



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

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Abstract

This research investigates the efficacy of the role-play method in improving Arabic speaking skills among students enrolled in the Islamic Education Management Program at STAI Ma'had Aly Al-Hikam Malang. Employing a descriptive qualitative approach involving observation and interviews, the study reveals that the role-play method significantly enhances students' self-confidence and proficiency in Arabic speaking. Instructors play a pivotal role in shaping and facilitating role-plays, offering constructive feedback to aid in skill refinement. Despite positive student responses, acknowledging the method's relevance and practicality in honing their Arabic communication skills, challenges such as limited resources and initial role discomfort were noted. The findings suggest that the role-play method effectively contributes to students' comprehension of Islamic education contexts and their preparedness for related careers. The research proposes that instructors incorporate this method more extensively into their teaching strategies. Moreover, students can benefit from recognizing the value of role-play in refining their Arabic speaking abilities. To address the identified challenges and provide a comprehensive understanding of the method's effectiveness, future research should explore broader applications and offer deeper insights into the impact of the role-play method.

Keywords: Role Play Method, Learning, Speaking Skills, Arabic Language.

Abstrak

Penelitian ini mengkaji keefektifan metode bermain peran dalam meningkatkan kemampuan berbahasa Arab di kalangan mahasiswa Program Studi Manajemen Pendidikan Islam STAI Ma'had Aly Al-Hikam Malang. Dengan menggunakan pendekatan kualitatif deskriptif melalui observasi dan wawancara, penelitian ini mengungkapkan bahwa metode bermain peran secara signifikan meningkatkan kepercayaan diri dan keterampilan mahasiswa dalam berbahasa Arab. Dosen memainkan peran penting dalam merancang dan memfasilitasi metode bermain peran, serta memberikan umpan balik yang konstruktif untuk membantu penyempurnaan keterampilan. Meskipun mahasiswa memberikan respons positif, mengakui relevansi dan kepraktisan metode ini dalam mengasah kemampuan komunikasi Bahasa Arab mereka, penelitian ini juga mengidentifikasi beberapa tantangan seperti keterbatasan sumber daya dan ketidaknyamanan di awal saat bermain peran. Temuan penelitian menunjukkan bahwa metode bermain peran secara efektif berkontribusi pada pemahaman mahasiswa tentang konteks pendidikan Islam dan kesiapan mereka untuk berkarier di bidang terkait. Penelitian ini mengusulkan agar dosen lebih banyak mengintegrasikan metode ini ke dalam strategi pengajaran mereka. Selain itu, mahasiswa dapat memperoleh manfaat dengan menyadari nilai bermain peran dalam menyempurnakan kemampuan berbahasa Arab mereka. Untuk mengatasi tantangan yang teridentifikasi dan memberikan pemahaman yang komprehensif tentang efektivitas metode ini, penelitian selanjutnya perlu mengeksplorasi aplikasi yang lebih luas dan menawarkan wawasan yang lebih dalam tentang dampak metode bermain peran.

Kata Kunci: *Metode Bermain Peran, Pembelajaran, Keterampilan Berbicara, Bahasa Arab.*

INTRODUCTION

The Arabic language, as one of the continuously evolving international languages, has become a focal point for learning and research among various groups in Indonesia.¹ Indeed, Arabic has undergone a transformation that enriches its usage in various aspects of life.² Indonesian society, especially within Islamic educational institutions, is increasingly interested in learning and delving deeper into the Arabic language.³ In efforts to enhance the quality of Arabic language education, various steps have been taken to advance the Arabic language learning process at different educational levels, including in the Islamic Education Management Program.⁴

¹ Bagus Andrian Permata, "Reorientasi Pembelajaran Bahasa Arab," *Skripsi.*, (Kediri: Sekolah Tinggi Agama Islam Negeri Kediri, 2017), 4-10.

² Abdul Halim Hanafi, "Lembaga Pendidikan Tinggi Islam: Harapan, Tantangan, Paradigma, Dan Peranan

² Abdul Halim Hanafi, "Lembaga Pendidikan Tinggi Islam: Harapan, Tantangan, Paradigma, Dan Peranan Bahasa Arab," *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.

⁴ Tia Nurhaeni and Mahmud Arif, "Persepsi Mahasiswa Manajemen Pendidikan Islam Terhadap Pembelajaran Bahasa Arab Di Universitas Islam Negeri Yogyakarta," *Raudhah Proud To Be Professionals: Jurnal Tarbiyah Islamiyah* 8, no. 1 (2023): 436–448.

The significance of the Arabic language in the context of Islamic education in Indonesia has become undeniable.⁵ Arabic language classes have become mandatory in all departments of Islamic universities⁶, regardless of whether the students come from language or non-language majors.⁷ Arabic is considered the primary key to understanding the principles of Islam and various disciplines developed by Muslim scholars in classical as well as modern texts.⁸ Therefore, the Arabic language serves as the core language that unlocks the treasures of Islamic knowledge.⁹

In the context of the Islamic Education Management Program, the Arabic language course is a foundational course that students encounter, even in their first semester. However, various issues related to speaking proficiency in Arabic language learning have been identified.¹⁰ One of the major obstacles is the teaching method, which tends to be less active and interactive.¹¹ The limited interaction in the learning process results in students struggling to develop their speaking skills in Arabic.¹² More traditional teaching methods, which tend to provide knowledge passively, have restricted the space for students to practice and sharpen their speaking abilities.¹³

In response to this challenge, the introduction of the role-play method has emerged as a highly relevant solution.¹⁴ The role-play method is a highly interactive and practical learning¹⁵ approach that involves learners taking on roles as characters in specific situations that reflect real-life

⁵ Satrio Satrio, "Urgensi Penguasaan Bahasa Arab Dalam Studi Islam Di Indonesia," *Perada* 1, no. 2 (2018): 163–177.

⁶ Muhammad Afthon Ulin Nuha and Faedurrohman Faedurrohman, "Manajemen Perencanaan Kurikulum Bahasa Arab (Tinjauan Ontologi, Epistemologi Dan Aksiologi)," *Al-Muyassar: Journal of Arabic Education* 1, no. 2 (2022): 203–224.

⁷ Fatwiah Noor, "Kurikulum Pembelajaran Bahasa Arab Di Perguruan Tinggi," *Arabiyatuna: Jurnal Bahasa Arab* 2, no. 1 (2018): 1–22.

⁸ Khoirul Faizin, "Evaluasi Kurikulum Pembelajaran Bahasa Arab Di STAI Attanwir Bojonegoro," *Al-Idaroh: Jurnal Studi Manajemen Pendidikan Islam* 4, no. 1 (2020): 74–85.

⁹ Muhammad Zainuri, "Perkembangan Bahasa Arab Di Indonesia," *Tarling: Journal of Language Education* 2, no. 2 (2019): 231–248.

¹⁰ Hikami Rafsanjani, Muh Haris Zubaidillah, and M Ahim Sulthan Nuruddaroini, "Problematika Mahasiswa Dalam Manajemen Skill Berbahasa Arab Pada Perguruan Tinggi Di Kalimantan," *Jurnal Basicedu* 6, no. 3 (2022): 5166–5180.

¹¹ Fika Magfira Tungkagi, Ibadurrahman Ali, and Yuslin Kasan, "Problematika 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.

¹² Evi Muzaiyidah Bukhori, "Problematika Keterampilan Berbicara Bahasa Arab (Maharah Kalam) Mahasiswa Prodi Pendidikan Bahasa Arab Fakultas Tarbiyah Dan Ilmu Keguruan Iain Jember," *Skripsi.*, (Jember: Institut Agama Islam Negeri Jember, 2021), 1-16.

¹³ Siti Qurrotul Ain, "Pemetaan Problematika Pembelajaran Keterampilan Berbicara Bahasa Arab Dan Solusinya Berdasarkan Penelitian Mahasiswa Tahun 2013-2018," *Al- Tadris: Jurnal Pendidikan Bahasa Arab* 10, no. 2 (2022): 17–44.

¹⁴ Arum Putri Rahayu, "Improving Speaking English Ability Using Role Play Method for Elementary Students," *English Teaching Journal and Research: Journal of English Education, Literature, And Linguistics* 2, no. 2 (2022): 205–212.

¹⁵ M Hilmy Hidayatullah et al., "Role Play Methods Strategies to Improve Students' Speaking Ability," *JOEY: Journal of English Ibrahimi* 2, no. 2 (2023): 38–47.

scenarios.¹⁶ In the context of Arabic language learning, this method allows students to practice speaking in Arabic¹⁷ by interacting in various roles and contexts relevant to their daily lives or future careers.¹⁸ The role-play method involves assigning roles to learners, where each student plays a specific role in predetermined situations.¹⁹ In role-play, the chosen situations mirror real-life scenarios in which students may have to speak in Arabic in real life²⁰. This includes everyday life situations, work-related scenarios, or social interactions.²¹ Students must actively interact in Arabic during the role-play.²² They need to speak, listen, and respond to the given situations according to the roles they are playing.²³

By introducing the role-play method in Arabic language learning, the Islamic Education Management Program can address the challenges arising from the lack of interactivity in existing teaching methods.²⁴ Furthermore, this approach can assist students in developing their Arabic speaking skills, which are crucial for their future in the field of Islamic education in Indonesia.²⁵ In the context of Arabic speaking skills, the role-play method has proven to be effective in helping students overcome obstacles related to the lack of speaking practice and interactivity in traditional teaching methods.²⁶ Through engaging in relevant role-plays, students can hone their speaking skills

¹⁶ 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): 1–11.

¹⁷ Nurmasyithah Syamaun, “Pembelajaran Maharah Al-Kalam Untuk Meningkatkan Keterampilan Berbicara Mahasiswa Program Studi Pendidikan Bahasa Arab Fakultas Tarbiyah Dan Keguruan,” *لساننا (LISANUNA): Jurnal Ilmu Bahasa Arab dan Pembelajarannya* 4, no. 2 (2016): 343–359.

¹⁸ 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.

¹⁹ 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 (2023): 343–350.

²⁰ Hasrian Rudi Setiawan and 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.

²¹ Halimatus Sa’diyah, “Bermain Peran (Role Playing) Dalam Pembelajaran Maharah Al-Kalam Di PKPBA UIN Maliki Malang,” *Tarbiyatuna: Jurnal Pendidikan Ilmiah* 3, no. 2 (2018): 1–29.

²² Muhammad Candra Wibowo Sembiring, “Penggunaan Metode Role Playing Terhadap Kemahiran Bahasa Arab Siswa Kelas VII Mts Nurul Ikhwan Desa Dagang Krawan Kec. Tanjung Morawa Kab. Deli Serdang,” *Taushiah: Jurnal Hukum, Pendidikan dan Kemasyarakatan* 11, no. 1 (2021): 73–79.

²³ Restu Dewi Safitri, “Istikhdam La’b al-Adwār (Role Playing) fi Ta’līm al-Lughah al-‘Arabiyyah fi Qudrah al-Tullab ‘ala Mahārah al-Kalām (Baḥs Tajribiy fi al-Ṣaf al-Awwal bi al-Madrasah al-Ṣānawiyah al-Islamiyyah al-Hukūmiyyah al-Ṣāniyyah Sarang Banten),” *Skripsi.*, (Banten: Universitas Islam Negeri Sultan Maulana Hasanuddin Banten, 2017), 68.

²⁴ 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.

²⁵ Refki Rusyadi and Moh Farih Fahmi, “Pembelajaran Bahasa Arab Di Perguruan Tinggi,” *Dar el-Ilmi: jurnal studi keagamaan, pendidikan dan humaniora* 7, no. 1 (2020): 66–76.

²⁶ Aziz Akhmad Najib and Adi Supardi, “Meningkatkan Kemampuan Siswa Berbicara Bahasa Arab Melalui Penerapan Role Playing Siswa Di Kelas VII C MTsN 2 Purwakarta,” *Learning: Jurnal Inovasi Penelitian Pendidikan dan Pembelajaran* 2, no. 4 (2022): 318–326.

intensively and prepare themselves to communicate more confidently in Arabic in real-life situations.²⁷

Relevant previous studies related to this research include a number of research papers and articles. Inah Janatin's study (2020) on the impact of the role-playing method on students' speaking skills in the Indonesian language subject supports the use of the role-play method in teaching speaking skills.²⁸ Sudarmadi Putra's research (2021) discusses the use of the role-playing method in Arabic language learning and emphasizes its benefits in understanding the material and improving speaking skills.²⁹ Additionally, Ernani's research (2016), which also explores the influence of the role-playing method on students' speaking skills in the Indonesian language subject, provides additional support for the effectiveness of this method in enhancing students' speaking abilities.³⁰ Therefore, this research can refer to these findings in the context of Arabic speaking skills learning for students in the Islamic Education Management Program.

This research presents several significant differences from previous studies. It operates within a very different learning context, with a specific focus on Arabic speaking skills. While previous research was more oriented toward the Indonesian language subject for 10th-grade high school students, this study emphasizes the development of Arabic speaking skills for students in the Islamic Education Management Program. The main subjects of this research are the students in the Islamic Education Management Program, whereas previous research focused on elementary and secondary school students. These differences highlight a noticeable distinction in the educational level and the subject groups, each with different learning needs and experiences. The objectives of this research are more detailed and specific. In addition to identifying the impact of the role-play method, this study aims to observe the interaction between instructors and students during the learning process, gather student feedback on the teaching method, provide a comprehensive overview of the implementation of the learning process, and evaluate the impact of the role-play method on enhancing Arabic speaking skills. In contrast, previous research mainly focused on the influence of the role-play method in improving speaking skills. The target language in this research

²⁷ Dewi Ferawati, "Implementasi Metode Role Playing Dalam Pembelajaran Bahasa Arab Pada Aspek Berbicara," *Tarbiya Islamica* 11, no. 1 (2023): 1–7.

²⁸ Inah Janatin, "Pengaruh Metode Role Playing Terhadap Keterampilan Berbicara Siswa Kelas X SMA Ki Hajar Dewantoro Tangerang Tahun Pelajaran 2018/2019," *Skripsi.*, (Jakarta: Fakultas Ilmu Tarbiyah dan Keguruan Universitas Islam Negeri Syarif Hidayatullah Jakarta, 2020), 10-12.

²⁹ Sudarmadi Putra and 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.

³⁰ Ernani Ernani and Ahamd 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.

is Arabic, whereas previous research primarily emphasized the Indonesian language. This creates differences in the speaking skills that need to be developed and, in the language, used during the learning process. Lastly, this research explicitly explores the integration of the role-play method into Arabic language learning, reflecting an emphasis on the context of Arabic language learning within the Islamic education environment. Previous research was more general in discussing the use of the role-play method in education overall. These differences demonstrate that this research has a unique focus, objectives, and context, which are relevant to the needs and goals of Arabic language learning in the Islamic education environment.

METHOD

This research focuses on the implementation of the role-play method in teaching Arabic speaking skills to students in the Islamic Education Management Program at STAI Ma'had Aly Al-Hikam Malang. The research method employed is descriptive qualitative³¹, relying on two primary data collection tools: observation and interviews.³² The qualitative approach was chosen to provide a deep understanding of the experiences, perceptions, and viewpoints of the subjects³³ regarding the role-play method in the context of Arabic speaking skills learning.

During the observation phase, the researcher actively observes the Arabic language learning process for first-semester students in the Islamic Education Management Program at STAI Ma'had Aly Al-Hikam Malang. The observation is conducted to document how the role-play method is integrated into the teaching of Arabic speaking skills. The interactions between instructors and students, as well as the students' responses to the teaching method used, are carefully observed and noted. This observation provides a comprehensive overview³⁴ of the implementation of Arabic speaking skills learning using the role-play method in an actual learning environment. Furthermore, interviews with instructors and students are conducted to gain further perspectives on their experiences during the learning process using the role-play method. The interview questions will focus on the role of the role-play method in enhancing Arabic speaking skills, the challenges faced during its implementation, and the changes perceived in Arabic speaking skills after undergoing the learning process using the role-play method. These interviews provide in-depth insights into the

³¹ Sugiyono, *Metode Penelitian Pendidikan*, ed. Apri Nuryanto, Edisi ke 3 (Bandung: Alfabeta, 2021), 285-290.

³² M Makbul, *Metode Pengumpulan Data Dan Instrumen Penelitian* (Makassar: OSF Preprints, 2021), 9-17.

³³ Fuad Hasyim Purwono et al., *Metodologi Penelitian (Kuantitatif, Kualitatif Dan Mix Method)* (Guepedia, 2019), 33-40.

³⁴ Lexy J Moleong, *Metode Penelitian Kualitatif, Remaja Rosdakarya Offset*, 36th ed (Bandung: Remaja Rosdakarya Offset, 2017), 29-33.

perspectives and experiences of the research subjects, thereby contributing significantly³⁵ to portraying the successes and challenges of the role-play method in teaching Arabic speaking skills to students in the Islamic Education Management Program at STAI Ma'had Aly Al-Hikam Malang.

The data analysis technique in this research employs the qualitative data analysis method developed by Miles and Huberman³⁶, which consists of three stages: (1) Data Reduction: In the first stage, data reduction involves condensing the collected data into smaller, more manageable parts or clusters. This process typically includes selecting, focusing on, and categorizing key data elements to simplify the analysis.³⁷ (2) Data Display: The second stage, data display, entails presenting the data in the form of tables, graphs, or diagrams to facilitate a better understanding of the information. These visual representations can help researchers and readers grasp patterns, relationships, or trends in the data. (3) Conclusion Drawing and Verification: The final stage, conclusion drawing, and verification, involves drawing conclusions from the gathered data and ensuring the validity of these conclusions. This step may include cross-referencing with the original data, seeking validation from participants or experts, and considering alternative explanations or interpretations.³⁸

RESULT AND DISCUSSION

Role Play Method in Arabic Speaking Skills Learning

The integration of the role-play method into the teaching of Arabic language speaking skills for students in the Islamic Education Management Study Program at STAI Ma'had Aly Al-Hikam Malang involves a careful series of steps and focused strategies. These steps begin with setting clear and specific learning objectives related to the development of speaking abilities in the Arabic language. The learning of Arabic language speaking skills in the Islamic Education Management program is incorporated in the course "Arabic for Management Education." The curriculum design of this course places a strong emphasis on language practice (applied linguistics) with a balanced focus on language competence and language performance, aiming specifically at the context of Arabic as the language used in the field of educational management. Based on this, students in the Islamic Education Management program are required to possess both language competence and language performance, one of which is the ability to speak Arabic, particularly within the context of educational management. This demonstrates the learning objectives that must be achieved in the

³⁵ H.B Sutopo, *Metodologi Penelitian Kualitatif* (Surakarta: Universitas Sebelas Maret, 2006), 40-45.

³⁶ Michael Huberman and Matthew B Miles, *The Qualitative Researcher's Companion* (sage, 2002), 305-306.

³⁷ Matthew B Miles and A Michael Huberman, *Qualitative Data Analysis: An Expanded Sourcebook* (sage, 1994), 50-88.

³⁸ Linda S Lotto, "Qualitative Data Analysis: A Sourcebook of New Methods: Matthew B. Miles and A. Michael Huberman," *Educational evaluation and policy analysis* 8, no. 3 (1986): 329-331.

Arabic language speaking skill development. Following this, the next step is to identify the context or situation in which role-play will be applied. This context must be relevant to the real-world use of the Arabic language, particularly in the field of Islamic education.³⁹ In this context, the instructor/lecturer selects a relevant scenario for the teaching of Arabic language speaking skills using the role-play method. The chosen context revolves around the field of educational management and specifically focuses on a scenario titled "Discussion on Improving Student Performance Quality." The next step involves the creation of appropriate scripts or scenarios that align with the role-play context.

Roles and characters are then assigned to each student, reflecting the Islamic education situation that is intended to be simulated. In this scenario, students take on roles as school principals, teachers, parents of students, and students themselves.

This script includes dialogues and interactions that students will engage in using the Arabic language. The scenario is designed in such a way as to provide opportunities for students to actively practice speaking Arabic. During the role-play process, students assume the characters assigned to them and interact in Arabic according to the scenario. Instructors act as observers who monitor the students' speaking abilities, provide guidance, and offer necessary feedback. Upon completion of the role play, feedback is provided to the students. Instructors acknowledge their achievements and offer constructive suggestions for improvement. The evaluation of the role-play outcomes is conducted by referring to the established learning objectives.

Reflection and discussion sessions follow the role play, during which students share their experiences, lessons learned, and the relevance of these experiences to the context of learning Arabic within Islamic education. The results of the role play and discussions are then integrated into ongoing learning, helping students to continue developing their Arabic-speaking skills. Through these steps, the role-play method becomes an effective tool in enhancing the Arabic-speaking abilities⁴⁰ of students in the Islamic Education Management Study Program.

The Role of Lecture and Student Reactions and Participation in Learning

In the process of teaching Arabic language speaking skills to students in the Islamic Education Management Study Program, the role of the instructor is central to the implementation of the role-play method. Instructors serve as instructional designers tasked with creating contexts and scenarios for role plays that are relevant to the real-world use of the Arabic language. Instructors

³⁹ Khusnul Khitom and Taufik Taufik, "Kurikulum Pembelajaran Bahasa Arab Di Perguruan Tinggi Keislaman Islam Negeri (PTKIN)," *Tadris Al-Arabiyyat: Jurnal Kajian Ilmu Pendidikan Bahasa Arab* 3, no. 1 (2023): 28–44.

⁴⁰ Hidayatullah et al., "Role Play Methods Strategies to Improve Students' Speaking Ability," 38-47.

also act as guides, explaining the roles and characters that students need to portray and conveying the learning objectives.

During role plays, instructors take on the role of observers, monitoring student interactions and dialogues. Instructors provide immediate feedback once the role-play is completed, offering praise for what was done well and providing suggestions for improvement. In post-role-play reflection and discussion sessions, instructors facilitate students in reflecting on their experiences and relating them to Arabic language learning. Additionally, instructors play a role in guiding ongoing learning by assisting students in developing their speaking skills based on their role-play experiences. They design further learning activities that align with the skills acquired. Meanwhile, students exhibit positive responses to the role-play method by feeling engaged in their learning and recognizing its direct relevance to real-world situations. Through role plays, they experience increased confidence in using the Arabic language and actively participate in the roles they portray. Following role plays, they reflect on their experiences, engage in discussions about their learning and the challenges they faced, and continue to actively participate in Arabic language learning.

Overall, effective collaboration between instructors and students is key to the success of the role-play method in the Islamic Education Management Study Program, with instructors guiding and students actively participating in the development of Arabic language speaking skills.

Student Perceptions and Views on the Role Play Method

Students' perceptions and views of the role-play method in developing Arabic speaking skills generally reflect various positive and constructive aspects. Students often see this method as a relevant and practical tool for enhancing their Arabic speaking skills because they can practice in situations similar to real life, which they can apply in the context of Islamic education.⁴¹ Additionally, they report increased confidence in using Arabic after engaging in role-play, as the ability to speak in a relevant context helps them feel better prepared to communicate in Arabic in real-life situations.

In addition to boosting confidence, students view the role-play method as a tool for developing their overall communication skills, including speaking, listening, and interacting in Arabic. In the process, they can gain a deeper understanding of the materials and contexts they study, connect theory with practice, and experience active engagement in learning. This method

⁴¹ Nurhaeni and Arif, "Persepsi Mahasiswa Manajemen Pendidikan Islam Terhadap Pembelajaran Bahasa Arab Di Universitas Islam Negeri Yogyakarta," *Skripsi.*, (Yogyakarta : Universitas Islam Negeri Yogyakarta, 2021), 436-488.

also enhances students' motivation to learn Arabic, as they see it as a relevant tool in the context of Islamic education.

Apart from these benefits, students feel that role-play provides an enjoyable learning approach. In role-play sessions, they can assume different roles and experience diverse scenarios, creating a more relaxed atmosphere conducive to deep learning. Additionally, the role-play method helps them develop social skills and empathy as they learn to understand the perspectives of others in the context of Islamic education.

In the context of developing Arabic speaking skills, the understanding of instructors and the perspectives of students on the role-play method show diverse differences. Instructors view the role-play method as an effective learning approach for developing Arabic speaking skills. They recognize its key role in creating a dynamic and practical learning environment, allowing students to integrate real-world contexts with the development of Arabic speaking skills. Instructors also conduct careful monitoring and evaluation throughout the role-play process and see themselves as learning facilitators.

On the other hand, students' perspectives tend to highlight the positive impact gained through the role-play method. They generally view it as an effective means to enhance their Arabic speaking skills, which makes them more confident and proficient. Students also acknowledge its relevance to the context of Islamic education, and they feel motivated to learn Arabic because they see it as an essential skill. Students' experiences with role-play are seen as practical and enjoyable, providing them with opportunities to experience real-world situations in a supportive learning environment. They view this method as a tool that helps them develop communication skills in general, not just in Arabic.

While instructors' and students' understandings and perspectives may vary, the overall collaboration between both parties in the process of learning Arabic speaking skills through the role-play method can create an effective and relevant learning experience in the context of the Islamic Education Management Program.

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

In the development of Arabic speaking skills in the Islamic Education Management Program, supportive and hindrance factors play a crucial role in enhancing the effectiveness of the role-play method. Here are the supporting and hindering factors for the role-play method in Arabic speaking skill learning:

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

	Supporting Factors	Hindering Factors
1	Real-life Contexts in Islamic Education Direct connection to Arabic in real situations Deeper understanding of Arabic in education	Limitation of Resources Lack of relevant textbooks and teaching materials Limited access to facilities
2	Enthusiasm and Active Participation Drives greater learning benefits Sharpens Arabic speaking skills effectively	Initial Discomfort Students' discomfort in playing roles in front of peers Overcome through guidance and a supportive environment
3	Instructor's Feedback Key role in identifying strengths and weaknesses Guides students for continuous improvement	Inadequate Preparation Poorly prepared roles Lack of understanding of tasks and roles
4	Deeper Understanding Through Role-play Various roles enhance understanding Application in different educational contexts	
5	Direct Experience of Role-play Benefits Boosts intrinsic motivation Reinforces the relevance and significance	

In summary, the role-play method is highly effective in developing Arabic speaking skills, especially in the context of Islamic education. However, challenges such as resource limitations, initial discomfort, and inadequate preparation need to be addressed for successful implementation. Instructors play a vital role in overcoming these hindrances and ensuring the continued effectiveness of the role-play method.

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

After undergoing the learning process using the role-play method for the development of Arabic speaking skills, students in the Islamic Education Management Program experienced several positive changes in their abilities and understanding. They feel more confident in speaking Arabic after going through role-play sessions. Having practiced in real-life situations and confronted various challenges during role-play, they feel better prepared for everyday communication situations. This significantly boosts their confidence in using the Arabic language. The students have noticed a substantial improvement in their Arabic speaking abilities. Consistent and diverse role-play practices have helped them develop effective communication skills. They feel more capable of speaking in various contexts and situations.

Through role-play, the students have gained practical experience in using the Arabic language in diverse situations. Particularly in the context of Islamic education, they have learned how the language is used in the real world. This not only enhances their speaking skills but also deepens their understanding of the use of the Arabic language in Islamic education. Role-play enables the students to gain a better understanding of the Islamic education context. They can relate the theories they have learned to the practices they experience during role-play. This provides valuable insights into how the Arabic language is used in this context, which is essential knowledge for their future careers.

The students feel more prepared to take on roles in careers within the field of Islamic education. They are aware that speaking Arabic is a crucial component of communication and teaching in this field. The improvement in Arabic speaking skills and their understanding of the Islamic education context have prepared them well for the future. With these changes, the students feel more prepared and motivated to continue their Arabic language learning journey. The role-play method has helped them develop strong speaking skills and deepen their understanding of the use of the Arabic language in the context of Islamic education. Therefore, they are ready to face challenges and seize opportunities in their future careers.

CONCLUSION

Overall, this research demonstrates that the role-play method plays a significant role in the development of Arabic speaking skills for students in the Islamic Education Management Program at STAI Ma'had Aly Al-Hikam Malang. With positive feedback from instructors and supportive perspectives from students, this method can be further improved to maximize its benefits in teaching. This study provides a strong overview of the effectiveness of the role-play method in developing Arabic speaking skills in the context of the Islamic Education Management Program. The results indicate several positive implications, including increased student confidence in speaking Arabic, a deeper understanding of the Islamic education context, and their readiness for careers in this field. Instructors play a crucial role in facilitating the role-play experience and providing valuable feedback. However, this research has limitations in terms of generalizability, potential respondent bias, a greater focus on student experiences, and challenges in identifying contextual factors and individual differences that may influence outcomes. Therefore, the research findings should be accepted within a broader context and with consideration for the variability in student experiences.

The implications of this research include strengthening the use of the role-play method in Arabic language learning in the context of Islamic education. It also highlights the need to provide instructors with training and support to effectively fulfill their roles as role-play facilitators. Empowering students by providing support in role preparation and adequate resources is also an important step. It underscores the importance of integrating Arabic language teaching with the context of Islamic education and providing a deeper understanding of the relevance of Arabic in careers in this field. Furthermore, further research that expands the scope of subjects and includes observations and input from instructors will provide a more comprehensive understanding of the effectiveness of the role-play method in Arabic language learning.

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