

# The Application of *Al Muhadatsah Al-Yaumiyyah* in Improving Arabic Language Skills (*Maharah Kalam*)

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ARTICLE INFORMATION	ABSTRACT
<p><b>Article History:</b> Received: 02 July 2025 Revised: 14 July 2025 Accepted: 29 July 2025 Published: 31 July 2025</p> <p><b>Keywords:</b> Al-Muhadatsah al-Yaumiyyah; Arabic Speaking Skills; Descriptive Qualitative; Private Islamic School; Language Learning Strategies</p>	<p>This research focuses on how the <i>al-Muhadatsah al-Yaumiyyah</i> method helps improve students' Arabic speaking skills (<i>maharah kalam</i>) at the Makassar Islamic School. Using a descriptive qualitative approach and case studies, data was collected through observations, interviews and documentation for three months involving class X and XI students, teachers and school principals. Data analysis was carried out systematically using the Miles and Huberman model. The results show that the gradual implementation of the program, supported by the active role of teachers and a supportive school environment, is able to increase students' fluency, self-confidence and vocabulary. Although there are challenges such as shyness and limited practice opportunities outside of school, mentoring and collaboration strategies between students help overcome them. This research fills the gap in studies regarding the application of this method in accredited private schools in Indonesia, as well as providing important insights for the development of more effective and contextually appropriate Arabic language learning.</p>
<p><b>Kata Kunci:</b> Al-Muhadatsah al-Yaumiyyah; Keterampilan Berbicara Bahasa Arab; Deskriptif Kualitatif; Sekolah Islam Swasta; Strategi Pembelajaran Bahasa.</p>	<p><b>ABSTRAK</b> Penelitian ini berfokus pada bagaimana metode <i>al-Muhadatsah al-Yaumiyyah</i> membantu meningkatkan kemampuan berbicara bahasa Arab (<i>maharah kalam</i>) siswa di SMA Islam Terpadu Makassar Islamic School. Dengan pendekatan kualitatif deskriptif dan studi kasus, data dikumpulkan melalui observasi, wawancara, serta dokumentasi selama tiga bulan melibatkan siswa kelas X dan XI, guru, dan kepala sekolah. Analisis data dilakukan secara sistematis menggunakan model Miles dan Huberman. Hasilnya menunjukkan bahwa pelaksanaan program secara bertahap, didukung oleh peran aktif guru dan lingkungan sekolah yang mendukung, mampu meningkatkan kelancaran, rasa percaya diri, dan kosakata siswa. Meskipun ada tantangan seperti rasa malu dan keterbatasan kesempatan latihan di luar sekolah, strategi pendampingan dan kolaborasi antar siswa membantu mengatasinya. Penelitian ini mengisi kekosongan studi terkait penerapan metode ini di sekolah swasta terakreditasi di Indonesia, sekaligus memberikan wawasan penting untuk pengembangan pembelajaran bahasa Arab yang lebih efektif dan sesuai konteks</p> <p>This is an open access article under the <a href="https://creativecommons.org/licenses/by-sa/4.0/">CC-BY-SA</a> license.</p> 

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## 1. Introduction

The ability to speak Arabic or *maharah kalam* is one of the main skills in learning Arabic, which plays a vital role in measuring students' ability to communicate using Arabic in class and daily life (Al-Hadhrani, 2019). This skill involves mastering grammar, vocabulary, courage, and fluency in Arabic (Rahman & Al-Mutairi, 2020). However, in reality, many students have difficulty speaking due to a lack of practice and an environment that supports the active use of Arabic (Saleh & Nasr, 2018).

Previous studies have discussed several methods that can help improve speaking skills, such as communicative approaches, task-based learning, and daily speaking habits (Al-Jaafreh et al., 2021; Mansour, 2017). One of the methods that has begun to be widely used in Islamic schools is *the method of al-Muhadatsah al-Yaumiyyah*, which is the Unified Islam of the habit of communicating in Arabic every day in the school environment (Ibrahim, 2022). Some studies have shown that this habit effectively boosts students' confidence, increases vocabulary, and makes them speak more fluently (Al-Harthi, 2020; Yusuf, 2019). Even so, little research examines how this method is applied in high schools in Indonesia, especially in A-accredited private schools such as SMA Islam Terpadu Makassar, which has a distinctive learning environment and learning community.

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The problems studied are how the process of implementing this method works, its obstacles and supporters, and how much of an influence it has. The consistent application of *al-Muhadatsah al-Yaumiyyah* will significantly improve students' speaking skills. The primary purpose of this study is to thoroughly describe the process of implementing the method, analyse its obstacles and supporting factors, and evaluate its effectiveness in developing Arabic speaking skills at SMA Islam Terpadu Makassar Islamic School.

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## 2. Method

This study uses a descriptive qualitative approach with a type of case study that focuses on exploring how the process and impact of the application of *the al-Muhadatsah al-Yaumiyyah* method in improving students' speaking skills (*maharah kalam*) at the Makassar Islamic School Integrated Islamic School. Case studies were chosen so that this phenomenon can be explored thoroughly in the real context that occurs in the school (John W. Creswell, 2014). Sampling uses the purposive sampling technique, where the researcher deliberately selects participants who are directly involved and relevant to implementing this method. The research subjects include students in grades X and XI, Arabic teachers who guide activities, and school principals as program managers.

This research lasted approximately three months. During this period, the researcher conducted direct observations during the learning process, in-depth interviews with the subjects, and collected documentation related to the implementation of *al-Muhadatsah al-Yaumiyyah*. This time is sufficient to get a rich and comprehensive picture of the dynamics of speaking Arabic in schools.

To manage and analyse the data, the researchers used the Miles and Huberman model, which consists of several main stages: data reduction to filter and summarise important information, presentation of the data in the form of an easy-to-understand narrative, and conclusion drawing and verification to ensure accurate findings. In addition, data triangulation is carried out by comparing sources of information from observations, interviews, and documentation so that the research results are more valid and reliable (Miles, M. B., Huberman, A. M., & Saldaña, 2014). With this method, it is hoped that the research can provide a clear and in-depth picture of how practical the application of *the al-Muhadatsah al-Yaumiyyah* method is and what factors support or become obstacles during its implementation in the school environment.

### 3. Results and Discussion

This study aims to see how *the al-Muhadatsah al-Yaumiyyah* program can help improve Arabic speaking skills in Makassar Islamic Integrated Islamic High School students. From the results of observations, interviews, and documentation, several important things were found related to the implementation and impact of this program. Implementing *the al-Muhadatsah al-Yaumiyyah* program is part of the compulsory program in schools and runs gradually. At first, students start with simple expressions such as greetings and ask How are you? “ Then, they slowly move on to more complex sentences and spontaneous dialogues according to the situation at school. Its activities include the daily use of Arabic in the school environment, the role of teachers as role models and motivators, routine tasks such as weekly dialogues and short presentations, and reinforcement through Arabic language clubs and speech competitions.

**Table 1. Implementation of *the al-Muhadatsah al-Yaumiyyah* program**

Integrated Activities	Description
Everyday use of Arabic	Greetings, asking how are you, communicating, between students and teachers
The role of teachers and coaches	Be a role model and motivator for the use of Arabic
Mandatory student tasks	Weekly dialogues, conversation exercises
Strengthening practices	Arabic speech practice

The results of observations of 30 students in grades X and XI for three months showed a significant increase in students' speaking skills. Students became fluent and more daring to speak, and the vocabulary they mastered also increased. For example, at first, many people were still shy and hesitant. However, over time, they became more confident and even began to practice Arabic in the classroom and other areas of the school.

**Table 2. Development of Maharah *Kalam* Aspects of Students**

Aspects of Maharah Kalam	First Month Initial Value	Third Month End Value	Increase (%)
Speaking fluency	65	82	26%

<b>The Courage to Speak</b>	58	80	38%
<b>Vocabulary Vocabulary</b>	70	88	26%

A teacher said, "At first, many students were afraid of making mistakes, but after getting used to it every day, they became more courageous and without fear of speaking Arabic" (Imam, 2024). This finding also aligns with previous research, which stated that the routine habit of speaking Arabic strongly supports the increase of students' courage and fluency in speaking (Rahman & Al-Mutairi, 2020).

Some of the things that helped the success of this program were the presence of a strong integrated Islamic community, from schools and teachers, who not only taught but also set an example consistently. The school and dormitory environments are also designed so that students feel comfortable practising without fear of being wrong or ridiculed. In addition, supporting facilities such as vocabulary posters, dialogue recordings, and digital media also facilitate the learning process. From the student side, a participant revealed, "Our teacher always gives encouragement and rewards us when we actively speak, so I am more enthusiastic about the practice." (Falih, 2024).

There are also challenges, especially at the beginning of learning. Some students feel confused and embarrassed because they are not used to using Arabic, especially if they rarely practice at home or outside school. To deal with this, teachers provide special assistance, and there is a collaboration program between senior and junior students so that new students learn faster and become braver. This is similar to the findings (Mansour, 2017), which state that teacher support and student interaction are essential to overcome language learning barriers.

This study's results reinforce previous researchers' view that daily speaking habit (al-Muhadatsah al-Yaumiyyah) effectively improves Arabic language skills (Al-Harthi, 2020; Ibrahim, 2022; Yusuf, 2019). The primary key to success is the consistency of the use of Arabic, the support of a conducive learning environment, and the role of teachers as motivators (Al-Jaafreh et al., 2021). However, barriers such as shame and lack of practice outside of school demonstrate the importance of the role of families and communities in continuing language practice, as expressed by (and (Saleh & Nasr, 2018).

#### 4. Conclusion

Implementing the *al-Muhadatsah al-Yaumiyyah* program at Makassar Islamic School Integrated Islamic School shows considerable potential in improving students' Arabic speaking skills. The gradual implementation greatly influences the success of this program, the support of teachers as supervisors, and the school environment that actively encourages students to practice Arabic every day. Although there are challenges such as embarrassment and limitations of practice outside of school, these obstacles can be minimised with the right mentoring and cooperation between students. Overall, the program plays an important role in supporting the achievement of Arabic language learning goals that are more effective and meet students' needs.

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