

Analysis of the Development of *Maharah kalam* in Arabic Language Learning Among Fifth-Grade Students of MIN 2 Ternate

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ABSTRACT

Maharah kalam, or speaking ability, refers to the ability to produce articulatory sounds or words to express thoughts, feelings, and intentions orally and is one of the core competencies in Arabic language learning. This competency consists of four components: affective aspects (courage and self-confidence), *fashahah wa thalaqah* (accurate articulation and fluency), mastery of vocabulary and simple sentence structures, and *muhadasah* (oral interaction). This study aims to analyze the development of *maharah kalam* among fifth-grade students in Class V A at MIN 2 Ternate City, Sasa Village, as well as the affective, pedagogical, and contextual factors that influence it. This study employed a qualitative approach with a case study design. Data were collected through semi-structured interviews with all 30 students in Class V A at MIN 2 Ternate City and one Arabic language teacher, as well as participant observation during one class session. The data were analyzed descriptively and qualitatively through five stages: transcription, data organization, coding, theme development, and interpretation. Student interview scores were used as an initial map of response tendencies and were subsequently interpreted through triangulation with the teacher interview and classroom observation findings. The findings show that most students made fairly good progress in fluency, vocabulary mastery, and simple interaction, but they still experienced affective barriers, particularly fear of making mistakes when performing individually in front of the class. The practice-based learning approach and language games implemented by the teacher played an important role in reducing these psychological barriers and building students' self-confidence. These findings imply that elementary-level Arabic teachers should increase collaborative, low-pressure speaking activities as a bridge toward individual performance.

Keywords: *Maharah kalam*, Arabic Language, Speaking Self-Confidence.

I. Introduction

Arabic language learning plays an important role in education, particularly in countries with large Muslim populations such as Indonesia. One essential competency that students need to master is *maharah kalam*, or speaking ability. This competency is a prerequisite for students to interact effectively in Arabic in both academic and religious contexts. Theoretically, *maharah kalam* is understood as the ability to produce articulatory sounds or words to express thoughts, feelings, and intentions to an interlocutor. This ability includes four main components: (1) affective aspects, namely courage and speaking self-confidence; (2) *fashahah wa thalaqah*, namely accurate articulation of Arabic sounds and fluency; (3) mastery of vocabulary and simple sentence structures; and (4) *muhadasah*, namely the ability to interact and communicate orally.

These four components serve as the framework for this study, both in developing the instruments and interpreting the findings.

A number of previous studies have examined the factors that influence the improvement of speaking skills. Mutmainnah & Annas, A. (2020) and Vandayo, T., & Hilmi, D. (2025), for example, found that the use of innovative and practice-based learning techniques significantly influences the improvement of students' speaking skills. Fattah and Husnah (2022) emphasize that mastery of speaking skills cannot be separated from repetitive and contextual pronunciation practice (*tadrib*). Amarullah (2023) and Asy'ari (n.d.) underscore the importance of varied teaching methods and strategies—such as language games, conversation simulations (*hiwah*), and practice-based approaches—in fostering students' confidence to speak Arabic without fear of making mistakes. The theoretical frameworks of these studies served as a reference in developing the interview instruments and observation sheets for this research, which were specifically designed to assess the four aspects of *maharah kalam* among fifth-grade students in Class VA at MIN 2 Ternate City.

Although a substantial number of studies have examined *maharah kalam*, most have focused on general theories and approaches to Arabic language learning without giving sufficient attention to the specific contexts in which learning takes place. Research on *maharah kalam* at the elementary education level in Indonesia, particularly in madrasah ibtidaiah, also remains limited and rarely considers local factors that influence the teaching and learning process. This study seeks to address this gap by providing a more contextual and practical analysis of *maharah kalam* learning at MIN 2 Ternate City. Based on this background, this study aims to: (1) describe the development of *maharah kalam* among fifth-grade students in Class V A at MIN 2 Ternate City across its four aspects; (2) identify the affective, pedagogical, and contextual factors that influence this development; and (3) analyze the role of the teacher's instructional methods in supporting improvements in students' confidence in speaking Arabic. The findings are expected to provide practical recommendations for Arabic language teachers in designing more effective and contextualized *maharah kalam* instruction, while also contributing to the development of Arabic language teaching methodology at the elementary education level.

II. Literature Review and Hypothesis Development

2.1. *Maharah kalam* in Arabic Language Learning

Maharah kalam, commonly translated as Arabic speaking ability, is one of the fundamental language skills that students need to develop in Arabic language learning. Speaking is not merely the ability to pronounce Arabic words correctly but also involves the ability to use linguistic resources to communicate meanings, respond to interlocutors, and express ideas orally. In this context, Arabic speaking proficiency requires the integration of pronunciation, vocabulary, sentence structure, fluency, and communicative interaction. Therefore, the development of *maharah kalam* should provide students with opportunities to use Arabic in meaningful and interactive situations rather than relying solely on memorization or written exercises. At the elementary education level, the development of Arabic speaking skills requires learning activities that are appropriate to students' cognitive and affective characteristics. Young learners generally benefit from concrete, interactive, repetitive, and enjoyable learning activities. Recent research in Islamic elementary schools indicates that Arabic speaking instruction can be strengthened through meaningful learning activities that connect new linguistic knowledge with students' prior experiences and contextual situations. Such an approach can encourage students to use Arabic more communicatively rather than simply memorizing vocabulary and grammatical patterns. The development of *maharah kalam* can therefore be understood through several interconnected dimensions. The first is the technical dimension, which includes pronunciation accuracy and fluency. The second is the linguistic dimension, which includes vocabulary and simple sentence structures. The third is the communicative dimension, which concerns students' ability to use Arabic in oral interaction. The fourth is the affective dimension, particularly students' confidence and willingness to speak.

2.2. Pronunciation, Fluency, Vocabulary, and Oral Interaction

Pronunciation and fluency are important components of Arabic speaking proficiency. Accurate pronunciation allows listeners to understand the intended meaning, whereas fluency enables students to produce speech with fewer unnecessary pauses. In Arabic learning, pronunciation also involves the accurate

production of Arabic sounds and articulation points (*makharij al-huruf*). However, pronunciation accuracy should not be developed independently from communicative practice. Students need repeated opportunities to hear, imitate, practice, and use Arabic expressions in meaningful contexts. Vocabulary mastery is another essential foundation for speaking development. Students cannot communicate effectively when their active vocabulary is very limited. Nevertheless, vocabulary knowledge does not automatically result in speaking proficiency. Students need opportunities to transform receptive vocabulary knowledge into active oral use. Recent studies on Arabic speaking instruction have identified vocabulary limitations, pronunciation difficulties, and fluency problems as recurring challenges in developing *maharah kalam*. For example, research on Arabic speaking difficulties has reported that learners may experience problems using Arabic actively and communicatively despite having received formal instruction. Oral interaction is also central to the development of *maharah kalam*. Activities such as *muhadasah*, *hiwar*, question-and-answer exchanges, paired conversations, and role-playing provide opportunities for students to use language for actual communication. A recent study involving Arabic language learners found that conversation practice, daily vocabulary activities, dialogue, and role-play can be incorporated systematically to develop Arabic speaking proficiency. Similarly, research on the *muhadathah* method indicates that structured oral interaction can improve students' pronunciation, vocabulary mastery, and fluency by creating a more communicative learning environment.

2.3. Affective Factors in Arabic Speaking Development

Speaking ability is influenced not only by linguistic knowledge but also by affective factors. Confidence, anxiety, fear of making mistakes, motivation, and willingness to communicate can determine whether students are willing to participate in oral activities. Students who are afraid of making mistakes may possess sufficient knowledge but avoid speaking because they anticipate negative evaluation from teachers or peers. The relationship between anxiety and foreign-language speaking has been established in language education research. Horwitz, Horwitz, and Cope (1986) conceptualized foreign language classroom anxiety as a distinct phenomenon associated with foreign language learning and identified communication apprehension, test anxiety, and fear of negative evaluation as important dimensions of language anxiety. This framework is particularly relevant to speaking activities because oral performance exposes students directly to teachers and peers.

Recent systematic reviews further indicate that speaking anxiety is associated with low self-confidence, fear of making mistakes, limited vocabulary, fear of negative evaluation, and insufficient opportunities for speaking practice. A systematic review focusing on Southeast Asia also shows that foreign-language speaking anxiety has been investigated across several languages, including Arabic, and that findings cannot simply be generalized from English-language learning to other foreign languages. This supports the importance of examining speaking anxiety and confidence specifically within the Arabic language learning context. For elementary students, the affective dimension may become particularly important because students are still developing their confidence in public performance. Speaking from their seats, interacting with a peer, and performing individually in front of the class may create different psychological demands. Therefore, the classroom context in which speaking occurs should be considered when analyzing students' development of *maharah kalam*.

2.4. Practice-Based and Communicative Approaches

Practice-based instruction provides students with repeated opportunities to produce Arabic orally. Rather than placing primary emphasis on explanations of grammar, practice-based learning encourages students to use language through structured speaking activities. Such activities can include pronunciation drills, vocabulary practice, dialogue, question-and-answer activities, role-play, and conversational simulations. Evidence from elementary-level Arabic education supports the relevance of active speaking methods. Basri et al. (2024), for example, examined the use of role-playing to develop Arabic speaking skills among fifth-grade students at Madrasah Ibtidaiyah Fatthu Rahman Makassar. Using a pre-experimental design with 24 fifth-grade students, the study found that role-playing was effective in improving students' Arabic speaking skills. This finding is particularly relevant to the present study because both studies focus on fifth-grade students in a madrasah ibtidaiyah context.

Another relevant approach is *hiwar*, or Arabic dialogue. Dialogue-based learning creates opportunities for students to practice language in interaction rather than producing isolated words. Research on the implementation of *hiwar* in Islamic junior high school education has shown its relevance for improving

Arabic speaking skills and student engagement in Arabic lessons. Although the educational level differs from the present study, the finding supports the broader pedagogical principle that oral interaction is important for developing speaking proficiency. Language games can also support speaking development by reducing the formality and psychological pressure of language practice. Nurjannah et al. (2024) reported that language games can be used to teach Arabic language skills while increasing student involvement and creating a more enjoyable learning atmosphere that supports students' confidence. For elementary students, this is particularly relevant because game-based activities can provide repeated speaking practice without making students feel that they are being formally tested.

2.5. The Role of a Supportive Classroom Environment

The classroom environment is an important contextual factor in speaking development. A supportive teacher can create conditions in which students feel safe to experiment with language, make mistakes, receive feedback, and try again. In contrast, excessive correction, highly individual performance demands, or a classroom climate dominated by fear of evaluation may discourage students from speaking. The importance of classroom conditions is also supported by recent research on foreign-language speaking anxiety. Systematic reviews identify pedagogical practices, evaluation demands, social pressure, and classroom conditions as factors that may influence students' speaking anxiety. Consequently, speaking instruction should not only focus on increasing the amount of oral practice but also on creating a psychologically supportive environment. For elementary Arabic learning, collaborative activities may function as a bridge between controlled practice and individual performance. Pair work, group dialogue, language games, and role-play allow students to practice speaking with lower psychological pressure before being asked to perform independently. This pedagogical sequence is consistent with evidence that students can respond more positively to interactive and practice-oriented learning activities.

III. Research Method

3.1. Research Design

This study employed a qualitative approach with a case study design to explore the development of *maharah kalam* among fifth-grade students in Class V A at MIN 2 Ternate City. The case study was selected because the research focused on a specific classroom context and sought to understand students' speaking abilities, experiences, and the factors influencing their development. Data-source triangulation was used by combining student interviews, a teacher interview, and classroom observation.

3.2. Participants

The participants consisted of 30 fifth-grade students in Class V A and one Arabic language teacher, Ms. Badiatul Laihah. All students were included using total sampling because they represented the entire class under study. The teacher served as a key informant to provide information about instructional practices and students' speaking development. The study was conducted in May 2026 at MIN 2 Ternate City.

3.3. Research Instruments and Data Collection

Data were collected using semi-structured interview guides and a structured observation sheet. The student interview consisted of 11 questions covering four aspects of *maharah kalam*: (1) courage and self-confidence, (2) pronunciation and fluency, (3) vocabulary and simple sentence structures, and (4) oral interaction. Responses were initially mapped using a three-point scale: 1 (Disagree), 2 (Agree), and 3 (Strongly Agree). The instruments were reviewed through expert judgment and peer review before data collection. Interviews were conducted with all 30 students and the Arabic language teacher. Each student interview lasted approximately 15–20 minutes, while the teacher interview lasted approximately 30 minutes. In addition, participant observation was conducted during one Arabic language lesson lasting approximately 35–40 minutes. Observation focused on classroom interaction, pronunciation, fluency, vocabulary use, student participation, and learning activities such as *hiwar*, language games, and conversation practice.

3.4. Data Analysis

The data were analyzed using descriptive qualitative analysis through five stages: transcription, data organization, coding, theme development, and interpretation. Student interview scores were used only as an initial mapping of response tendencies and were interpreted qualitatively rather than statistically. The findings were then triangulated with teacher interview data and classroom observations. The analysis focused on four dimensions of *maharah kalam*: affective aspects, *fashahah* and *thalaqah*, vocabulary and simple sentence structures, and oral interaction.

IV. Results and Discussion

4.1. Research Result

This section presents findings from student interviews, the teacher interview, and classroom observation. The results are organized according to the four aspects of *maharah kalam* and then complemented by findings from the teacher and classroom observations.

a. Findings from Students

The findings indicate that most fifth-grade students in Class V A at MIN 2 Ternate City showed developing *maharah kalam*, particularly in fluency, vocabulary, and simple oral interaction. However, some students continued to experience communication anxiety, especially when required to speak individually in front of the class. Table 1 presents the four aspects examined in the study.

Table 1. Aspects and Observation Purposes of *Maharah kalam*

No.	Aspect	Observation Purpose
1	Courage and Self-Confidence (Affective)	To assess students' willingness to speak Arabic without fear of making mistakes.
2	Fluency and Pronunciation (<i>Fashahah</i> and <i>Thalaqah</i>)	To examine Arabic pronunciation (<i>makharij al-huruf</i>) and speaking fluency.
3	Vocabulary and Simple Sentence Structure	To assess students' ability to recall and use vocabulary and simple sentences.
4	Simple Oral Interaction (<i>Muhadasah</i>)	To examine students' ability to use Arabic in simple communication.

1) Affective Aspect: Courage and Self-Confidence

The three questions examined students' willingness to raise their hands and speak, confidence when performing individually, and enthusiasm for language games or conversation simulations.

Table 2. Affective Aspect

Question	Score 1 (D)	Score 2 (A)	Score 3 (SA)
a. Willingness to raise their hands	20.0%	73.3%	6.7%
b. Confidence when performing in front of the class	50.0%	40.0%	10.0%
c. Enthusiasm for games/simulations	10.0%	16.7%	73.3%

The affective findings reveal a clear difference between low-pressure and individual speaking situations. Most students (73.3%) agreed that they were willing to participate orally, but 50.0% disagreed that they were confident performing individually in front of the class. In contrast, 73.3% strongly agreed that they were enthusiastic about language games and conversation simulations. This pattern suggests that social exposure influences students' speaking confidence. Speaking through games or group activities appears to create a less threatening environment than individual performance.

2) *Fashahah wa thalaqah*: Fluency and Pronunciation

The questions examined students' ability to pronounce new vocabulary, construct short sentences fluently, and imitate the teacher's Arabic intonation.

Table 3. Fashahah wa Thalaqah

Question	Score 1 (D)	Score 2 (A)	Score 3 (SA)
a. Pronouncing new mufradat	26.7%	53.3%	20.0%
b. Constructing short sentences	16.7%	53.3%	30.0%
c. Imitating the teacher's intonation	40.0%	46.7%	13.3%

Most responses were concentrated at score 2. Students showed relatively stronger performance in constructing short sentences, with 30.0% strongly agreeing that they could do so. However, imitating the teacher's intonation was more challenging, with 40.0% disagreeing. These findings suggest that students' fluency was stronger when producing repeatedly practiced sentence patterns than when responding spontaneously to new pronunciation or intonation demands.

3) Vocabulary and Simple Sentence Structure

The questions examined students' ability to name objects or topics without using textbooks, distinguish simple pronouns or demonstratives, and respond orally to the teacher's instructions.

Table 4. Vocabulary and Simple Sentence Structure

Question	Score 1 (D)	Score 2 (A)	Score 3 (SA)
a. Naming objects/topics	23.3%	60.0%	16.7%
b. Distinguishing simple pronouns	14.0%	63.0%	23.0%
c. Responding to oral instructions	33.3%	50.0%	16.7%

Score 2 dominated all three questions, indicating that vocabulary and simple sentence skills were developing but were not yet consistent. Students showed relatively better performance in distinguishing simple pronouns, with 63.0% selecting score 2. However, responding orally to spontaneous teacher instructions remained more difficult, as reflected by the highest proportion of score 1 responses (33.3%). Overall, students appeared more capable of recalling practiced language patterns than using vocabulary spontaneously in oral interaction.

4) *Muhadasah*: Simple Interaction and Communication

The questions examined students' ability to answer the teacher's questions in simple Arabic and participate in paired *hiwar*.

Table 5. *Muhadasah*

Question	Score 1 (D)	Score 2 (A)	Score 3 (SA)
a. Answering the teacher's questions	20.0%	53.3%	26.7%
b. Question-and-answer with classmates (<i>hiwar</i>)	20.0%	46.7%	33.3%

Most students selected score 2 for both forms of interaction, indicating that their oral communication skills were developing but were not yet fully fluent. The higher proportion of score 3 responses for paired *hiwar* (33.3%) than for answering the teacher's questions (26.7%) suggests that peer interaction may provide a more comfortable context for oral communication.

b. Findings from the Teacher

The teacher interview indicated that instructional support played an important role in students' speaking development. Ms. Badiatul Laiyah reported using practice-based activities, including paired *hiwar* and language games, to provide students with opportunities to speak Arabic directly. According to the teacher, students who were initially hesitant showed noticeable improvement after participating repeatedly in group speaking activities. This finding is consistent with the student responses, particularly the high level of enthusiasm for games and conversation simulations.

c. Findings from Classroom Observation

Classroom observation reinforced the interview findings. Students spoke more frequently during language games and conversation simulations than during lecture-based activities or individual question-and-answer sessions. Students with lower confidence were also more active when working in pairs than when asked to perform individually in front of the class. These observations indicate that the social context of

speaking activities, particularly individual versus paired or group interaction, influenced students' *maharah kalam* performance.

4.2. Discussion

The findings indicate that fifth-grade students at MIN 2 Ternate City demonstrated developing *maharah kalam*, particularly in fluency, vocabulary, and simple oral interaction. However, fear of making mistakes remained an important affective barrier, especially during individual performance. This finding supports previous research emphasizing the role of practice-based and interactive learning activities in developing students' Arabic speaking abilities. The contrast between low confidence during individual performance and high enthusiasm during group activities is particularly important. Students appeared more willing to speak when activities were presented through games, simulations, or paired *hiwar*. This suggests that reducing psychological pressure can encourage students to participate more actively in Arabic speaking activities. The finding is also consistent with research emphasizing the use of varied instructional strategies, including language games, dialogue, and practice-based activities, to support students' confidence in speaking Arabic.

Regarding *fashahah wa thalaqah*, students performed better when producing sentence patterns that had been practiced repeatedly than when responding spontaneously to new pronunciation or intonation demands. This finding highlights the importance of repeated and contextualized oral practice. However, the results also suggest that repetition alone may not be sufficient to develop spontaneous speaking fluency. Teachers therefore need to gradually combine structured practice with activities that require students to respond independently. The vocabulary findings show a similar pattern. Students were generally able to recall practiced vocabulary and distinguish simple linguistic forms, but spontaneous oral responses remained more challenging. This indicates a difference between passive or receptive knowledge and active language use. Speaking instruction at the elementary level should therefore provide opportunities for students to transform memorized vocabulary and sentence patterns into meaningful communication.

The study also contributes a contextual perspective by showing how affective, pedagogical, and classroom factors interact within a specific madrasah ibtidaiyah setting. Triangulation of student interview responses, teacher interview data, and classroom observations produced consistent evidence: students were more comfortable speaking in paired or group activities than in individual performances, while teacher support and practice-based activities appeared to facilitate greater participation. These findings highlight the importance of creating supportive, low-pressure speaking environments as a foundation for developing students' *maharah kalam*.

V. Conclusion

This study found that fifth-grade students in Class V A at MIN 2 Ternate City demonstrated developing *maharah kalam*, particularly in fluency, vocabulary mastery, and simple oral interaction. However, fear of making mistakes remained an important affective barrier, especially during individual performances. Practice-based learning, language games, and paired *hiwar* provided a supportive environment that helped reduce students' anxiety and strengthen their confidence in speaking Arabic. These findings have several practical implications for elementary Arabic instruction. Teachers should provide more collaborative and low-pressure speaking activities, such as paired *hiwar*, language games, and conversation simulations, before requiring individual performances. Repeated pronunciation practice (*tadrib*) should also be combined with activities that encourage spontaneous responses so that students can move beyond memorized language patterns. Speaking assessment should consider both individual performance and participation in pair or group activities. This study is limited by its focus on one class in a single madrasah, which limits the transferability of the findings to other contexts. Future research should involve multiple classes or schools with diverse characteristics and examine the effectiveness of combining structured and spontaneous speaking activities. Further studies may also explore whether practice-based and game-based approaches produce similar outcomes in other foreign or local language learning contexts.

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