

The Implementation of Muhadhoroh as a Platform for Language Practice in Enhancing Arabic Speaking Skills

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Abstract: *The purpose of this study is to describe and analyze in detail the process of conducting muhadharah, its role in fostering a linguistic environment, and its impact on improving the speaking skills of students at the Al-Humairo Dormitory of the Sunan Drajat Girls' Islamic Boarding School in Lamongan. This study found that the limited practice of Arabic communication has led to low levels of confidence and fluency in speaking among the students. This study employs a qualitative approach with a descriptive design. Data were collected through observation, in-depth interviews, and documentation, and were then analyzed using the Miles and Huberman interactive model, which includes data reduction, data presentation, and drawing conclusions. The results of the study indicate that the implementation of these lectures was able to create a participatory, contextual, and adaptive learning environment, thereby gradually improving the students' confidence, self-assurance, and fluency in speaking, as well as fostering the habit of actively using Arabic in daily life. The novelty of this study lies in the positioning of muhadharah as a structured pedagogical strategy for fostering a language-rich environment, rather than merely an extracurricular activity; thus, this study contributes to environment-based Arabic language learning in Islamic boarding schools.*

Keywords: *Arabic Language, Eloquence, Linguistic Environment, Public speaking.*

Abstrak : Tujuan penelitian ini adalah untuk mendeskripsikan dan menganalisis secara spesifik proses pelaksanaan muhadharah, peran dalam membentuk bi'ah lughowiyah, serta dampaknya terhadap peningkatan maharah kalam santri Di Asrama Al-Humairo Pondok Pesantren Putri Sunan Drajat Lamongan. Penelitian ini masih terbatasnya praktik komunikasi bahasa Arab yang berdampak pada rendahnya keberanian dan kelancaran berbicara santri. Penelitian ini menggunakan pendekatan kualitatif dengan desain deskriptif. Data dikumpulkan melalui observasi, wawancara mendalam, dan dokumentasi, kemudian dianalisis menggunakan model interaktif Miles dan Huberman yang meliputi reduksi data, penyajian data, dan penarikan kesimpulan. Hasil penelitian menunjukkan bahwa implementasi muhadharah tersebut mampu menciptakan suasana belajar yang partisipatif, kontekstual, dan adaptif, sehingga mampu meningkatkan keberanian, kepercayaan diri, dan kelancaran berbicara santri secara bertahap, serta membentuk pembiasaan penggunaan bahasa Arab secara aktif dalam kehidupan sehari-hari. Kebaruan penelitian ini terletak pada penempatan muhadharah sebagai strategi pedagogis yang terstruktur dalam membangun bi'ah lughowiyah, bukan sekedar kegiatan ekstrakurikuler, sehingga penelitian ini memberikan kontribusi dalam pembelajaran bahasa Arab berbasis lingkungan di pesantren.

Kata Kunci: Bahasa arab, Bi'ah Luhawiyah, Maharah Kalam, Muhadharah



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INTRODUCTION

Language is a tool for communication used to convey thoughts, ideas, concepts, or feelings. The Arabic language also plays a strategic role in human life as a means of communication among people who speak different languages, particularly in the context of education, one example being Arabic language proficiency (maharah al-kalam). Arabic holds a strategic position, not only as a means of communication but also as the language of the Quran. This is as Allah states in the following verse of Surah Yusuf, verse 2:

إِنَّا جَعَلْنَاهُ قُرْآنًا عَرَبِيًّا لَعَلَّكُمْ تَعْقِلُونَ (٣)

Translation:

Indeed, We have revealed the Qur'an in Arabic so that you may understand it.

Ibn Kathir explains that the use of Arabic in the Qur'an demonstrates that Arabic possesses a high degree of eloquence, clarity, and breadth, and is the most suitable language for conveying profound meanings, thereby enabling it to convey messages in a deeply meaningful way. This underscores the importance of mastering the Arabic language, particularly for students in Islamic boarding schools. [2]

The goal of Arabic language instruction is to encourage, guide, and develop students' ability to use the language actively, both in conveying and understanding information, thoughts, and feelings, as well as their ability to learn Arabic. In Arabic language learning, there are four language skills: Maharah Kalam (speaking), Maharah Kitabah (writing), Maharah Qiraah (reading), and Maharah Istima' (listening). Among these four skills, Maharah Kalam (speaking skills) is often considered the most difficult for students to master because it requires courage, vocabulary mastery, and intensive practice (Sartika & Ritonga, 2020). [3][7] To improve speaking skills, a practice-based learning strategy supported by a conducive language environment is necessary. This issue highlights that Arabic language learning cannot be limited to theory alone; it requires practice-based strategies as well as a supportive language environment. One activity that can support this is muhadharah, which involves practicing speaking or giving speeches in Arabic. This activity helps build courage, boost self-confidence, and actively develop the students' communication skills. [1], [11], [22]

In addition, success in learning Arabic is also greatly influenced by the presence of a language environment. A language immersion environment is an Arabic-language setting designed to encourage and familiarize students with the language in their daily lives, such as through activities like public speaking, conversation, and the mastery of everyday vocabulary. (Kamaluddin et al., 2023) [4], [10], [13]. The boarding school environment provides students with a natural setting for practice, helping them strengthen their Arabic language skills in a natural and sustainable way. Public speaking is one of the recommended activities for developing students' talents. Every student possesses unique potential, which serves as a foundation for exploring the world in ways that align with their individual personalities and talents. Discovering and developing students' potential to the fullest is achieved through hands-on practice. [21] [24]

In the implementation of the muhadharah program, this activity serves not merely as a routine but also plays a strategic role in shaping the linguistic environment. To create an intensive and conducive language environment that supports the improvement of students' Arabic language skills, particularly in spoken Arabic, within the dormitory. Meanwhile, Aresy (2020) notes that the effectiveness of muhadharah activities in fostering a language-rich environment and improving students' speaking skills has not yet been fully and comprehensively understood through empirical research [4], [21], [24]. Therefore, further research is needed to determine how muhadharah activities are conducted, what role they play

in shaping the linguistic environment, and how they impact the improvement of students' speaking skills at the Al-Humairo' Dormitory of the Sunan Drajat Islamic Boarding School.

The research questions in this study are: How are muhadharah activities conducted at the Al-Humairo' Dormitory of the Sunan Drajat Islamic Boarding School, What role do muhadharah activities play in fostering a linguistic environment at the dormitory, What impact do muhadharah activities have on improving the students' speaking skills, The objectives of this study are: to describe the implementation of muhadharah activities at the Al-Humairo' Dormitory; to analyze the role of muhadharah in fostering a linguistic environment; and to determine the impact of muhadharah activities on improving the students' speaking skills.

METHODS

To analyze muhadharah in the field (field research) using a qualitative descriptive approach aimed at gaining an in-depth understanding of Arabic language learning strategies for improving speaking skills through organized muhadharah activities at the Sunan Drajat Islamic Boarding School, in the Al-Humairo' Dormitory. This design was chosen based on the students' in-depth needs regarding managerial programs, procedures, and activities in real-world contexts that are directly linked to their environment [5], [6].

A qualitative descriptive approach was used to explore in depth the experiences, processes, and effectiveness of the methods applied in Arabic language learning based on the *bi'ah lughawiyah* approach (Muthohharoh et al., 2024) [4], [5]. With this approach, researchers can describe phenomena accurately and systematically in accordance with actual conditions in the field. In an effort to obtain comprehensive data, researchers serve as the primary instruments directly involved in the field, supported by interview guidelines, observation sheets, and documentation throughout the fieldwork process. Data collection was conducted using three main methods: in-depth interviews to explore the subjective perspectives of administrators and instructors regarding the division of tasks and authority; participatory observation to directly observe students' use of Arabic within the dormitory environment; and documentation to supplement the data with program archives, organizational structures, and records of activities relevant to the study [14], [29]

The methodology is interactive and flexible; the habit-forming phase is evident in the students' routine participation in the regular muhadharah sessions. These sessions serve as an intensive practice opportunity that encourages students to continue actively using Arabic. This practice has proven effective in boosting the students' confidence in speaking and reducing their fear of making linguistic mistakes. Throughout this process, the researcher continuously cross-verified information obtained from informants with events observed in the field, in accordance with the methodological principles outlined by Marinus H. van IJzendoorn and Siebren Miedema (2025), who state that the validity of qualitative data depends heavily on the depth of interaction between the researcher and the data sources.

Once the data has been collected, the analysis process is conducted concurrently with the data collection process. This analysis employs an interactive model that includes data reduction, data presentation, and the drawing of conclusions or verification. The primary strategy for ensuring data validity is through triangulation techniques, including both source triangulation and method triangulation.

In this context, this study consisted of in-depth interviews with male and female supervisors, language program coordinators, and boarding school students at Al-Humairo' who are actively involved in public speaking activities. This approach was adopted to minimize subjective bias and ensure that the findings regarding the muhadharah as a forum for language immersion truly reflect empirical reality, as emphasized in the methodological literature, which states that triangulation is the primary guarantee of credibility in qualitative research.

Al-Humairo' Dormitory is a language dormitory specifically designed for students to develop their Arabic language skills, located at the Sunan Drajat Islamic Boarding School in Banjarwati, Lamongan. The language dormitory at the Sunan Drajat Islamic boarding school was established around 2022, and by 2025, the number of students residing in the Al-Humairo' dormitory had reached 103. With the addition of the language dormitory, the Sunan Drajat Islamic boarding school has become a modern institution capable of producing students who are prepared to face the challenges of globalization in today's world.

DISCUSSION AND RESULTS

The Implementation of Public Speaking Workshops to Improve the Public Speaking Skills of Students at the Al-Humairo' Dormitory in the Sunan Drajat Islamic Boarding School

The research findings indicate that the implementation of muhadharah as a vehicle for creating a bilingual environment at the Al-Humairo' Dormitory of the Sunan Drajat Islamic Boarding School is not merely an administrative measure, but also serves to foster a bilingual environment (bi'ah lughowiyah) aimed at enhancing the students' speaking skills. This program serves not only as a speaking practice activity but also as a medium for creating a language environment that supports the active and sustained use of Arabic.

The implementation of bi'ah lughowiyah in the dormitory is carried out systematically by encouraging the use of Arabic in various activities, both in formal settings—such as public speaking events—and in everyday interactions among students. This environment creates linguistic conditions that allow students to acquire the language naturally through hands-on practice in the dormitory. To achieve this goal, public speaking sessions are held regularly, with one student from each class taking turns to deliver a speech in Arabic. In practice, students are not allowed to read from a text, so they are required to master the vocabulary and be able to express their ideas spontaneously. This system helps students improve the effectiveness of their Arabic language learning in accordance with their individual abilities. Many students who wish to participate in muhadharah become more accustomed to speaking Arabic and are no longer as afraid to speak in public, which has a positive impact on the development of their speaking skills [18], [28].

The Implementation of Muhadharah as a Forum for Language Learning.

The implementation of muhadharah at Al-Humairo' Dormitory is not merely viewed as an extracurricular activity, but rather as a key strategy for fostering a language-rich environment. This program is designed to integrate speaking practice with the use of Arabic in everyday life. The speech competition is conducted in several stages, namely: planning, which includes preparing the speech content and selecting participants; training, which focuses on pronunciation, intonation, and language structure; the competition itself, which involves delivering the speech extemporaneously in front of an audience; and evaluation, which involves feedback from the coaches or language instructors. Certainly, in practice, p Students not only understand the language in theory, but also actively use it in various communication situations [9]. In addition, the delegation system ensures that all students have equal opportunities to practice, preventing any one student from dominating the conversation. ublic speaking activities and language immersion lead to a more effective learning process. [8]

Analysis of the Role of the Linguistic Environment in Improving Speaking Skills

1. Language Environment

This language immersion program is highly effective in improving speaking skills. An environment that consistently encourages the use of Arabic allows students to practice the language more extensively and facilitates language acquisition, underscoring the importance of the environment in the language-learning process. Arabic is not only studied as an academic

subject but is also used as a tool for daily communication while at the boarding school [18], [28].

2. Language Habit Formation

The repeated use of Arabic in conversation activities and daily interactions helps students develop language habits. Based on observations, students who initially struggled with speaking began to show improvement in fluency and spontaneity. This process demonstrates that habit formation plays a crucial role in mastering speaking skills [31].

3. Boosting Self-Confidence and Mental Well-being

Public speaking as a platform for practicing public speaking has a significant psychological impact on the students. Repetitive practice helps reduce fear and boost confidence in communication. Students will feel more confident after regularly participating in public speaking activities. Psychological factors play a key role in successful language learning [20], [30].

4. Vocabulary and Grammar

Lectures and the use of language immersion to improve vocabulary (mufrodat) and sentence structure. Students acquire new vocabulary in context through communication practice. Therefore, students are routinely taught new vocabulary words each day so that this expansion of their vocabulary helps improve their language skills. Through consistent vocabulary practice, students find it easier to construct sentences and express themselves in a systematic and communicative manner [23].

5. The Impact of Implementation on the Improvement of Verbal Skills

The implementation of muhadharah as a platform for language immersion has had several tangible effects on the students' speaking skills, including: Improved fluency, meaning students are able to speak more fluently without relying on a text; increased self-confidence, meaning students become more confident in expressing their ideas in public; expanded vocabulary, meaning students have a broader range of words; the development of language habits, meaning Arabic becomes part of daily communication; Improved formal communication skills, as students are able to deliver speeches with better structure and in accordance with the rules.

Furthermore, data on the implementation of the muhadharah program indicates that this initiative serves not only as a routine activity but also as an institutional strategy for fostering a systematic and sustainable language environment (bi'ah lughawiyah). The implementation of muhadharah in the dormitories demonstrates a conscious effort by the administrators to create a space for practicing Arabic that goes beyond formal classroom instruction. This underscores that the success of improving speaking skills is not solely determined by the curriculum, but also by the courage to foster a vibrant language culture in the students' daily lives. Furthermore, the research findings indicate that public speaking activities serve as an adaptive mechanism for overcoming the limitations of speaking practice in formal learning environments.

Contrary to the assumption that language learning in Islamic boarding schools tends to be theoretical and rigid, muhadharah actually provides an expressive space that allows students to practice speaking actively, in a structured manner, and on an ongoing basis. This activity not only hones linguistic skills but also builds the students' confidence and self-assurance in using Arabic [17], [27]. From a theoretical perspective, the implementation of muhadharah as a vehicle for language immersion aligns with the communicative language teaching approach, which emphasizes the use of language as a tool for active communication. Sholakhuddin and Kinara (2024) note that through speeches, dialogues, and presentations in muhadharah, students are encouraged to develop their contextual speaking skills. This aligns with the theory of instructional scaffolding, in which learning occurs gradually through

repeated practice in real-life situations. Thus, muhadharah serves not merely as an extracurricular activity but as an integral part of the process of improving speaking skills.

A managerial perspective, the implementation of the muhadharah demonstrates a structured yet flexible management approach. The division of roles among the musyrif, musyrifah, and students in this activity, as described by Sudarsono (2022), reflects an effective system of delegation, in which students are not merely participants but are also actively involved as activity organizers. This pattern aligns with the principles of participatory management, which emphasizes the active involvement of all students in the learning process. In this context, the muhadharah not only enhances language skills but also fosters students' sense of responsibility and independence in the learning process. From an interview with one of the supervisors, it was found that: Many of the students were initially afraid to speak, but by consistently participating in public speaking activities, they began to gain confidence and no longer relied on scripts.

However, there are differences in the approach to implementing the language environment compared to previous research. Hidayat and Mufidah (2022) note that while this study emphasizes the use of a punishment system to enforce language discipline, in the context of a lecture, the approach tends to be persuasive and educational. Students are encouraged to participate actively through motivation, habituation, and a supportive atmosphere, rather than through pressure. Theoretically, this indicates a shift from a behaviorist approach toward a humanistic approach in language learning. This approach places greater emphasis on the students' psychological comfort, which has been shown to influence their confidence and fluency in speaking Arabic [31].

CONCLUSION AND IMPLICATION

A. Conclusion

In essence, this study concludes that the implementation of muhadharah as a platform for language immersion is not merely a routine or administrative activity, but rather an integrated pedagogical strategy for fostering an active and sustainable language environment. The success of this program lies in its ability to combine structured speaking practice with the habitual use of Arabic in daily life, thereby significantly improving the students' speaking skills. The academic implication is that lectures can be positioned as language-environment-based learning (*bi'ah lughowiyah*) that integrates formal instruction, communicative practice, and the development of language habits into a mutually supportive system.

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B. Implication

In practical terms, this study contributes to the management of language programs in Islamic boarding schools, particularly in designing activities that are not merely formal but also capable of fostering a vibrant language culture. The delegation system used in

muhadharah activities has proven effective in increasing student participation across the board and encouraging active engagement in the learning process. Furthermore, the findings of this study indicate that persuasive and educational approaches to fostering a language-rich environment are more effective than repressive approaches. A psychologically supportive environment can enhance students' motivation, confidence, and fluency in speaking, thereby optimizing the learning process.

This study also recommends that Islamic boarding school administrators continue to develop muhadharah programs in a systematic and sustainable manner, and strengthen the integration of formal and non-formal activities in Arabic language learning. In addition, efforts are needed to document language programs in the form of guidelines or operational standards to ensure consistency in implementation. For future research, it is recommended to conduct a study on the implementation of muhadharah within the pesantren context in order to gain a more comprehensive understanding of its role in fostering a linguistic environment and improving students' speaking skills. Ultimately, this study confirms that the success of developing Arabic language proficiency is determined not only by formal classroom instruction but also by the presence of a language environment that supports the active and sustained use of Arabic.

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