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IPLEMENTING THE MUHADATSAH PROGRAM TO ENHANCE ARABIC SPEAKING PROFICIENCY: A CASE STUDY OF ARABIC LANGUAGE STUDEN AT ISLAMIC UNIVERSITY

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مستخلص البحث

مهارةُ الكلام كفاءةً جوهريةً في تعلُّم اللغة العربية، ويتعيَّن على طلاب برنامج دراسة تعليم اللغة العربية إتقانُها. ومع ذلك، غالبًا ما يواجه الطلاب صعوباتٍ في إتقان هذه المهارة نتيجةَ عدة عوامل، منها محدودية الحصيلة اللغوية، وضعف الدافعية، وغياب عادة استخدام اللغة العربية في التواصل اليومي. ويُعَدُّ برنامج المحادثة إحدى المبادرات الاستراتيجية التي تهدف إلى تعزيز مهارة الكلام من خلال ممارسات المحادثة التواصلية والسياقية. وتهدف هذه الدراسة إلى تحليل عملية تنفيذ برنامج المحادثة ودوره في تحسين مهارة الكلام لدى طلاب برنامج دراسة تعليم اللغة العربية في جامعة ك. ح. عبد الرحمن وحيد بيكالونجان. وتعتمد هذه الدراسة المنهجَ النوعيَّ، باستخدام أسلوب دراسة الحالة الوصفية، حيث جُمعت البيانات من خلال الملاحظة، والمقابلات المتعمقة، وتحليل الوثائق، ثم حُلِّلت باستخدام نموذج التحليل التفاعلي الذي طوَّره مايلز وهوبيرمان وسالدانا. ومن المتوقَّع أن تقدِّم نتائج هذه الدراسة رؤيةً شاملةً حول فعالية برنامج المحادثة في ترسيخ. عادات الاستخدام النشط للغة العربية وتحسين مهارة الكلام لدى الطلاب بصورة مستدامة.

الكلمات المفتاحية: التنفيذ؛ المحادثة؛ مهارة الكلام.

INTRODUCTION

The ability to speak Arabic is a fundamental skill for students enrolled in the Arabic Language Education Program at. Speaking is one of the skills targeted in the Arabic language teaching process. Learning to speak a foreign language becomes easier when one is actively engaged in the act of communication (Basith & Setiawan,

2022). Muhadatsah is a skill that requires continuous practice. Anyone who wishes to master it must be able to pronounce words correctly, completely, and in accordance with the rules of grammar, word count, and sentence structure (Kaharuddin, 2018). Conversation activities are actually quite engaging, but there are also times when they are uninteresting, fail to encourage student participation, and create a stiff and awkward atmosphere. This may occur because students still have a limited command of vocabulary and sentence patterns (Ulfah & Lathifatul Insaniyah, 2023). Based on the results of field interviews, these activities focus on listening, describing pictures (ta'bir), and everyday conversation, which can help expand vocabulary. However, the program is still hampered by students' limited mastery of vocabulary and low participation due to a lack of awareness and strong motivation. Therefore, to optimally master Maharah Kalam, PBA students are provided with the Muhadatsah Program outside of formal classroom settings (Rahmawati, 2021).

Numerous previous studies have been conducted. For example (Alenawati, 2023) in a study titled "The Implementation of Muhadatsah Instruction in Improving the Maharah Al-Kalam of PBA Program Students at UIN Datokarama Paludipengaruhi oleh kurangnya motivasi dan rasa percaya diri mahasiswa," emphasizes that psychological factors are just as important as linguistic factors. Meanwhile, according to her study (Rika Widianita, 2023) titled "Efforts to Improve Arabic Speaking Skills Using the Muhadatsah Method," it was revealed that the muhadatsah method not only impacts speaking skills but also influences other aspects and is highly beneficial for Arabic language learning. Furthermore, according to the study (Alam & Asyrofi, 2023) titled "Analysis of the Muhadatsah Yaumiyyah Teaching Method in Efforts to Improve Students' Speaking Skills," it is stated that using the muhadatsah yaumiyyah method to improve speaking skills is the primary foundation, because daily conversation practice allows students to hone their Arabic speaking skills on a regular basis, anytime and anywhere. Furthermore, according to a study from (Mufidah & Fitriana, 2022) titled "The Muhadatsah Method as a Means of Developing Verbal Proficiency at the Amanatul Umah International Madrasah in Pacet, Mojokerto," it is emphasized that muhadatsah is a form of Arabic language learning that falls under the category of active language learning; in this context, the muhadatsah method aids in achieving the goal of learning Arabic as a communication tool.

Various previous studies have shown that the muhadatsah method consistently improves Arabic speaking skills and is relevant as a means of achieving communication goals. However, previous research indicates that some studies have focused on linguistic issues, such as limited vocabulary, while others have emphasized psychological aspects, such as motivation and self-confidence, as well as the importance of the habit of communicating through daily muhadatsah.

Therefore, further research is still needed that combines linguistic, psychological, and practical aspects of language use so that the muhadatsah method can be applied more effectively in Arabic language learning. Thus, further research is needed that can comprehensively integrate these aspects so that the implementation of the muhadatsah program can be more optimal and relevant to students' language learning.

The urgency of this research is further underscored by the challenge that learning Arabic is often perceived as boring and unappealing to students (Triandani i ostali, 2024). Nevertheless, proficiency in Arabic is crucial in the context of Islamic education in Indonesia, both as a religious language and as a language of scholarship (Habibie & Ibrahim, 2022). Therefore, the muhadatsah program is a strategic step toward improving Arabic speaking skills. However, most studies focus only on a single aspect, such as the learning environment, psychological factors, or language habits. There is still a scarcity of research that comprehensively examines all three aspects-linguistic, psychological, and communicative practice-within a holistic learning framework. Thus, this study aims to address this gap by analyzing how the implementation of the muhadatsah program supports speaking proficiency (maharah kalam) comprehensively through an appropriate approach among university students.

This study aims to analyze the implementation of the muhadatsah program in improving students' speaking skills (maharah kalam) during Arabic language instruction. It focuses on the extent to which the muhadatsah program can foster active, communicative language habits that are contextually appropriate. In addition, this study also seeks to determine whether the implementation of the muhadatsah program influences students' learning outcomes, both in terms of language proficiency and psychological aspects such as self-confidence and motivation to learn the language. Thus, the results of this study are expected to provide a clear picture of the important role of muhadatsah as a learning method that not only improves speaking skills but also fosters a vibrant and sustainable Arabic-speaking environment among students.

METHOD

This study employs a qualitative method with a descriptive case study approach to conduct an in-depth analysis of the implementation of the muhadatsah (Arabic conversation) program outside of formal classroom settings. The objective is to comprehensively describe how this program, through the integration of linguistic, psychological, and communicative aspects, is able to improve students' speaking skills (maharah kalam) and foster active language habits. As stated by (Sugiyono, 2022) qualitative research methods are used to study the natural conditions of the subject, in which the researcher acts as the primary instrument. The case study approach is intended to describe actual conditions in detail and depth through data

collection, incorporating various pieces of information, and presenting them in the form of descriptions or illustrations (Creswell, 2015). Additionally, this study also examines various relevant supporting references to deepen the analysis of speaking skills.

The research procedure is divided into three consecutive stages. The initial stage includes preliminary studies such as a literature review and the identification of key informants. The second stage involved the collection of primary data through direct participatory observation of muhadatsah activities (such as ta'bir and daily conversations) to assess the vibrant and sustained Arabic-speaking environment, as well as in-depth interviews with the program coordinators and PBA students. The final stage involves qualitative data analysis using the interactive model by Miles, Huberman, and Saldana, which includes reduction, presentation, and drawing conclusions to evaluate the program's effectiveness on student learning outcomes (Adil i ostali, 2023). Overall, this methodology is designed to analyze the implementation of muhadatsah holistically, encompassing linguistic, psychological, and communicative practice perspectives. The results of the analysis from these various data sources will be interpreted to address the research objectives regarding the program's role in fostering active language habits and influencing students' psychological aspects.

In addition, the study is supplemented by several sources of literature, such as journals and other scholarly works related to this research theme. The data collection techniques used in this study are observation, interviews, and documentation. The informants in this study are students enrolled in this program, with the aim of obtaining information that cannot be directly gathered in the field. For the observation component, the researcher relied on personal experience. The research documentation utilized qualitative data description. Since this study focuses on the Kalam language learning system and was designed as a case study, the researcher sought to delve deeply into the issues that arose. Thus, the research findings are expected to provide a clear picture of muhadatsah as a method that not only improves speaking skills but also fosters a conducive Arabic-language environment.

RESULTS AND DISCUSSION

A. Forms of Muhadatsah Program Implementation

The implementation of the Muhadatsah program at UIN K. H. Abdurrahman Wahid Pekalongan took the form of conversation practice to improve (maharah kalam) everyday vocabulary. This was systematically designed so that students could speak Arabic actively and spontaneously. Essentially, muhadatsah is part of ta'bir syafawi; however, muhadatsah encompasses the ability to engage in dialogue-not merely expression (ta'bir) but also understanding what is heard (fahm al-mas-mu') and responding appropriately. This program is not merely an extracurricular

activity but an integral component of curriculum enrichment outside of formal lectures, aimed at strengthening speaking skills (maharah al-kalam) as one of the key aspects of foreign language learning.

Based on observations, muhadatsah learning activities are conducted using more than one teaching method; but two teaching methods, as explained by Muhammad Ilham, a student participating in the muhadatsah program, who stated that "the muhadatsah learning process consists of two stages: First, the istima' (listening) stage, where the instructor presents a conversation, and after it ends, we are asked to explain the content or repeat the conversation in Arabic. Second is the 'image-based' stage, where the instructor shows us a picture, and then we are asked about the content of the picture." This method effectively combines the receptive aspects (listening and understanding) with the productive aspects (speaking and expressing) of language simultaneously, creating a holistic balance.

This statement indicates that when the first learning model is applied, it begins with the istima (listening) stage, which serves as the initial foundation. At this stage, students listen to material or dialogues read aloud by the instructor, such as simple narratives about daily life or social scenarios. This approach not only introduces new vocabulary but also trains active listening skills, which are essential receptive skills in Arabic. After the listening stage, students are asked to observe images, short videos, or specific themes-for example, images of campus activities such as eating in the cafeteria or playing sports-which are then used as practice material to express ideas orally in Arabic (Rahmawati, 2021). These stages encourage students to think creatively and connect their personal experiences with the language they are learning, making the learning process more contextual and meaningful. This aligns with the principles of communicative language teaching (CLT) (Maryani, N., Syafei, I., & Kosim, 2024), which emphasizes the importance of using language as a practical tool for communication, rather than merely memorizing grammatical structures or isolated vocabulary. Thus, the muhadatsah program greatly helps students develop pragmatic skills, such as understanding the social nuances in conversation, which are often overlooked in traditional teaching methods.

This muhadatsah learning approach is generally simple yet structured, with clear and measurable learning objectives, enabling students to improve their communicative skills (Yurman i ostali, 2023). In addition to interactions among students, the role of the instructor or language tutor is crucial in facilitating the communication process (Nalole, 2018). They act not only as providers of material but also as facilitators who guide the conversation, constructively correct pronunciation errors, and introduce new vocabulary that arises naturally in the dialogue. Thus, the skills required for effective dialogue include the ability to listen carefully, understand every expression heard, pronounce each word clearly, and construct sentences clearly so that the conversation partner can understand. This

finding aligns with the research by, which states that the ability to articulate sounds or words to verbally express thoughts-such as ideas, opinions, desires, or feelings to a conversation partner constitutes good speaking ability.

Furthermore, the implementation of these muhadatsah sessions also fosters a vibrant Arabic-language environment (al-bi'ah al-lughawiyyah) on campus, where Arabic no longer feels foreign or formal but rather becomes an integral part of daily interactions. Based on an interview with Nur Fatmawati, she stated that "Muhadatsah sessions typically take place in a relaxed yet structured atmosphere, often in small classrooms or comfortable areas on campus, to reduce anxiety about speaking in public." Although they may seem simple, these activities have proven effective in fostering more natural Arabic-speaking habits, encouraging students to speak more confidently in front of their classmates, and even extending their use of the language beyond the classroom-such as in everyday conversations with friends or professors. Students who are accustomed to using Arabic in these activities demonstrate increased confidence, spontaneity, and fluency in speaking, which in turn strengthens their intrinsic motivation. The students' learning environment and resources will influence the learning process, which aims to determine how students perceive the achievement of learning outcomes (Widiyanto, I.P.,&Wahyuni, 2020). In other words, the more frequently students are exposed to and use the Arabic language, the faster they will master it, making muhādatsah a sustainable learning strategy.

B. Results of the Muhadatsah Program

The muhadatsah program has yielded significant results in improving students' speaking skills (maharah al-kalam) and enhancing overall learning outcomes. Based on an interview with Rani, who stated that "this muhadatsah activity has greatly influenced my learning outcomes, and I'm gradually feeling more confident speaking Arabic," this activity not only strengthens linguistic aspects such as vocabulary mastery and sentence structure but also builds students communicative skills and self-confidence. Through guided conversation practice, students practice using Arabic in authentic contexts, such as discussing their college experiences or social issues, allowing their speaking skills to develop naturally and effectively.

Academically, students who are active in muhadatsah achieve higher grades in the al-Kalam course. They answer questions more fluently in oral exams and demonstrate greater accuracy in language structure, both in terms of grammar (nahwu) and morphology (sharaf). Additionally, students accustomed to practicing muhadatsah also show improvement in fluency, vocabulary mastery, and the ability to respond spontaneously to various conversational contexts. These findings align with the research by, which states that an interactive communicative approach can significantly improve learning outcomes compared to methods based solely on grammar, because students not only learn theory but also apply it in real-world

communication. Therefore, structured and ongoing oral-based assessments are needed to integrate students abilities so they can speak Arabic more actively and build confidence in consistently using the target language in various academic and informal situations.

Based on an interview with Nur Fatmawati, the success in developing Maharah Kalam (Arabic speaking skills) among UIN Gus Dur students is influenced by several key factors. Consistent practice is fundamental, as adequate and regular practice trains students to think quickly and respond spontaneously in Arabic. In addition, the approach of the facilitator or instructor plays a crucial role; the way instructors present material, provide examples, and-most importantly-correct mistakes significantly influences students' learning progress. A supportive environment also plays a vital role, as encouragement from those around them can boost students' courage to try and actively use Arabic. Finally, strong learning motivation-students' high interest and enthusiasm has been proven to accelerate the rate of improvement in their skills.

Nevertheless, there are several obstacles encountered in implementing muhadatsah (conversation) practices to improve Maharah Kalam. The first obstacle is that the schedule often conflicts with students academic schedules, making consistent attendance difficult. Second, significant differences in ability among students can cause some students to feel left behind. Furthermore, the limited use of Arabic outside the classroom slows skill development, especially if not supported by intensive muhadatsah sessions. Finally, a limited vocabulary poses a significant obstacle, directly restricting the scope and depth of the dialogues students can engage in.

In addition to improving language skills, muhadatsah also has a positive impact on students' psychological well-being. Many students feel more confident and motivated after becoming accustomed to speaking in a relaxed setting under the guidance of a professor. Initially, students tend to be passive, often remain silent, and rely on the instructor to initiate conversations. In the final stage, students become more active and confident, more expressive, and more spontaneous in their responses (Rahayu, D., & Saputra, 2024). In her study, also found that self-confidence is closely related to Arabic speaking ability; the higher the self-confidence, the better the learning outcomes. The muhadatsah approach, which emphasizes the process and real communication, builds students' emotional resilience, so that mistakes are viewed as part of the learning process, not as failures.

Furthermore, muhadatsah activities foster the habit of using Arabic in campus life. Students begin to use greetings, everyday expressions, and casual conversations in Arabic, which strengthens the al-bi'ah al-lughawiyyah (language environment) on campus. This supports language acquisition theory, which emphasizes the importance of repeated practice in forming linguistic habits (Muttaqin et al.,

n.d.,2024). Thus, muhadatsah not only influences speaking skills and academic performance but also builds students' linguistic identities, making them active, confident, and communicative. To ensure the sustainability of these positive effects, institutional support is needed, such as a schedule for regular practice sessions, strengthening language club activities or "Arabic Day" events, and utilizing digital media as an additional practice tool. These efforts will ensure that muhadatsah does not end with formal classroom activities but becomes a vibrant and sustainable language habit within the campus environment.

Overall, this study successfully demonstrated that the implementation of the muhadatsah program is effective in improving the speaking skills of Arabic Language Education (PBA) students at UIN Gus Dur. This program provides a learning structure that helps students speak Arabic fluently, boosts their self-confidence, and creates a classroom atmosphere that supports active participation. This study is expected to make a significant contribution to the development of Arabic language teaching programs in Indonesia, particularly in improving Arabic speaking skills, which have long been a challenge for most students.

Although the findings of this study are quite robust, there are several limitations that need to be considered. Data collection was conducted only in one muhadatsah program at a single university; therefore, the findings cannot yet be generalized to a broader context. This study also did not use quantitative assessment instruments to measure improvements in speaking ability in a more structured manner. Furthermore, differences in students' initial abilities were not analyzed in depth, so the progress of each individual is not yet clearly visible.

Given these limitations, future research could be conducted on a broader scale and involve more than one educational institution to compare the effectiveness of muhadatsah programs across various settings. A mixed-methods approach could also be considered by incorporating quantitative measurements through pre- and post-program oral tests to provide a more measurable assessment of students' skill improvement. In addition, follow-up studies could examine specific muhadatsah models, such as project-based or technology-based learning, to determine which strategies are most effective in improving students' fluency, spontaneity, and self-confidence. Further research could also explore students' language environment as a key factor in fostering a stronger al-bi'ah al-lughawiyyah.

CONCLUSION

This study clearly demonstrates that the implementation of a muhadatsah program outside the formal classroom is highly effective in supporting and improving the speaking skills (maharah kalam) of students in the Arabic Language Education Program (PBA) at UIN K. H. Abdurrahman Wahid Pekalongan. This

program is an essential strategic effort because it holistically addresses the students' main obstacles, namely limited vocabulary, lack of motivation, and minimal practice in active Arabic language use. The muhadatsah program, which integrates linguistic aspects (through listening practice and picture description), psychological aspects (through a supportive environment), and communicative practice, has successfully fostered active and sustainable language use among students.

These findings are highly significant because they demonstrate to the scientific community that learning methods focused on practical and contextual communication have a far more significant impact-both on academic performance in the al-Kalam course and on improvements in psychological aspects such as self-confidence, spontaneity, and intrinsic motivation-compared to traditional methods. In other words, this study provides original evidence that muhadatsah is the primary foundation capable of building a vibrant al-bi'ah al-lughawiyyah (language environment) on campus. The success of this program-supported by consistent practice, an appropriate facilitator approach, and a supportive environment-underscores the relevance of this study as a strong recommendation for the development of a PBA curriculum oriented toward the continuous improvement of speaking skills and dispelling the notion that learning Arabic is boring. For further optimization, the program's sustainability must be ensured through institutional support such as a regular schedule and the strengthening of language clubs to ensure that muhadatsah becomes a way of life, not merely an extracurricular activity.

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