

Developing Arabic Speaking Skills through *Muhadatsah*: A Case Study at Al-Marhamah Puteri Islamic Boarding School

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Abstract

The *Muhadatsah* program represents an Arabic language learning method that emphasizes speaking practice. While numerous studies have explored language learning theories, empirical evidence on the effectiveness of the *Muhadatsah* program in enhancing speaking proficiency, particularly within the Indonesian context, remains limited. This study aimed to examine the implementation of the *Muhadatsah* program as a strategy for developing speaking skills among female students (*santrivati*) at Al-Marhamah Puteri Islamic Boarding School, Sampit, Central Kalimantan. Employing a qualitative case study approach, data were collected through observation, interviews, and documentation, and subsequently analyzed inductively. The findings indicate that the *Muhadatsah* program was effectively implemented and followed established procedures, contributing to the improvement of students' speaking skills, although challenges related to vocabulary acquisition persisted. One solution introduced was the compulsory submission of new vocabulary outside program hours. This study contributes to filling the gap in the literature on the practical implementation of the *Muhadatsah* program within the Islamic boarding school context.

Keywords: *Muhadatsah*, Speaking Skills, Islamic Boarding School

Introduction

Education is a fundamental necessity for every individual as a means of preparing for the future, whether acquired through formal or informal means. Religious teachings also emphasize that every person is obliged to pursue education.¹ In the field of education, the learning process, also referred to as the teaching and learning process or instruction, constitutes a system designed to facilitate learning and influence student outcomes. One of the key components of this process is the instructional strategy, which serves to enhance interaction between teachers and students in the classroom.² Noor asserts that the appropriate selection of instructional strategies yields satisfactory outcomes in accordance with the intended goals.³ Several related studies have also examined the implementation of Arabic language learning strategies in online settings, focusing on tutor and student activities, and highlighting the importance of learner autonomy within the context of online education.⁴

In Arabic language learning, aside from linguistic components, four essential skills must be learned and mastered: listening, speaking, reading, and writing. In the teaching process, instructors must make deliberate efforts to ensure that students enjoy learning the language and are able to master it.⁵ Hence, educators need to adopt pedagogically sound and contextually appropriate instructional strategies to ensure that learning outcomes are not only achieved but

¹ Mohammad Yahya, *Ilmu Pendidikan*, Cetakan Pertama (Jember: Jember Press, 2020), h.45.

² Siti Nurhasanah dkk., *Strategi Pembelajaran*, Cetakan Pertama (Cipayung, Jakarta Timur: EDU PUSTAKA, 2019), h.3. Lihat juga Ahdar Djamaluddin, *Belajar dan Pembelajaran*, Cetakan ke-01 (Parepare: CV. Kaaffah Learning Center Sulawesi Selatan, 2019), h.14.

³ Fatwiah Noor, *The Implementation Of Inquiry Strategy In Arabic Online Class*, I J A Z A R A B I : J o u r n a l o f A r a b i c L e a r n i n g Vol. 5 No. 2 / June 2022 Doi 10.18860 : Ijazarabi.v5i2.4989 I S S N (p r i n t) : 2 6 2 0 - 5 9 1 2 | I S S N (o n l i n e) : 2 6 2 0 - 5 9 / .homepage: <http://ejournal.uin-malang.ac.id/index.php/ijazarabi> 7 4

⁴ Fatwiah Noor, Ahmad M. Jamal, S.Arif R., H, *Potret Pelaksanaan Suhbat Ustâ dz Dan Tâluz Zamâ ,n Dalam Pembelajaran Bahasa Arab Daring*, Arabi : Journal of Arabic Studies ,Vol. 7, No 2, 2022, 239-250. Muradi A. Jamal, S.Fatwiah N., Arif R., H. *Tutors And Students , Activities In Online Arabic Learning: A Freedom To Learn Perspective*, Arabiyat : Jurnal Pendidikan Bahasa Arab dan Kebahasaaraban Vol. 8 No. 1, June 2021, 32-45 P-ISSN: 2356-.a.v8i1.20663/10.15408/dx.doi.org//153X; E-ISSN: 2442-9473 doi: <http://>

⁵ Elvia Susanti, Mahyudin Ritonga, and Bambang Bambang, “Pengaruh Penggunaan Media Powerpoint Terhadap Minat Belajar Bahasa Arab Siswa,” Arabiyatuna : Jurnal Bahasa Arab 4, no. 1 (2020): 179, <https://doi.org/10.29240/jba.v4i1.1406>. Lihat juga Al Muhibbin, F., Amrulloh, M. A., Wahidah, Y. L., Fauziah, A., & Daoed, D. S. (2024). *Educators' and Learners' Responses to Optimising the Development of Arabic Teaching Module Based on the Merdeka Curriculum*. *Arabiyatuna: Jurnal Bahasa Arab*, 8(1 May), 209–234. <https://doi.org/10.29240/jba.v8i1.9878>. Lihat juga Setiyadi, A. C., Anhar, A., & Muttaqin, H. (2025). *Utilizing Comics as a Learning Media to Improve Students' Arabic Speaking Skills*. *Arabiyatuna: Jurnal Bahasa Arab*, 9(1), 43–66. <https://doi.org/10.29240/jba.v9i1.12211>.

also carry lasting significance.⁶ A variety of instructional strategies can foster enthusiasm for learning, enabling students to enjoy the process and develop a genuine interest in their studies. This endeavor, in turn, positively influences their comprehension and mastery of the subject matter.⁷

A preliminary study conducted at Al-Marhamah Puteri Islamic Boarding School, Sampit, Central Kalimantan, involving teachers and the head of the institution, revealed that the primary difficulty in learning Arabic among the students lies in speaking proficiency. Although vocabulary instruction and speaking activities have been provided in class, achieving the learning objective, namely, the ability to speak Arabic fluently, remains a challenge for teachers. This finding aligns with Akbarani's observation that students' limited speaking skills are largely attributable to an insufficient vocabulary repertoire.⁸ More broadly, Mannahali notes that, in addition to vocabulary, factors influencing students' speaking ability include fear of making mistakes and a lack of mastery over conversational topics.⁹

Previous studies have examined the application of the *Muhadatsah* method in Arabic language learning. Syamsudin¹⁰ investigated the *Muhadatsah Yaumiyah* model in enhancing the speaking proficiency of tenth-grade students at MAN 01 Magelang. The findings revealed that this method was effective in improving students' speaking skills. A similar study was conducted by Ghozali,¹¹ who examined the use of the *Muhadatsah* method in improving student achievement in Arabic subjects at MI Al-Fitrah Oesapa, Kupang. The results indicated that students' active participation in the learning process through the *Muhadatsah*

⁶ Noor, F., Jainah, N., Anwar, M., Darmawaty, R., & Muhmood, M. F. A. (2023). The Implementation of Cooperative Learning Method for Arabic Language Learning. *Arabiyatuna: Jurnal Bahasa Arab*, 7(2 November), 589–610. <https://doi.org/10.29240/jba.v7i2.6791>

⁷ Muhammad Thohir dkk., *Metode Pembelajaran Bahasa Arab Sebagai Bahasa Asing* (Siduarjo: Kanzum Books, 2021), H.42.

⁸ Akbarani, R. (2019). How to improve speaking skill using treffinger learning model? *Eralingua: Journal of Foreign Language and Literature Education*, 3(2), 143-150.

⁹ Shahid, T., & Kabilan, M. (2025). *Identifying listening and speaking difficulties: Bangladesh higher education students' perspectives*. *Indonesian Journal of Applied Linguistics*, 14(3), 524-538. doi:<https://doi.org/10.17509/ijal.v14i3.75263>. Lihat juga Mannahali, M., Angreany, F., & Rosmaladewi, R. (2024). *Improving German Speaking through YouTube Media in Higher Education*. *International Journal of Language Education*, 8(2). doi:<https://doi.org/10.26858/ijole.v8i2.65001>. Lihat juga Ramirez, A. (2020). *The case for culturally and linguistically relevant pedagogy: Bilingual reading to learn for Spanish-speaking immigrant mothers*. *System*, 95, 102379. Saleh, N., Asnur, M. N. A., & Swe, S. U. (2023). *Exploring German Language Skills Learning Experience by the "NURS" Teaching Model*. *International Journal of Language Education*, 7(2), 319-329.

¹⁰ Ahmad Sony Syamsudin, "Penerapan Model Muhadatsah Yaumiyah Untuk Meningkatkan Kemahiran Berbicara Bahasa Arab Siswa Kelas X.10 MAN 01 Kota Magelang" (Semarang: UNNES, 2013).

¹¹ Marwan Ghazali, "Penggunaan Metode Muhadatsah Dalam Meningkatkan Prestasi Belajar Siswa Pada Pembelajaran Bahasa Arab Di Madrasah Ibtidaiyah (MI) Al- Fitrah Oesapa Kupang," *Al- Manam: Jurnal Pendidikan Dan Studi Keislaman*, Vol 1, No 2 (2021).

method had a positive impact on their academic performance. Fauziah¹² states that the application of *Muhadatsah* in Arabic language learning aligns with its fundamental principles; however, when implemented in Islamic Religious Education classes, the outcomes were less optimal due to individual learner constraints. Another study by Azhar and Asyrofi¹³ underscores the importance of organized and structured implementation of *Muhadatsah Yaumiyyah* as an effort to enhance students' speaking proficiency. These findings are reinforced by several other studies, including those by Nur¹⁴, Pratama et al.,¹⁵ and Fathekhahsari et al.,¹⁶ which demonstrate that the *Muhadatsah* method could consistently improve learners' speaking abilities when properly applied. Ulfah and Insaniyah¹⁷ also affirmed that *Muhadatsah Yaumiyyah* was found to be effective in developing speaking skills, particularly within the context of structured instruction. Similarly, biah lughawiyah is effective in developing speaking skills.¹⁸ In accordance with the goal of *muhadatsah* learning is so that students are able to converse in everyday conversations using Arabic.¹⁹

The present study differs from previous research as it specifically examined the implementation of the *Muhadatsah* program within an Islamic boarding school setting, namely, at Al-Marhamah Puteri Islamic Boarding School. The distinctive characteristics of the Islamic boarding school environment, both in its learning culture and instructional system, position this study as a unique contribution to the existing body of research on *Muhadatsah*.

¹² Vina Fauziah, "Penerapan Muhadatsah Bahasa Arab Dalam Menunjang Pembelajaran PAI Di SMP AQL Islamic School II Purwakarta Jawa Barat" (Jakarta: IIQ Jakarta, 2021).

¹³ Alam, A. P. ., & Asyrofi, I. . (2023). Analisis Metode Pembelajaran Muhadatsah Yaumiyyah dalam Upaya Meningkatkan Maharotul Kalam Santri. *JiIP - Jurnal Ilmiah Ilmu Pendidikan*, 6(8), 5833-5839. <https://doi.org/10.54371/jiip.v6i8.2579>.

¹⁴ Nur, H. (2017). Penerapan Metode Muhadatsah Dalam Meningkatkan Hasil Belajar Maharah Kalam Peserta Didik. *Lentera Pendidikan : Jurnal Ilmu Tarbiyah Dan Keguruan*, 20(2), 177-187. <https://doi.org/10.24252/lp.2017v20n2i4>

¹⁵ Pratama. A., Mafiyah A., Nurkholis. Vol. 1 No. 2 (2021): *Al Mitsali: Jurnal Penelitian dan Pendidikan Bahasa Arab*. <https://ejurnal.darulfattah.ac.id/index.php/almitsali/issue/view/20>.

¹⁶ FathekhahsariA., LisnawatiS., & TriwoelandariR. (2023). Penerapan Metode Muhadatsah untuk Meningkatkan Kemampuan Berbahasa Arab Siswa di MTs Daarul Muhajirin Kota Bogor. *Tarbiatuna: Journal of Islamic Education Studies*, 4(1), 157-166. <https://doi.org/10.47467/tarbiatuna.v4i1.5034>.

¹⁷ Ulfah, Y., & Lathifatul Insaniyah, A. (2023). Implementasi Muhadatsah Yaumiyyah Dalam Meningkatkan Maharah Kalam. *Jurnal Tarbiyatuna: Jurnal Kajian Pendidikan, Pemikiran Dan Pengembangan Pendidikan Islam*, 4(1), 125–140. <https://doi.org/10.30739/tarbiyatuna.v4i1.2448>.

¹⁸ Aflisia, N., & Harahap, P. (2019). Eksisten Bi'ah Lughawiyah Sebagai Media Berbahasa Arab dalam Meningkatkan Kemampuan Muhadatsah Mahasiswa Prodi Pendidikan Bahasa Arab IAIN Curup. *Journal of Arabic Learning and Teaching*, 8(1), 40-55.

¹⁹ Aflisia, N. (2018). Hubungan Antara Kemampuan Muhadatsah Dengan Nilai TOAFL Di STAIN Curup. *An Nabighob Jurnal Pendidikan Dan Pembelajaran Bahasa Arab*, 19(2), 268-285.

The purpose of this study was to describe the implementation of the *Muhadatsah* program, from the stages of planning and execution to evaluation, as a strategy for teaching Arabic speaking skills. In addition, the study aimed to identify the challenges encountered by learners during their participation in the program.

Effective teaching and learning of speaking skills are crucial for achieving fluency in any language, particularly Arabic, where expressive and accurate verbal communication is essential. The language teaching literature underscores the importance of comprehensive preparation and a deep understanding of lesson planning to optimize instruction. Brown, as cited by Sarbaini,²⁰ asserts that thorough preparation by instructors significantly enhances teaching effectiveness, ensuring alignment with educational standards and fostering meaningful learning experiences. Conversely, insufficient preparation may lead to misalignment with learning objectives. In instructional design, various approaches, such as the humanistic approach, which emphasizes personal development and emotional support, and the communicative approach, which focuses on practical communication skills, play vital roles in facilitating effective language learning.²¹ Speaking skills serve as a medium for conveying ideas verbally to an audience, whether to express emotions, exchange information, or present cultural values.²² However, speaking is often regarded as the most challenging skill for foreign language learners. Alvarez et al.²³ note that speaking constitutes a fundamental skill underpinning the development of reading and writing. More broadly, speaking is considered the most crucial among the four language skills.²⁴ Ni'mah further emphasizes that speaking involves cognitive processes, physical aspects, sociocultural dimensions, and the speaker's knowledge, all of which occur within real-time, authentic contexts.²⁵ Consequently, this skill must be practiced

²⁰ Sarbaini, A., & Rahmi, N. (2024). Enhancing Arabic Speaking Skills: A Study on Instructional Design, Implementation, and Assessment. *Arabiyatuna: Jurnal Bahasa Arab*, 8(2), 641–662. <https://doi.org/10.29240/jba.v8i2.10828>

²¹ Nggawu, L., & Thao, N. (2023). The impact of Communicative Language Teaching (CLT) Approach on Students' Speaking Ability in a Public Indonesian University: Comparison between Introverts and Extrovert Groups. *International Journal of Language Education*, 7(3). doi:<https://doi.org/10.26858/ijole.v7i3.50617>.

²² Abu-Elrob, R., & Tawalbeh, A. (2025). Jordanian Facebookers' attitudes: A speech act analysis. *Indonesian Journal of Applied Linguistics*, 15(1), 47-58. doi:<https://doi.org/10.17509/ijal.v15i1.55984>

²³ Alvarez, C., Tamayo, M., & Santos, J. (2024). Factors influencing the development of speaking skills among Ecuadorian EFL learners: Teachers' perspectives. *Indonesian Journal of Applied Linguistics*, 14(2), 319-331. doi:<https://doi.org/10.17509/ijal.v14i2.74889>

²⁴ Mahmudi, I., Maha, M. B., Lubis, Z., Silmy, A. N., & Zalzuli, A. (2023). The Effectiveness of Al-Muhadatsah Textbook to Improve Arabic Speaking Skills. *Arabiyatuna: Jurnal Bahasa Arab*, 7(2 November), 417–436. <https://doi.org/10.29240/jba.v7i2.7088>

²⁵ Ni'mah, U., Nasihah, M., & Munfaati, F. (2025). Exploring self-regulated learning strategies to enhance English speaking skills among EFL students. *Indonesian Journal of Applied Linguistics*, 14(3), 472-483. doi:<https://doi.org/10.17509/ijal.v14i3.72000>

consistently, as it requires time and sustained effort to develop. Learners with strong speaking skills are better equipped to interact effectively, making the learning process more engaging and interactive. Hence, appropriate instructional strategies are essential for fostering speaking proficiency, one of which is the *Muhadatsah* method.²⁶

In Arabic language learning, the term *Muhadatsah* refers to the active practice of speaking Arabic, a learning environment in which students engage in oral communication using the language. Within the *Muhadatsah* instruction, learners are required to be highly active in order to communicate effectively with others. A key characteristic of active learning is that students use their cognitive abilities to solve problems by internalizing and articulating ideas or vocabulary previously learned through speaking activities.²⁷

This study employed a field research method with a qualitative approach. The research design adopted was a case study focusing on the implementation of the *Muhadatsah* program at Al-Marhamah Puteri Islamic Boarding School. A case study is an in-depth investigation of a particular individual, group, organization, program, or activity within a specific time frame. Its primary objective is to gain a holistic and comprehensive understanding of the subject under investigation, thereby generating meaningful insights and theoretical contributions.²⁸ Data were collected through several techniques, namely interviews, observation, and documentation. The sources of data included students, teachers, the principal, and supervisors involved in the implementation of the *Muhadatsah* program, as they represented the key stakeholders in the process. Data collection focused on three main aspects of the *Muhadatsah* program: planning, execution, and evaluation. Data analysis was conducted using an inductive method, a process of drawing general conclusions from the collection and categorization of specific facts relevant to the research problem.²⁹ Based on the data collected, this study provides a comprehensive and in-depth account of the implementation of the *Muhadatsah* program at the Islamic boarding school.

²⁶ May Indah sari, & Fitri Maisyurah. (2024). Upaya Meningkatkan Keterampilan Berbicara Siswa Melalui Metode Storytelling Untuk Siswa Kelas Rendah. *Dharma Acariya Nusantara: Jurnal Pendidikan, Bahasa Dan Budaya*, 2(1), 289–301. <https://doi.org/10.47861/jdan.v2i1.825>

²⁷ Zahirah Yaqut Assyifa, & Siskha Putri Sayekti. (2023). UpAya Meningkatkan Keterampilan Berbicara Bahasa Arab Dengan Menggunakan Metode Muhadatsah. *Jurnal Pendidikan Sosial Dan Humaniora*, 2(3). Retrieved from <https://publisherqu.com/index.php/pediaqu/article/view/458>

²⁸ Iin Salsabila, Dinda Meiliani, Sabila Maharani, & Reza Noprial Lubis. (2025). Desain Penelitian Studi Kasus. *Jurnal Arjuna : Publikasi Ilmu Pendidikan, Bahasa Dan Matematika*, 3(3), 245–254. <https://doi.org/10.61132/arjuna.v3i3.1937>

²⁹ Moch. Bahak Udin By Arifin dan Nurdyansyah, *Buku Ajar Metodologi Penelitian Pendidikan*, Cetakan ke-1 (Siduarjo: UMSIDA Press, 2018), h.59.

Findings and Discussion

Based on the findings, the implementation of the *Muhadatsah* program at Al-Marhamah Puteri Islamic Boarding School followed the stages of lesson planning in accordance with the standardized framework of the learning process as stipulated in Government Regulation of the Republic of Indonesia No. 57 of 2021.³⁰ The regulation emphasizes that the learning process comprises planning, implementation, and evaluation, which concurrently constitute a continuous and structured instructional cycle.

Lesson Planning for the *Muhadatsah* Program

First, the establishment of an organizational board as part of the planning stage of the *Muhadatsah* program demonstrates the application of organizational theory within an educational context. Gibon³¹ emphasizes that an organization is a coordinated unit with shared objectives, requiring effective communication and a clear structure to achieve its goals. This principle is reflected in the organizational structure of OPPA (Al-Marhamah Islamic Boarding School Organization) within the language division, which coordinates the *Muhadatsah* program through a clear distribution of responsibilities, including the role of the *ustadzah* (female teachers) as supervisor and the *santrivati* (female students) as program implementers. Furthermore, the theory of educational management articulated by Syafira et al.³² highlights that the success of an instructional program largely depends on organizational management encompassing planning, organizing, directing, and monitoring. In this context, the Islamic boarding school has applied these management principles, particularly in assigning the role of *mulkiyyah* (rotating instructors) selected based on their experience, thereby fostering a sustainable and adaptive learning system. In addition, the theory of character development proposed by Toni and other scholars³³ underscores the

³⁰ “Salinan Peraturan Pemerintah Republik Indonesia Nomor 57 Tahun 2021 Tentang Standar Nasional Pendidikan” (Kementerian Pendidikan, Kebudayaan, Riset, dan Teknologi Republik Indonesia, 2021), h.18.

³¹ Musdelifah Munthe, “Peran Osis Dalam Meningkatkan Kepemimpinan Siswa Di MTs PAB 2 Sampali,” *Jurnal Malay-Manajemen Pendidikan Islam & Budaya* Vol.2, No.3 (September 2022): h.7. Lihat juga Maulana Akbar Sanjani, Fungsi Komunikasi Pada Organisasi Sekolah. *Jurnal Serunai Administrasi Pendidikan (Jsap)* Vol. 11 No. 1 (2022): Maret 2022. Doi: <https://doi.org/10.37755/jsap.v11i1.573>

³² Syafira dkk., “Peran Kerjasama Organisasi Sekolah Dalam Meningkatkan Mutu Pendidikan,” *Jurnal Pendidikan Tambusai* Vol.7, No. 3 (2023): h.5. Lihat juga Eni Elyati, Abdullah Idi, Yulia Tri Samiha, Sekolah/Madrasah Sebagai Organisasi. *Edukasi Islami: Jurnal Pendidikan Islam* Vol. 11 No. 001 (2022) Doi: <https://doi.org/10.30868/Ei.v11i4.3376> .

³³ Toni, I. A. (2019). Peranan Organisasi Siswa Intra Sekolah (Osisi) Dalam Membentuk Karakter Siswa Di Smk Negeri 2 Salatiga. *Satya Widya*, 35(1), 54–61. <https://doi.org/10.24246/j.Sw.2019.v35.i1.p54-61>. lihat juga Yusmuliadi Yusmuliadi, Andi Agustang, Peranan Osisi Dalam Membentuk Karakter Peduli Sosial Siswa Di Sma Negeri 3 Barru, *Pinisi Journal Of Sociology Education Review*; Vol. 1; No. 3; November 2021 Hal. 44-53. Lihat juga Siti Fathurrahmah, Rum Rosyid, Aminuyati Aminuyati, Peranan Organisasi Siswa Intra

significant role of student organizations in shaping learners' character and personality. This implies that through organizational structures involving the students as program implementers, not only are cognitive aspects developed, but also character and leadership skills are cultivated, directly supporting the broader goals of Islamic education within the boarding school environment.

Second, the preparation of teaching materials by supervising the teachers during the planning stage highlights the critical role of teachers as instructional designers.³⁴ Teachers are not merely transmitters of content but also developers of learning materials that are relevant, well-structured, and aligned with students' proficiency levels. This aligns with constructivist learning theory, which emphasizes adapting instructional materials to learners' needs to make learning more meaningful and effective. According to Wahyudi,³⁵ teaching materials constitute an essential component of the learning process, serving as a reference for teachers and students in achieving the expected competencies. In the context of the *Muhadatsah* program, the systematic design of teaching materials, organized according to dormitory levels and student groups, reflects the application of differentiated instruction theory, which involves tailoring materials to students' abilities and backgrounds. From the perspective of instructional planning theory,

Sekolah Dalam Mengembangkan Nilai Musyawarah Di Sman 1 Sungai Raya. Jurnal Pendidikan dan Pembelajaran Khatulistiwa Vol.10, No. 6 2021. Hal 1-8. DOI: <http://dx.doi.org/10.26418/jppk.v10i6.47164>. Lihat juga Purwani Puji Utami, Tuswan Purwanto, Peran Organisasi Intra Sekolah (Osis) Dalam Mewujudkan Profil Pelajar Pancasila. Prosiding Seminar Nasional Sultan Agung ke-4 Semarang, 17 November 2022 ISBN: 978-623-6264-07-2 <https://jurnal.unissula.ac.id/index.php/sendiksa/issue/view/735>. lihat juga Fitriyani, "Konsep Organisasi Pendidikan Dalam Pemberdayaan Sekolah," *el-Ghiorh* Vol.XVII, No.02 (September 2019): h.65. Lihat juga Dede Setiawan, Abdul Fajar, & Siti Qomariyah. (2023). Peran Kerjasama Organisasi Sekolah Dalam Meningkatkan Kualitas Pendidikan Di MTs YLPI Ibaadurrahman. SOKO GURU: Jurnal Ilmu Pendidikan, 3(2), 135–155. <https://doi.org/10.55606/sokoguru.v3i2.2193>

³⁴ Farida Jaya, Perencanaan Pembelajaran (Medan: Fakultas Ilmu Tarbiyah Dan Keguruan Uin Sumatera Utara, 2019), h.9-10. Lihat Juga Utami, N. D., Ningsih, N. N., & Wahyudi, M. (2022). Kreativitas Guru Pai Dalam Pengembangan Bahan Ajar Di Madrasah Aliyah Al-Amin Bandar Masilam. Jurnal At-Tabayyun, 1–9. Retrieved From <https://Jurnal.Staipancabudi.Ac.Id/Index.Php/Tabayyun/Article/View/64>. Lihat Juga Yunike Sulistyosari, Kreativitas Guru Dalam Mengembangkan Bahan Ajar Ips Pada Smp/Mts Se-Kecamatan Ngadirejo Kabupaten Temanggung. Vol 3 No 2 (2018): November 2018. <https://Doi.Org/10.15294/Harmony.v3i2.28180>. Jamaludin, Husaini, Kreativitas Guru Bahasa Indonesia Dalam Pengembangan Bahan Ajar Pada Kelas Tinggi Sd Negeri Lamkawe Kabupaten Pidie. Master Bahasa: Jurnal Pendidikan Bahasa Dan Sastra Indonesia Vol. 6 No. 1; Januari 2018:13–18. Doi: <https://Doi.Org/10.24173/Mb.v6i1.11190>.

³⁵ Adip Wahyudi, Pentingnya Pengembangan Bahan Ajar Dalam Pembelajaran Ips. Volume 2, Nomor 1, Juni 2022, Issn: 2809-3763 (Online), Doi: 10.21274 Jess : Jurnal Education Social Science. <https://Ejournal.Uinsatu.Ac.Id/Index.Php/Epi/Article/View/6092>.

Faradila³⁶ and Putrianingsih et al.³⁷ emphasize that well-prepared planning enhances teaching quality and fosters students' creativity and active participation in the learning process. The findings at Al-Marhamah Puteri Islamic Boarding School, which highlight planning through the establishment of an effective organizational structure and the development of structured teaching materials, are consistent with these theoretical perspectives. Such systematic planning serves as the foundation for ensuring that the *Muhadatsah* program operates effectively and achieves its intended educational objectives.

Thus, the implementation of the *Muhadatsah* program at Al-Marhamah Puteri Islamic Boarding School was not merely a routine instructional practice but rather a managerial and pedagogical process grounded in robust educational and organizational theories. This reinforces the legitimacy of the program's success and exemplifies instructional implementation oriented toward educational quality and the holistic character development of students.

Implementation of the *Muhadatsah* Program

The implementation stage represents a core phase in the learning process, during which direct interaction occurs between teachers and students in accordance with the previously developed plans. This aligns with the view of Setiawan,³⁸ who asserts that instructional implementation involves the interaction between learners and instructors utilizing prepared resources to achieve the intended learning objectives. In the context of the *Muhadatsah* program at Al-Marhamah Puteri Islamic Boarding School, the implementation took place every morning from 05:00 a.m. to 05:30 a.m.. It consisted of two main activities: vocabulary delivery from Monday to Saturday and *Muhadatsah* practice, which was typically conducted on Fridays or Sundays, with the latter occurring more frequently. The activity was occasionally not held on Saturdays due to other extracurricular programs. *Muhadatsah* sessions were conducted either indoors or outdoors to maintain students' enthusiasm and motivation.

Observations indicate that the implementation of the *Muhadatsah* program followed a learning structure comprising opening, core, and closing activities. This

³⁶ Faradila, Z. P. (2024). Peran Perencanaan dalam Mewujudkan Pembelajaran yang Aktif dan Menarik. *Karimah Taubid*, 3(5), 6046–6053. <https://doi.org/10.30997/karimahtaubid.v3i5.13282>. Lihat juga Nadlir, N., Khoiriyatin, V., Fitri, B., & Ummah, D. (2024, June 2). Peran Perencanaan Pembelajaran dalam Meningkatkan Kualitas Pengajaran. *MODELING: Jurnal Program Studi PGMI*, 11(2), 1-15. <https://doi.org/https://doi.org/10.36835/modeling.v11i2.2332>.

³⁷ Sri Putrianingsih, Ali Muchasan, M.Syarif: Peran Perencanaan Pembelajaran Terhadap Kualitas Pengajaran. *Inovatif* Volume 7, No. 1 Pebruari 2021. e-ISSN 2598-3172. <https://jurnal.iain.ac.id/index.php/inovatif/article/view/211>.

³⁸ Andi Setiawan, *Buku dan Pembelajaran*, Cetakan ke-1 (Ponorogo: Uwais Inspirasi Indonesia, 2017), h.129.

structure aligns with Badelah's assertion³⁹ that these three stages form an integrated and sequential process aimed at achieving learning objectives effectively. Through this clear structure, the *Muhadatsah* program was conducted in an organized manner and supported the optimal development of students' speaking competence.

Table 1 below presents the implementation steps of the *Muhadatsah* program based on field data.

Table 1. Implementation Stages of the *Muhadatsah* Program

Implementation of <i>Muhadatsah</i> Learning Activities		
Stage	Activities	Time Allotment
PRE-ACTIVITIES	1. The teacher greeted the students, who responded appropriately. 2. Under the guidance of a designated student, the session began with a collective recitation of a prayer. 3. A preliminary assessment was conducted by reviewing and repeating vocabulary items previously introduced in earlier sessions.	10 Minutes
CORE ACTIVITIES	1. The <i>Mulkiyah</i> initiated the session by reading aloud and writing conversational texts on the whiteboard. 2. Each vocabulary item within the conversational text was subsequently translated. 3. Students engaged in guided repetition of vocabulary items and conversational texts under the instructor's direction until they achieved full memorization, adhering to the intended rhythm and intonation. 4. The repetition process was accompanied by appropriate facial expressions, gestures, and vocal modulation to reinforce meaning and pronunciation. 5. The instructional approach utilized specific body language cues to indicate reading styles: a raised hand for loud reading, a horizontal hand for normal volume, and a lowered hand for soft reading. 6. The instructor incorporated Arabic songs as interludes to maintain learners' motivation, while other groups were encouraged to ask questions or provide feedback.	25 Minutes
CLOSING ACTIVITIES	1. The teacher conducted a reflective review to evaluate the learning activities. 2. The teacher delivered closing remarks and provided motivation to encourage the use of vocabulary and conversational texts in daily communication. 3. The learning session concluded with a prayer and a formal greeting.	10 Minutes

Based on the data above, it can be observed that the opening stage included a pre-test activity. This finding contrasts with Fariz et al., who argue that there is no pre-test; rather, they emphasize that the process of connecting prior knowledge with new knowledge is referred to as apperception. In this context,

³⁹ Badelah, "Meningkatkan Kemampuan Guru Melaksanakan Kegiatan Pendahuluan Dalam Proses Kegiatan Belajar Mengajar Dengan Role Model Menggunakan Metode Lesson Study," *Academia: Jurnal Inovasi Riset Akademik* Vol.1, No.2 (November 2021): h.3.

the knowledge in question refers to the material delivered by the teacher.⁴⁰ Meanwhile, according to Magdalena et al., a pre-test is an assessment administered prior to the delivery of lesson material, aimed at determining the extent to which students already know and have mastered the content to be taught. Such a test should contain material directly related to the upcoming lesson. This form of assessment is commonly referred to as a pre-test.⁴¹

Based on the preceding explanation, it can be inferred that the initial activity designed to stimulate students' comprehension in the *Muhadatsah* program was called apperception. This activity involved recalling or revisiting previous lessons and establishing connections with the subsequent material to be studied. In contrast, an initial assessment or pre-test serves to determine the extent to which students are already familiar with and have understood the material to be taught. Although both activities are conducted at the beginning of the learning process, the objectives of apperception and pre-test are distinct. Therefore, it is necessary to revise the contextual framework of the initial stage in the *Muhadatsah* program so that it is oriented toward apperception.

In the core learning activities, students were guided to engage in interactions that incorporated multimodal elements (e.g., body movements, eye contact) as well as various digital and physical tools. One such activity included reading aloud. Moreover, the delivery of the material was accompanied by the use of body language to guide reading style: raising the hand to indicate loud reading, holding the hand straight to indicate normal reading, and lowering the hand to indicate soft reading. The process was further interspersed with Arabic songs to sustain learners' engagement and prevent boredom during the lesson. According to Umam et al., the interaction between instructors and learners is intended to enable the latter to further develop their language proficiency.⁴² This is supported by the view of Lina and Munir, who assert that singing constitutes a method offering multiple benefits for the learning process. Among these are creating an enjoyable learning atmosphere, alleviating anxiety, fostering self-confidence, enhancing memory retention, serving as a medium for emotional expression, introducing a sense of humor, and promoting the development of thinking and motor skills.⁴³

⁴⁰ Fariz Pangestu Al- Muwattho, Aminuyati, dan Okianna, "Pengaruh Pemberian Apersepsi Terhadap Kesiapan Belajar Siswa Pada Pelajaran Akuntansi Kelas XI SMA Islamiyah Pontianak," *Jurnal Pendidikan dan Pembelajaran Khatulistiwa (JPPK)Fakultas Keguruan dan Ilmu Pendidikan Universitas Tanjungpura* Vol.7, No.2 (2018): h.2.

⁴¹ Ina Magdalena dkk., "Analisis Penggunaan Teknik Pre-Test dan Post-Test Pada Mata Pelajaran Matematika Dalam Keberhasilan Evaluasi Pembelajaran Di SDN Bojong 04," *Nusantara: Jurnal Pendidikan dan Ilmu Sosial* Vol.3, No.2 (Juli 2021): h.153.

⁴² Umam, A., Sugiharto, S., & Manara, C. (2023). Translingual practice in remote EFL tertiary education: How multilingual speakers create translanguaging spaces. *Indonesian Journal of Applied Linguistics*, 13(2), 258-269. doi:<https://doi.org/10.17509/ijal.v13i2.63065>

⁴³ Lina dan Dede Rizal Munir, "Penerapan Metode Bernyanyi Untuk Meningkatkan Hasil Belajar Mufradhat Siswa DTA Baiturrohm Purwakarta," *Kalimatuna: Journal of Arabic Research* Vol.2, No.1 (2023): h.31. Lihat juga Fatmawati, R., Sulaeman, O., & Pramanik, N. (2020).

Marwiyah et al. further emphasize that incorporating singing into the learning process can stimulate learners' development, particularly in language acquisition and their ability to interact effectively with their surroundings.⁴⁴ Toward the end of the lesson, the vocabulary previously learned was reviewed collectively through choral reading, performed aloud several times.

Closing activities in the learning process included evaluating the material delivered, providing messages, and motivating the students. These activities aimed to encourage them to review the lessons learned, utilize the vocabulary they memorized, and practice the *Muhadatsah* texts they acquired. This approach enabled them to apply the vocabulary in their daily lives within the boarding school and helped improve fluency in speaking Arabic during *Muhadatsah* sessions. This aligns with Emda's assertion that motivation functions as a driving force for achieving success, as individuals who strive need to strengthen their desire and direct their actions toward their intended goals.⁴⁵ Following the delivery of motivational messages by the instructors, the session concluded with the recitation of *hamdalah*, followed by a formal closing salutation.

Evaluation of the *Muhadatsah* Program

Findings from this study at Al-Marhamah Puteri Islamic Boarding School indicate that the *Muhadatsah* program was evaluated through a final test conducted after one semester of instruction. During this evaluation phase, all students, including the rotating instructors, participated in the final examination, which was held outdoors on the school field to help alleviate test anxiety. The examination consisted of two sets of questions: five for the general students and five for the rotating instructors. Although the content differed between the two groups, both covered the entire curriculum of the *Muhadatsah* program. The test items included writing and translating vocabulary, constructing sentences, and composing sentences using specific vocabulary. The rotating instructors' questions differed

Pengaruh Penggunaan Metode Bernyanyi Terhadap Kemampuan Mengingat Lambang Bilangan Pada Anak. Waladuna : Jurnal Pendidikan Islam Anak Usia Dini, 3(2), 79-94. Retrieved From <https://jurnal.iailm.ac.id/Index.Php/Waladuna/Article/View/395>

⁴⁴ Marwiyah& Sri Wahyuni, Penerapan Metode Bernyanyi dalam Meningkatkan Pengetahuan dan Keterampilan Anak Usia Dini di TK Lam Alif Bicabbi Kecamatan Dungek Sumenep, Audini: Journal of Early Childhood Education Vol. 1 No. 1 (2023); ISSN (online): 0000-0000; DOI: <https://doi.org/10.52185/audini>
<https://jurnal.inkadha.ac.id/index.php/audini/index>. Lihat Juga Erma Darmayanti, Joko Pamungkas, Indrawati. Penerapan Metode Bernyanyi Berbasis Pengembangan Diri Anak pada Masa Pandemi Covid-19. Jurnal Obsesi : Jurnal Pendidikan Anak Usia Dini Volume 6 Issue 6 (2022) Pages 5495-5505 ISSN: 2549-8959 (Online) 2356-1327 (Print) DOI: 10.31004/obsesi.v6i6.2992. Lihat juga Rahmawati Sunarya, R. ., & Nurul Shafwah, A. . (2022). Penerapan Metode Bernyanyi dalam Pembelajaran Keagamaan Diniyah Anak. *PROCEEDINGS UIN SUNAN GUNUNG DJATI BANDUNG*, 1(55), 58–69. Retrieved from <https://proceedings.uinsgd.ac.id/index.php/proceedings/article/view/88>

⁴⁵ Amna Emda, "Kedudukan Motivasi Belajar Siswa Dalam Pembelajaran," *Lantanida Journal: Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh* Vol.5, No.2 (2017): h.176.

in complexity, requiring essay writing and the construction of longer Arabic sentences. This final test serves as an assessment of all students' ability, including the rotating instructors, to comprehend and apply the lessons taught throughout the semester in the *Muhadatsah* program. The supervising teachers acted as the evaluators for all participants, thereby fulfilling the teacher's role as an assessor in the learning process. This is commendable, considering that in addition to teaching, one of the primary responsibilities of an educator is to serve as an evaluator, as highlighted by Linda et al.⁴⁶

The learning process is deemed complete when it proceeds smoothly and is accompanied by an evaluation that assesses both the instructor's effectiveness in delivering the material and the learners' success in comprehending the lessons throughout the semester. This notion aligns with the view of Nawanti et al., who assert that evaluation is a systematic process aimed at determining the extent to which learning objectives have been achieved by the students.⁴⁷ Furthermore, Muradi et al. emphasize that evaluation is essential for determining whether a learning process is proceeding effectively, thereby enabling the design and implementation of innovations for future instructional practices.⁴⁸ Idrus further reinforces this view by stating that evaluation serves as a means to determine students' success levels in the learning process.⁴⁹ Similarly, Resdianto et al. explain that evaluation is an assessment process designed to obtain students' learning outcomes at school. Therefore, it can be concluded that the evaluation stage constitutes a crucial aspect of the educational process.⁵⁰

⁴⁶ Ardana, L. N. ., Vega, N., Kirana, P., & Sunaryati, T. (2023). Peran Penting Evaluasi Pembelajaran pada Mata Pelajaran Pendidikan Kewarganegaraan di Sekolah Dasar Berbasis Pendidikan Karakter. *Jurnal Pendidikan Tambusai*, 7(2), 15814–15819. <https://doi.org/10.31004/jptam.v7i2.8871>

⁴⁷ Nawanti, R. D. ., Purnomo, S. ., Santoso, W. T. ., Muhibbin, A. ., & Sumardi, S. (2024). Peran Guru dalam Evaluasi Pembelajaran di Kelas. *JiIP - Jurnal Ilmiah Ilmu Pendidikan*, 7(5), 4759–4765. <https://doi.org/10.54371/jiip.v7i5.4288>. Lihat juga Arief Aulia Rahman dan Cut Eva Nasryah, *Evaluasi Pembelajaran*, Cetakan ke-1 (Ponorogo: Uwais Inspirasi Indonesia, 2019), h.5.

⁴⁸ Ahmad Muradi A., La Ode A., Danial H., Hery B., Fatwiah N., Hasni N., M. S.J., Evaluation of Arabic Learning Program at State Islamic Religious College During COVID-19, Vol. 99 No. 99 (2022): *Eurasian Journal of Educational Research*. <https://ejer.com.tr/manuscript/index.php/journal/article/view/868>. Lihat Juga Musarwan, M., & Warsah, I. (2022). Evaluasi Pembelajaran (Konsep. Fungsi dan Tujuan) Sebuah Tinjauan Teoritis. *Jurnal Kajian Pendidikan Islam*, 1(2), 186–199. <https://doi.org/10.58561/jkpi.v1i2.35>

⁴⁹ Idrus L, "Evaluasi Dalam Proses Pembelajaran," *Adaara: Jurnal Manajemen Pendidikan Islam* Vol.9, No.2 (Agustus 2019): h.924. Lihat juga Khairiah Khairiah, Lailatul Hasanah, Yunita Pertiwi, Peran Fungsi Evaluasi dalam Lembaga Pendidikan (Program Pembelajaran), Nuansa: Jurnal Studi Islam dan Kemasyarakatan. Vol.15 No. 1 (2022). <https://ejournal.uinfabengkulu.ac.id/index.php/nuansa/article/view/3621>.

⁵⁰ Resdianto Permata Raharjo, Eko Hardianto, dan Icha Fadhilarsari, *Evaluasi Pembelajaran*, Cetakan Pertama (Panglayungan, Cipedes Tasikmalaya: Perkumpulan Rumah Cemerlang Indonesia, 2022), h.3. Lihat juga Andayani, T., & Madani, F. (2023). Peran Penilaian Pembelajaran Dalam Meningkatkan Prestasi Siswa di Pendidikan Dasar. *Jurnal Educatio FKIP UNMA*, 9(2), 924–930. <https://doi.org/10.31949/educatio.v9i2.4402>.

The findings derived from the planning, implementation, and evaluation stages indicate that the *Muhadatsah* program at Al-Marhamah Puteri Islamic Boarding School was effective in achieving the intended learning objectives, particularly in fostering and facilitating students' ability to communicate in Arabic. This was evidenced by their active participation in classroom activities, supported by vocabulary mastery and daily morning conversations. Positive engagement was also evident in *muhadarah* activities, where students could compose their own *muhadarah* texts in Arabic, practice them, and speak quite fluently. This achievement is inseparable from the guidance provided by the rotating instructors and the teachers, who were fully responsible for the *Muhadatsah* program. Khairon et al. reinforce this view by asserting that guidance is crucial in achieving the intended goals of a learning process. Through such guidance, teachers strive to overcome obstacles that arise during learning activities, thereby enabling students to achieve optimal learning outcomes.⁵¹

In the implementation of any program, challenges are inevitably encountered. These challenges must be addressed with appropriate solutions to ensure that the program's implementation aligns with its intended objectives. Soewarno et al. emphasize that a challenge is a problem or condition that hinders the achievement of desired goals and must therefore be addressed with solutions that correspond to the specific issue encountered.⁵²

The presence of inconsistencies required attention, particularly regarding the variability in selecting the days for implementing the *Muhadatsah* program, between vocabulary delivery and *Muhadatsah* practice, and the disproportionate time allocation, wherein more time was given to vocabulary delivery than to *Muhadatsah* practice or drills. According to Fakhurrozi and Mahyudin, *Muhadatsah* is a form of speaking skill.⁵³ Consequently, the practice should receive greater emphasis and a longer duration, as the program itself is named the *Muhadatsah* program. Arianto further explains that *Muhadatsah* is a method of presenting language in Arabic lessons through conversation, which can occur between

⁵¹ Khoirun Nisa Hasibuan, Nursyakilla Izzati Lubis, Annisa Rahmi Rambe, Wahyudin Agiel Kusumo, Peran Guru Kelas Dalam Mengatasi Kesulitan Belajar Siswa Sekolah Dasar Melalui Bimbingan Konseling, Al Mursyid: Jurnal Ikatan Bimbingan Dan Konseling Islam Volume 3 No 2 Edisi Juli – Desember Tahun 2021 <http://Jurnaltarbiyah.Uinsu.Ac.Id/Index.Php/Almursyid/>. Doi: <http://Dx.Doi.Org/10.30829/Mrs.v3i2.1163>. Lihat juga Ahmad Zuhdi, Nurhalis, Mulyarti, Strategi Guru Bimbingan Konseling Mengatasi Kesulitan Belajar Siswa Smp Negeri 46 Kerincistrategi, Guru, Bimbingan, Konseling, Qawwam: The Leader's Writing Volume 2, Nomor 1, Juni 2021. Doi: <https://Doi.Org/10.32939/Qawwam.v2i1.84>. Lihat juga Sukirman, "Peranan Bimbingan Guru dan Motivasi Belajar Dalam Rangka Meningkatkan Prestasi Belajar Peserta Didik SMA Negeri 1 Metro Tahun 2010," Guidena Vol.1, No.1 (September 2011): h.25.

⁵² Soewarno, Hasmiana, dan Faiza, "Kendala-Kendala Yang Dihadapi Guru Dalam Memanfaatkan Media Berbasis Komputer Di SD Negeri 10 Banda Aceh," *Jurnal Ilmiah Mahasiswa Prodi PGSD FKIP Unsyiah* Vol.1, No.1 (Agustus 2016): h.23.

⁵³ Aziz Fakhurrozi dan Erta Mahyudin, *Pembelajaran Bahasa Arab* (Direktorat jendral pendidikan islam kementerian agama RI, 2012), h.328.

teachers and students or among students themselves, while continuously enriching their vocabulary.⁵⁴ Furthermore, Tarmizi et al. note that *Muhadatsah* provides broad benefits in enhancing speaking skills, particularly for students. These benefits include training learners to express their thoughts and fostering accurate and critical thinking in addressing problems they encounter.⁵⁵ Therefore, it can be concluded that the *Muhadatsah* method aligns with a student-centered learning approach, leading toward problem-based learning that encourages students to explore, reflect, and solve the challenges they face.

The second obstacle encountered in implementing the *Muhadatsah* program concerned differences in students' cognitive abilities. Some students experienced difficulty in remembering or memorizing the given vocabulary, which hindered their ability to practice it effectively. This finding aligns with Seriesih, as cited in Nilamsari and Sisca, who state that obstacles experienced by students, teachers, and parents can be classified into three categories: (1) human capability in practice, (2) facilities and infrastructure, and (3) changes in curriculum and learning processes.⁵⁶ To address this challenge, additional instructional support was provided for students who struggled to retain or memorize the assigned vocabulary. These students attended supplementary sessions outside the regular *Muhadatsah* program, during which they recited the targeted vocabulary to the rotating instructors or the teachers. A specific period of thirty minutes before bedtime was allocated for this activity. Furthermore, motivational interventions were implemented to maintain learners' engagement and foster perseverance in mastering the Arabic language.

Conclusion

The implementation of the *Muhadatsah* Program at Al-Marhamah Puteri Islamic Boarding School was proven effective in enhancing students' speaking skills. However, two main challenges remained: the imbalance between the days allocated for vocabulary delivery and practice sessions, and the tendency of some students to forget previously learned vocabulary. To address these issues, students who experienced difficulties were given opportunities to review and submit

⁵⁴ Arianto, Model Muhadatsah Yaumiyyah untuk Meningkatkan Kemahiran Bahasa Arab Santriwati Kelas XI SMA IT Ibnu Abbas Klaten. (2023). *Taqdir*, 9(1), 13-24. <https://doi.org/10.19109/taqdir.v9i1.16862>. Lihat juga Ulfah, Y., & Lathifatul Insaniyah, A. (2023). IMPLEMENTASI MUHADATSAN YAUMIYYAH DALAM MENINGKATKAN MAHARAH KALAM. *Jurnal Tarbiyatuna: Jurnal Kajian Pendidikan, Pemikiran Dan Pengembangan Pendidikan Islam*, 4(1), 125–140. <https://doi.org/10.30739/tarbiyatuna.v4i1.2448>.

⁵⁵ Tarmizi TN Ninoersy, Saiful Akmal, Penerapan Pola Perkuliahan Muhadatsah Melalui Metode Debat Aktif Pada Prodi Pendidikan Bahasa Arab Fakultas Tarbiyah Dan Keguruan UIN Ar-Raniry Banda Aceh Jurnal Ilmiah DIDAKTIKA Februari 2020 VOL. 20, NO. 2, 165- 188. DOI: <http://dx.doi.org/10.22373/jid.v20i2.5478>

⁵⁶ Nilamsari Damayanti Fajirin dan Sisca Wulandari, “Kendala dan Solusi Pembelajaran Daring Selama Masa Pandemi Covid-19 di Sekolah Dasar Se-Pulau Madura,” *Briliant: Jurnal Riset dan Konseptual* Vol.6, No.4 (November 2021): h.876.

vocabulary outside the scheduled program. With adjustments to the timetable and strengthened reinforcement of vocabulary mastery, the program is expected to function more effectively and achieve its intended objectives.

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