



## EXPLORING THE TAMASYA (“TAKALLAM LI AJLI SA’ĀDAH”) PROGRAM: A QUALITATIVE STUDY OF HOW SPEAKING-HABIT INNOVATION FOSTERS STUDENTS’ INTEREST IN LEARNING ARABIC AT MTs MA’ARIF TIENG, WONOSOBO

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### Abstract

This qualitative descriptive study examines the TAMASYA (Takallam li Ajli Sa’adah) program at MTs Ma’arif Tieng, Wonosobo, and explores how it nurtures students’ interest in learning Arabic. Data were collected through in-depth interviews with an Arabic teacher, observations of activities in classrooms and school spaces, and analysis of program documents and learning materials. Data were analyzed iteratively through reduction, display, and conclusion drawing; credibility was enhanced through triangulation. Findings show that TAMASYA runs as a sustained routine: daily greetings and functional expressions, thematic *mufradāt*, simple *hiwār*, *istimā’-taqlīd*, and language games, reinforced by weekly vocabulary and partial Arabic classroom instructions. Implemented inside and outside class and aligned with lesson content, the program provides meaningful exposure that lowers anxiety, increases participation, and strengthens confidence to produce simple utterances and respond to Arabic instructions. Wherefore, Arabic is perceived as more relevant and less intimidating, supporting higher motivation and interest. It emphasizes consistency, enjoyment, and humane feedback in speaking practice.

**Keywords:** Arabic learning, Learning interest, speaking habituation, TAMASYA program,

## INTRODUCTION

Arabic language learning at the Madrasah Tsanawiyah (MTs) level still faces various challenges, particularly in the development of speaking skills (*mahārah al-kalām*) (Ritonga et al., 2024). Speaking is often viewed as the most difficult skill for students to master because it requires courage, adequate vocabulary, and the habit of actively using the language in authentic communication situations. Consequently, many students are able to demonstrate receptive understanding of classroom material but fail to express their ideas orally when given the opportunity to speak in Arabic (Solehudin, 2024). Improving *mahārah al-kalām* cannot rely solely on theoretical explanations; this skill must be supported by methods that provide students with opportunities for direct oral practice. Activities such as repetition, conversation, and oral expression are essential because speaking ability develops as students become accustomed to using Arabic in communicative situations (Nurhayati, 2020).

This challenge becomes even more apparent when Arabic language instruction in the classroom remains dominated by a teacher-centered approach (M. Safarul Khair, 2025). Teaching practices that prioritize explanation, translation, and written exercises do not provide students with sufficient time and space to engage in meaningful oral practice. In such a learning environment, students tend to act as recipients of information rather than active language users (Yang, 2011). This situation is often evident through limited student engagement, a low willingness to speak, and declining interest and motivation to participate (Pratama, 2023). In fact, speaking proficiency heavily depends on sustained practice (Saito et al., 2021): the more frequently students engage in communicative language use, the greater the likelihood of developing their confidence and fluency in speaking (Fadhilah & Jauhari, 2025). The more frequently students engage in communicative language use, the greater the likelihood of developing their confidence and fluency in speaking. Through activities such as storytelling, interviews, discussions, and question-and-answer sessions, students are not only guided to master linguistic elements but are also given the opportunity to build courage, fluency, and confidence in using Arabic orally (Rahmawati, 2021).

Interest in learning plays a crucial role in this matter. Interest is not merely a preference but a psychological drive that sustains attention, participation, and perseverance in learning activities (Su, 2020). Students with a high interest in learning tend to be more active, willing to try new things, and more resilient in the face of mistakes (Wicaksono et al., 2023). Conversely, low interest often leads to a passive attitude, reluctance to speak, and a tendency to withdraw when facing difficulties. In Arabic language learning, specifically, student interest is closely linked to the classroom atmosphere, learning strategies, and the practice of language use that supports the creation of a communicative environment or *bi'ah lughawiyah* (Abdullah et al., 2021; Kumaini, 2025). This indicates that the issue of *mahārah al-kalām* should not be understood solely as a matter of linguistic competence but also reflects a learning ecology that can either foster or undermine student interest.

Regarding this issue, numerous studies have shown that encouraging students to speak regularly can help build their self-confidence and increase their interest in

learning a foreign language (Zaidan et al., 2025). However, this practice does not necessarily have to take place solely through formal classroom instruction. Habit formation can also be developed through creative programs tailored to the needs, characteristics, and context of the school (Suryana et al., 2023). Habit-forming programs focused on communication provide students with more opportunities to use the language directly in interactions, rather than merely memorizing linguistic material (Barid et al., 2025; Erfani & Ulum, 2025). Learning innovations involving student-to-student interaction, such as peer tutoring, have also been shown to improve speaking skills, self-confidence, motivation, and active participation in Arabic language learning. This indicates that speaking habits do not emerge instantly; rather, they can be developed through a supportive and interactive learning environment that provides students with opportunities to learn from one another (Aminulloh et al., 2025). For this reason, recent research increasingly needs to explore what kinds of innovation can help shift the learning process from simply “learning about the language” to actually “using the language” in a way that feels safe, enjoyable, and sustainable, so that students’ interest can grow more naturally.

Within this context, MTs Ma’arif Tieng, Wonosobo, has developed the TAMASYA Program (Takallam li Ajli Sa’ādah) as an effort to build students’ habit to speak Arabic. This program is designed to be communicative, enjoyable, and student-centered. TAMASYA not only targets linguistic aspects such as vocabulary and functional expressions, but also intentionally shapes the psychological climate of learning so that students feel safe, happy, and motivated to speak without fear of making mistakes. Conceptually, the idea of *sa’ādah* or happiness and comfort becomes an important point, because the challenges in developing *mahārah al-kalām* are not always caused by limited vocabulary. In many cases, students are also held back by the fear of being wrong and the anxiety of being judged negatively by their friends, which can reduce their willingness to speak (Naila & Syafii, 2022; Nugraha et al., 2023; Rahman & Maulani, 2024). Engaging and meaningful learning can help create a more lively classroom atmosphere. Such an atmosphere is important in Arabic language learning because students tend to participate more actively when learning activities do not feel intimidating, but instead provide space for them to try, participate, and enjoy the learning process (Soelendro et al., 2022).

Although studies on language habituation and language-rich environments are well established, prior research tends to cluster around two broad emphases. First, some studies focus on the difficulties of *mahārah al-kalām* (Islamiyati & Ammar, 2023) and propose classroom-based strategies, yet often do not examine in depth how habituation beyond formal instruction can gradually shape students’ interests within a madrasah culture. Second, other studies examine *bi’ah lughawiyah* and institutional language programs that aim to create a supportive linguistic environment (Raudatussolihah et al., 2025); however, such studies do not always provide a rich description of the psychological and social mechanisms through which students become genuinely interested and progressively more willing to speak (Amerstorfer & Freiin Von Münster-Kistner, 2021), particularly in the context of MTs, where students are generally in early adolescence and may be highly sensitive to the classroom atmosphere and peer dynamics. Media-based learning innovations have also contributed to the development of *mahārah al-kalām*, especially in supporting MTs students’ vocabulary acquisition. However, such research tends to focus more on the effectiveness of learning media, whereas this study focuses on a broader speaking practice program, namely TAMASYA, and how the program shapes students’ interest

in learning through experiences, psychological atmosphere, and social interactions within the madrasah context (Mokoginta & Muassomah, 2022). For this reason, a qualitative study is needed to examine students' experiences and program practices in greater depth: which elements of the program work, under what conditions, and why they contribute to the growth of learners' interest.

Based on the issues discussed above, this study aims to examine how the TAMASYA Program is implemented and how its speaking practice activities contribute to the development of students' interest in learning Arabic. This study focuses on the design and implementation of TAMASYA, students' lived experiences in participating in speaking practice, and the factors that foster the emergence of interest, such as comfort, peer support, teacher feedback, enjoyable activities, and consistent practice opportunities. Using a qualitative approach, this study seeks to present a process-oriented account and explanatory descriptions of how the program functions in practice—dimensions that may not be adequately captured through quantitative measures alone.

Specifically, this study is guided by four questions: (1) How was the TAMASYA Program designed and implemented as an innovation to develop students' habits of speaking Arabic at MTs Ma'arif Tieng Wonosobo? (2) How do students perceive and experience TAMASYA, particularly in terms of feeling safe, gaining self-confidence, and developing the willingness to speak? (3) Which elements of TAMASYA contribute most significantly to increasing students' interest in learning Arabic? (4) What challenges arose during the implementation of TAMASYA, and what strategies did the madrasah employ to ensure the program's sustainability?

To maintain a clear focus, the scope of this study is restricted to two primary aspects. First, this study focuses on the development of speaking skills facilitated through TAMASYA, rather than comprehensively examining all Arabic language skills—listening, reading, and writing. Second, this study focuses on students' interest in learning as observed through qualitative indicators, rather than on improvements in formal test scores or academic achievement. One of the main limitations of this study lies in its nature as a qualitative case study conducted at a single location. Thus, the results of this study are not intended to statistically represent the entire MTs context. This study seeks to deliver a comprehensive understanding of the case, generating valuable insights for analogous contexts through detailed contextual descriptions.

The significance of this study is both theoretical and practical. Theoretically, this study contributes to the discussion regarding the relationship between speaking practice innovations, the psychological climate of learning, and the development of students' interest in learning Arabic. This study also confirms that interest in learning is not merely a fixed characteristic within students; interest can be shaped through program design, school culture, and supportive social interactions. Practically, the findings of this study are expected to provide useful recommendations for Arabic language teachers and madrasah administrators on how to design comfortable speaking routines, establish classroom norms that view mistakes as part of the learning process, organize activities that are enjoyable yet meaningful, and maintain program sustainability amidst time and resource constraints.

The expected benefits of this study include: (1) for madrasahs, providing input for the development of a *bi'ah lughawiyyah* program that is more student-friendly and effective in increasing interest in learning; (2) for teachers, providing guidance on speaking practice strategies that can be integrated into classroom instruction; (3) for

students, supporting the creation of a safe and enjoyable learning environment that fosters communicative self-confidence; and (4) for future researchers, providing a qualitative model for examining contextual speaking practice programs within the MTs environment.

In summary, the present study advances the understanding of *mahārah al-kalām* by addressing challenges and emphasizing the importance of the language environment, rather than merely reiterating previous findings. Rather, this study aims to fill a gap in prior research by providing an in-depth qualitative analysis of the implementation of a context-based speaking practice program, namely TAMASYA, in a madrasah setting. This study also explains how the program plays a role in shaping students' interest in learning through psychological and social factors evident in its implementation process. The findings of this study are expected to contribute to strengthening Arabic language learning that is more communicative, humanistic, and oriented toward students' comfort and well-being (*sa'ādah*) in madrasah education.

## METHOD

This study employs a qualitative methodology with a descriptive framework to examine the implementation of the TAMASYA (Takallam li Ajli Sa'ādah) Program and its impact on increasing students' interest in learning Arabic. The qualitative method was selected to facilitate a comprehensive understanding of social phenomena by gathering participants' experiences, perceptions, and interactions within their natural context. This study was conducted at MTs Ma'arif Tieng Wonosobo, which has implemented TAMASYA as a comprehensive Arabic language immersion initiative involving students in grades VII, VIII, and IX (Fitri & Hasibuan, 2024; Mufidah, 2023).

The participants in this study included Arabic language teachers and students enrolled in the TAMASYA Program. Various methods were used to collect data, including in-depth interviews (Maulidin et al., 2024), observations of classroom situations and the environment, and document analysis (Yanti & Qomarul Sholihah, 2024). Interviews were conducted with Arabic language teachers to obtain detailed information regarding the planning, implementation, mechanisms, and evaluation of the TAMASYA Program. Observations were conducted to examine student participation, speaking behavior, and their responses during TAMASYA activities, both inside and outside the classroom. Documents such as program descriptions, activity schedules, and teaching materials were also analyzed to support and validate the research findings. The use of these diverse data collection techniques was intended to strengthen the credibility of the data through triangulation.

Data analysis followed an interactive model consisting of data reduction, data presentation, and drawing conclusions. During the data reduction stage (Nafisah, 2023), interview transcripts and field notes from observations were selected, categorized, and focused on aspects relevant to the research objectives. The reduced data was then organized and presented in narrative form to facilitate interpretation. Conclusions were then drawn by identifying patterns, themes, and relationships related to the implementation of TAMASYA and its impact on students' interest in learning Arabic. To ensure findings remained consistent with empirical data, the analysis process was conducted continuously from the beginning to the end of the study (Jamroh & Nisa, 2021).

## FINDINGS AND DISCUSSION

The results show that the TAMASYA program (Takallam li Ajli Sa'ādah) at MTs Ma'arif Tieng, Wonosobo, operates as a well-organized and ongoing Arabic-speaking habit formation initiative. Instead of serving as an infrequent supplementary activity, TAMASYA is established as a regular language practice that influences the daily linguistic environment of the madrasah. The program aims to encourage the frequent use of Arabic through a variety of language-centered activities, such as the habituation of greetings and common phrases, thematic vocabulary drills (*mufradāt*), basic conversational exercises (*hiwār*), listening and imitation tasks (*istimā'-taqlīd*), and language-oriented educational games. These activities are further supported by weekly vocabulary memorization and the integration of Arabic into specific classroom instructions. This overall structure suggests that TAMASYA does not merely provide isolated oral tasks but deliberately builds consistent and meaningful language exposure as an essential foundation for communicative language learning. In qualitative terms, the program functions as a "habit ecosystem," where repetition, predictability, and contextual use jointly reinforce students' readiness to speak.

### 1. TAMASYA as a Structured and Sustained Habituation System

The implementation of the TAMASYA Program demonstrates that the habit of speaking Arabic is developed through ongoing and regular activities. This approach distinguishes TAMASYA from speaking activities that are conducted only at specific times or treated merely as an extracurricular program. Speaking practice is not only aimed at assessing students' abilities but is also integrated into their daily routines within the madrasah environment.

This habituation process begins with the use of greetings and simple expressions commonly encountered in school interactions. Through this approach, students become accustomed to hearing and using practical forms of Arabic that are relevant to daily life and easily applied in everyday communication. This initial stage helps students become more willing to participate because they are not immediately required to construct long or complex sentences. Instead, students are encouraged to start with short, meaningful phrases that are appropriate to the social context and relatively easy to say.

After this initial habit is established, the program further supports students by introducing thematic *mufradāt* practice. At this stage, students require adequate vocabulary so they can express themselves orally in a wider range of situations, not only through simple greetings or everyday phrases. Thematic vocabulary practice provides students with a more organized lexical foundation that can be used in simple speaking activities. In this context, weekly vocabulary memorization is not merely treated as a task of remembering words, but as preparation for students to use the vocabulary in *hiwār* and classroom communication. The data indicate that this reinforcement pattern (daily exposure plus weekly consolidation) produces a consistent cycle of input and output: students first encounter language repeatedly, then practice it orally, and later consolidate it through structured review. From a communicative learning perspective, this creates a more coherent relationship between lexical knowledge and speaking behavior, reducing the common gap

between “knowing words” and “using words.”

Simple conversational practice (*hiwār*) constitutes the core speaking activity. The findings indicate that conversations are deliberately maintained at a manageable level, emphasizing brief exchanges and predictable patterns instead of engaging in complex discourse. This design choice appears to support confidence-building: students practice turn-taking and response patterns that resemble authentic communication but remain within their competence range. Similarly, listening-and-imitation (*istimā'-taqlīd*) provides a scaffolding mechanism for pronunciation and fluency. Through repeated listening and guided imitation, students are given models of speaking that reduce uncertainty about how Arabic “should sound,” thus increasing willingness to participate orally.

Language-based educational games are also a notable element of TAMASYA's structure. Rather than functioning as entertainment alone, games are used as pedagogical tools to sustain attention and reduce performance pressure. In qualitative observations of language programs, anxiety often rises when speaking is framed as formal performance; in TAMASYA, games appear to reframe speaking as social participation. This contributes to a learning atmosphere in which errors are less threatening, and speaking becomes a shared activity rather than an individual test.

Overall, the structure of TAMASYA suggests a deliberate attempt to combine (a) repetition, (b) manageable difficulty, (c) meaningful contexts, and (d) enjoyable activities. These components collectively build a steady exposure environment that supports communicative growth and makes speaking practice a normal part of school life.

## **2. Implementation Through Three Stages: Planning, Implementation, and Evaluation**

The implementation of TAMASYA is carried out in three interconnected stages: planning, implementation, and evaluation. This staged approach demonstrates that the program is designed and managed systematically, not left to spontaneous or incidental teacher efforts.

During the planning stage, Arabic teachers determine language themes and vocabulary that align with classroom learning content. This alignment indicates a curricular logic: TAMASYA is not separate from formal instruction but strategically linked to what students are expected to learn. The selection of themes also suggests sensitivity to students' developmental level and learning needs. Teachers plan language content that can realistically be activated in short speaking activities, enabling students to experience success and gradual progression rather than immediate overload.

The implementation stage is carried out through gradual habituation adjusted to students' proficiency levels, both through daily routines and scheduled activities. This gradual design is crucial because students' speaking readiness is not uniform across grades or individuals. The data indicate that TAMASYA accommodates different learner profiles by controlling the complexity of tasks,

spacing the introduction of vocabulary, and using repeated practice to support slower learners. Such an adaptive approach is particularly important in a program involving all students across Grades VII, VIII, and IX, where proficiency variation is expected.

The evaluation stage is primarily formative. Teachers evaluate through observation of students' participation, comprehension of instructions, and willingness to speak. This evaluation pattern reflects a qualitative orientation to assessment: rather than relying solely on scores, teachers monitor behavioral and affective indicators such as responsiveness, confidence, and engagement. The focus on willingness to speak is especially relevant in language learning contexts where affective barriers often restrict oral production. This kind of ongoing evaluation also provides feedback to teachers about which activities are working, which themes are too difficult, and which students need additional support.

Importantly, the staged process indicates that TAMASYA is designed adaptively. Adaptiveness here refers to the program's capacity to adjust to differences in students' abilities and readiness to learn. Such adaptiveness is consistent with approaches known to reduce anxiety and increase engagement in foreign language learning, because students are not pushed into tasks beyond their competence level without support. The data further show that adaptiveness is not only a matter of task difficulty but also relates to the context where and how the program is conducted.

### **3. Flexibility of Implementation Across Settings: Inside and Outside the Classroom**

These findings indicate that TAMASYA is implemented flexibly both inside and outside the classroom, which expands students' exposure to Arabic beyond the confines of formal lessons. In the classroom, activities are conducted through oral exercises, simple dialogues, and the partial use of Arabic as the medium of instruction. This approach provides students with direct contact with Arabic within the learning context, allowing them to experience Arabic not only as subject matter but also as a tool for classroom management and interaction. The use of Arabic as a partial medium of instruction is crucial because it normalizes Arabic as a functional tool for daily communication in the classroom, thereby reducing the perception that Arabic is used only in textbook exercises.

Outside the classroom, TAMASYA is practiced during school ceremonies, religious activities, and daily interactions within the madrasah environment. This extension into school life demonstrates that TAMASYA operates as a school-wide cultural initiative. Flexibility across various contexts allows students to practice Arabic in authentic situations where the language holds real interpersonal significance, even when limited to brief conversations or routine expressions. This authenticity supports the development of a language environment (*bi'ah lughawiyah*), where students encounter Arabic as part of their social and institutional experiences.

From a qualitative perspective, the role of creating this environment is

important because it transforms the social meaning of the Arabic language. When Arabic is present only in formal lessons, students often associate it with grading and difficulty. When Arabic appears in everyday school life, the language becomes associated with routine social participation. Findings indicate that a supportive *bia'ah lughawiyah* can help develop students' communicative competence and self-confidence. This environment provides students with greater exposure to Arabic, makes speaking feel less intimidating, and offers regular opportunities to practice in situations that do not place undue pressure on them.

#### **4. Integration with Formal Arabic Instruction: Bridging Theory and Practice**

Another key finding relates to the integration of TAMASYA with formal Arabic language instruction. Teachers align the vocabulary, expressions, and conversational material in TAMASYA with the material taught in class. This alignment allows TAMASYA to serve as a reinforcement tool: students practice their speaking skills both before and after formal learning sessions. As a result, TAMASYA helps bridge the gap that often exists between theoretical knowledge of the language and its practical use.

The data shows that this integration offers at least three benefits. First, it increases the likelihood that material presented in class will be practiced orally, as students repeatedly use the same words and phrases during review activities. Second, it improves retention: vocabulary is not only memorized but also practiced in context, making it easier to remember. Third, it supports the application of classroom learning to real-world use: students are more likely to view what they learn in class as something that can be immediately applied, which contributes to their interest and motivation.

In many language programs, additional speaking activities are often separate from classroom instruction; TAMASYA is different because it fosters continuity. This continuity strengthens the connections within students' learning experiences: what is taught, what is practiced, and what is used in interactions are all interconnected. From a program design perspective, this integration makes TAMASYA more sustainable and pedagogically sound because the program complements the curriculum rather than competing with it for time and attention.

#### **5. Participation Patterns and Affective Experience: From Hesitation to Engagement**

With respect to participation, TAMASYA involves all students in Grades VII, VIII, and IX as part of the madrasah's language habituation policy. Although participation is mandatory, implementation prioritizes an educational and humane approach. This combination of mandatory participation with humane implementation is an important qualitative finding because it shapes students' affective experience. Mandatory programs may lead to student anxiety when they are applied in a rigid or punitive way. However, the implementation of TAMASYA focuses more on guidance, support, and encouragement, rather than on punishment.

At the initial stage, students' responses vary from enthusiastic participation to hesitation and low confidence. This variation is expected in speaking programs,

where learners differ in personality, prior exposure, and fear of mistakes. Over time, consistent guidance and motivation from teachers encourage students to become more confident and actively engaged. The data suggest that repeated exposure and supportive teacher behavior gradually reduce avoidance and increase participation.

This pattern supports the logic of the affective filter hypothesis: when learners feel safe and non-threatened, they are more willing to take linguistic risks. In TAMASYA, the safe climate appears to be built through manageable tasks, repeated practice, and a supportive stance toward error. Increased participation then contributes directly to students' attitudes and interest toward Arabic learning. In other words, interest grows not simply because activities are present, but because participation becomes emotionally feasible.

### **6. Impact on Interest and Motivation: Reframing Arabic as Relevant and Usable**

Despite positive outcomes, the findings show persistent challenges. Differences in students' language proficiency remain a significant barrier. In mixed-ability groups, some students can participate easily while others struggle to keep up. Time constraints also limit the depth and frequency of speaking practice, especially when program activities must fit within broader school schedules. In addition, limited self-confidence among some learners continues to reduce participation, especially during the early stages.

The most prominent outcomes are reflected in students' increased courage to produce simple sentences and improved fluency in responding to Arabic-language instructions. Courage here refers to the willingness to speak despite imperfect accuracy; fluency refers to greater ease and speed of response in routine exchanges. In qualitative data, these outcomes often appear as observable behavioral shifts: more students participate voluntarily, respond more quickly, and show less hesitation. The data also show that students' progress in speaking is related to their learning interest. When students feel more confident and are able to experience success in speaking activities, they tend to become more motivated and develop a more positive view of Arabic.

The findings are consistent with previous evidence (as you noted through Irvan Maulana) that speaking habituation can enhance motivation and positive attitudes. However, this study adds depth by clarifying the program mechanisms that appear to generate these affective outcomes: sustained routine, integration with class content, flexible contextual use, and supportive feedback. Nevertheless, the achievements are shaped by both supporting factors and challenges encountered during implementation.

### **7. Supporting Factors: Commitment, Policy, Collaboration, and Enjoyable Methods**

The success of TAMASYA is supported by several enabling conditions. First, the commitment demonstrated by Arabic teachers constitutes a central factor. Sustained habituation requires continuous teacher involvement: preparing themes, guiding activities, modeling language, and encouraging students. Without teacher

consistency, habituation would become irregular and lose its cumulative effect.

Second, institutional policy support strengthens TAMASYA's legitimacy and sustainability. When the program is supported by madrasah policy, it becomes a shared responsibility rather than an individual teacher initiative. Policy support also helps secure time allocation and encourages participation across the school environment.

Third, teacher collaboration contributes to program coherence. A school-wide habituation program benefits from staff alignment, ensuring that Arabic use is reinforced across settings and that students receive consistent signals about the program's importance.

Finally, the use of simple, consistent, and enjoyable instructional methods supports student engagement. Simplicity reduces cognitive overload; consistency supports habit formation; and enjoyment reduces anxiety and increases attention. The combination of these features creates a learning atmosphere where students are more willing to speak, even when their language competence is still developing.

### **8. Challenges and Responsive Strategies: Ability Differences, Time Constraints, and Confidence Issues**

Despite positive outcomes, the findings show persistent challenges. Differences in students' language proficiency remain a significant barrier. In mixed-ability groups, some students can participate easily while others struggle to keep up. Time constraints also limit the depth and frequency of speaking practice, especially when program activities must fit within broader school schedules. Furthermore, limited self-confidence among certain learners continues to hinder participation, particularly during the initial stages.

The data suggest that these challenges are mitigated through the implementation of adaptive strategies. Materials are adjusted to students' ability levels, ensuring that tasks remain achievable. Practice is kept brief but routine, emphasizing regular exposure rather than long sessions. Teachers also focus on creating a supportive environment that encourages students to speak without fear of making mistakes. These strategies reflect principles consistent with communicative language teaching: flexibility, learner-centered support, and an emphasis on meaningful use rather than perfect form.

### **9. Summary of the Findings: TAMASYA as a Programmatic Mechanism for Interest Development**

Taken together, the findings suggest that TAMASYA's effectiveness lies not in a single technique but in its programmatic coherence. It combines structured routines, curricular alignment, flexible settings, and a supportive climate to reduce anxiety and increase speaking participation. As participation increases, students experience Arabic as more accessible and relevant, which strengthens their interest and motivation. The TAMASYA program offers a contextually relevant approach to strengthening Arabic speaking habits in the madrasah environment. By creating regular and meaningful opportunities for students to use Arabic, the program helps reduce hesitation in speaking and encourages more active participation. In this way,

TAMASYA supports Arabic learning not only at the level of student confidence and motivation, but also through observable speaking practices in daily school life.

This study shows that TAMASYA at MTs Ma'arif Tieng is a regular and well-organized program that helps students build Arabic speaking habits. Its continuous implementation encourages students to speak more confidently and gradually increases their interest in learning Arabic. This finding aligns with broader evaluations of Arabic instruction in Indonesian Islamic schools, which note that speaking development often stagnates when learning is overly classroom-bound and insufficiently practice-oriented (Al Kanza et al., 2024). In particular, emphasize that implementing Arabic instruction in Indonesian madrasah contexts requires stronger alignment between instructional intentions and classroom realities, particularly regarding opportunities for meaningful language use (Salida & Zulpina, 2023). In this sense, TAMASYA addresses a longstanding implementation gap by shifting speaking practice from incidental classroom moments to a consistent school-wide routine.

A key contribution of TAMASYA lies in its emphasis on continuity and gradual habituation (daily routines, weekly vocabulary reinforcement, and repeated functional expressions). This pattern closely corresponds to evidence that habit formation can strengthen Arabic speaking fluency and confidence when implemented through repeated, targeted activities. (Lestari et al., 2024), for instance, highlight that habitual speaking practices are not only associated with improved proficiency outcomes but also help address common learner barriers through structured routines. The TAMASYA findings extend this line of work by demonstrating how habit formation operates not merely as repetitive drilling but as meaningful exposure through varied activities that keep practice socially engaging and psychologically safer for students.

The integration of TAMASYA with formal Arabic lessons also reinforces the role of communicative alignment in promoting speaking development. Reports that communicative approaches in madrasah contexts benefit speaking skills when students are encouraged to talk directly and spontaneously while continuously expanding and applying *mufradāt*. TAMASYA operationalizes this principle through deliberate synchronization between program themes and classroom content, thereby bridging the common divide between “learning about Arabic” (theory and exercises) and “using Arabic” (interactional practice). The implication is that students' growing interest is not produced by the program in isolation, but by the way TAMASYA amplifies classroom input through repeated, contextualized oral use.

Moreover, TAMASYA's flexible implementation across classroom and school spaces strengthens the development of a supportive language environment. While the present study emphasizes *bi'ah lughawiyah* as a locally enacted culture of language use, its outcomes are consistent with findings from other school-based speaking programs that rely on structured routines and institutional support. For example, (Nurbayan et al., 2025) show that structured Arabic-speaking programs can be effective when supported by clear program mechanisms and when enabling

factors (teacher support, routines, and reinforcement) are maintained. TAMASYA similarly demonstrates that program success depends on teacher commitment and school policy support, not only on the selection of techniques.

Finally, the observed increase in students' interest and motivation can be interpreted through a motivational lens. highlights that MTs students' Arabic learning experiences are shaped by motivation-related factors and learning ecology, including internal beliefs and contextual supports. The current study complements this by showing that consistent guidance, a humane approach to errors, and repeated low-stakes speaking opportunities can gradually reduce hesitation and build confidence conditions that, in turn, stimulate interest. Overall, TAMASYA contributes empirical evidence that a contextual, school-wide habituation program can transform students' affective orientation toward Arabic from "difficult and intimidating" to "usable and relevant," provided the program is sustained, integrated with instruction, and supported institutionally.

## CONCLUSION

This study concludes that the TAMASYA (Takallam li Ajli Sa'ādah) program at MTs Ma'arif Tieng, Wonosobo, is a structured, sustainable, adaptive, and pedagogically integrated innovation designed to foster Arabic language proficiency. Through the planning, implementation, and evaluation stages, this program provides consistent language exposure through daily greetings and functional expressions, thematic vocabulary exercises, simple *hiwār*, *istimā'*-*taqlid* activities, as well as educational language games conducted both inside and outside the classroom. The findings suggest that consistent immersion, adaptable implementation contexts, and a safe, supportive learning environment reduce anxiety, increase participation, and foster students' interest and motivation in learning Arabic. The contribution of this research lies in the elaboration of the operational mechanisms of a madrasah-based speaking habit-forming program developed contextually, as well as an explanation of how these mechanisms foster students' interest in learning through more communicative and meaningful learning experiences.

This study is limited by its single-site design and small sample size; consequently, the findings cannot be generalized statistically. In addition, the study focuses on learning interest and speaking participation through qualitative indicators, and it does not quantitatively measure linguistic outcomes (e.g., speaking performance scores) or long-term effects. Future studies may broaden the research sites, compare TAMASYA implementation across multiple madrasahs, involve a wider range of informants (e.g., school leaders, parents, and students with diverse profiles), and adopt mixed-methods designs to examine more systematically the relationships among habituation intensity, interest, and measurable gains in speaking proficiency. In practical terms, the findings suggest that madrasahs should maintain consistent routines, align TAMASYA materials with classroom curricula, strengthen policy-level support, and equip teachers with supportive feedback

practices so that a conducive bi'ah lughawiyah can be sustained and the program's continuity can be ensured.

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