier stages of the program, students now exhibit smoother speech patterns and greater responsiveness in conversational exchanges.³⁵

Importantly, the relatively relaxed atmosphere of muhadatsah sessions contributes to reducing students' anxiety. Unlike formal classroom settings, errors during muhadatsah are treated as part of the learning process rather than as academic shortcomings. One student stated during an interview, "I am not afraid of making mistakes during muhadatsah because the teacher helps us correct them, not punish us." This finding highlights the program's role in strengthening the affective dimension of language learning, which is often underemphasized in

³² Desriwita et al., "Learning Arabic as an L2 (Study on the Impact of Online Learning on Speaking Skills) Universitas Muhammadiyah Sumatera Barat , Indonesia."

³³ Desriwita, "Dampak Pembelajaran Bahasa Arab Secara Online Terhadap Keterampilan Berbicara Santri Di MTs YMPI Koto Tengah Simalanggang."

³⁴ Nurdini, "Analisis Penggunaan Platform Media Sosial Sebagai Sarana Praktik Muhadatsah : Studi Kasus Mahasiswa Sastra Arab."

³⁵ Haddar et al., *Metodologi Pembelajaran Bahasa Arab*.

traditional Arabic instruction. As such, muhadatsah at MTs Koto Tengah serves not only as a speaking practice forum but also as an emotional support system that encourages risk-taking in language use.

From a managerial standpoint, the effectiveness of the muhadatsah program is closely linked to concrete planning and implementation practices rather than abstract managerial concepts. In the planning process, it involves setting objectives, developing strategies, and formulating plans to achieve specific goals.³⁶ The quality of planning has a significant influence on the improvement of Arabic language competence.³⁷ In practice, the madrasah determines specific schedules outside Arabic lesson hours and designs thematic materials based on students' daily experiences, such as school activities and social interactions. These themes are then translated into dialogue scripts and role-play scenarios used during muhadatsah sessions. This approach reflects Ritonga et al.'s (2019) findings that contextualized materials significantly enhance students' engagement and communicative competence.³⁸

During implementation, Arabic teachers play an active supervisory role by modeling expressions, monitoring student interactions, and providing immediate feedback. Observations reveal that teachers consistently remind students to use Arabic throughout the sessions and intervene only when communication breaks down. This facilitative role aligns with communicative pedagogy, where teachers function as guides rather than sole knowledge transmitters. Compared to previous studies that report teacher-centered muhadatsah practices, the findings at MTs Koto Tengah indicate a shift toward more student-centered interaction, representing a contextual contribution to existing research.

Supervision is carried out through continuous observation of students' oral performance and informal evaluation after sessions. Teachers discuss recurring difficulties such as limited vocabulary or pronunciation errors—and adjust subsequent activities accordingly. Time management also plays a critical role; by avoiding schedule conflicts with other programs, students participate more consistently and with higher concentration. These practical managerial strategies ensure that muhadatsah remains sustainable and impactful.

Overall, the findings demonstrate that the muhadatsah program at MTs Koto Tengah contributes to the development of students' Arabic speaking skills by integrating communicative activities, a supportive language environment, and context-sensitive management practices. Compared with prior studies that emphasize formal classroom instruction, this research highlights the added value of structured extracurricular muhadatsah in fostering authentic communication, affective readiness, and habitual language use, thereby offering a nuanced contribution to the literature on Arabic language pedagogy.

³⁶ Della Ayu Syafira et al., "Arabic Program Management in Modern Islamic Boarding School: A Comparative Case Study," *Lahjah Arabiyah: Jurnal Bahasa Arab Dan Pendidikan Bahasa Arab* 6, no. 2 (2025): 133–54, <https://doi.org/10.35316/lahjah.v6i2.133-154>.

³⁷ Romi Saputra et al., "The Effect of Syahrul Lughah Program Planning on Improving Arabic Language Competence of UINSI Samarinda Students (George R. Terry's Management Theory Perspective)," *Lahjah Arabiyah: Jurnal Bahasa Arab Dan Pendidikan Bahasa Arab* 6, no. 2 (2025): 155–68, <https://doi.org/10.35316/lahjah.v6i2.155-168>.

³⁸ Mahyudin Ritonga, Alwis Nazir, and Sri Wahyuni, *Pengembangan Model Pembelajaran Bahasa Arab Berbasis Teknologi Informasi Dan Komunikasi Dalam Dialektika Revolusi Industri 4.0*, Deepublish Publisher, vol. 26 (Yogyakarta: CV Budi Utama, 2019), http://www.ufrgs.br/actavet/31-1/artigo552.pdf%0Ahttps://books.google.com/books?hl=en&lr=&id=OEXYDwAAQBAJ&oi=fnd&pg=PP1&dq=media+pembelajaran+sekolah+dasar+era+revolusi+industri&ots=sbudFhv_Vu&sig=tbv8PvM8z4EkFHISloalxmdR-qE.

The findings of this study indicate that the implementation of the muhadatsah program at MTs Koto Tangah aligns closely with the principles of Contextual Teaching and Learning (CTL) and Communicative Language Teaching (CLT),³⁹ particularly in fostering students' speaking skills. From a CTL perspective, language learning becomes more effective when learners are able to connect instructional content with real-life situations. This principle is reflected in the muhadatsah activities, which employ themes drawn from students' everyday experiences, such as social interactions, academic communication, and familiar communicative situations.

The organization of muhadatsah as an activity conducted outside formal lesson hours provides students with an authentic context for using Arabic in meaningful ways. Rather than learning vocabulary and grammatical structures in isolation, students actively apply them in real communicative exchanges. This condition is consistent with the CTL principle of learning by doing, where knowledge is constructed through direct experience. These findings corroborate previous studies suggesting that context-based language learning enhances students' confidence and active participation in speaking activities.

From the perspective of Communicative Language Teaching (CLT), muhadatsah functions as a central medium for developing students' communicative competence, encompassing fluency, accuracy, and social appropriateness in language use. Activities such as dialogues, group discussions, and role play encourage learners to engage in meaningful interaction rather than merely memorizing linguistic forms. Observational data reveal that students gradually become more fluent in expressing ideas, even though grammatical inaccuracies remain a natural part of the second language acquisition process.

The improvement in students' self-confidence identified in this study can also be explained through the CLT framework, which views errors as an integral component of learning. The muhadatsah environment, which minimizes academic pressure and punitive evaluation, enables students to take risks in speaking. Teachers act primarily as facilitators who provide constructive feedback rather than as sole evaluators. As a result, students develop a more positive attitude toward Arabic, no longer perceiving it as an intimidating subject but as a functional tool for communication.

Overall, the findings demonstrate that the effectiveness of the muhadatsah program at MTs Koto Tangah extends beyond practical outcomes and is grounded in strong theoretical foundations rooted in CTL and CLT. The integration of these two approaches helps explain why muhadatsah successfully enhances students' confidence, increases the frequency of Arabic language use, and promotes sustained improvement in speaking fluency.

B. Supporting Factors, Obstacles and Solutions to the Implementation of the Muhadatsah Program

1. Supporting and Obstacles Factors in the Implementation of the Muhadatsah Program

The results of observations and interviews show that the implementation of the muhadatsah program at MTs Koto Tangah is influenced by a combination of interrelated supporting and hindering factors. These factors do not stand alone but form a pattern that directly affects the effectiveness of developing students' communicative competence, especially speaking skills.

One of the main supporting factors is the role of teachers and communicative learning strategies. Based on interviews, muhadatsah instructors have adequate Arabic language skills

³⁹ Elaine B Johnson, *Contextual Teaching and Learning* (California: Corwin Press, 2002).

and strive to create a pleasant learning atmosphere through dialogue, role play, and thematic conversations. One teacher stated, *“When children are invited to engage in dialogue and role-play, they are more courageous in speaking, even if it is still simple.”* This finding shows that the use of communicative methods is in line with the principles of Communicative Language Teaching, which emphasizes the use of language as a real communication tool, not just memorization of structures.

In addition, students' intrinsic motivation is also a significant supporting factor. Some students showed enthusiasm when muhadatsah was linked to everyday contexts. This reinforces the finding that emotional involvement and contextual relevance play an important role in language habituation-based learning. The relatively conducive madrasah environment and the availability of supporting facilities such as classrooms and learning media also helped the smooth implementation of the program.

However, field findings show that inhibiting factors have a more dominant influence on the low effectiveness of muhadatsah. Poor Arabic language discipline is a major obstacle. Observations show that students tend to use Indonesian or regional languages outside of muhadatsah sessions. Even in muhadatsah activities themselves, some students only memorize dialogue texts without understanding their meaning and context of use. When asked to speak spontaneously, students have difficulty constructing sentences. This condition indicates that communicative competence has not been optimally formed. One teacher said, *“The children can memorize the dialogues, but when asked to speak on their own, they are confused about where to start.”* This also shows that students lack confidence, whereas confidence is one of the factors that can support speaking ability.⁴⁰

Other interrelated factors are the weak Arabic language environment and limited practice time. The lack of Arabic interaction outside the classroom causes the language habituation process to be inconsistent. From a language habituation perspective, language habits can only be formed through consistent exposure and use. Limited muhadatsah time exacerbates this condition because students do not have enough opportunities to practice vocabulary and language structures repeatedly. As a result, students' confidence in speaking Arabic is low, and their speaking skills develop slowly and unevenly.

In addition, the managerial aspects of the program are also an obstacle. The interview results show that there is no strong coordination between teachers in planning muhadatsah and a lack of periodic evaluation of student progress. One informant stated, “Evaluations usually only look at whether the activities are running, not at the development of students' speaking skills.” The mismatch between the material and the students' abilities, as well as the limited number of supervising teachers, further weakens the effectiveness of the program, as students do not receive intensive and tiered guidance according to their ability levels.

2. Solution to Obstacles

Based on the findings, there are already several solutions that have been implemented by the school, such as teachers' efforts to relate muhadatsah material to students' daily lives and the use of thematic dialogues to increase their courage to speak. This practice is in line with the principles of communicative learning and has been proven to increase student participation,

⁴⁰ Maskuri Maskuri et al., “Analisis Kesalahan Dalam Menggunakan Lahjah Arabiyah Pada Maharah Kalam,” *Lahjah Arabiyah: Jurnal Bahasa Arab Dan Pendidikan Bahasa Arab* 4, no. 2 (2023): 159–70, <https://doi.org/10.35316/lahjah.v4i2.159-170>.

although the impact has not been maximized because it is not yet supported by a consistent system.

The solution that can be implemented is to emphasize the need to strengthen muhadatsah as a continuous language learning process. First, madrasahs need to build a more disciplined and consistent Arabic language environment, not only during muhadatsah, but also in daily interactions through language rules and positive reinforcement. Second, muhadatsah needs to be designed based on task-based learning, namely by giving communicative tasks that require students to use Arabic in real life, such as public service simulations, sales conversations, or simple problem solving. This approach has been proven theoretically to improve fluency in speaking because language is used as a tool to complete tasks, not as an object of memorization.⁴¹

Third, program management needs to be improved, including planning materials in stages according to student abilities, coordination between teachers, and periodic evaluations that assess not only attendance and activity implementation but also the development of students' communicative competence. Fourth, increasing teacher capacity through training in communicative methods and Arabic language learning innovation is an urgent need so that muhadatsah can be implemented creatively and contextually.

By integrating existing supporting factors and applying solution strategies based on theory and field findings, the muhadatsah program has the potential to become more effective and sustainable. This analysis confirms that the success of muhadatsah is not only determined by the existence of the program, but also by the quality of implementation, the language environment, and pedagogical strategies that support the formation of students' communicative competence in a tangible way.

CONCLUSION

Based on the research findings and discussion, it can be concluded that the implementation of the *muhadatsah* program at MTs Koto Tengah plays a significant role in improving students' speaking skills (*maharah kalam*), particularly in terms of fluency, self-confidence, and willingness to communicate in Arabic. Conducting *muhadatsah* activities outside formal lesson hours provides a more authentic communicative space, free from academic pressure, and supports language learning in a natural and contextual manner.

The varied forms of *muhadatsah* activities such as paired dialogues, small-group discussions, role play, and short presentations along with the use of audiolingual techniques, peer tutoring, and instructional media, have been proven to enhance students' active participation and enrich their Arabic language learning experiences. From an affective perspective, a relaxed and supportive learning atmosphere helps reduce students' anxiety and fosters positive attitudes toward using Arabic as a means of communication.

Nevertheless, the effectiveness of the program still faces several challenges, particularly weak discipline in using Arabic outside *muhadatsah* sessions, students' limited vocabulary, the lack of a consistent Arabic language environment, and managerial aspects such as insufficient coordination among teachers and suboptimal program evaluation. Therefore, strengthening planning, improving the quality of program management, and establishing a sustainable *bi'ah lughawiyyah* are key factors in optimizing the implementation of the *muhadatsah* program.

⁴¹ Cholifah and Akmalia, "Maharah Kalam Book: The Implementation at Arabic Course."

Theoretically, the findings of this study confirm that the implementation of *muhadatsah* at MTs Koto Tangah aligns with the principles of Contextual Teaching and Learning (CTL) and Communicative Language Teaching (CLT). Thus, *muhadatsah* functions not only as a supplementary activity but also as an effective pedagogical strategy for the sustainable development of students' Arabic communicative competence.

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