

Bridging Arabic speaking gaps among non-madrasah graduates: a qualitative study of *maharah al-kalam* in an Indonesian madrasah aliyah

Annisa Salsabila^{1*}, Zulheddi Zulheddi¹

¹Department of Arabic Language Education, Faculty of Tarbiyah and Teacher Training, Universitas Islam Negeri Sumatera Utara, Medan, Indonesia

Abstract: This study aims to analyze the challenges of learning *maharah al-kalam* among non-madrasah graduate students at Mutiara Sunggal Private Islamic Senior High School. The study addresses a research gap concerning the speaking difficulties experienced by students who enter madrasah education without prior formal Arabic language learning at the madrasah level. This study employed a descriptive qualitative approach involving seven non-madrasah graduate students from grades X, XI, and XII and one Arabic language teacher. Data were collected through observation, interviews, and documentation and analyzed through data reduction, data display, and conclusion drawing to identify the types of difficulties, their contributing factors, and the teacher's efforts to address them. The findings reveal four main difficulties in learning *maharah al-kalam*: limited *mufradat* mastery, difficulties with Arabic pronunciation (*makhraj*), difficulties in constructing sentences (*tarkib*), and low confidence in speaking Arabic. These difficulties were primarily associated with students' limited prior exposure to Arabic and the lack of Arabic use in their daily communication. The study also found that routine and gradual speaking practice, supported by the teacher's guidance, provided opportunities for students to increase their participation and confidence in using Arabic. The empirical findings indicate that the main challenge lies in the gap between students' initial Arabic abilities and the speaking demands of madrasah learning. This study contributes empirical insight into the specific speaking challenges of non-madrasah graduates and highlights the need for adaptive and practice-oriented *maharah al-kalam* instruction to accommodate differences in students' initial abilities.

Keywords: *Maharah al-kalam*, non-madrasah graduate students, Arabic language learning, speaking difficulties, teacher strategies, Madrasah Aliyah.

Article History: Submitted 02 September 2026; Revised: 09 September 2026; Accepted: 06 October 2026; Published online 26 October 2026

Introduction

In general, Arabic language learning in Indonesia across various types and levels of education has not yet achieved the expected outcomes. This can be indicated by the relatively low interest and proficiency of many students in learning Arabic compared with their interest and ability in mastering other foreign languages, particularly English (Nasution & Zulheddi, 2018; Tambak et al., 2021). Arabic holds an important position as the language of the Qur'an and Hadith, as well as a means of international communication. In Islamic education in Indonesia, particularly at the Madrasah Aliyah level, Arabic is a compulsory subject that encompasses four main language skills: *maharah al-istima'* (listening), *maharah al-kalam* (speaking), *maharah al-qira'ah* (reading), and *maharah al-kitabah* (writing). Among these four skills, *maharah al-kalam* has a strategic position because it serves as one of the primary indicators of active and productive language proficiency (Ariyanto et al., 2025; Tambak et al., 2024). Therefore, learning speaking skills is

CORRESPONDING AUTHOR: *annisa0302221021@uinsu.ac.id

Address of Corresponding Author:

Annisa Salsabila; Department of Arabic Language Education, Faculty of Tarbiyah and Teacher Training, Universitas Islam Negeri Sumatera Utara, Medan, Indonesia.

Jl. Tri Dharma No. 9, Padang Bulan, Kecamatan Medan Baru, Kota Medan, Sumatera Utara 20222, Indonesia.

How to cite: Salsabila, A., & Zulheddi, Z. (2026). Bridging Arabic speaking gaps among non-madrasah graduates: a qualitative study of *maharah al-kalam* in an Indonesian madrasah aliyah. *Jurnal Pendidikan Agama Islam Al-Thariqah*, 11(2), 415–434.

[https://doi.org/10.25299/althariqah.2026.vol11\(2\).30164](https://doi.org/10.25299/althariqah.2026.vol11(2).30164)

essential for developing students' overall communicative competence.

Ideally, the teaching of *maharah al-kalam* at the Madrasah Aliyah level should encourage students to speak Arabic fluently, confidently, and in accordance with appropriate language rules. This can be supported by varied learning methods, a conducive Arabic-speaking environment, adequate learning media, and teachers' competence in creating an interactive learning atmosphere. Under such conditions, students are expected to actively participate in *muhadatsah* activities, demonstrate high learning motivation, and overcome psychological barriers such as embarrassment and fear of making mistakes (Nasution & Zulheddi, 2020; Sukenti et al., 2024). Furthermore, in the era of globalization, Arabic proficiency is increasingly important not only in the religious field but also in academic contexts and international relations. Consequently, mastery of *maharah al-kalam* has become an important need for students (Salsabila et al., 2025; Tambak et al., 2023).

However, the achievement of these expectations is not the same for all students. One of the challenges emerges among students who enter Madrasah Aliyah after graduating from non-madrasah or general schools. Differences in previous educational experiences may result in unequal levels of Arabic exposure and proficiency. Students from general schools may have limited prior experience in learning Arabic, which can affect their vocabulary acquisition, understanding of grammatical structures, sentence construction, and confidence in speaking (Ahkas et al., 2023; Sukenti et al., 2024). Thus, their difficulties cannot be understood solely as linguistic problems because affective factors, including low self-confidence, anxiety, embarrassment, and fear of making mistakes, may also influence their participation and development in speaking activities.

Previous studies have identified several linguistic obstacles in learning *maharah al-kalam*, including limited vocabulary, inadequate grammatical understanding, and insufficient exposure to an Arabic-speaking environment (Ahmad Hidayatullah, 2023). Other research has examined psychological factors that influence students' participation in Arabic speaking activities, while some studies have emphasized the importance of appropriate learning methods in improving speaking proficiency (Rufi'ah & Anwar, 2024; Sukenti et al., 2024). These findings demonstrate that linguistic, affective, and pedagogical factors are important in understanding students' difficulties in developing *maharah al-kalam*. Nevertheless, the existing studies still leave several aspects insufficiently explored.

First, there is a population gap. Most previous studies discuss difficulties in Arabic language learning among students in general and do not specifically examine students who transition from general or non-madrasah schools into Madrasah Aliyah. This transition is important because students may enter the same Arabic learning environment with substantially different levels of previous Arabic exposure. Consequently, the experiences of non-madrasah graduates require specific investigation rather than being treated as part of the general population of Arabic learners. *Second*, there is an analytical gap. Previous research has frequently identified linguistic problems, such as vocabulary limitations and difficulties in understanding grammar, but has not sufficiently examined how these linguistic difficulties interact with affective factors. For example, limited vocabulary may make students hesitant to speak, while fear of making grammatical mistakes may further reduce their willingness to participate. Examining the relationship between linguistic and affective challenges is therefore necessary to obtain a more comprehensive understanding of the difficulties experienced by non-madrasah graduates. *Third*, there is a pedagogical gap. Although previous research has discussed various methods for teaching *maharah al-kalam*, limited attention has been given to how Arabic teachers adapt their instruction to students who have unequal levels of prior Arabic exposure. Students who have not previously studied Arabic extensively may require gradual instruction, repeated speaking practice, vocabulary reinforcement, supportive correction, and learning activities that progressively build confidence. Therefore, understanding how teachers respond to these differences is important for developing Arabic speaking instruction that is more adaptive and inclusive.

The need to examine these gaps is supported by observations at Mutiara Sunggal Private Islamic Senior High School (Madrasah Aliyah). Students who graduated from non-madrasah schools tended to be more passive during Arabic language learning. They often imitated

conversations without fully understanding their meanings, experienced difficulty constructing Arabic sentences, and appeared nervous when asked to speak. In contrast, students who graduated from madrasahs appeared more active and confident in participating in speaking activities. These observations suggest that differences in previous educational backgrounds may influence students' experiences and participation in *maharah al-kalam* learning (Yifani et al., 2025; Sukenti, Agustina & Fauzan, 2024). In this context, the role of Arabic teachers becomes particularly important. Teachers are required not only to possess adequate Arabic language competence but also to recognize differences in students' previous educational experiences and adjust their instructional approaches accordingly. A uniform teaching approach may not adequately accommodate students who enter Madrasah Aliyah with limited Arabic knowledge. Therefore, teachers may need to provide more gradual, practice-oriented, and supportive learning experiences for non-madrasah graduates so that they can participate actively and develop greater confidence in speaking Arabic (Khoiroh, 2024).

The present study is therefore designed to investigate the challenges experienced by non-madrasah graduates in developing *maharah al-kalam* at Mutiara Sunggal Private Islamic Senior High School. Rather than examining only linguistic difficulties, this study considers linguistic and affective challenges, the influence of students' previous educational backgrounds, and teachers' pedagogical responses to these challenges. Such an approach is expected to provide a more comprehensive understanding of the transition experienced by students with limited prior Arabic exposure and contribute to the development of more adaptive Arabic language learning practices (Ngulum & Muadib, 2023). Based on the research gaps identified above, this study focuses on the linguistic and affective challenges experienced by non-madrasah graduates in developing *maharah al-kalam*, the extent to which their previous educational backgrounds shape their experiences of Arabic speaking instruction, the pedagogical responses employed by Arabic teachers to address these challenges, and the students' perceptions of gradual and practice-oriented speaking activities in supporting their development of *maharah al-kalam*. These aspects are examined to provide a comprehensive understanding of the challenges faced by non-madrasah graduates and the instructional responses that may help accommodate differences in their previous Arabic learning experiences.

Based on the description above, this research focus on analysis of the challenges of learning *maharah al-kalam* for non-madrasah graduates at Mutiara Sunggal private islamic senior high school. This study is expected to provide a comprehensive picture of the linguistic and affective challenges faced by non-madrasah graduates, the influence of their previous educational backgrounds, teachers' pedagogical responses, and students' perceptions of gradual and practice-oriented speaking activities. The findings are expected to support the development of Arabic language learning that is more adaptive, inclusive, and responsive to students with diverse educational backgrounds.

Literature Review

Arabic Speaking Proficiency (*Maharah al-Kalam*)

Maharah al-kalam is one of the main skills in Arabic language learning that focuses on the ability to communicate orally. Terminologically, *maharah* means skill, while *al-kalam* refers to speaking or speech. Therefore, *maharah al-kalam* can be understood as the ability to express ideas, feelings, and information orally using appropriate pronunciation, vocabulary, and language structures so that the intended meaning can be understood by the listener (Junaid, 2022). Speaking proficiency is not limited to the ability to pronounce Arabic words but also involves the ability to use language appropriately according to the context, purpose, and situation of communication. As a productive language skill, *maharah al-kalam* requires students to actively produce language through speaking activities. This ability involves vocabulary mastery, grammar, pronunciation, intonation, and fluency (Meishanti et al., 2020). Therefore, successful learning of *maharah al-kalam* cannot be measured solely by students' knowledge of Arabic rules. It must also be considered in terms of their ability to apply such knowledge in actual communication. Al-Fawzan et al. (2016) explain that speaking instruction is intended to enable students to communicate accurately, fluently, and confidently and to interact communicatively in various situations.

In this study, Arabic speaking proficiency is analyzed through several major linguistic dimensions. First, vocabulary (*mufradat*), which refers to students' knowledge of words needed to express ideas according to the topic of communication. Limited vocabulary can make it difficult for students to construct sentences and convey their intended meaning orally. Second, pronunciation, which concerns the ability to produce Arabic sounds correctly according to the appropriate *makharij al-huruf*. Pronunciation errors may affect the clarity of the message being communicated. Third, grammar and sentence construction, which involve the ability to arrange words into meaningful expressions according to Arabic grammatical rules. Fourth, fluency, which refers to the ability to express ideas continuously without excessive hesitation or dependence on teacher assistance. These four dimensions are interconnected in developing effective oral communication (Amin, 2023). Thus, *maharah al-kalam* in this study is not viewed as an isolated linguistic ability. Vocabulary provides the linguistic resources needed to convey messages, pronunciation determines the clarity of speech, grammar supports the construction of understandable sentences, and fluency enables students to use these components continuously during communication. Weakness in one dimension may affect students' overall ability to communicate in Arabic. This relationship is particularly important when examining students who have different levels of previous Arabic learning experience.

Affective Dimensions in Arabic Speaking

Arabic speaking proficiency is not determined solely by linguistic knowledge but is also influenced by students' affective conditions. Speaking requires students to use the target language even when they may still make mistakes. Therefore, self-confidence, anxiety, fear of making mistakes, and willingness to communicate are important affective dimensions that can influence students' involvement in *maharah al-kalam* learning. Self-confidence is related to students' willingness to use Arabic in front of teachers and peers. Students with low self-confidence may hesitate to speak because they are afraid of making mistakes or receiving negative judgments from others. In contrast, students with stronger self-confidence tend to be more willing to use the vocabulary and sentence structures they have learned. Khasanah (2016) explains that embarrassment, fear of making mistakes, and concern about others' judgments can reduce students' participation in speaking activities.

In addition to self-confidence, anxiety can affect students' ability to use Arabic orally. When students experience anxiety, their attention may focus more on avoiding mistakes than on communicating meaning. Consequently, they may hesitate, pause frequently, or choose not to speak. This condition demonstrates that difficulties in speaking are not always caused by insufficient linguistic knowledge but may also result from psychological conditions that emerge when students are required to use the language directly. Another important affective dimension is willingness to communicate, which refers to students' readiness to participate in oral communication. It can be observed through their willingness to ask questions, answer questions, participate in dialogues, respond to others, and use Arabic when opportunities are provided. In *maharah al-kalam* learning, students may possess basic Arabic knowledge but still experience limited speaking development if they are unwilling to use the language. Therefore, affective factors need to be considered alongside linguistic competence and classroom participation. The relationship between linguistic and affective dimensions can therefore be understood as interconnected. Limited vocabulary or weak grammatical knowledge may reduce students' confidence, while anxiety and fear of making mistakes may reduce their opportunities to practice. When students have fewer opportunities to speak, their experience in developing fluency and communicative competence also becomes limited. Accordingly, Arabic speaking proficiency needs to be examined by considering both linguistic readiness and affective readiness.

Prior Educational Background

Students' educational backgrounds are important in understanding differences in their initial readiness to learn Arabic. Students who graduate from madrasah generally have previous experience learning Arabic, whereas students who graduate from general or non-madrasah schools may have had more limited exposure to Arabic. These differences in learning experience can result in differences in vocabulary knowledge, grammatical understanding, pronunciation,

and familiarity with Arabic communication. This difference becomes particularly relevant when non-madrasah graduates continue their education in an Islamic secondary school that provides Arabic language instruction. Such students must not only understand new learning materials but also adapt to Arabic terminology, linguistic structures, and classroom activities that may have been unfamiliar to them. Fitri (2023) explains that differences in previous Arabic learning experiences can influence students' readiness to participate in *maharah al-kalam* learning.

In this context, prior Arabic exposure is an important factor in explaining students' linguistic readiness. Such exposure may include formal Arabic instruction at previous educational levels, familiarity with Arabic vocabulary, reading Arabic texts, listening to Arabic speech, or participating in Arabic conversations. Students who have had greater exposure may find it easier to recognize vocabulary and sentence patterns when encountering new materials. Conversely, students with limited exposure may require a longer process of adjustment and reinforcement of basic language skills before they can participate effectively in more complex speaking activities. Therefore, the distinction between madrasah and non-madrasah backgrounds should not merely be understood as a difference in school type. Rather, it represents differences in previous learning experiences that may produce different levels of initial readiness. Non-madrasah graduates may experience difficulties when required to communicate orally in Arabic because they are less familiar with vocabulary, grammatical structures, pronunciation, and Arabic interaction patterns. These conditions may subsequently affect their self-confidence and participation during speaking activities.

Accordingly, educational background can be positioned as an initial factor in understanding difficulties in *maharah al-kalam*. Differences in previous learning experiences may influence linguistic readiness, which can then interact with students' affective conditions and classroom participation. From this perspective, the difficulties experienced by non-madrasah graduates should not simply be interpreted as a lack of Arabic ability but as a condition associated with differences in their previous Arabic learning experiences.

Pedagogical Responses to Speaking Difficulties

Differences in students' initial abilities and affective conditions indicate that *maharah al-kalam* learning requires pedagogical responses that correspond to students' needs. Speaking instruction should not focus exclusively on theoretical knowledge or grammatical rules but should provide students with meaningful opportunities to use Arabic directly. Mustafa (2020) defines a learning method as a systematic set of procedures used by teachers to deliver learning materials and achieve instructional objectives. In speaking instruction, the selection of methods should consider students' initial abilities, characteristics, and learning needs.

One relevant approach is communicative language teaching, which emphasizes the use of language as a means of communication. This approach provides students with opportunities to use Arabic in situations that resemble authentic communication. For non-madrasah graduates, communicative activities can begin with simple expressions and situations related to their daily lives and gradually develop toward more complex forms of interaction. The *hiwar* or dialogue method can provide students with an initial structure for engaging in oral communication. Through dialogue activities, students are exposed to examples of vocabulary and sentence patterns before using them independently (Khairani et al., 2024). This method is particularly useful for students who still require models and guidance when speaking. However, dialogue activities should be gradually developed so that students do not become dependent on memorized conversation patterns.

The *muḥadatsah* method provides greater opportunities for students to express ideas orally. Such activities can develop speaking fluency and spontaneity (Pea et al., 2020). For students with limited vocabulary, teachers can provide scaffolding through key vocabulary, sentence models, guiding questions, or simple speaking topics. This assistance can gradually be reduced as students become more capable of communicating independently. The role-play method can connect classroom learning with realistic communication situations. Students may perform specific roles, such as a buyer and seller, teacher and student, or two friends engaging in conversation. Such activities provide opportunities for students to use Arabic contextually while developing their confidence in speaking (Hidayah, 2017). Meanwhile, the direct method

encourages students to listen to and use Arabic directly during instruction without excessive dependence on translation (Qudrotulloh et al., 2021). However, its implementation among beginner learners should be adjusted to their initial abilities to prevent confusion and excessive cognitive demands.

In addition to selecting appropriate methods, teachers need to apply differentiated instruction by adjusting task difficulty, learning support, and practice activities according to students' initial abilities. Non-madrasah graduates with limited Arabic foundations may not be able to immediately perform speaking tasks at the same level as students who have studied Arabic for a longer period. Learning can therefore progress from vocabulary introduction, simple sentence construction, guided dialogue, and structured practice toward more spontaneous communication. This gradual process can reduce learning difficulties while simultaneously developing students' confidence. Therefore, pedagogical responses to *maharah al-kalam* difficulties need to integrate communication, scaffolding, gradual practice, and differentiated instruction. Methods such as *hiwar*, *muḥadatsah*, and role-play not only develop linguistic competence but also increase students' opportunities to speak and reduce their fear of making mistakes. Teachers have an important role in establishing a learning environment in which students are encouraged to attempt communication, make mistakes, receive feedback, and improve their performance.

Research Gap and Conceptual Synthesis

Previous studies indicate that *maharah al-kalam* is influenced by an interaction of linguistic, affective, educational, and pedagogical factors. Research on Arabic speaking proficiency has emphasized the importance of vocabulary, grammar, pronunciation, fluency, and confidence in speaking. However, these aspects need to be examined specifically in the context of non-madrasah graduates who enter an Islamic educational environment, because this group may have different levels of previous Arabic exposure compared with students who have studied Arabic in madrasah. This gap indicates that the difficulties experienced by non-madrasah graduates cannot be adequately explained simply as low Arabic proficiency. It is necessary to examine how limited previous exposure to Arabic relates to linguistic readiness, how linguistic readiness interacts with self-confidence and anxiety, and how these conditions subsequently influence students' participation in speaking activities. In addition, teachers' pedagogical responses through appropriate methods and gradual support need to be considered as part of the process of addressing these difficulties.

The sequence explains that prior Arabic exposure provides an initial foundation that influences students' linguistic readiness, particularly in vocabulary, pronunciation, and sentence construction. Linguistic readiness is then related to students' affective conditions, including self-confidence, anxiety, fear of making mistakes, and willingness to communicate. These linguistic and affective conditions subsequently influence classroom participation, such as engaging in dialogue, answering questions, asking questions, responding to others, and participating in speaking practices. Greater participation in structured communication provides students with more opportunities to develop their Arabic speaking proficiency. For non-madrasah graduates, this sequence also explains why difficulties in *maharah al-kalam* may occur at multiple levels. Limited previous Arabic learning experience may result in insufficient linguistic readiness. This condition may lead to hesitation and anxiety when students are required to speak. Reduced confidence may then limit classroom participation, resulting in fewer opportunities to practice and develop fluency. Consequently, communicative, gradual, and ability-sensitive instruction becomes an important pedagogical response to these difficulties.

Based on this conceptual framework, the present study focuses on identifying the types of *maharah al-kalam* difficulties experienced by non-madrasah graduate students, examining the factors underlying these difficulties, and analyzing the pedagogical responses provided during the learning process. This framework enables the empirical findings to be interpreted analytically rather than descriptively by examining the relationships among educational background, linguistic readiness, affective conditions, classroom participation, and Arabic speaking development.

Research Methods

Research design

This study employed a qualitative descriptive approach to obtain an in-depth description of the challenges experienced (Hisaanah et al., 2026; Merriam & Tisdell, 2016) by non-madrasah graduate students in learning *maharah al-kalam* (Arabic speaking skills). This approach was considered appropriate because the study focused on describing students' actual experiences, learning conditions, difficulties, and responses during the process of developing Arabic speaking skills. Rather than measuring students' speaking abilities quantitatively, the study sought to understand the forms and causes of difficulties that emerged during the learning process and how these difficulties were experienced by the students. The research was conducted at Mutiara Sunggal Private Islamic Senior High School (MAS), located on Jalan Jati Dusun II A, Sei Mencirim Village, Sunggal District, Deli Serdang Regency, North Sumatra Province. The research was carried out from January 2026 until completion. The research activities included preliminary preparation, participant selection, data collection, data analysis, data validation, and preparation of the research report. The data collection process involved classroom observation, semi-structured interviews, and documentation related to the implementation of *maharah al-kalam* learning.

Participant

The participants were selected based on their direct involvement in the *maharah al-kalam* learning process. A purposive sampling technique was employed, whereby participants were selected because they possessed relevant experience and information related to the research focus (Khoiroh & Anam, 2026; Patton, 2015). The primary informants consisted of one Arabic language teacher and seven non-madrasah graduate students, resulting in a total of eight primary informants. The teacher was selected because of direct involvement in planning and implementing Arabic language learning and because of knowledge concerning students' speaking abilities and learning difficulties. The seven students were selected because they came from non-madrasah educational backgrounds and were directly involved in *maharah al-kalam* learning at the research site. To provide greater transparency regarding participant selection, the participants were identified using codes rather than their real names. The participant characteristics are presented in Table 1.

Table 1. Participant Characteristics

Participant Code	Grade	Data Source
T1	Arabic Teacher	Interview, Observation, Documentation
S1	X	Interview, Observation
S2	X	Interview, Observation
S3	XI	Interview, Observation
S4	XI	Interview, Observation
S5	XI	Interview, Observation
S6	XII	Interview, Observation
S7	XII	Interview, Observation

Note: T1 refers to the Arabic language teacher, while S1–S7 refer to non-madrasah graduate students. Participant characteristics should be completed based on the actual field data.

Data Collection

Data were collected through observation, semi-structured interviews, and documentation (Rozikin & Anam, 2026). *First*, semi-participant observation was conducted by observing the implementation of *maharah al-kalam* learning directly. The observation focused on students' participation, speaking activities, teacher-student interaction, learning methods, learning media, students' responses to speaking tasks, and difficulties that appeared during the learning process. Particular attention was given to the difficulties experienced by non-madrasah graduate students when pronouncing Arabic words, recalling vocabulary, constructing sentences, responding orally,

and participating in Arabic conversations. *Second*, semi-structured interviews were conducted with the Arabic language teacher and seven non-madrasah graduate students. The interview questions were prepared based on the research focus but remained flexible so that participants could explain their experiences in greater depth. Interviews with the teacher explored the implementation of *maharah al-kalam* learning, teaching methods and strategies, students' speaking abilities, learning difficulties, and supporting and inhibiting factors. Interviews with students explored their previous educational backgrounds, experiences in learning Arabic, difficulties in vocabulary acquisition, pronunciation, sentence construction, understanding teacher instructions, oral responses, and strategies used to overcome learning difficulties. Third, documentation was used to complement the observation and interview data. The documentation included photographs of learning activities, relevant learning materials, school facilities and infrastructure, information concerning the teaching staff and students, students' educational backgrounds, and other documents related to Arabic language learning. Documentation was not treated as a separate source of interpretation but was used to strengthen and verify information obtained from observations and interviews.

Data Analysis

The data were analyzed using a qualitative descriptive analysis process that involved systematic coding and interpretation (Rozikin & Anam, 2026). The analysis did not stop at data reduction, presentation, and conclusion drawing but proceeded through several interconnected stages: initial coding, category development, theme identification, analysis of relationships among themes, and interpretation of findings. In the *first stage*, all relevant interview transcripts, observation notes, and documentation were reviewed repeatedly to obtain familiarity with the data. Statements that were directly related to the challenges of learning *maharah al-kalam* were identified and assigned initial codes. For example, statements concerning difficulty remembering Arabic words were coded as *limited vocabulary recall*, while statements concerning difficulties in producing Arabic sounds were coded as *pronunciation difficulty*. Similar codes were compared and grouped based on their conceptual similarities. In the *second stage*, the initial codes were organized into broader categories. Codes related to vocabulary limitations, difficulty remembering expressions, and lack of Arabic vocabulary were grouped into a category concerning vocabulary mastery. Likewise, codes related to pronunciation, sentence construction, and hesitation when speaking were grouped into categories representing linguistic and speaking difficulties. Categories were developed inductively from recurring patterns found across the participants' statements and observed learning activities.

In the *third stage*, the categories were examined to identify broader themes that represented the central patterns in the data. The analysis focused on identifying themes concerning the forms of *maharah al-kalam* difficulties, factors contributing to those difficulties, students' learning experiences, and strategies used to respond to the difficulties. The themes were repeatedly compared with the original interview statements and observation notes to ensure that they accurately represented the participants' experiences. The fourth stage involved examining the relationships among themes. For example, limited previous exposure to Arabic was examined in relation to students' vocabulary mastery, pronunciation, confidence, and ability to construct spoken sentences. Similarly, students' educational backgrounds were considered in relation to their adaptation to Arabic learning activities. This process enabled the researcher to move beyond merely listing difficulties and to identify how different aspects of students' backgrounds, linguistic knowledge, and classroom experiences were interconnected.

The *final stage* involved developing interpretive findings by integrating the themes and their relationships with the research focus. The interpretation was continuously compared with the original data to avoid conclusions that were unsupported by participants' statements or observations. Data from interviews, observations, and documentation were compared throughout the analysis process so that the findings represented recurring and corroborated patterns rather than isolated statements. The analysis was conducted manually based on the collected qualitative data; no qualitative data analysis software such as NVivo was used.

Data Validity

To enhance the credibility of the findings, the study employed source triangulation, technique triangulation, and temporal triangulation. Source triangulation was conducted by comparing information obtained from the Arabic language teacher with information provided by the seven non-madrasah graduate students. Technique triangulation involved comparing information obtained through observations, interviews, and documentation. Temporal triangulation was conducted by examining data collected at different times or learning situations to determine the consistency of the information. The triangulation process was integrated into the analysis rather than conducted only at the end of the research. When differences were found between sources or data collection techniques, the researcher reviewed the relevant field notes, interview statements, and documentation to determine the context of the differences. Through this process, the study sought to ensure that the findings concerning the challenges of *maharah al-kalam* among non-madrasah graduate students were sufficiently credible and grounded in the empirical data collected at the research site (Yurmaini et al., 2024).

Results

Based on the results of observations and interviews conducted at Mutiara Sunggal Private Islamic Senior High School, it is known that there are 7 non-madrasah graduate students spread across grades X, XI, and XII, with details of grade X as many as 4 students, grade XI as many as 1 student, and grade XII as many as 2 students. Based on information obtained through interviews with Arabic language teachers, it is known that in general the *maharah al-kalam* ability of non-madrasah graduate students is still below that of madrasah graduate students. Non-madrasah graduate students need more time to understand vocabulary, construct sentences, and speak using Arabic compared to students who have had a basic Arabic language since their previous education level.

This situation is inextricably linked to the students' educational background prior to entering madrasah. Interviews with seven non-madrasah graduates revealed that almost all had never studied Arabic formally. Some students only knew the hijaiyah alphabet and a few prayers from Quran recitation activities, while others had studied at the Al-Qur'an Education Center (TPA), but limited their learning to reading and writing Arabic without ever practicing speaking. This lack of basic Arabic language skills is the starting point for various obstacles when students enroll in *maharah al-kalam* (Islamic recitation) lessons at madrasah.

Figure 1: Documentation of Interview with Arabic Language Teacher



Based on the interview results, four main obstacles were identified that were consistently experienced by students who graduated from non-madrasah in learning *maharah al-kalam*, namely limited vocabulary mastery (*mufradat*), difficulty in pronunciation (*makhraj*), difficulty in constructing sentences (*tarkib*), and low self-confidence when speaking in front of the class. The Arabic language teacher explained that the challenges often experienced by students who graduated from non-madrasah were a lack of vocabulary mastery, difficulty in constructing sentences, lack of confidence when speaking, and imprecise pronunciation. The main cause was that students did not have a foundation in Arabic before entering madrasah, plus students rarely

used Arabic outside of class so that speaking skills developed more slowly. A summary of the obstacles and the strategies implemented by the teacher is presented in Table 1 below.

Table 1. Analysis of Obstacles to Learning Maharah Al-Kalam in Non-Madrasah

Aspect of Maharah al-Kalam	Obstacles Faced by Non-Madrasah Graduates	Teacher Efforts/Strategies	Previous Research
Vocabulary Mastery (Mufradat)	Arabic vocabulary is considered extensive, causing students to forget words easily when they are not repeatedly practiced. This difficulty is more pronounced because students did not have sufficient basic Arabic vocabulary before entering the school.	The teacher increases vocabulary practice, repeats explanations gradually, and encourages students to memorize and practice vocabulary regularly in small amounts.	Previous studies have shown that limited vocabulary mastery is one of the major obstacles in Arabic speaking activities because students have difficulty expressing ideas when they lack sufficient vocabulary.
Pronunciation (Makhraj)	Students frequently make mistakes when pronouncing Arabic words, particularly unfamiliar vocabulary and words with similar forms or sounds.	The teacher directly corrects pronunciation errors, provides models of correct pronunciation, and asks students to repeat the words until their pronunciation improves.	Previous research indicates that differences between students' previous language experience and Arabic pronunciation can cause difficulties in producing Arabic sounds accurately, particularly among learners with limited prior exposure to Arabic.
Sentence Composition (Tarkib)	Students have difficulty constructing grammatically appropriate sentences, particularly when they are required to speak spontaneously without prior preparation.	The teacher uses <i>hiwar</i> (dialogue), pair conversation activities, and sentence-modeling exercises before students practice speaking independently.	Previous studies have reported that limited mastery of Arabic grammatical structures can restrict students' ability to construct sentences and respond spontaneously in Arabic conversations.
Confidence	Students are afraid of making mistakes and worry about being laughed at by their classmates. Consequently, they are reluctant to speak Arabic in front of the class, particularly during individual speaking activities.	The teacher motivates students by emphasizing that mistakes are a natural part of the learning process, praises students who are willing to speak, and creates a supportive and non-judgmental classroom environment.	Previous research has identified anxiety, fear of making mistakes, and low self-confidence as affective factors that can inhibit students' participation in Arabic speaking activities.

Referring to the data presented in Table 1, it can be seen that the four aspects of the maharah al-kalam are interrelated. Limited vocabulary mastery directly impacts students' ability to construct sentences, while pronunciation difficulties also reinforce students' lack of confidence when having to speak in public. This aligns with the following statement from a 12th-grade non-madrasah graduate from SMPN 1 Kutalimbaru.

"I often have difficulty memorizing vocabulary, constructing sentences, and pronouncing Arabic words correctly. I'm also afraid of making mistakes when speaking." (Student 1, Interview, July 23, 2026).

A similar statement was also expressed by another non-madrasa graduate student from SMP N 1 Diski, who emphasized that the lack of basic Arabic before entering the madrasa was the main cause of the emergence of these various difficulties.

"Because I didn't have a basic knowledge of Arabic before I entered MA. Furthermore, I rarely use Arabic in my daily life, so it was difficult to get used to it." (Student 2, Interview, July 23, 2026)

In terms of self-confidence, interviews revealed that the majority of non-madrasah graduates still felt anxious and worried when asked to speak Arabic independently in front of the class, although this level of confidence varied among individuals. Some students reported feeling quite confident when they had prepared material in advance or were speaking with friends, but felt nervous when asked to speak spontaneously or appear alone in front of the class.

"I'm quite confident if I've prepared the material beforehand. However, when asked to speak spontaneously, I still feel nervous." (Student 4, Interview, July 23, 2026)

This statement suggests that preparing materials can help students feel more prepared to speak. Conversely, spontaneous situations can make students more nervous because they are not yet accustomed to using Arabic directly. This suggests that students still need gradual and repeated speaking practice. A similar situation is seen in students who fear making mistakes when speaking in front of their peers. Fear of pronunciation or grammatical errors can make students feel embarrassed and less confident in speaking.

"Not very confident, because I'm afraid of mispronouncing words or grammar and feeling embarrassed in front of my friends." (Student 1, Interview, July 23, 2026)

To overcome these obstacles, Arabic language teachers employ a number of learning methods oriented toward active speaking practice, including dialogue, question-and-answer sessions, paired conversation exercises, demonstrations, and role-playing. The learning media used also support this process, including textbooks, whiteboards, LCD projectors, and Arabic language instructional videos. The teacher explained this as follows.

"I use the hiwar (dialogue), question and answer, pair conversation exercises, demonstrations, and role play methods so that students are more active in speaking." (Arabic Teacher, Interview, July 23, 2026)

In addition to implementing these methods, teachers also provide special treatment for non-madrasa graduates, including increased attention, simpler language, repetition of basic material, and additional exercises tailored to their abilities. Teachers also actively motivate students by emphasizing that mistakes are a natural part of the learning process and by praising students who dare to speak, which gradually builds their confidence.



Figure 2. Documentation of Interviews with Students



Figure 3. Documentation of Interviews with Students

Interviews with students further corroborate these findings. Tenth-grade students from SMP IT Mutiara (Islamic Junior High School) stated that the teacher's teaching method, which emphasizes not only theoretical explanations but also hands-on practice, makes it easier for them to understand the use of Arabic in everyday conversation. According to the students, providing repeated practice helps them not only understand the rules and vocabulary theoretically but also apply them in speaking. Thus, practical activities are an important part of helping students gradually develop speaking skills. This is evident in the following statement.

"Yes, because the teacher not only explains the theory but also gives a lot of practice so it is easier for me to understand how to use it." (Student 4, Interview, July 23, 2026)

In an effort to overcome the difficulties they experienced, almost all students exhibited relatively similar learning patterns. They gradually memorized vocabulary to increase their vocabulary mastery, then practiced these vocabulary words through conversations with friends. Furthermore, students reviewed the material presented by the teacher at home to ensure they didn't forget it easily. Some students also utilized Arabic language learning videos as a supplementary learning resource. These habits demonstrate that the process of improving speaking skills takes place not only in the classroom but is also supported by students' efforts to study independently outside of class.

From an evaluation perspective, teachers assess students' speaking skills through various practical activities, such as dialogues, short presentations, question and answer sessions, and face-to-face conversations. These assessments not only assess students' ability to answer or speak, but also consider several important aspects of the mastery of Islamic teachings, namely fluency, accuracy of pronunciation, vocabulary mastery, and the ability to construct and use sentences correctly. Through practical evaluations, teachers can identify areas where students are still struggling and provide practice or guidance tailored to their individual needs. Teachers reported that the strategies they have implemented thus far have been quite helpful, as students' abilities have shown improvement, albeit at a slow and gradual pace, as stated below.

"The solution implemented was to provide regular speaking practice, increase vocabulary mastery, use engaging learning media, and provide individual guidance when needed. I found this solution quite effective because the students' abilities improved, albeit gradually." (Arabic Teacher, Interview, July 23, 2026)

Another obstacle teachers face in learning is the differences in students' initial abilities within a class. This situation requires teachers to organize learning more flexibly so that non-madrasa graduates who don't yet have a basic Arabic language foundation don't feel left behind, while students who already have basic skills still have the opportunity to develop their abilities. These differences in ability also require teachers to pay more attention to students experiencing difficulties, for example through repetition of material, additional practice, or individual guidance. In this way, the learning process is expected to run smoothly and all students can continue to participate in learning activities.

Overall, the research results indicate that the obstacles experienced by non-madrasa graduate students in learning *maharah al-kalam* are not isolated but interconnected. Limited basic Arabic language skills cause students to have difficulty understanding and using vocabulary, which then affects their ability to construct sentences and pronounce words correctly. This condition can also affect students' confidence when speaking in Arabic. However, these various obstacles can be gradually reduced through learning that provides more space for practice, regular speaking practice, vocabulary reinforcement, the use of engaging learning media, and mentoring according to students' needs. Therefore, gradual, practice-oriented *maharah al-kalam* learning not only helps improve students' Arabic language skills but also encourages them to become more confident and accustomed to using Arabic in communication.

Discussion

The findings indicate that the main difficulty experienced by non-madrasah graduates in learning *maharah al-kalam* is closely associated with their limited prior exposure to Arabic before entering the madrasah-level environment. Students who had little or no previous experience with Arabic vocabulary, pronunciation, and sentence patterns required greater adaptation when participating in speaking activities. This finding is consistent with the principles of second language acquisition, which emphasize the importance of learners' exposure to the target language in developing language competence (Ngulum & Muadib, 2023; Sukenti et al., 2026; Tambak et al., 2026). Mustafa (2020) similarly explains that learners with limited prior experience in the target language may require more time to develop linguistic familiarity. However, the present finding extends this perspective by showing that the effect of limited prior exposure is not restricted to linguistic knowledge. In the context of *maharah al-kalam*, the absence of an Arabic foundation also affects students' readiness to participate in spontaneous oral interaction. Thus, prior language exposure should be understood not only as a source of linguistic knowledge but also as a factor shaping students' preparedness to use Arabic in classroom communication.

The four major obstacles identified in this study—limited vocabulary, pronunciation difficulties, difficulties in sentence composition, and low confidence—were not found to operate independently (Tambak & Sukenti, 2026). Rather, they formed an interconnected pattern in which one difficulty could intensify another. Limited vocabulary, for example, made it difficult for students to construct sentences, while uncertainty about sentence structure increased hesitation during speaking (Sukenti et al., 2025). Pronunciation difficulties also contributed to students' fear of making mistakes. These findings support the affective filter hypothesis associated with Krashen, which suggests that anxiety and low confidence may interfere with language production and acquisition (Meishanti et al., 2020; Tambak et al., 2025). Nevertheless, the present findings provide a more contextual interpretation of this perspective. Students' anxiety did not appear to be a fixed individual characteristic. Instead, their confidence varied according to the situation in which speaking occurred. Students tended to demonstrate greater confidence when they had received vocabulary preparation, sentence models, or opportunities to rehearse with peers, whereas anxiety became more visible when they were required to respond spontaneously or speak individually in front of the class (Sukenti & Tambak, 2025). This suggests that the affective barrier in *maharah al-kalam* learning is context-sensitive rather than solely an individual psychological condition.

This context-sensitive pattern also helps explain the role of the teacher in the learning process. The strategies employed by the Arabic language teacher, including motivational encouragement, positive feedback, correction delivered without humiliation, and the creation of a supportive classroom atmosphere, were associated with students' willingness to participate in speaking activities. These practices are consistent with previous research emphasizing the importance of affective support in developing students' confidence in Arabic speaking activities (Masitoh et al., 2023; Sukenti et al., 2024; Tambak, 2026). However, the findings suggest that reducing students' anxiety requires more than simply encouraging them to be confident. Students also need structured opportunities to prepare before performing. In this sense, affective support and instructional preparation operate together: encouragement reduces the perceived risk of making mistakes, while preparation provides students with linguistic resources that make oral

participation more manageable (Sukenti et al., 2024). This finding adds an important qualification to the affective perspective because students' confidence appears to develop through the interaction between emotional support and the availability of linguistic preparation.

The teacher's use of *hiwar* (dialogue), paired conversation, demonstrations, and role-playing further demonstrates the importance of meaningful speaking practice. These activities are consistent with the principles of communicative language teaching, which emphasize active use of the target language rather than reliance on memorization of grammatical rules alone (Pebbilia Utami et al., 2024; Tambak & Sukenti, 2024). The students' accounts also indicate that dialogue and role-playing were perceived as more helpful than predominantly one-way learning activities because these methods provided opportunities to practice speaking in relatively structured situations. Nevertheless, the findings suggest that communicative activities are particularly effective for non-madrasah graduates when they are preceded by sufficient preparation. Students were more willing to participate when they had learned relevant vocabulary, observed sentence models, or practiced with peers beforehand. Therefore, the findings do not simply confirm the value of communicative teaching; they suggest that communicative practice for learners with limited prior Arabic exposure may need to be scaffolded rather than introduced immediately as unrestricted spontaneous communication.

The differentiated support provided to non-madrasah graduates, including repetition of basic material, simplified explanations, additional examples, and individual guidance, can be interpreted through Vygotsky's concept of scaffolding. The teacher adjusted the level of assistance according to students' existing abilities and gradually provided opportunities for them to perform more independently. This interpretation is consistent with Salsabila et al. (2025), who emphasize the importance of teacher support in accommodating differences in students' initial abilities. More importantly, the present findings qualify the application of scaffolding in the context of Arabic speaking instruction by showing that the support required by non-madrasah graduates is not merely additional explanation. It includes linguistic preparation, repeated practice, guided interaction, and affective reassurance. The teacher therefore functions not only as a provider of information but also as a mediator between students' initial linguistic limitations and the communicative demands of the classroom.

The students' efforts to overcome their difficulties, such as memorizing vocabulary gradually, practicing conversations with friends, and reviewing learning materials at home, also indicate emerging forms of self-regulated learning. These activities demonstrate that students were beginning to take responsibility for their own learning beyond direct teacher instruction. This finding is in line with Ratnaningtyas (2024), which emphasizes the importance of students' active involvement in sustaining language learning. However, the present study indicates that self-regulated learning among non-madrasah graduates should not be viewed as complete independence from teacher support. Rather, students' independent learning developed alongside continued guidance from teachers. Their willingness to practice independently appeared to be strengthened when classroom activities had already provided them with vocabulary, examples, and opportunities for guided practice. Thus, self-regulated learning in this context appears to develop progressively from teacher-supported practice toward greater student autonomy, rather than emerging independently from the beginning.

Taken together, these findings contribute to a more integrated understanding of *maharah al-kalam* difficulties among non-madrasah graduates. The difficulties cannot be adequately explained by a single linguistic or psychological factor. Limited prior exposure to Arabic contributes to gaps in vocabulary, pronunciation, and sentence construction; these linguistic gaps subsequently influence students' confidence during oral performance. At the same time, the classroom context can either intensify or reduce these difficulties. When students are given preparation, guided practice, supportive feedback, and opportunities to rehearse, they become more willing to participate. Conversely, when they are required to speak spontaneously without sufficient preparation, hesitation and anxiety become more apparent. The central contribution of this study, therefore, is the finding that the speaking difficulties of non-madrasah graduates are shaped by an interaction between prior linguistic exposure, task demands, and classroom affective conditions.

These findings have practical implications for Arabic language instruction in schools that accommodate students from different educational backgrounds. Additional support for non-madrasah graduates should not be limited to remedial vocabulary instruction. Schools and teachers may provide structured Arabic orientation or matriculation programs covering basic vocabulary, pronunciation, simple sentence patterns, and everyday expressions before students are required to perform more demanding speaking tasks. Classroom activities can then progress from vocabulary preparation, sentence modeling, guided dialogue, and paired practice toward role-playing and spontaneous communication. Such sequencing may help reduce the gap between students with different Arabic learning backgrounds while simultaneously developing linguistic competence and confidence.

Overall, the findings suggest that the challenges experienced by non-madrasah graduates should not be interpreted as evidence of lower cognitive ability. Rather, they reflect differences in prior exposure, linguistic preparation, and familiarity with Arabic-speaking activities. The findings also indicate that affective barriers are dynamic and responsive to classroom conditions. Students' anxiety tends to increase when communicative demands exceed their current linguistic preparation but can decrease when teachers provide appropriate scaffolding and supportive opportunities for practice. Therefore, effective *maharah al-kalam* instruction for students with limited Arabic backgrounds requires an integrated approach that combines gradual linguistic preparation, communicative practice, differentiated scaffolding, affective support, and opportunities for self-regulated learning.

Conclusion

Based on the findings at Mutiara Sunggal Private Islamic Senior High School, this study concludes that the difficulties experienced by non-madrasah graduates in learning *maharah al-kalam* are not simply a matter of insufficient Arabic knowledge. Rather, they represent a transition problem involving differences in prior Arabic exposure, linguistic readiness, affective confidence, and opportunities for communicative practice. Students who entered the school with limited experience in Arabic encountered difficulties in vocabulary mastery (*mufradat*), pronunciation (*makhraj*), sentence construction (*tarkib*), and oral confidence. These difficulties were interconnected, as limited linguistic preparation could increase hesitation and anxiety when students were required to speak spontaneously. Theoretically, the findings suggest that students' speaking difficulties should be understood through the interaction of linguistic and affective factors. The study particularly indicates that affective barriers are context-sensitive rather than fixed individual characteristics. Students tended to demonstrate greater confidence when they received vocabulary preparation, sentence models, and opportunities for rehearsal, while anxiety became more apparent during spontaneous speaking activities. This finding extends the discussion of language acquisition by showing that prior language exposure and classroom task conditions can jointly shape students' willingness and readiness to communicate. From a practical perspective, Arabic language teachers and madrasahs should provide differentiated support for students who enter with limited Arabic backgrounds. Such support may include basic Arabic matriculation or orientation programs, systematic vocabulary and pronunciation practice, sentence modeling, guided dialogue, paired conversation, role-play, and gradual movement toward spontaneous communication. Teachers should also maintain a supportive classroom environment in which mistakes are treated as part of the learning process. This combination of linguistic preparation, communicative practice, scaffolding, and affective support can help students progressively develop both speaking competence and confidence.

The contribution of this study lies in highlighting the specific experience of non-madrasah graduates within an Islamic senior high school context. Rather than viewing their difficulties as evidence of low ability, the study demonstrates that the transition from a non-madrasah educational background to an Arabic-oriented learning environment requires appropriate linguistic and pedagogical adjustment. The findings therefore provide a basis for designing more responsive *maharah al-kalam* instruction for students with heterogeneous educational backgrounds. Nevertheless, this study was conducted at a single school with a limited number of participants. Further research could examine similar transition experiences across several madrasahs or Islamic senior high schools with larger and more diverse groups of students. Future

studies may also investigate the effectiveness of specific intervention programs, such as Arabic matriculation, scaffolded communicative instruction, or structured speaking programs, in reducing the linguistic and affective gap between madrasah and non-madrasah graduates.

Declarations

Author contribution statement

All authors contributed significantly to each stage of the research. The first author is responsible for the preparation of research concepts, literature review, methodology design, data collection, data analysis and interpretation, and the preparation of an initial draft of the manuscript. The second author contributes to the improvement of research design, validation of data analysis, critical review of the content of the manuscript, and revision of the substance of the article, as well as plays a role in verifying research results, editing manuscripts, and improving academic aspects according to scientific publication standards. All authors have read, given approval to the final version of the manuscript, and are responsible for the integrity and accuracy of the content of the article.

Funding statement

This research does not receive any grants or funding specifically from any funding institution, whether from the government, commercial, or nonprofit sectors. The implementation of the research is supported by madrasah, Indonesia by providing access to research locations, participants, and facilities needed during the data collection process.

Data availability statement

Data supporting the findings of this study are available from the authors of the correspondence based on reasonable *requests*. The data includes interview transcripts, observation notes, student self-assessment documents, student worksheets, and other supporting documents used in the analysis process. The data is not available for public access because it contains information that could potentially reveal the identity of the participants and is protected by the provisions of the research ethics. The author will provide relevant data in an anonymized form as long as it does not conflict with the participant's consent and the applicable research ethics policy.

Declaration of interests statement

The authors state that there are no known financial interests or personal relationships that could influence or are considered to affect the results, analysis, or reporting of the research presented in this article. All authors stated that this research was carried out independently, objectively, and in accordance with the principles of scientific integrity.

Declaration of use artificial intelligence

The authors state that the research and preparation of this manuscript does not use artificial *intelligence technology* to generate, analyze, or interpret research data. The entire process of conceptualization, data collection, analysis, interpretation of results, and manuscript writing is carried out entirely by the authors.

Acknowledgment

The author expresses his appreciation and gratitude to all parties who have provided support in the implementation of this research. Special thanks are expressed to the leaders of Aliyah madrasah Medan, Arabic language teachers, and all students who have been willing to become research participants and provide the time, experience, and data needed during the research process. The author also thanks all parties who have provided academic support, constructive input, and motivation during the process of drafting and completing this article. The contribution and cooperation provided are very meaningful in supporting the smooth and successful of this research.

References

- Ahkas, A. W., Zulheddi, Z., Ardiansyah, M., & Al-'Anazy, M. D. (2023). Camtasia Studio-based Arabic learning video design for Arabic language education students. *Jurnal Al Bayan: Jurnal Jurusan Pendidikan Bahasa Arab*, 15(1). <https://doi.org/10.24042/albayan.v15i1.16366>
- Aldyandra, Marlina, & Sirozi, M. (2024). Overcoming challenges in digital-based learning through appropriate planning principles and stages. *UNISAN Jurnal: Jurnal Manajemen dan Pendidikan*, 3(5), 71–82. <https://journal.an-nur.ac.id/index.php/unisanjournal>
- Al-Fawzan, A. R. I., Fadl, M. A. K., & Husain, A. T. (2016). *Arabic between your hands: Student's book one, part one*. Al-Arabiyyah lil-Jami'.
- Amin, B. (2023). The concept of teaching *maharah al-kalam* at the beginner level. *Jurnal Seumubeuet: Jurnal Pendidikan Islam*, 2(1), 39–48. <https://journal.yamal.or.id/index.php/yayasanmadinahjsmbt>
- Ariyanto, V. A., Rahman, A., & Abdillah, S. (2025). Analysis of students' *maharah al-kalam* competence in the learning process at Rumah Tahfiz Dar Utsman Bin Affan, Makassar City. *JICN: Jurnal Intelek dan Cendekiawan Nusantara*, 2(4), 6907–6920. <https://jicnusantara.com/index.php/jicn/article/view/4895>
- Erwhintiana, I., & Basid, A. (2017). Analisis diagnostik kesulitan belajar *maharah kalam* mahasiswa Bahasa dan Sastra Arab angkatan 2017 dalam perspektif Edwin R. Guthrie. In *Prosiding Seminar Nasional Bahasa Arab Mahasiswa I Tahun 2017* (pp. 109–124). UM Press. <https://repository.uin-malang.ac.id/2246/>
- Fattah, A., & Husnah, Z. (2023). *التدريب على مهارة الكلام*. Malang: CV. Literasi Nusantara Abadi.
- Fikri, I. (2025). Optimizing students' *maharah al-kalam* learning through the Duolingo application: An effective solution for language learning. *IHSAN: Jurnal Pendidikan Islam*, 3(2). <https://doi.org/10.61104/ihsan.v3i2.966>
- Fitri. (2023). *A comparison of learning achievement between MTs alumni and SMP alumni in Arabic language subjects for Grade XI at MA Muhammadiyah Bontorita Takalar* [Undergraduate thesis].
- Hady, Y. (2019). Maharat al-kalam learning according to Rusdy Ahmad Thu'aimah and Mahmud Kamil al-Naqah. *Al Mahara: Jurnal Pendidikan Bahasa Arab*, 5(1), 63–84. <https://doi.org/10.14421/almahara.2019.051-04>
- Hidayah, N. (2017). The use of the role-playing method in Arabic language subjects. *Jurnal Kependidikan*, 5(1), 1–10. <https://doi.org/10.24090/jk.v5i1.1237>
- Junaid, M. (2022). The implications of active learning in Arabic *maharah al-kalam* instruction: A theoretical study. *Jurnal Cakrawala Ilmiah*, 2(3). <http://bajangiournal.com/index.php/JCI>
- Khairani, H., Chandra, R. R., Wulandari, T., Siregar, S. A., & Nasution, S. (2024). The use of the *hiwar* method to improve Arabic vocabulary mastery among fifth-grade students at MIN 4 Medan. *J-CEKI: Jurnal Cendekia Ilmiah*, 3(4), 1604–1610. <https://doi.org/10.56799/jceki.v3i4.3728>
- Khoiroh, H. (2024). *Thariqah sam'iyyah syafawiyyah* (auditory-oral method) to improve creative thinking in *maharah al-kalam* learning. *JALIE: Journal of Applied Linguistics and Islamic Education*, 8(2), 309–323. <https://doi.org/10.33754/jalie.v8i02.1433>
- Khasanah, N. (2016). Arabic language learning as a second language: The urgency of Arabic and its learning in Indonesia. *An-Nidzam: Jurnal Manajemen Pendidikan dan Studi Islam*, 3(2), 39–54. <https://doi.org/10.33507/an-nidzam.v3i2.16>
- Mappiara, Z. A., Arif, M., Miolo, M. I., & Kadir, S. D. (2023). Issues and problems in *maharah al-kalam* learning. *Al-Kilmah: Jurnal Pendidikan Bahasa Arab dan Humaniora*, 2(1), 48–61. <https://doi.org/10.58194/alkilmah.v2i1.1847>
- Masitoh, H., Mufidah, L.-L. N., & Nurhayati, A. (2023). The implementation of the *hill al-musykilat* method in *maharah al-kalam* learning among Madrasah Aliyah students. *Tatsqifiy: Jurnal Pendidikan Bahasa Arab*, 4(1), 12–21. <https://doi.org/10.30997/tjpba.v4i1.7459>
- Meishanti, O. P. Y., Rahmawati, R. D., Nafingah, & Jannah, R. (2020). Arabic language training through speaking skills (*maharah al-kalam*) using the *muhadatsah* method and pocket book. *Jurnal Pengabdian Masyarakat Bidang Pendidikan*, 1(1), 16–23. <https://doi.org/10.32764/abdimaspen.v1i1.1037>
- Mubarak Seff, F., & Oensyar, M. K. R. (2019). *المحادثة: محادثات عربية عملية*. Antasari Press.

- Mustafa. (2020). The dynamics of Arabic language teaching methods. *Loghat Arabi: Jurnal Bahasa Arab & Pendidikan Bahasa Arab*, 1(2), 56–71.
- Nasution, S., & Zulheddi. (2018). Development of an Arabic language learning model based on constructivist theory in higher education. *Arabi: Journal of Arabic Studies*, 3(2), 121–144. <https://doi.org/10.24865/ajas.v3i2.96>
- Nasution, S., & Zulheddi. (2020). The establishment of the Arabic learning environment in Islamic higher education institutions in North Sumatra. *Arabiyat: Journal of Arabic Education & Arabic Studies*, 7(1), 1–10. <https://doi.org/10.15408/a.v7i1.13374>
- Ngulum, A. M. M., & Muadib, I. (2023). The implementation of the *Ghinayah* method to improve *maharah al-kalam*. *JIM-PBA-STAINI: Jurnal Ilmiah Mahasiswa Pendidikan Bahasa Arab*, 1(1). <https://jim.stai-nuruliman.ac.id/index.php/jimpba>
- Pebbilia Utami, Melza, Nengsi Oktari, & Uci Purnama Sari. (2024). Challenges in learning and social development. *Jurnal Pendidikan Sosial dan Humaniora*, 3(2), 1655–1672.
- Qudrotulloh, A., Sudjani, D. H., Indra, S., & Qudrotulloh, A. (2021). Direct method: Arabic language learning using the direct method. *Tatsqifiy: Jurnal Pendidikan Bahasa Arab*, 2(2). <https://doi.org/10.30997/tjpba.v2i2.4241>
- Ratnaningtyas, O., & Mufidah, N. (2024). The influence of the *hiwar* method on Arabic speaking skills. *Arabia*, 1(2), 1–15.
- Rufi'ah, K., & Anwar, N. (2024). Implementation of contextual teaching and learning (CTL) in *maharah al-kalam* learning among Grade X students at Azhari MA IT. *JlIP: Jurnal Ilmiah Ilmu Pendidikan*, 7(4), 3515–3522. <https://doi.org/10.54371/jiip.v7i4.3876>
- Salsabila, A. A., Fatmawati, F., & Sultan, A. (2025). The role of Arabic language teachers in optimizing the *maharah al-kalam* of seventh-grade students at Darul Arqam Muhammadiyah Gombara Islamic Boarding School, Makassar. *JlIC: Jurnal Intelek Insan Cendikia*, 2(12), 19680–19690. <https://jicnusanantara.com/index.php/jiic>
- Shafira, D., Aditya, F. A., Anggia, I. R., Putri, N. N. K., Hanif, S. A., & Prihantini. (2025). Challenges and solutions in modern education management. *Indo-MathEdu Intellectuals Journal*, 6(1), 868–879. <https://doi.org/10.54373/imeij.v6i1.2557>
- Sukenti, D., Tambak, S., Fabria, R., Siregar, E. P., & Shomary, S. (2026). Analisis Kebutuhan Model Penilaian Menulis Berbasis STEM untuk Meningkatkan Keterampilan Berpikir Kritis Mahasiswa. *GERAM*, 14(2), 317–332. <https://doi.org/10.25299/geram.2026.28168>
- Sukenti, D., & Tambak, S. (2025). Pengembangan Penilaian Menulis Dalam Pembelajaran: Melibatkan Self Control Guru Madrasah Untuk Profesi Masa Depan. *Prosiding IKAPROBSI*, 1(1), 793-818.
- Sukenti, D., & Tambak, S. (2026). The impact of teacher professional identity and psychological capital on learning assessment: Exploring emotional intelligence in language teachers. *Journal of Pedagogical Research*, 10(1), 18-36. <https://doi.org/10.33902/JPR.202638001>
- Sukenti, D., Idris, N. S., Bonk, C. J., Hani'ah, H., Tupas, J. B., Febria, R., & Syafitri, W. (2025). Development of assessment rubric for writing narrative texts in madrasa: The implementation of the Bloom taxonomy. *Journal of Instruction and Islamic Religious Education*, 1(2), 87-104. <https://doi.org/10.63826/jiire.v1i2.172>
- Sukenti, D., Tambak, S., & Sabila, N. (2025). Pengembangan Penilaian Menulis Guru Bahasa Indonesia dengan Melibatkan Self Esteem. *Sajak: Jurnal Penelitian Dan Pengabdian Sastra, Bahasa, Dan Pendidikan*, 4(3), 233–248. <https://doi.org/10.25299/s.2025.25028>
- Sukenti, D., Alber, A., Tambak, S., Hidayatunnur, H., Latif, L., & Devi, S. P. (2025). Menilai Keterbacaan Buku Cerita Dwibahasa Anak: Melibatkan Guru dan Siswa untuk Mendorong Minat Baca di Balai Bahasa Provinsi Riau. *J-LELC: Journal of Language Education, Linguistics, and Culture*, 5(3), 219–227. <https://doi.org/10.25299/j-lelc.2025.24087>
- Sukenti, D., Agustina, & Fauzan, A. (2024). Self-esteem, Islamic Behavior, and Writing Assessment for Indonesian Language Madrasa Teachers: An Empirical Phenomenological Investigation. *Nazhruna: Jurnal Pendidikan Islam*, 7(3), 570–589. <https://doi.org/10.31538/nzh.v7i3.31>
- Sukenti, D., Ramadhan, S., Mukhaiyar, M., & Tambak, S. (2022). Writing Assessment Construction for Madrasah Teacher: Engaging Teacher Faith and Identity Processes. *JPI (Jurnal Pendidikan Indonesia)*, 11(3), 448-456.

- Tambak, S., & Sukenti, D. (2026). Experiencing acculturative continuous professional development: A phenomenological inquiry into madrasa teachers' integration of digital learning and indigenous knowledge of Malay culture. *Journal of Pedagogical Sociology and Psychology*, 8(2), e44699. <https://doi.org/10.33902/IPSP.202644699>
- Tambak, S., & Sukenti, D. (2024). Student Involvement Within Islamic Teacher Education: For a Future Profession. *QIJS (Qudus International Journal of Islamic Studies)*, 11(2), 317-352. <http://dx.doi.org/10.21043/qiis.v11i2.8141>
- Tambak, S. (2026). Metode Pembelajaran Pendidikan Agama Islam Kontemporer Integrasi Epistemologi Nilai dan Transformasi Pedagogis.
- Tambak, S., bin Fatah, M. D. U. H., Lubis, F. S., & Tambak, F. A. M. (2026). Negotiating authority and innovation: project-based learning and the changing professional landscape of madrasah teachers. *Jurnal Pendidikan Agama Islam Al-Thariqah*, 11(1), 21-39. [https://doi.org/10.25299/al-thariqah.2026.vol11\(1\).27544](https://doi.org/10.25299/al-thariqah.2026.vol11(1).27544)
- Tambak, S., & Sukenti, D. (2025). Islamic professional madrasa teachers and motivation for continuous development: a phenomenological approach. *Journal of Education and Learning (EduLearn)*, 19(1), 81-90. <https://doi.org/10.11591/edulearn.v19i1.21301>
- Tambak, S., Abdullah, M. R., Nurhayati, N., Chapakiya, A., & Filya, M. P. (2026). Fostering excellent learning: exploring madrasa teachers' learning methods into improve students' Islamic behaviors. *Jurnal Pendidikan Agama Islam Al-Thariqah*, 11(2), 300-318. [https://doi.org/10.25299/al-thariqah.2026.vol11\(2\).29090](https://doi.org/10.25299/al-thariqah.2026.vol11(2).29090)
- Tambak, S., Sukenti, D., Razak, A. Z. A., Agustina, A., Ahmad, K. A., Firdaus, F., & Syarif, M. (2025). Continuous professional development for madrasa teacher professionalism: Engaging motivation for engagement. *International Journal of Evaluation and Research in Education (IJERE)*, 14(4), 3171-3182. <http://doi.org/10.11591/ijere.v14i4.33501>
- Tambak, S., & Sukenti, D. (2020). Strengthening Islamic behavior and Islamic psychosocial in developing professional madrasah teachers. *Cakrawala Pendidikan: Jurnal Ilmiah Pendidikan*, 39(1), 65-78. <http://dx.doi.org/10.21831/cp.v39i1.26001>
- Tambak, S., & Sukenti, D. (2024). Case-Based Learning Method in Learning: Is it Effective to Improve Teaching Skills of Madrasa Teachers in Indonesia? *Journal of Learning for Development*, 11(1), 151-164. <https://doi.org/10.56059/jl4d.v11i1.763>
- Tambak, S., Amril, A., & Sukenti, D. (2021). Islamic Teacher Development: Counstructing Islamic Professional Teachers Based On The Khalifah Concept. *Nazhuna: Jurnal Pendidikan Islam*, 4(1), 117-135. <https://doi.org/10.31538/nzh.v4i1.1055>
- Tambak, S., Amril, M., Khairi, Z., & Sukenti, D. (2018, October). Development of Madrasah Teacher Professionalism by Strengthening the Khalifah Concept and Islamic Psychosocial Perspective. In *International Conference on Islamic Education (ICIE 2018)* (pp. 34-42). Atlantis Press. <https://doi.org/10.2991/icie-18.2018.7>
- Tambak, S., Hamzah, H., Ahmad, M. Y., Siregar, E. L., Sukenti, D., Sabdin, M., & Rohimah, R. B. (2022). Discussion method accuracy in Islamic higher education: the influence of gender and teaching duration. *Cakrawala Pendidikan: Jurnal Ilmiah Pendidikan*, 41(2), 507-520. <http://doi.org/10.21831/cp.v41i2.40644>
- Tambak, S., Mahfud, C., Latipah, E., & Sukenti, D. (2021). Professional Madrasah Teachers in Teaching: The Influence of Gender and the Length of Certification of Madrasah Teachers. *Dinamika Ilmu*, 21(2), 417-435. <http://doi.org/10.21093/di.v21i2.3527>
- Tambak, S., Sukenti, D., & Firdaus, F. (2024). Indigenous knowledge of Malay culture and Islamic professional madrasa teachers: a phenomenological investigation. *International Journal of Evaluation and Research in Education (IJERE)*, 13(6), 4296-4306. <https://doi.org/10.11591/ijere.v13i6.29650>
- Tambak, S., Sukenti, D., bin Fatah, M. M. U. H., bin Fatah, M. D. U. H., & Zakaria, G. A. N. (2025). Shaping Islamic Higher Education in Riau's Malay Context in The Thought of Haji Zaini Kunin. *MIQOT: Jurnal Ilmu-ilmu Keislaman*, 49(1), 1-21. <http://dx.doi.org/10.30821/miqot.v49i1.1336>
- Tambak, S., Sukenti, D., Razak, A. Z. A., Agustina, A., Ahmad, K. A., Firdaus, F., & Syarif, M. (2025). Continuous professional development for madrasa teacher professionalism: engaging

Doi: [https://doi.org/10.25299/al-thariqah.2026.vol11\(2\).30164](https://doi.org/10.25299/al-thariqah.2026.vol11(2).30164)

motivation for engagement. *International Journal of Evaluation and Research in Education (IJERE)*, 14(4), 3171-3182. <https://doi.org/10.11591/ijere.v14i4.33501>
Yurmaini, Erliyanti, Sundari, D., & Anshari, K. (2024). Approaches in quantitative and qualitative research. *Hibrul Ulama: Jurnal Ilmu Pendidikan dan Keislaman*, 6(1), 83-90. <https://doi.org/10.47662/hibrululama.v6i1.762>