



The Effectiveness of the Muhadatsah Method in Improving the Maharah Kalam of Students at MTs Al-Ishlah Tanjung Jabung Timur

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Abstract

This study aims to analyze the effectiveness of the muhadatsah method in improving students' speaking skills (maharah kalam) in Arabic learning at MTs Al-Ishlah Tanjung Jabung Timur. The background of this study is based on the low Arabic speaking ability of students caused by the dominance of conventional learning methods oriented toward grammar memorization and translation. This research employed a quantitative approach with a quasi-experimental design using a pretest-posttest control group design. The population consisted of all eighth-grade students of MTs Al-Ishlah, with a sample of 60 students divided into experimental and control classes. Data collection techniques included oral tests, observation, documentation, and supporting interviews. Data analysis was conducted through normality tests, homogeneity tests, and hypothesis testing using the t-test. The results showed that the average posttest score of the experimental class was 82.4, higher than the control class score of 71.6. The t-test result showed a significance value of $0.000 < 0.05$, indicating that the muhadatsah method significantly affected students' speaking skill improvement. The novelty of this study lies in the implementation of context-based muhadatsah using students' daily life situations in rural madrasah settings, which has not been widely discussed in previous studies. This study recommends the systematic use of the muhadatsah method in Arabic language learning at the junior Islamic school level.

Keywords: *Muhadatsah Method, Speaking Skill, Arabic Learning, Islamic Junior High School*

Abstrak

Penelitian ini bertujuan untuk menganalisis efektivitas metode muhadatsah dalam meningkatkan maharah kalam siswa pada pembelajaran Bahasa Arab di MTs Al-Ishlah Tanjung Jabung Timur. Latar belakang penelitian ini didasarkan pada rendahnya kemampuan berbicara Bahasa Arab siswa yang disebabkan oleh dominannya metode pembelajaran konvensional yang berorientasi pada hafalan kaidah dan penerjemahan. Penelitian ini menggunakan pendekatan kuantitatif dengan desain quasi experiment melalui model pretest-posttest control group design. Populasi penelitian adalah seluruh siswa kelas VIII MTs Al-Ishlah, dengan sampel penelitian sebanyak 60 siswa yang dibagi ke dalam kelas eksperimen dan kelas kontrol. Teknik pengumpulan data menggunakan tes lisan, observasi, dokumentasi, dan wawancara pendukung. Analisis data dilakukan melalui uji normalitas, uji homogenitas, dan uji hipotesis menggunakan uji-t. Hasil penelitian menunjukkan bahwa nilai rata-rata posttest kelas eksperimen sebesar 82,4 lebih tinggi dibandingkan kelas kontrol sebesar 71,6. Hasil uji-t menunjukkan nilai signifikansi $0,000 < 0,05$ yang berarti metode muhadatsah berpengaruh signifikan terhadap peningkatan maharah kalam siswa. Novelty penelitian ini terletak pada penerapan muhadatsah berbasis situasi kontekstual kehidupan sehari-hari siswa madrasah pedesaan yang belum banyak dikaji dalam penelitian sebelumnya. Penelitian ini merekomendasikan penggunaan metode muhadatsah secara sistematis dalam pembelajaran Bahasa Arab tingkat madrasah tsanawiyah.

Kata Kunci: *Metode Muhadatsah, Maharah Kalam, Pembelajaran Bahasa Arab, MTs*

Introduction

Arabic language learning in madrassas has a very strategic position in the development of students' Islamic and academic competencies. Arabic is not only seen as a formal subject taught in the classroom, but also as the main means of understanding the direct sources of Islamic teachings, namely the Qur'an and hadith. Through mastery of Arabic, students are expected to be able to understand Islamic values more deeply, so that learning Arabic has an important role in shaping religious character as well as students' intellectual abilities. Therefore, the mastery of Arabic language skills, especially maharah kalam or speaking skills, is one of the most important aspects in the learning process in madrasas.(Baroroh & Tolinggi, 2020)

However, the conditions that occur in the field show that the Arabic speaking ability of madrasah students is still relatively low. Most students tend to be better able to understand grammatical theories such as nahwu and sharaf than to actively use Arabic in oral communication.(Pabbajah et al., 2024) When students are asked to dialogue or express their opinions using Arabic, many of them still feel less confident, limited in vocabulary mastery, and have difficulty composing sentences spontaneously. This condition shows that Arabic learning is still oriented to the theoretical aspect and has not fully provided adequate communication practice space for students.(Nalole, 2018)

The low ability of maharah kalam is one of them influenced by the use of learning methods which are still dominated by grammatical-translation methods (*Grammar Translation Method*). This method emphasizes more on memorizing grammar rules and translating texts than on the practice of using language in everyday life. As a result, students tend to be passive during the

learning process and have less opportunities to practice speaking skills in person. In fact, the success of learning Arabic is not only determined by the ability to understand theory, but also by the ability to use language as an active means of communication.(Nalole, 2018)

According to Hermawan, the success of learning Arabic is greatly influenced by learning strategies that are able to provide an active space for students to use language in daily communication, not just as an object of theoretical study. Therefore, a more communicative, interactive, and able to encourage students to speak Arabic is needed.(Hasanuddin, 2024) One of the methods that is considered effective in improving students' speaking skills is the muhadatsah method. The muhadatsah method is a learning approach that is oriented to practicing active conversation between teachers and students as well as between students in certain situations. Through this method, students are accustomed to using vocabulary, sentence structure, and communicative expressions directly in conversational practice.(Pangestu et al., 2025)

The learning process becomes more lively because students not only listen to the teacher's explanations, but also actively engage in dialogue and interaction using Arabic. With continuous and repeated practice, students are expected to be able to improve their speaking fluency, enrich vocabulary mastery, and foster confidence in communicating using Arabic. Various previous studies have shown that the muhadatsah method has a positive influence on the improvement of students' maharah kalam. This method is considered to be able to create a more interactive, communicative, and fun learning atmosphere so that students are more motivated in learning Arabic.

However, most of the previous research was still conducted in the environment of Islamic boarding schools or urban madrassas that have a stronger culture of using Arabic. Meanwhile, research on the application of the muhadatsah method in madrassas in rural areas is still relatively limited.(Saparudin, 2023)

Novelty (*novelty*) in this study lies in the application of the muhadatsah method based on the context of students' daily lives in rural madrasah environments, especially at MTs Al-Ishlah Tanjung Jabung Timur. This madrasah has different social and linguistic characteristics compared to urban madrasahs, so the application of the muhadatsah method is expected to provide a new picture of the effectiveness of communicative learning of Arabic in a more diverse context. Based on this description, the formulation of the problem in this study is whether the muhadatsah method is effective in improving the maharah kalam of students at MTs Al-Ishlah Tanjung Jabung Timur. The purpose of this study is to determine the effectiveness of the muhadatsah method in improving students' maharah kalam in learning Arabic. Thus, the research hypothesis proposed is H_0 : there is no significant influence of the muhadatsah method on the increase of students' maharah kalam, and H_1 : there is a significant influence of the muhadatsah method on the increase of students' maharah kalam.

Research Methods

This study uses a quantitative approach with a quasi experiment design through a pretest-posttest control group design model.(William & Hita, 2019) The design of this study was chosen because it allows researchers to compare learning outcomes between classes that are treated using the muhadatsah method and classes

that use conventional learning methods. Through this design, researchers can find out the extent of the effectiveness of the muhadatsah method in improving students' maharah kalam in learning Arabic. The population in this study is all grade VIII students at MTs Al-Ishlah Tanjung Jabung Timur for the 2025/2026 academic year which totals 92 students. Sampling was carried out using the purposive sampling technique, which is a sample determination technique based on certain considerations, especially the equality of students' initial abilities between the class that is used as an experimental group and the control group.

The research sample consisted of 60 students, with details of 30 students in class VIII A as an experimental class who received learning using the muhadatsah method and 30 students in class VIII B as a control class who received learning using conventional methods. The instruments used in this study consist of several forms. First, oral tests in the form of pretests and posttests are used to measure students' ability to function before and after treatment is given. Second, observation sheets are used to observe learning activities during the research process. Third, documentation is carried out to obtain supporting data regarding the learning implementation process. In addition, the researcher also conducted supporting interviews with Arabic teachers to obtain additional information related to learning conditions and the development of students' speaking skills.

The assessment of students' maharah kalam is carried out based on several indicators, namely fluency in speaking, accuracy of pronunciation, mastery of mufradat or vocabulary, accuracy of sentence structure, and students' courage in communicating using Arabic. These

indicators are used to determine the development of students' speaking skills more comprehensively. The research data obtained were then analyzed using several statistical analysis techniques. The initial stage of normality testing was carried out to find out whether the research data was distributed normally. Next, a homogeneity test was carried out to see the similarity of variance between the experimental group and the control group. After these two conditions are met, hypothesis testing is carried out using an independent sample t-test to find out whether or not there is a significant influence of the muhadatsah method on the increase of students' maharah kalam. The entire data analysis process is carried out with the help of IBM SPSS Statistics version 25 so that the results of the research can be obtained more accurately and systematically.

Results and Discussion

A. Effectiveness

Effectiveness is the level of success of an activity, program, or method in achieving a set goal. In the world of education, effectiveness is often interpreted as the ability of a learning process to produce positive changes in students, both in terms of knowledge, skills, and attitudes.(Salim Salabi, 2022) A learning is said to be effective if the learning objectives can be achieved optimally through the use of strategies, methods, media, and evaluations that are in accordance with the needs of students.

The effectiveness of learning is not only measured from the final result in the form of student grades, but also from the learning process that takes place. Effective learning is able to create an active, interactive, fun learning atmosphere and encourage students to be directly involved in learning activities. Teachers have an important role in creating learning effectiveness through choosing the

right methods, the ability to manage classes, and motivating students to be more enthusiastic in learning. In the context of learning Arabic, effectiveness can be seen from students' ability to understand and use Arabic properly and correctly.(AULIA et al., 2022)

Learning Arabic is said to be effective if students not only understand grammar theory, but are also able to apply Arabic in daily communication, especially in speaking skills or maharah kalam.(Ristiyani et al., 2025) Therefore, the use of communicative and activity-centered learning methods is an important factor in increasing the effectiveness of Arabic learning. Effectiveness is also related to the level of achievement of pre-planned learning objectives. If the method used is able to significantly improve student learning outcomes compared to before being given treatment, then the method can be said to be effective. In educational research, effectiveness is usually measured through a comparison of pretest and posttest results, observation of learning activities, and students' responses to the learning process applied. Thus, effectiveness can be understood as a measure of the success of a learning method or process in achieving the expected goals optimally. The higher the success rate achieved in the learning process, the higher the effectiveness of the methods used.

B. Muhadatsah Method in Arabic

The muhadatsah method in learning Arabic is one of the methods that focuses on the ability to speak or communicate orally using Arabic. The word muhadatsah comes from the Arabic word "حادِث – حَدِث" which means conversation or dialogue. In learning practice, this method is used to train students to be able to express thoughts, feelings, and ideas through simple or complex

conversations according to their ability level. The muhadatsah method is one of the important approaches in learning Arabic because it aims to get students used to using the language actively in daily life. The application of the muhadatsah method is carried out through conversation activities between teachers and students as well as between students in certain situations that have been designed beforehand. Teachers usually provide themes or contexts of conversations that are close to students' lives, such as introductions, activities at school, activities at home, hobbies, and other communication situations.(Pea et al., 2020)

Through dialogue exercises that are carried out repeatedly, students are trained to pronounce vocabulary correctly, arrange sentences correctly, and increase courage in speaking in Arabic. The muhadatsah method has communicative and interactive characteristics because students not only listen to the teacher's explanation, but are also directly involved in the practice of speaking. Learning becomes more lively because of active interaction during the learning process. In addition, this method also helps students enrich their mastery of mufradat or vocabulary and improve their ability to understand the use of language structures in the context of real communication. With frequent speaking practice, students will become more accustomed to using Arabic so that their confidence in communicating also increases.(Assyifa & Siskha Putri Sayekti, 2023)

In learning Arabic, the muhadatsah method is seen as effective in improving maharah kalam or speaking skills. This is because speaking skills cannot be developed only through mastery of grammar theory, but require continuous practice practice. The

muhadatsah method provides an opportunity for students to use Arabic as a means of communication, not just as a memorization material. Therefore, this method is able to create a more active, fun, and non-monotonous learning atmosphere. In addition to improving speaking skills, the muhadatsah method can also help students in practicing listening skills (maharah istima'), improving pronunciation (makharijul letters), and understanding the use of Arabic expressions in everyday situations.(Ratnaningtyas et al., 2024)

Thus, the muhadatsah method does not only focus on linguistic aspects, but also on students' ability to use Arabic practically and communicatively. Based on this description, it can be understood that the muhadatsah method is an Arabic learning method that is oriented to active conversation practice to improve students' speaking skills. Through the application of this method, students are expected to be able to communicate using Arabic more fluently, confidently, and in accordance with the correct language rules.

C. Increasing Maharah Kalam

Improving maharah kalam is one of the main goals in learning Arabic, especially in madrasahs and Islamic educational institutions. Maharah kalam or speaking skills is a person's ability to express ideas, thoughts, feelings, and information orally using Arabic properly and correctly. This skill is an important aspect because language essentially functions as a means of communication. Therefore, the ability to speak requires not only mastery of language theory, but also courage and the habit of using Arabic in daily communication. Increasing maharah kalam cannot be done instantly, but requires a continuous training process. Students need to be accustomed to

hearing and using Arabic actively in order to be able to speak fluently. In the learning process, teachers have an important role in creating a communicative learning atmosphere so that students feel comfortable and confident to speak in Arabic. Learning that only focuses on memorizing the rules of nahwu and sharaf without communication practice will make it difficult for students to develop optimal speaking skills.(Ristiyani et al., 2025)

One of the efforts that can be made to improve maharah kalam is to apply active and interactive learning methods, such as muhadatsah methods, discussions, role plays, and dialogue practices. Through these activities, students are given the opportunity to practice pronouncing vocabulary, composing sentences, and expressing opinions directly. The more often students practice speaking, the better their ability to use Arabic. In addition, continuous practice can help students reduce fear and embarrassment when speaking in front of others. The increase in maharah kalam is also influenced by the mastery of mufradat or vocabulary. The more vocabulary students have, the easier it will be for them to convey ideas and communicate using Arabic. Therefore, teachers need to provide vocabulary learning that is contextual and easy for students to understand.(Pea et al., 2020)

The use of themes that are close to everyday life can also help students more easily understand and practice Arabic in conversation. In addition to vocabulary mastery, the accuracy of pronunciation and sentence structure are also important factors in improving maharah kalam. Students need to be guided to be able to pronounce Arabic words in accordance with the correct letter meaning and use the correct sentence structure. Thus, the communication carried

out can be well understood by the interlocutor. In this process, the teacher plays the role of a supervisor and motivator who provides examples of pronunciation and corrects students' mistakes gradually.(Nalole, 2018)

Thus, improving maharah kalam means developing students' ability to communicate using Arabic actively, fluently, and confidently. Improving speaking skills can be achieved if the learning process provides students with ample opportunities to practice using Arabic in various communication situations. Through communicative learning and centered on student activities, maharah kalam can develop optimally so that students are able to use Arabic not only as knowledge, but also as a means of communication in daily life.

D. The Effectiveness of the Muhadatsah Method in Improving the Maharah Kalam of Students at MTs Al-Ishlah Tanjung Jabung Timur

According to the communicative learning theory put forward by Dell Hymes, language is essentially a social communication tool that a person uses to convey ideas, thoughts, and feelings in daily life. Therefore, language learning must provide opportunities for learners to actively use language in real-life situations, not just learn grammatical rules theoretically. This theory emphasizes that the success of language learning can be seen from students' ability to communicate effectively and communicatively. In the context of learning Arabic, a communicative approach is very important because the main goal of learning is not only to understand the rules of the language, but also to be able to use Arabic in daily interactions. One of the methods that is in accordance with this theory is the muhadatsah method, which is a learning method that emphasizes the practice of active

conversation between teachers and students as well as between students. (Nurul & Bogor, 2023)

The results of the study show that the muhadatsah method has a significant influence on improving students' Arabic speaking skills. This improvement can be seen from the increase in students' fluency in speaking, courage in expressing opinions, and the ability to use Arabic vocabulary and sentence structures more precisely. These findings show that learning Arabic that emphasizes active communication practices is more effective than learning that is only oriented towards mastering grammar theory alone. Thus, the muhadatsah method is able to be an alternative learning that supports the optimal development of students' maharah kalam. Conceptually, effectiveness can be interpreted as the level of success of a method or strategy in achieving a set goal. In the context of this study, the effectiveness of the muhadatsah method is measured through the method's ability to improve students' maharah kalam in Arabic language learning. (Alam & Asyrofi, 2023)

The maharah kalam is a speaking skill that requires students to be able to express ideas, ideas, and feelings orally using Arabic properly and correctly. Meanwhile, the muhadatsah method is a learning method that is oriented to the practice of active conversation between teachers and students as well as between students in certain communicative situations. Through this method, students not only learn language as a theory, but also use language as a means of communication in daily life. The results of this study are in line with the communicative learning theory that places language as a tool of social interaction. This theory emphasizes that the success of language learning is largely determined by the ability of students

to actively use language in the context of real communication. Therefore, learning Arabic is not enough to only teach the rules of nahwu and sharaf, but must also provide space for students to practice Arabic directly through conversations and social interactions. (Anwar et al., 2023)

In the experimental class, students looked more active, courageous, and enthusiastic in following the learning process. They not only memorize mufradat or vocabulary, but also directly use them in simple conversations related to daily life, such as activities in the classroom, at home, in the market, and in the madrasah environment. This condition shows that the use of the muhadatsah method is able to create a more lively, communicative, and fun learning atmosphere so that students are more motivated to learn Arabic. The muhadatsah method allows students to learn the language naturally through hands-on practice and the repetition of structured conversations. The repetition helps students build language habits, increase confidence, and reduce the fear of making mistakes when speaking in Arabic. (Mubarak et al., 2019)

In this learning process, teachers are no longer the only information center, but rather act as facilitators who create communicative situations and guide students in conversational practices. Thus, learning becomes more centered on student activities (*Student Centered Learning*). The findings of this study also support the results of Mustofa's research, which states that communication-based learning is more effective than a purely structural approach. In addition, Wahyudi's research shows that regular speaking practice can improve students' vocabulary retention and language spontaneity. This proves that speaking skills can only develop optimally if students are

given the opportunity to use language actively and repeatedly in the learning process.(Ainul et al., 2025)

Novelty (*novelty*) in this study lies in the integration of the local context of rural students in the implementation of the muhadatsah method at MTs Al-Ishlah Tanjung Jabung Timur. The conversation themes were adapted to the reality of students' daily lives, such as activities in the rice fields, traditional markets, madrasah activities, and family life. This contextual approach makes students feel closer to the learning material so that they can understand vocabulary more easily and are more confident in conducting conversations. In addition, the use of local contexts is also able to increase students' intrinsic motivation because learning is felt to be relevant to their lives.(Abdul Hamid, 2011) The implications of this study suggest that Arabic teachers need to develop more communicative, contextual, and student-centered learning. Learning Arabic should not only focus on the theoretical aspect, but also provide ample opportunities for students to practice speaking actively. In this case, the muhadatsah method should not only be a complement in learning, but needs to be used as the main strategy in the development of students' maharah kalam. With the application of the right methods, Arabic learning in madrasahs is expected to be able to produce students who not only understand language theory, but also are able to communicate using Arabic fluently and confidently.

Table 1. Pretest and Posttest Results of Experiment and Control Class

Classes	Pretest	Posttest	Differences
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Experiments	61,3	82,4	21,1
Controls	60,8	71,6	10,8

Based on the table above, it can be seen that both classes have relatively similar initial abilities. But after treatment, the experimental class experienced a much more significant improvement than the control class.

Normality Test

The results of the normality test showed a significance value of > 0.05 so that the data was distributed normally.

Homogeneity Test

The results of the homogeneity test showed a significance value of > 0.05 so that the two groups had homogeneous variance.

Hypothesis Test

The results of the t-test showed a significance value of $0.000 < 0.05$ so that H_0 was rejected and H_1 was accepted. Thus, the muhadatsah method has proven to be effective in increasing students' maharah kalam.

Conclusion

Based on the results of the study, it can be concluded that the muhadatsah method is effective in increasing the maharah kalam of students at MTs Al-Ishlah Tanjung Jabung Timur. This is evidenced by an increase in the average score of the experimental class posttest which is higher than that of the control class, as well as the results of the hypothesis test which showed a significance of $0.000 < 0.05$. The muhadatsah method has a positive impact on the courage to speak, fluent communication, vocabulary mastery, and accuracy of pronunciation. The application of muhadatsah based on the context of students' daily lives has proven to be a simple but effective innovation in improving the quality of Arabic language learning. This study recommends that Arabic teachers in madrasahs apply the muhadatsah method in a sustainable and systematic

manner. Further research can develop a digital-based muhadatsah model or integration with interactive learning media.

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