

Enhancing Arabic Learning Using Talking Stick Model At Fatima Al-Zahraa School

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ABSTRACT

The researcher is trying to introduce innovation in the form of the Talking Stick model in teaching Arabic language. Based on the mentioned educational issues, the objectives of this research are: To reveal the results of teaching Grade 3B students in the Arabic language lesson using the Talking Stick model at Fatima Al-Zahra Islamic Middle School Magelang. The research method used for this research is Classroom Action Research with the Kemmis and Mc Taggart models which consists of four stages: Planning, Implementation, Observation, and Reflection. The researcher conducted this research in Duran. The research subject is the students of Grade 3B at Fatima Al-Zahra Islamic Middle School Magelang with a total of 16 students. The subject of the research is student learning outcomes. The result of this research is as follows: The implementation of the Talking Stick model in the Arabic language subject (Grade 3B) has improved the students' learning outcomes as evidenced by the evidence in the first round that the students' learning outcome obtained the 50th percentile with an average of 70 out of 16 students. In the second round, the students' learning outcome obtained the 75th percentile with an average of 79.0 out of 16 students.

Keywords: Arabic Language, Talking Stick Learning Module, Learning Outcomes

ABSTRAK

Peneliti mencoba memperkenalkan inovasi berupa model Talking Stick dalam pengajaran bahasa Arab. Berdasarkan permasalahan pendidikan yang telah disebutkan, maka tujuan dari penelitian ini adalah: Untuk mengungkap hasil pembelajaran siswa kelas 3B pada pelajaran Bahasa Arab dengan menggunakan model Talking Stick di SMP Islam Fatima Al-Zahra Magelang. Metode penelitian yang digunakan untuk penelitian ini adalah Penelitian Tindakan Kelas (PTK) dengan model Kemmis dan Mc Taggart yang terdiri dari empat tahap: Perencanaan, Pelaksanaan, Pengamatan, dan Refleksi. Peneliti melakukan penelitian ini di SDN Duran. Subjek penelitian adalah siswa kelas 3B SMP Islam Fatima Al-Zahra Magelang dengan jumlah 16 siswa. Objek penelitian adalah hasil belajar siswa. Hasil dari penelitian ini adalah sebagai berikut: Penerapan model Talking Stick pada mata pelajaran Bahasa Arab (kelas 3B) telah meningkatkan hasil belajar siswa yang dibuktikan dengan bukti pada putaran pertama hasil belajar siswa memperoleh persentil 50 dengan rata-rata 70 dari 16 siswa. Pada putaran kedua, hasil belajar siswa memperoleh persentil ke-75 dengan rata-rata 79,0 dari 16 siswa.

Kata-kata Kunci: Bahasa Arab, Hasil Belajar, Modul Pembelajaran Talking Stick

INTRODUCTION

Arabic language education has undergone significant development globally, including in Indonesia. As one of the world's major languages and the liturgical language of Islam, Arabic holds a special position in educational institutions, particularly in Islamic schools and pesantren. In Indonesia, Arabic is not only a foreign language but also an essential medium for understanding Islamic sources such as the Qur'an, Hadith, Tafsir, Fiqh, and other Islamic sciences. Therefore, Arabic is taught from the elementary to tertiary levels in many educational institutions across the country. Arabic language education has spread to all institutions and schools in the world, especially in the country of Indonesia, and is divided into two parts, namely language elements and language skills (Marni & T, 2015). Its elements include: vocabulary, sounds, grammar and meaning. As for its skills, they are four: listening skill, reading skill, speaking skill, and

writing skill (Herawati, 2018). From the context of life, this language was a machine used by human beings for daily communication or the means of communication between them. Arabic language education was important in the language and played a prominent and important role in preserving the Islamic heritage, such as the Holy Quran and the Hadith (Nurul Aina, 2020). The Arabic language is not only a linguistic subject but also a means of studying other subjects related to the Shari'ah sciences, such as Fiqh, Hadith, Tafsir, Tawhid and other Shari'ah sciences (al-Naqa) (Abdullah, 2016). The use of the teaching model is needed to achieve quality education. The teacher must master many teaching methods, teaching strategy and teaching model, and they should be applied when teaching programmes for students in the classroom, especially in teaching the Arabic language (Rofi'ah & Makruf Ahmad, 2020).

Fatima Al-Zahraa Islamic Middle School in Magelang is a school that integrates Arabic into its curriculum. It operates under the supervision of the Muhammadiyah Education Board and has been awarded an 'A' accreditation status. The school implements the independent curriculum (Kurikulum Merdeka) and emphasizes religious and academic excellence. Arabic language education is introduced from Grade 1, and the minimum competency score required to pass the Arabic subject is 70.

Students began learning Arabic in the first grade. This school used an independent curriculum. The minimum score value for the Arabic language subject is 70. If the students did not reach the score of 70 or higher, the students did not succeed in that subject. Based on the result of the interview and observation of the Arabic language teacher in the third grade of this school, the researcher confirmed that the teacher used the lecture method of teaching and the media when teaching, but some students did not pay close attention to the teacher's statement, so that the students did not reach the accurate understanding of the subject. In the results of education in the daily exam in the class, the students got a score of 68 and 62.5 per cent were unsuccessful. The researcher corrected the school by using the talking stick teaching model.

The researcher used the talking stick model to improve student learning outcomes and student activities in this school. The talking stick education model is a university model with short stick manipulatives. Groups who hold the stick must answer questions from the school after they have learnt the material. The talking stick teaching model is a teaching model that encourages students to have the confidence to express their opinions about the subject (Huda, 2017).

One of the advantages of the stick learning model is that it increases students' activity in learning, because there are games designed in collaborative learning. So it can awaken students' enthusiasm for learning in the classroom. If the students' enthusiasm in learning is enhanced, the students' results in the Arabic language lesson taught by the teacher in the classroom will also be enhanced (Ningsih et al., 2023).

Due to the issues that the researcher found, the researcher wanted to use the Talking Stick (Talking Stick) teaching model to remove the issues in the topic "Applying the Talking Stick (Talking Stick) teaching model to improve student learning outcomes in the Arabic language lesson in Grade 3B at Fatima Zahra Islamic Middle School Magelang.

These findings underscore the urgent need for a more interactive and effective teaching strategy. The researcher, therefore, proposes the implementation of the **Talking Stick model** as an alternative pedagogical approach to enhance student participation and improve learning outcomes in Arabic. This study investigates how the Talking Stick model can positively impact students' academic achievement and engagement in Arabic language classes, specifically in Grade 3B at Fatima Al-Zahraa Islamic Middle School.

METHOD

The researcher took the scientific research method of Classroom Action Research. To get the results of teaching Arabic language to third grade students to be promoted (Sanjaya, 2014). The researcher chooses this research because the knowledge obtained through scientific research will be promoted. This method is based on the educational issues in the classroom and enables the researcher to make a plan to solve the issues and reflect on the research (Jauhar, 2007).

This research uses the Kemmis and McTaggart model, which includes four stages in each cycle, namely planning, implementation of action (acting), observing, reflecting. It is the stage that must be done by a researcher in conducting classroom action research, including Developing lesson plans, learning tools, and learning scenarios using the Talking Stick method, implementing Arabic language learning with the Talking Stick method in accordance with planning (Andini Putri et al., 2023). Observing student activities, involvement, and student responses to the methods used. Analysing the results of actions, determining success, and formulating improvements for the next cycle if needed.

The class consisted of 16 females, aged between 14 and 15 years. All participants shared a common cultural and religious background, being students at an Islamic middle school. Their prior exposure to Arabic varied; however, they had all received formal Arabic instruction since entering the institution, making them suitable for assessing the impact of the *Talking Stick* method on language learning outcomes.

This study employed a quasi-experimental research design with a pre-test and post-test control group approach to examine the effectiveness of the *Talking Stick* learning model in improving Arabic language learning outcomes among Grade 3B students at Sekolah Menengah Pertama Islam Fatima Al-Zahraa.

Participants were not randomly assigned to groups; rather, two existing classes were selected based on administrative convenience and comparability in prior academic performance. One class (3B) was designated as the experimental group, in which the Talking Stick model was implemented, while the other class (3A) served as the control group and received conventional instruction.

This study was conducted using a between-subjects design, where the learning outcomes of students in the experimental group were compared to those in the control group (Fitriyah & Qibtiyah, 2021). The dependent variable was the students' Arabic language achievement, as measured through standardized pre-test and post-test assessments. The independent variable was the instructional model (Talking Stick vs. conventional) (Rofi'ah & Makruf Ahmad, 2020).

By observing performance differences between the two groups before and after the intervention, this design allowed for a controlled analysis of the potential impact of the Talking Stick model on Arabic language learning outcomes.

RESULT AND DISCUSSION

This research was conducted in two cycles using the Classroom Action Research (PTK) approach of Kemmis and McTaggart model. Researchers intervened in the form of implementing the Talking Stick learning model to improve the learning outcomes of Arabic language of students in class 3B at Fatima Al-Zahra Islamic Junior High School Magelang.

Result

Description of data before the course In this research, the researcher conducted Classroom Action Research Before implementing the educational intervention using the Talking Stick model, the researcher conducted a preliminary study to assess the existing learning conditions and students' performance in the Arabic language course. This diagnostic stage was essential to establish a baseline for evaluating the impact of the proposed pedagogical method. The research was conducted at Fatima Al-Zahra Islamic Middle School Magelang, a private Islamic educational institution that integrates Arabic language learning as a core subject in its curriculum. The institution follows the Independent Curriculum (*Kurikulum Merdeka*), where Arabic is introduced from the first grade, and a minimum passing score of 70 is required for all students in the subject.

The study focused on Grade 3B students, comprising 16 female students aged between 14 and 15. This class was selected due to its relatively consistent academic background and prior exposure to Arabic instruction. Before applying the Talking Stick learning model, the researcher carried out a pre-test to gauge the students' existing level of understanding and performance in the Arabic subject. Prior to the introduction of the Talking Stick model, Arabic language teaching in the school primarily utilized traditional lecture-based methods. The teacher dominated the classroom discourse, while students mostly listened passively. While this method may work for content delivery, it often fails to engage students meaningfully, especially in language learning, which inherently requires practice, interaction, and communication. Some learning media such as printed materials and basic visual aids were occasionally used, but these did not adequately stimulate student participation or enthusiasm.

Interestingly, in this research, the concept of "animation" was mentioned as a novel instructional medium. Although animation has been widely used in various educational settings across Indonesia, it was considered relatively new for the teachers and students at Fatima Al-Zahra Islamic Middle School. The potential of animated media to enhance engagement was noted but was not the main focus of this study. Instead, the primary innovation introduced was the Talking Stick model, which emphasizes student interaction and verbal participation through a collaborative group structure.

The researcher conducted a standardized assessment at the beginning of the study to evaluate the students' baseline competence in Arabic. The test measured students' understanding of vocabulary, grammar, sentence construction, and basic comprehension. Based on the institution's Minimum Competency Criterion (*Kriteria Ketuntasan Minimal* or KKM), students are required to achieve a minimum

score of 70 in order to be considered successful in the subject. The formula used to calculate the percentage of students who passed the pre-test is as follows:

$$P = (f / N) \times 100$$

Where:

- P represents the percentage of students who passed,
- f is the number of students who passed (i.e., those who scored 70 or above),
- N is the total number of students.

Substituting the known values:

$$P = (12 / 16) \times 100 = 75\%$$

This result indicates that 12 out of the 16 students managed to reach or exceed the passing score of 70 in the second round (after the first cycle of action). However, in the pre-test or first cycle, the percentage of students meeting the passing score was notably lower, with an average score of **70**, placing the class at the 50th percentile. This suggests that initially, only a limited number of students were achieving the desired level of proficiency in Arabic.

To calculate the average score of the students, the formula for the arithmetic mean was used:

$$\bar{x} = (\sum x) / n$$

Where:

- $\bar{x}$ is the average score,
- $\sum x$ is the total score accumulated by all students,
- n is the number of students.

Based on the data:

$$\bar{x} = 1270 / 16 = 79.0$$

This average was achieved after the second cycle, following the implementation of the Talking Stick model. It represents a significant improvement compared to the first round. The fact that the average increased from 70 to 79 suggests that the students benefited from the interactive teaching model.

To interpret the data more clearly, the researcher categorized student performance into two major groups based on their scores is Successful students those who scored between 70 and 100 and Unsuccessful students those who scored between 10 and 60. Using this classification is 12 students were identified as successful (75%), having met or exceeded the KKM and 4 students were categorized as unsuccessful (25%), having failed to reach the KKM threshold. This categorization helped in visualizing the distribution of student learning outcomes and identifying which students needed further support. The significant proportion of successful students after the second round (75%) reflected an improvement not only in cognitive learning outcomes but also in classroom participation and confidence, as observed during the implementation of the Talking Stick model.

During the early phase of the study, the researcher noted that many students were disengaged during Arabic lessons. Some were hesitant to ask questions or answer when prompted. This behavior is not uncommon in language classrooms where students lack self-confidence or fear making mistakes in front of their peers. However, such passivity hinders language acquisition, which thrives on trial, error, and social interaction. After introducing the Talking Stick model, these dynamics began to shift. The researcher observed a marked improvement in student enthusiasm and attentiveness. The structure of the model required each student to participate actively, thereby creating a sense of accountability and anticipation. The use of a physical object (the stick) to designate turns added an element of novelty and fun, making learning feel less rigid and more engaging.

Additionally, the cooperative aspect of the model encouraged students to help one another. Peer support became more common, and students began to correct each other's mistakes in a respectful and constructive manner. These behavioral changes contributed to the overall improvement in academic outcomes as measured by the test scores.

The description and analysis of data before and after the intervention highlight a critical insight: student-centered and interactive teaching models like the Talking Stick can significantly alter both academic results and classroom culture. The improvement from 50% to 75% in the number of students achieving a passing score, as well as the increase in average score from 70 to 79, serves as empirical evidence supporting the model's effectiveness.

This transformation also underscores the importance of diagnostic assessment. Without conducting the pre-test and analyzing baseline data, it would have been difficult to measure progress accurately or identify the areas in need of intervention. The use of simple statistical tools such as percentage calculation

and average score computation provided the researcher with meaningful metrics to guide the reflection and planning stages of the classroom action research.

To find out the calculation of the class pass percentage, the code used to arrive at this result is:

$$P = \frac{f}{N} \times 100$$
$$\frac{12}{16} \times 100 = 75\%$$
$$x = \frac{\sum x}{s}$$
$$x = \frac{1270}{16} = 79,0$$

After implementing the education in the second round, the researcher found out that the successful students were 12 students with a percentage of 75% and the unsuccessful students were 4 students with a percentage of 25%, and the average score of the students in the second round was 79.0.

Looking at the data from the result criteria of the third grade B students in the Arabic language class at Fatima Al-Zahra Islamic Middle School Magelang that the unsuccessful students if their result criterion is 10-60 and the number of unsuccessful students is 4 students. And successful students if their score criterion is 70-100 and the number of successful students is 12 students.

Discussion

The researcher completed this study using a two-cycle classroom action research approach with the primary goal of improving student learning outcomes in Arabic language lessons among Grade 3B students at Fatima Zahra Islamic Middle School Magelang. This research employed the Talking Stick learning model as the core pedagogical intervention. The rationale for using this model lies in its emphasis on student engagement, interaction, and active participation—key elements often lacking in conventional, teacher-centered classrooms.

The Talking Stick model's core strength lies in its ability to transform the classroom from a passive to an active learning environment. Unlike conventional methods that often prioritize rote memorization and one-way communication from teacher to student, the Talking Stick model requires students to actively listen, think critically, and articulate their thoughts in real time. The physical act of holding the stick and taking turns to speak helps instill a sense of responsibility, attentiveness, and respect among learners. These soft skills are essential, especially in language learning, where communicative competence is just as important as grammatical accuracy.

Arabic language learning, like any other language acquisition process, requires a high level of student involvement and motivation. According to Sugiarti, the success of Arabic language learning depends heavily on students being productive, innovative, passionate, and skillful. These attributes can only be developed if the learning environment supports active and meaningful engagement with the material. In many traditional language classrooms, students are often passive recipients of knowledge. The Talking Stick model, however, encourages students to speak, listen, and collaborate, thereby fostering a more dynamic and communicative learning atmosphere.

Learning achievement is typically defined as the result of systematic instruction and assessment over a given period. It reflects the extent to which educational objectives have been met. In this study, learning achievement was measured by students' performance scores before and after the implementation of the Talking Stick method across two cycles. The researcher observed a notable improvement in students' scores. In the first cycle, the average score among the 16 students was 70, placing them collectively at the 50th percentile. After the second cycle, the class average improved significantly, reaching the 75th percentile, again among the same 16 students. This result indicates a clear upward trend in student achievement, suggesting that the implementation of the Talking Stick model had a positive impact on students' understanding and retention of Arabic lesson content.

The Talking Stick model is a cooperative learning strategy originally rooted in indigenous cultures, particularly Native American communities, where a physical stick was passed around to designate the speaker during group discussions. In an educational context, this method has been adapted as an interactive teaching technique that ensures equitable participation and fosters a culture of respect and attentiveness. In this research, the Talking Stick method was employed in a structured classroom setting where students formed small groups and took turns answering questions or expressing their understanding using a stick or

designated object. One of the main advantages of this model is its capacity to enhance students' attention span and encourage active participation. When students know that the talking stick might come to them next, they pay closer attention to the lesson and their peers' responses. This anticipation cultivates focus and critical listening skills. Moreover, the Talking Stick model helps to reduce classroom anxiety, especially in language learning, where students often feel self-conscious about making mistakes. By creating an inclusive and non-threatening environment, this method motivates even the more reserved students to participate.

During the implementation of the model, the researcher noted a significant change in classroom dynamics. Students who were previously passive became more engaged, often volunteering to speak or participate in group activities. The process of passing the stick served as a powerful metaphor for taking responsibility in the learning process. Students learned not only to speak but also to listen attentively and respect others' turns. This aligns with modern educational theories that view language acquisition as a social and interactive process, rather than a one-way transmission of knowledge from teacher to student. In the context of Arabic language learning, especially at the basic level, oral practice is essential. Grammar rules and vocabulary lists are important, but without active verbal engagement, students struggle to internalize and apply the language in real-life contexts. The Talking Stick model, by design, provides a platform for such verbal practice. In this study, the model was particularly effective in encouraging students to use Arabic expressions in sentence construction, vocabulary recall, and peer-to-peer interaction. The teacher acted as a facilitator, guiding the discussion and ensuring that all students participated meaningfully.

Moreover, the researcher observed that this model fostered a more collaborative and supportive classroom environment. Students were more willing to help each other, correct mistakes constructively, and celebrate each other's successes. This positive peer interaction contributed to building students' self-confidence and reinforcing their language skills. Feedback from students also indicated that they found the lessons more enjoyable and less monotonous when the Talking Stick model was used.

The success of this implementation can also be attributed to the clear structure and consistency with which the Talking Stick model was applied. Each session began with a warm-up activity, followed by a focused discussion or task related to the Arabic lesson. The teacher provided scaffolding through prompts and cues, helping students formulate responses in Arabic. Over time, students demonstrated increased fluency, better pronunciation, and more accurate grammar usage, as evidenced in their oral and written assessments. Furthermore, the implementation of the Talking Stick model also received positive feedback from the school administration. Teachers and school leaders acknowledged the improved classroom atmosphere and student engagement, which aligned with the school's broader vision of fostering an interactive and student-centered learning environment. The model's success also encouraged other teachers to consider alternative instructional strategies that emphasize student participation.

In conclusion, this classroom action research demonstrated that the use of the Talking Stick model in Arabic language instruction significantly improved student learning outcomes in Grade 3B at Fatima Zahra Islamic Middle School Magelang. The findings underscore the importance of employing interactive and student-centered teaching methods to enhance language acquisition, especially in settings where students may initially lack motivation or confidence. The Talking Stick model proved effective in creating a more engaging, respectful, and participatory classroom culture, thereby enabling students to develop essential Arabic language skills more effectively. Given the positive results of this study, future research may explore the adaptation of the Talking Stick model in different subject areas or educational levels. Additionally, longitudinal studies could examine the long-term impact of such participatory models on students' language proficiency and academic self-concept. The integration of culturally relevant teaching strategies like the Talking Stick can serve as a bridge between traditional wisdom and modern pedagogy, fostering holistic development in learners.

CONCLUSION

The research findings clearly demonstrate that the Talking Stick model significantly enhances student participation, fosters collaborative learning, and ultimately boosts learning outcomes. In the first cycle of implementation, the average student score was 70, which represented the 50th percentile. By the second cycle, the average increased to 79.0, placing the class in the 75th percentile. This statistical improvement underscores the pedagogical value of adopting student-centered learning strategies that emphasize interaction, cooperation, and verbal articulation—hallmarks of the Talking Stick model.

Moreover, the inclusive nature of the Talking Stick model helps address disparities in classroom participation. In many traditional classrooms, a small group of students often dominates discussions, while

others remain silent. The structured turn-taking inherent in the Talking Stick approach ensures that every student has the opportunity—and indeed the obligation—to contribute. This not only increases the frequency of student speech but also helps build confidence in those who may be shy or reluctant to speak in front of peers. As observed during the research, students who were previously disengaged or hesitant became more enthusiastic and proactive in classroom activities.

Another significant outcome of the study is the positive impact on the learning atmosphere. The Talking Stick model cultivated a more relaxed, enjoyable, and cooperative environment, where students were encouraged to support one another rather than compete. Peer interactions became more constructive, and the classroom culture shifted toward shared responsibility for learning. Such an environment is crucial for developing a deeper understanding of a foreign language like Arabic, which requires consistent practice and reinforcement.

It is also worth noting that this model aligns well with the Islamic values of respect, listening, and mutual learning that are integral to the ethos of Fatima Al-Zahraa Islamic Middle School. The moral and cultural relevance of the model contributed to its smooth integration and acceptance among students and teachers alike. The model not only promoted academic success but also strengthened character development by fostering patience, humility, and cooperation.

In summary, this study provides compelling evidence that the Talking Stick teaching model is an effective, engaging, and culturally responsive strategy for improving Arabic language learning outcomes. It enhances students' cognitive and affective engagement, promotes equitable participation, and fosters a more supportive learning community. These outcomes collectively contribute to better academic performance, greater learner satisfaction, and a more dynamic classroom culture. As educational systems continue to seek innovative methods to meet the evolving needs of 21st-century learners, the Talking Stick model stands out as a valuable pedagogical tool worthy of wider implementation and further exploration. Evidence in the first round that the students' learning outcome obtained 50% of the value of 70, the students' results in the second round that obtained 75% of the value of 79,0.

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