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EVALUATING THE EFFECTIVENESS OF THE ROLE PLAY METHOD IN IMPROVING STUDENTS' ARABIC SPEAKING SKILLS: A CASE IN AN ISLAMIC EDUCATION MANAGEMENT PROGRAM

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Abstract

This study examines the effectiveness of role play as a pedagogical method for enhancing Arabic speaking skills among students of the Islamic Education Management Program at Sekolah Tinggi Agama Islam Ma'had Aly Al-Hikam Malang. Motivated by the need for more interactive and practice-oriented instruction particularly in non-language departments the study adopts a descriptive qualitative approach, drawing on classroom observations and semi-structured interviews with students and instructors. The findings indicate that role play substantially improves students' fluency, confidence, and contextual awareness when using Arabic in Islamic educational settings. Instructors play a central role by crafting realistic scenarios, guiding enactments, and offering targeted feedback. Despite challenges such as limited resources, initial student hesitation, and inconsistent preparation, the method fosters an engaging and authentic learning atmosphere. Students reported heightened motivation, practical gains, and deeper cultural linguistic understanding. The study concludes that role play is a valuable addition to Arabic language teaching strategies, particularly in preparing students for professional communication in Islamic educational contexts. Future research should explore its long-term impact and refine implementation across diverse institutional environments.

Keywords: *Role Play Method, Arabic Speaking Skills, Islamic Education, Language Learning, Student Engagement.*

Abstrak

Penelitian ini mengkaji efektivitas metode role play sebagai strategi pedagogis dalam meningkatkan keterampilan berbicara bahasa Arab mahasiswa Program Manajemen Pendidikan Islam di Sekolah Tinggi Agama Islam Ma'had Aly Al-Hikam Malang. Studi ini berangkat dari kebutuhan akan pendekatan pembelajaran yang lebih interaktif dan berbasis praktik, khususnya di program non-kebahasaan. Dengan menggunakan pendekatan kualitatif deskriptif, data diperoleh melalui observasi kelas dan wawancara semi terstruktur dengan dosen serta mahasiswa. Hasil penelitian menunjukkan bahwa metode role play secara signifikan meningkatkan kefasihan, kepercayaan diri, dan pemahaman kontekstual mahasiswa dalam menggunakan bahasa Arab di lingkungan pendidikan Islam. Dosen berperan penting dalam merancang skenario realistis, membimbing pelaksanaan peran, serta memberikan umpan balik yang terarah. Meskipun menghadapi kendala seperti keterbatasan fasilitas, ketidaknyamanan awal, dan kesiapan yang belum optimal, metode ini mampu menciptakan suasana belajar yang otentik dan partisipatif. Mahasiswa melaporkan peningkatan motivasi, kematangan praktis, dan pemahaman kultural-linguistik yang lebih mendalam. Penelitian ini menyimpulkan bahwa role play merupakan metode yang efektif dalam pembelajaran bahasa Arab, terutama dalam mempersiapkan mahasiswa menghadapi tuntutan profesional di bidang pendidikan Islam. Penelitian lanjutan disarankan untuk meninjau dampak jangka panjang serta menyempurnakan penerapannya di berbagai konteks kelembagaan.

Kata Kunci: *Metode Role Play, Keterampilan Berbicara Bahasa Arab, Pendidikan Islam, Pembelajaran Bahasa, Keterlibatan Mahasiswa.*

INTRODUCTION

Arabic, as a dynamic and evolving international language, has become a focal point of language education and academic discourse in Indonesia.¹ Its growing relevance reflects Arabic's expanding role across various domains, especially within Islamic educational institutions.² In Islamic higher education, there is sustained enthusiasm for learning and deepening proficiency in Arabic.³ Various initiatives have been introduced to improve Arabic instruction at all educational levels, including within the Islamic Education Management Program.⁴ Here, Arabic is not treated

¹ Letmiros Letmiros, "Arabic: Why Indonesians Have To Learn It?," *International Review of Humanities Studies* 4, no. 2 (2019), <https://doi.org/10.7454/irhs.v4i2.166>.

² Abdul Halim Hanafi, "Lembaga Pendidikan Tinggi Islam: Harapan, Tantangan, Paradigma, dan Peranan Bahasa Arab," *Jurnal Al-Fikrah: Jurnal Manajemen Pendidikan* 1, no. 1 (2016): 17–28.

³ Ambo Pera Aprizal, "Urgensi Pembelajaran Bahasa Arab dalam Pendidikan Islam," *Jurnal Pendidikan Guru* 2, no. 2 (2021): 39–56, <https://doi.org/10.47783/jurpendigu.v2i2.232>.

⁴ Tia Nurhaeni dan Mahmud Arif, "Persepsi Mahasiswa Manajemen Pendidikan Islam terhadap Bahasa Arab di Universitas Islam Negeri," *RAUDHAH Proud To Be Professionals Jurnal Tarbiyah Islamiyah* 8, no. 1 (2023): 436–48.

merely as a foreign language but as a core medium for engaging with Islamic knowledge.⁵ It occupies a central role in university curricula,⁶ even in departments where language is not the primary focus.⁷ Recognized as the key to accessing Islamic teachings, classical texts, and contemporary religious discussions, Arabic remains indispensable to the Islamic academic tradition.⁸

Despite this significance, instruction in Arabic particularly within the Islamic Education Management Program continues to face serious challenges in developing students' speaking proficiency.⁹ A persistent issue lies in the continued reliance on passive, lecture-driven teaching methods that leave little space for meaningful oral interaction.¹⁰ As a result, students often find it difficult to attain fluency or build communicative confidence.¹¹ Conventional approaches tend to emphasize grammar and text analysis over active usage, which inadvertently hinders students' ability to speak the language in real contexts.¹² This disconnect highlights a pressing need for pedagogical innovation methods that place students at the center of the learning process and promote the active, practical use of Arabic in communication.

To address these pedagogical shortcomings, the role play method has emerged as a compelling alternative.¹³ As an interactive and experiential approach, role play places students in

⁵ Satrio, "Urgensi Penguasaan Bahasa Arab dalam Studi Islam di Indonesia," *PERADA* 1, no. 2 (2018): 163–77, <https://doi.org/10.35961/perada.v1i2.22>.

⁶ Muhammad Afthon Ulin Nuha dan Faedurrohman Faedurrohman, "Manajemen Perencanaan Kurikulum Bahasa Arab (Tinjauan Ontologi, Epistemologi dan Aksiologi)," *Al-Muyassar: Journal of Arabic Education* 1, no. 2 (2022): 203, <https://doi.org/10.31000/al-muyassar.v1i2.6488>.

⁷ Fatwiah Noor, "Kurikulum Pembelajaran Bahasa Arab di Perguruan Tinggi," *Arabiyatuna : Jurnal Bahasa Arab* 2, no. 1 (June 30, 2018): 1, <https://doi.org/10.29240/jba.v2i1.305>.

⁸ Khoiril Faizin, "Evaluasi Kurikulum Pembelajaran Bahasa Arab di STAI Attanwir Bojonegoro," *Al-Idaroh: Jurnal Studi Manajemen Pendidikan Islam* 4, no. 1 (2020): 74–85, <https://doi.org/10.54437/alidaroh.v4i1.139>; Muhammad Zainuri, "Perkembangan Bahasa Arab di Indonesia," *Tarling : Journal of Language Education* 2, no. 2 (2019): 231–48, <https://doi.org/10.24090/tarling.v2i2.2926>.

⁹ Hikami Rafsanjani, Muh. Haris Zubaidillah, dan M. Ahim Sulthan Nuruddaroini, "Problematisasi Mahasiswa dalam Manajemen Skill Berbahasa Arab pada Perguruan Tinggi di Kalimantan," *Jurnal Basicedu* 6, no. 3 (2022): 5166–80, <https://doi.org/10.31004/basicedu.v6i3.3072>.

¹⁰ Fika Magfira Tungkagi, Ibadurrahman Ali, dan Yuslin Kasan, "Problematisasi Pembelajaran Bahasa Arab pada Mahasiswa Lulusan Non-Madrasah di Prodi Pendidikan Bahasa Arab IAIN Sultan Amai Gorontalo," *Al-Fakkaar* 3, no. 1 (2022): 1–16, <https://doi.org/10.52166/alf.v3i1.2854>.

¹¹ Novy Maryani, Isop Syafei, and Abdul Kosim, "Improving Arabic Speaking Proficiency (Muhādatsah) Using Interactive-Communicative Instruction," *Ta'lim Al-'Arabiyyah: Jurnal Pendidikan Bahasa Arab & Kebahasaaraban* 8, no. 1 (2024): 18–33, <https://doi.org/10.15575/jpba.v8i1.34894>.

¹² Sueraya Che Haron, "The Teaching Methodology of Arabic Speaking Skills: Learners' Perspectives," *International Education Studies* 6, no. 2 (2012): 88–86. <https://doi.org/10.5539/ies.v6n2p55>.

¹³ Arum Putri Rahayu, "Improving Speaking English Ability Using Role Play Method for Elementary Students," *ETJaR: English Teaching Journal and Research* 2, no. 2 (2022): 83–90, <https://doi.org/10.55148/etjar.v2i2.393>.

simulated scenarios that reflect real-life situations.¹⁴ Within the context of Arabic language learning, it allows students to actively practice speaking in authentic and meaningful ways.¹⁵ Learners take on assigned roles and respond to prompts, collaborate with peers, and navigate communicative tasks using Arabic as the medium.¹⁶ These scenarios range from everyday conversations to professional and religious dialogues, helping to bridge the divide between classroom instruction and real world language use.¹⁷ The performative nature of role play encourages students to speak, listen, and think in Arabic, reinforcing their command of vocabulary, sentence structures, and cultural subtleties through immersive engagement.

Incorporating role play into Arabic instruction within the Islamic Education Management Program presents a strategic response to the limitations of conventional methods.¹⁸ It promotes interactive learning and provides students with sustained opportunities to practice speaking.¹⁹ This aligns with the broader communicative objectives of language education. Given the prominence of spoken Arabic in Islamic professions such as teaching, preaching, and institutional leadership, students must attain functional fluency. Role play activities offer a space to rehearse realistic situations they are likely to encounter in their careers, building communicative competence and

¹⁴ M. Hilmy Hidayatullah et al., "Role Play Methods Strategies to Improve Students' Speaking Ability," *JOEY: Journal of English Ibrahimy* 2, no. 2 (2023): 38–47, <https://doi.org/10.35316/joey.2023.v2i2.38-47>; Dina Ahmed Elrefaie et al., "Descriptive Analysis of the Development of the Arabic Speech Sounds among Typically Developing Colloquial Egyptian Arabic-Speaking Children," *The Egyptian Journal of Otolaryngology* 37, no. 1 (2021): 38, <https://doi.org/10.1186/s43163-021-00094-w>.

¹⁵ Nurmasiythah Syamaun, "Pembelajaran Maharah Al-Kalam Untuk Meningkatkan Keterampilan Berbicara Mahasiswa Program Studi Pendidikan Bahasa Arab Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh," *LISANUNA Jurnal Ilmu Bahasa Arab Dan Pembelajarannya* 4, no. 2 (2016): 343-359.

¹⁶ Aulia Ikhsan and Nur Rifai Akhsan, "Improving the Speaking Skills of Junior High School Students Through the Role Play Method," *International Social Sciences and Humanities* 2, no. 1 (2022): 343–50, <https://doi.org/10.32528/iss.v2i1.211>; Ellyza Amin, "Penerapan Metode Bermain Peran untuk Meningkatkan Kemampuan Berbicara pada Mata Pelajaran Bahasa Arab Siswa Kelas IX E MTsN 1 Serang," *Wawasan: Jurnal Kediklatan Balai Diklat Keagamaan Jakarta* 2, no. 1 (2021): 64–73, <https://doi.org/10.53800/wawasan.v2i1.67>.

¹⁷ Hasrian Rudi Setiawan dan Zulkarnein Lubis, "Peningkatan Motivasi dan Hasil Belajar Mahasiswa pada Mata Kuliah Bahasa Arab Materi Hiwar dengan Menggunakan Metode Role Play pada Program Studi Pendidikan Agama Islam Semester II Universitas Muhammadiyah Sumatera Utara," *Intiqad: Jurnal Agama Dan Pendidikan Islam* 8, no. 2 (2016): 47–51, <https://doi.org/10.30596/intiqad.v8i2.726>; Sa'diyah Halimatus, "Bermain Peran (Role Playing) dalam Pembelajaran Maharah Al-Kalam," *Jurnal Tarbiyatuna* 3, no. 2 (2018): 1–29, <http://ejournal.kopertais4.or.id/mataraman/index.php/tarbiyatuna/article/view/3495>.

¹⁸ Muhammad Farid Nasrulloh et al., "Mengatasi Problematika Pembelajaran Bahasa Arab Melalui Pelatihan dan Permainan Bahasa Arab," *Jumat Pendidikan: Jurnal Pengabdian Masyarakat* 1, no. 1 (2020): 28–35, <https://doi.org/10.32764/abdimaspen.v1i1.1040>.

¹⁹ Refki Rusyadi dan Moh. Farih Fahmi, "Pembelajaran Bahasa Arab di Perguruan Tinggi (Studi Lapangan di Jurusan Ekonomi Syariah Fakultas Ekonomi Bisnis Islam IAIN Tulungagung)," *Dar El-Ilmi: Jurnal Studi Keagamaan, Pendidikan Dan Humaniora* 7, no. 1 (2020): 66–76; Aziz Akhmad Najib dan Adi Supardi, "Meningkatkan Kemampuan Siswa Bicara Bahasa Arab Melalui Penerapan Role Playing Siswa di Kelas VII C MTsN 2 Purwakarta," *LEARNING: Jurnal Inovasi Penelitian Pendidikan Dan Pembelajaran* 2, no. 4 (2023): 318–26, <https://doi.org/10.51878/learning.v2i4.1794>.

preparing them for practical language use in Islamic educational contexts.²⁰ At the same time, the method supports institutional goals to graduate individuals who possess not only linguistic knowledge but also professional readiness.

Previous research supports the effectiveness of role play in language instruction. Janatin found that it significantly improved students' speaking abilities in Bahasa Indonesia.²¹ Likewise, Putra reported enhancements in comprehension and verbal expression in Arabic instruction through role play.²² Ernani also observed improved speaking proficiency among Indonesian language learners using this technique.²³ While these findings affirm the pedagogical value of role play, most of the existing studies have been conducted at the primary and secondary school levels and typically involve instruction in Indonesian language. As such, there remains a gap in understanding how role play functions in tertiary level Arabic instruction, particularly within Islamic education programs.

This study aims to address that gap by examining the role play method as applied to Arabic speaking instruction for students in the Islamic Education Management Program. Unlike earlier research, this study is situated within a higher education context and centers specifically on Arabic as the target language. It considers not only the development of students' speaking abilities but also the broader classroom dynamics, the nature of teacher-student interactions, and learners' perspectives on the instructional method. By closely analyzing how role play is implemented and experienced, the study seeks to offer practical insights into how this technique can be effectively integrated into Arabic pedagogy.

In this regard, the research is guided by a central question: To what extent does the role play method enhance Arabic speaking skills among students in the Islamic Education Management Program? Additional lines of inquiry explore student engagement, instructional design, and the extent to which the method aligns with communicative goals in language education. The findings are expected to inform Arabic instructors, curriculum planners, and policymakers in Islamic higher

²⁰ Amin, "Penerapan Metode Bermain Peran untuk Meningkatkan Kemampuan Berbicara pada Mata Pelajaran Bahasa Arab Siswa Kelas IX E MTsN 1 Serang"; Dewi Ferawati dan Nurhidayah, "Implementasi Metode Role Playing dalam Pembelajaran Bahasa Arab pada Aspek Berbicara," *Tarbiya Islamica* 11, no. 1 (2023): 1–7, <https://doi.org/10.37567/ti.v11i1.2319>.

²¹ Inah Janatin, "Pengaruh Metode Role Playing terhadap Keterampilan Berbicara Siswa Kelas X SMA Ki Hajar Dewantoro Tangerang Tahun Pelajaran 2018/2019" (UIN Syarif Hidayatullah Jakarta, 2020): 17-35.

²² Sudarmadi Putra dan Eka Budi Sulistyawati, "Penggunaan Metode Role Playing dalam Meningkatkan Kemampuan Berbicara Bahasa Arab di Sekolah Menengah Pertama Islam Terpadu (SMP IT) Al-Falaah Simo," *Jurnal Pendidikan Bahasa Arab* 1, no. 1 (2019): 1–12, <https://jurnal.stimsurakarta.ac.id/index.php/thulabuna/article/view/36%0Ahttps://jurnal.stimsurakarta.ac.id/index.php/thulabuna/article/view/47>.

²³ Ernani Ernani dan Ahmad Syarifuddin, "Pengaruh Metode Role Playing terhadap Keterampilan Berbicara Siswa pada Mata Pelajaran Bahasa Indonesia Kelas V di Madrasah Ibtidaiyah Wathoniyah Palembang," *JIP Jurnal Ilmiah PGMI* 2, no. 1 (2016): 29–42, <https://doi.org/10.19109/jip.v2i1.1064>.

education institutions. By embedding role-play within the specific context of Islamic educational objectives, this study contributes to current efforts to revitalize and contextualize language teaching practices in Muslim majority academic environments.

METHOD

This study investigates the role-play method as a pedagogical strategy to enhance Arabic speaking skills among students in the Islamic Education Management Program at Sekolah Tinggi Agama Islam Ma'had Aly Al-Hikam Malang. The issue of limited communicative competence among learners especially in non Arabic major programs has become a significant concern in Arabic education. Given that language acquisition is highly context-sensitive, particularly for productive skills like speaking, innovative approaches are needed to bridge this gap.²⁴ In the context of Islamic education, proficiency in spoken Arabic is not only a linguistic objective but also a prerequisite for religious literacy and meaningful participation in academic and professional settings. Focusing on first-semester students, this study responds to the urgency of building communicative competence from the outset through interactive methods such as role-play.

A descriptive qualitative approach was employed to explore the complex pedagogical dynamics and subjective experiences of both learners and instructors.²⁵ This methodology is particularly suited to examining student engagement, perception, and performance dimensions that are often overlooked in quantitative studies.²⁶ Through this lens, the research captures a comprehensive view of how role-play is implemented and experienced, shedding light on its strengths and limitations in developing Arabic speaking skills.²⁷ The study design involved structured classroom observations and semi-structured interviews with selected students and instructors participating in an Arabic speaking course.

Data were collected from two primary sources: classroom observations and interviews. These methods were chosen for their ability to capture both immediate interactions and reflective insights into the role-play process.²⁸ Observations provided a window into instructional strategies, student behavior, and the dynamics of implementation. Interviews, on the other hand, offered deeper reflections on the method's effectiveness, the challenges encountered, and perceived learning

²⁴ Sugiyono, *Metode Penelitian Pendidikan*, ed. Apri Nuryanto, 3rd ed (Bandung: Alfabeta, 2021), 285-290.

²⁵ M. Makbul, *Metode Pengumpulan Data Dan Instrumen Penelitian* (Makassar: OSF Preprints, 2021), 9.

²⁶ Lexy J. Moleong, *Metodologi Penelitian Kualitatif, Cet, PT Remaja Rosdakarya*, 36th ed (Bandung: PT Remaja Rosdakarya, 2017), 32.

²⁷ Fuad Hasyim Purwono et al., *Metodologi Penelitian (Kuantitatif, Kualitatif Dan Mix Method)* (Guepedia, 2019), 86.

²⁸ Makbul, *Metode Pengumpulan Data Dan Instrumen Penelitian* (Makassar: OSF Preprints, 2021), 9.

outcomes. By triangulating these sources, the study ensures a balanced and credible interpretation of the findings.²⁹

The data collection process followed a series of structured steps. The researcher began by observing Arabic speaking classes during role-play sessions, recording detailed field notes that captured student instructor interactions, the quality of role enactments, and indicators of students' communicative fluency. These were non-participatory observations to minimize interference with the natural flow of classroom activities. Following the observations, semi-structured interviews were conducted using open-ended questions designed to elicit reflective responses from both students and instructors. The interviews explored participants' perceptions of the method's effectiveness, emotional engagement, and perceived improvements in speaking skills. Data collection spanned several instructional meetings, allowing the researcher to document a range of interactions and identify recurring patterns.³⁰

Data analysis was guided by the Miles and Huberman model, which includes three stages: data reduction, data display, and conclusion drawing.³¹ In the first stage, the raw data from observations and interviews were transcribed, categorized, and distilled into themes related to speaking development and role-play involvement. The second stage involved organizing the data into thematic charts and narrative summaries to facilitate deeper interpretation. In the final stage, findings were synthesized through an iterative process of analysis, verification, and respondent validation. This approach ensured that conclusions were firmly grounded in empirical data and allowed for a nuanced understanding of how role-play contributes to Arabic speaking proficiency within the Islamic education context.³²

RESULTS AND DISCUSSION

Role Play Method in Arabic Speaking Skills Learning

The integration of role-play into the instruction of Arabic speaking skills in the Islamic Education Management Program at Sekolah Tinggi Agama Islam Ma'had Aly Al-Hikam Malang follows a structured and deliberate process. It begins with clearly defined learning objectives aimed

²⁹ Moleong, *Metodologi Penelitian Kualitatif. Cet, PT Remaja Rosdakarya*, 36th ed (Bandung: PT Remaja Rosdakarya, 2017), 31.

³⁰ Heribertus B. Sutopo, *Metodologi Penelitian Kualitatif* (Surakarta: Universitas Sebelas Maret, 2002), 78.

³¹ A. Huberman and Matthew Miles, *The Qualitative Researcher's Companion, The Qualitative Researcher's Companion* (2455 Teller Road, Thousand Oaks California 91320 United States of America: SAGE Publications, Inc., 2002), 88, <https://doi.org/10.4135/9781412986274>.

³² Mathew B. Miles and A Michael Huberman, *Qualitative Data Analysis: An Expanded Sourcebook*, Sage, 1994), 77.

at improving students' ability to communicate effectively in Arabic. These objectives are embedded in the course "Arabic for Management Education," which is designed to balance language competence (knowledge of the language) and performance (practical use), specifically within the context of educational management. As Arabic serves as a functional tool for communication in this professional domain, students are expected to develop proficiency in speaking that aligns with both academic and vocational expectations. Once learning goals are set, instructors identify real-world contexts where Arabic is actively used particularly within Islamic education.³³ The selected scenario for this study was titled "Discussion on Improving Student Performance Quality," which mirrors administrative and pedagogical conversations in educational institutions. Instructors then develop scripts or frameworks to guide the role-play session. These materials include structured dialogues and situational prompts that allow students to use Arabic in context-specific interactions.

Each student is assigned a role that reflects typical figures in Islamic education, such as school principals, teachers, parents, and students. By taking on these roles, learners are immersed in simulations that require them to speak Arabic naturally and purposefully. During the role-play, students interact according to their characters, using the target language to respond, negotiate, and express ideas. Instructors monitor these sessions closely observing fluency, accuracy, and engagement while also providing guidance and support as needed. After the role-play, instructors offer constructive feedback, highlighting student strengths and suggesting areas for improvement. This feedback is framed against the original learning objectives.

The instructional sequence concludes with reflection and discussion sessions, where students articulate what they learned, evaluate their performance, and consider how the experience connects to their broader goals in learning Arabic for Islamic educational settings. The insights gained from these reflections are reintegrated into the learning process, reinforcing language skills while deepening students' understanding of Arabic as a functional language in their field. Through this structured approach, role-play emerges not just as a speaking activity but as a dynamic method that bridges theory and practice, helping students develop meaningful, contextually grounded Arabic speaking abilities.³⁴

³³ Khusnul Khitom dan Taufik, "Kurikulum Pembelajaran Bahasa Arab di Perguruan Tinggi Keislaman Islam Negeri (PTKIN)," *TADRIS AL-ARABIYAT: Jurnal Kajian Ilmu Pendidikan Bahasa Arab* 3, no. 1 (January 2023): 28–44, <https://doi.org/10.30739/arabiyat.v3i1.1766>.

³⁴ M. Hilmy Hidayatullah et al., "Role Play Methods Strategies to Improve Students' Speaking Ability," *JOEY: Journal of English Ibrahimy* 2, no. 2 (August 2023): 38–47, <https://doi.org/10.35316/joey.2023.v2i2.38-47>.

The Role of the Instructor and Student Participation in Learning

In teaching Arabic speaking skills to students in the Islamic Education Management Program, the instructor plays a pivotal role in implementing the role play method. As instructional designers, instructors are responsible for creating scenarios and communicative contexts that reflect the real-world use of Arabic. They also serve as facilitators, introducing the roles students will assume, clarifying character expectations, and outlining the learning objectives behind each simulation.

During the role-play sessions, instructors step into the role of observers, closely monitoring how students engage in dialogue and interact with one another. After each session, they provide immediate, targeted feedback recognizing effective communication strategies while offering suggestions for improvement. These insights are further explored in post-role-play discussions, where instructors guide students in reflecting on their experiences and drawing connections to broader Arabic language learning goals. Instructors also contribute to students' ongoing development by designing follow-up activities that build on the communicative skills practiced during role-play. These activities help reinforce speaking proficiency and deepen students' understanding of Arabic use in relevant educational settings. On the student side, responses to the role-play method are generally positive. Students report feeling more engaged and motivated, as the scenarios mirror real-life situations they are likely to encounter in their future careers. Through role-play, they gain confidence in using Arabic and demonstrate a willingness to participate actively. Many reflect on their performance, discuss challenges faced during the activity, and continue to show interest in improving their language skills.

In sum, the effectiveness of the role-play method in this program hinges on a collaborative process. Instructors provide structure, guidance, and feedback, while students contribute through active engagement, reflection, and sustained participation in the learning process. Together, this partnership supports meaningful growth in Arabic speaking proficiency.

Student Perceptions and Views on the Role Play Method

Students generally express positive and constructive views regarding the use of role play in developing Arabic speaking skills. Many consider it a relevant and practical method because it allows them to practice the language in scenarios that resemble real-life situations, particularly those they may encounter in Islamic educational contexts.³⁵ This contextual alignment helps

³⁵ Nurhaeni dan Arif, "Persepsi Mahasiswa Manajemen Pendidikan Islam terhadap Bahasa Arab di Universitas Islam Negeri." *Raudhah Proud To Be Professionals Jurnal Tarbiyah Islamiyah* 8, no. 1 (2023): 420-438.

students feel more prepared to use Arabic in actual communication, contributing to greater confidence in their speaking abilities.

Beyond boosting confidence, students recognize role-play as a comprehensive communication exercise. It enhances not only their speaking skills but also their listening and interaction abilities. Through this method, they deepen their understanding of both the material and the context in which Arabic is used. Role-play also helps bridge theory and practice, encouraging active engagement and participation. Many students report increased motivation to learn Arabic, viewing it as an essential tool in their academic and professional development within Islamic education. Students also appreciate the enjoyable nature of role-play. Assuming different roles and participating in diverse scenarios creates a relaxed and dynamic atmosphere that supports deeper learning. Additionally, the method fosters social awareness and empathy, as students are encouraged to understand and respond to various perspectives encountered in simulated Islamic educational settings.

Instructors and students may emphasize different aspects of the role-play experience, but their perspectives are complementary. Instructors see role play as an effective means of creating a dynamic learning environment where students can apply Arabic in meaningful contexts. They monitor performance closely, provide ongoing evaluation, and position themselves as facilitators who guide and support the learning process. Students, meanwhile, tend to focus on the personal benefits they gain from the method. They value the increased fluency, contextual application, and enjoyment the activity brings. For them, role-play provides a safe and stimulating environment where communication skills can develop naturally. They also see it as a method that supports broader communicative competence not just in Arabic, but in interpersonal engagement more generally.

Although instructors and students may approach the method from slightly different angles, their collaboration through the role-play process fosters an effective and relevant learning experience. In the context of the Islamic Education Management Program, this shared engagement helps cultivate practical Arabic speaking skills and prepares students for real world communication in Islamic educational settings.

Factors Supporting and Hindering the Role-Play Method in Arabic Speaking Skills Learning

The effectiveness of the role-play method in developing Arabic speaking skills within the Islamic Education Management Program is shaped by a combination of supporting and hindering factors. These elements influence how successfully the method can be implemented and sustained

in the classroom. The table below outlines the key factors that either facilitate or challenge the role-play approach:

Table 1. The Supporting and Hindering Factors for the Role-Play Method in Arabic Speaking Skill

No.	Supporting Factors	Hindering Factors
1	<p>Real-life Contexts in Islamic Education</p> <ul style="list-style-type: none"> - Encourages the use of Arabic in authentic situations - Strengthens contextual understanding of Arabic in educational settings 	<p>Limitation of Resources</p> <ul style="list-style-type: none"> - Lack of adequate textbooks and teaching materials. - Limited access to physical or institutional facilities for effective implementation.
2	<p>Enthusiasm and Active Participation</p> <ul style="list-style-type: none"> - Promotes deeper student engagement and more meaningful learning experiences. - Effectively sharpens Arabic speaking proficiency through active involvement. 	<p>Initial Discomfort</p> <ul style="list-style-type: none"> - Students may feel self-conscious or anxious when performing roles in front of peers. - Can be reduced through instructor support and the creation of a positive, inclusive learning atmosphere.
3	<p>Instructor's Feedback</p> <ul style="list-style-type: none"> - Plays a key role in identifying individual strengths and areas for improvement. - Supports students in their continued skill development through constructive input. 	<p>Inadequate Preparation</p> <ul style="list-style-type: none"> - Some students may receive unclear instructions or underdeveloped role descriptions. - A lack of understanding of assigned tasks and roles may hinder active participation.
4	<p>Deeper Understanding Through Role Play</p> <ul style="list-style-type: none"> - Exposure to various roles broadens students' perspectives. - Allows for the application of Arabic in a range of educational contexts. 	
5	<p>Direct Experience of Role Play Benefits</p> <ul style="list-style-type: none"> - Enhances students' intrinsic motivation. - Reinforces the relevance and practical value of Arabic language learning. 	

In summary, the role-play method proves to be a powerful strategy for enhancing Arabic speaking skills, particularly when applied to the Islamic education context. However, certain obstacles such as limited instructional resources, student discomfort during performance, and insufficient preparation can hinder its effectiveness. Instructors play a key role in addressing these challenges by creating supportive environments, ensuring clear task design, and providing consistent guidance. Their active involvement is essential to maintaining the momentum and impact of role play as a meaningful pedagogical tool.

Student Responses to the Role Play Method in Arabic Speaking Skills Learning

Following their participation in role play based instruction, students in the Islamic Education Management Program reported a number of positive developments in both their language abilities and overall learning experience. Many expressed increased confidence in speaking Arabic, noting that engaging in simulated real-life situations and overcoming challenges during role-play sessions helped them feel more prepared for everyday communication. This boost in confidence was accompanied by noticeable improvements in fluency and responsiveness across various contexts.

Through repeated and varied role-play exercises, students developed stronger communication skills and became more adept at using Arabic in a range of practical situations. The method provided them with hands-on experience in speaking the language, particularly within scenarios relevant to Islamic education. As a result, they gained not only linguistic competence but also a deeper understanding of how Arabic functions in real-world educational and professional settings.

Students also highlighted the value of role-play in bridging theory and practice. By applying classroom learning to realistic scenarios, they were able to better grasp how Arabic is used within the framework of Islamic education. This experiential learning deepened their comprehension of both the language and the cultural-religious contexts in which it is embedded insights they considered vital for their future professional roles.

Furthermore, students reported feeling more equipped to enter careers in Islamic education, where Arabic communication plays a central role in teaching, administration, and community engagement. Their improved speaking skills, paired with a clearer understanding of the professional contexts in which Arabic is used, increased their motivation to continue learning. The role play method not only helped them grow more competent and confident but also instilled a sense of readiness to take on future challenges and opportunities in their academic and vocational journeys.

CONCLUSION

The findings of this study confirm that the role play method significantly enhances Arabic speaking skills among students in the Islamic Education Management Program at Sekolah Tinggi Agama Islam Ma'had Aly Al-Hikam Malang. This conclusion is supported by both observational and interview data, which demonstrate increased student engagement, improved fluency, and heightened communicative confidence following the integration of role-play into classroom instruction. The interactive and scenario-based nature of role-play encourages students to use Arabic in meaningful ways, simulating authentic situations relevant to academic and professional contexts within Islamic education. Collectively, these outcomes show that role-play supports not

only linguistic development but also practical application and learner motivation. The study affirms the method's pedagogical value as a dynamic and effective tool for developing Arabic speaking proficiency in Islamic higher education settings.

Beyond its practical classroom implications, the study contributes to the broader discourse on Arabic language pedagogy by positioning role play as an instructional innovation particularly in non-language academic programs. It addresses a critical gap by demonstrating how performance-based, experiential strategies can counter passive learning habits and foster real-world communicative competence. The research also underscores the importance of aligning Arabic instruction with vocational preparation in Islamic education, framing speaking skills as a bridge between language learning and professional functionality. By integrating language practice with culturally and theologically relevant content, the study reinforces the importance of context-sensitive approaches to language education.

At the same time, the study acknowledges several limitations. Its scope was limited to a single institution, which may affect the generalizability of the findings. The use of student self reports may also introduce bias, and external variables such as teacher expertise, class dynamics, and resource availability could have influenced the outcomes in ways not fully accounted for. Future research should extend this investigation to multiple institutional settings, incorporate more diverse student populations, and adopt a longitudinal approach to observe long-term effects. Additional studies exploring the impact of role differentiation, scenario complexity, and assessment mechanisms within role-play would further illuminate its pedagogical potential. Such efforts would contribute to the refinement of context responsive strategies for Arabic language instruction across Islamic education systems.

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