

Fun Learning Strategy in Learning Maharah Kalam at Markaz Arabiyah

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Abstract

The dominance of conventional instructional methods in language education often results in rigid, less engaging learning environments. As a response, fun learning strategies have emerged as innovative approaches to enhance student enthusiasm and active participation. This study explores the implementation of fun learning strategies in teaching *Maharah Kalam* (speaking skills) at Markaz Arabiyah Pare. Employing a descriptive qualitative method within a case study framework, the research was conducted using the researcher as the primary instrument, supported by an interview guide. Data were collected through observation, interviews, and documentation, and analyzed using the Miles and Huberman model involving data reduction, data display, and conclusion drawing. Findings reveal that the fun learning strategy in *Maharah Kalam* instruction is implemented through four core activity types involving nine specific methods: (1) Daily activities, incorporating *sualan* (questioning) and games; (2) Thematic speaking practice, including drama, demonstration, promotion, and debate; (3) Daily evaluations such as *Ashfudzibni*; and (4) Monthly events like MC practice and *taqdimul qishshob* (storytelling presentations). These strategies significantly contribute to Arabic language acquisition by increasing learner motivation, building self-confidence in speaking, and promoting active classroom participation. The study underscores the value of integrating creative, interactive methods into language instruction to support learner-centered education and communicative competence in Arabic.

Keywords: Fun learning; Strategy; *Maharah Kalam*; Arabic learning; Language pedagogy.

INTRODUCTION

Currently, the existence of Arabic has developed in the international world and has become one of the most popular languages to learn. Arabic speaking skills have high urgency in various aspects, so that mastery of Arabic is an important asset in today's modern era (Rahmawati et al., 2024). Among the four language skills, maharah kalam or speaking skills are often considered the most challenging aspect for learners. Maharah kalam is the ability of students to pronounce sounds and words that they want to convey, such as ideas, opinions, or feelings, with good pronunciation and grammar (Nurlaila, 2020). This is because speaking requires simultaneous mastery of linguistic aspects, such as grammar (*qawaid*), both in word formation (*Shorof*) and sentence structure (*nahwu*), vocabulary (*mufradat*), pronunciation, and understanding of context, as well as the courage to communicate directly. Given the importance of speaking skills in daily communication, mastery of maharah kalam is crucial for Arabic learners in Indonesia (Azmi & Puspita, 2019).

However, many students experience difficulties in achieving speaking proficiency. In practice, many Arabic learners, both in formal schools and course institutions, face various challenges in developing their maharah kalam. These challenges are based on two factors, namely internal factors and external factors. Some of the problems caused by internal factors include a lack of confidence when speaking, a lack of mastery of nahwu-shorof rules, concerns about grammar and pronunciation errors, and a lack of opportunities to practice speaking directly (Erwhintiana & Basid, 2017). Meanwhile, problems caused by external factors include learning methods that tend to be monotonous, such as approaches that focus too much on theory without providing enough space for speaking practice, which often become an obstacle for students in mastering this skill (Fuad, 2019; Nurlaila, 2020). Yusuf also said that the limitations of learning methods that do not support effective communication skills often make students feel difficult in speaking Arabic spontaneously and naturally (Yusuf et al., 2024).

Seeing these problems, a fun learning strategy emerged that is more participatory and fun during the learning process. Fun learning is a learning strategy designed to create an interactive, dynamic, and interesting learning atmosphere, so that students feel more comfortable, motivated, and more courageous to try speaking without fear of being wrong. In contrast to conventional learning methods that tend to be formal, fun learning emphasizes the importance of students' active participation by providing opportunities for students to communicate freely through various fun activities, such as language games, simulations, group discussions, and the use of interactive media (الحناكي, 2022). In the context of language learning, fun learning not only increases student engagement but also plays an important role in helping students learn and develop language skills in a more relaxed yet effective manner.

One of the institutions that has implemented fun learning strategies in learning Maharah Kalam is Markaz Arabiyah Course Institute located in Pare, Kediri. This institution is known as one of the Arabic language learning centers that offers intensive programs with an approach that prioritizes hands-on practice. Based on the results of the observation, by applying fun learning strategies in learning Kalam, Markaz Arabiyah presents a fun and participatory learning atmosphere. Learning with fun learning strategies allows students to interact and communicate in a more relaxed way while still focusing on developing students' speaking skills.

There are several previous studies related to Fun Learning in learning, including: Research conducted by (Nabilah, 2021). This shows a significant effect of the fun learning method on Arabic learning outcomes, with the main difference being the experimental methodology and the focus on student learning outcomes at school, while this research is a descriptive qualitative case study at a course institution and focuses on speaking skills. Another study by (Syahrul, 2016) proves the improvement of Indonesian learning outcomes through fun learning with the method of Classroom Action Research (PTK), which differs from this study in the methodological aspects and the language object studied. Meanwhile, Al-Kasasbeh's research (2020) in Jordan shows the effectiveness of the fun learning program in developing listening skills (maharah istima') of elementary school students, while this study focuses on speaking skills (maharah kalam), although both of them examine fun learning-based Arabic language learning (الكساسبة, 2020).

From several previous studies that are relevant to this study, several research gaps were found between this study and other studies. Methodologically, most of the previous studies related to learning and fun learning used quantitative research methods such as experiments and Classroom Action Research (PTK). However, there are not many studies that use a descriptive qualitative approach in examining the application of fun learning strategies in depth, especially in the context of learning maharah kalam. Therefore, the researcher tries to fill the methodological gap by using descriptive qualitative methods, so that it can provide a more in-depth picture. Theoretically, this research also fills the theoretical gap, because the concept of fun learning in Arabic language learning has not been widely discussed in the literature that focuses on maharah kalam. Thus, this study aims to enrich the theoretical literature on fun learning in the context of Arabic language learning, especially in Maharah Kalam.

Based on this description, this study aims to describe and explain the application of fun learning strategies in learning Maharah Kalam at Markaz Arabiyah Pare. This research is important to study because it can make a significant contribution to the development of Arabic language learning strategies, especially in Maharah Kalam, with the application of fun learning strategies that have not been explored in depth in the context of Arabic language education. This is what underlies the researcher to raise the research title on “Fun Learning Strategy in Learning Maharah Kalam at Markaz Arabiyah”.

METHODS

This research uses a qualitative descriptive method with a type of research in the form of a case study. According to Moleong, qualitative research is research intended to understand phenomena about what is experienced by research subjects, such as behavior, perceptions, motivations, actions, and so on, holistically and in a descriptive way in the form of words and language, in a special natural context and by utilizing various scientific methods. The data collected is in the form of words, pictures, and not numbers. The data can be obtained from interviews, field notes, photos, personal documentation, notes, and other documentation (Moleong, 2021). The type of research conducted is a case study. The case study is a method of direct investigation in a natural setting and focuses on an event in an intensive and detailed manner. Case studies aim to develop in-depth knowledge about the object under study, so the research is exploratory and descriptive (Ulfatin, 2015).

In qualitative research, researchers act directly in collecting and processing data, then actively analyze the data. While supporting instruments in this study are in the form of interview guidelines that will support and assist in the data collection process. The data in this study is in the form of information related to fun learning strategies applied at the Markaz Arabiyah Pare course institution. The data sources in this research are the students and teachers at the Markaz Arabiyah Pare course institution. The data in this study were obtained and collected using observation, interview, and documentation techniques. The data that has been collected is then analyzed using the Miles and Huberman data analysis technique, which consists of three activity streams, namely: data reduction, data presentation, and conclusion drawing. To test the validity of the data in this study, data triangulation was carried out, namely, triangulation of data sources and methods. This research was conducted at the Markaz Arabiyah Pare course institute for one month.

RESULTS

Based on the results of research in the field, fun learning strategies are implemented through various methods and activities that emphasize a fun and interactive learning atmosphere. The results of this study are described based on the results of observations, interviews, and analysis. The results show that there are several fun learning-based learning methods applied in learning Maharah Kalam at Markaz Arabiyah Pare. In its implementation, the teacher divides the activities into several categories based on the time and purpose of implementation, which are presented in Table 1 below:

Table 1. Implementation of Fun Learning in Maharah Kalam Learning at Markaz Arabiyah

No.	Category of Activity	Type of Activity/Method	Example of Activity
1.	Daily Activities	<i>Sualan</i>	Mufrodat Question and Answer Session
		Games	<i>Nurokku, Annamlu wal ful</i>
2.	Thematic Speaking Practice Activities	Drama	Drama of buying and selling, drama about cleanliness
		Demonstration	Demonstration of room cleaning, washing, and ironing
		Promotion	Product Promotion
		Debate	Debate about Women's careers and school uniform motions
3.	Daily Evaluation	<i>Ashfudzibni (Brainstorming)</i>	Monologue and dialogue
4.	Monthly Project	MC Arabic	MC Arabic
		<i>Taqdimul Qishshob (Story Telling)</i>	Telling various stories

Based on Table 1 above, the implementation of fun learning strategies in learning Maharah Kalam at Markaz Arabiyah is classified based on activity categories, methods used, and concrete examples of student activities. Based on the table presentation of the research results, it is stated that the implementation of fun learning in learning maharah kalam is carried out through four main activities, namely (1) daily activities, which include the method of *sualan* and games. (2) Thematic speaking practice activities include drama, demonstration, promotion, and debate methods. (3) Daily evaluation in the form of *Ashfudzihni* and (4) Monthly activities include MC practice, and *taqdimul qishshoh*. The explanation of each activity and method is as follows.

1. Implementation of Fun Learning in Daily Activities

Daily activities include exercises and games that are done every day as part of the classroom routine.

- a. *Sualan* is a vocabulary question and answer session at the beginning of the lesson, conducted with a competitive and fun system through rewards and light punishments. Students who answer quickly and correctly can sit down, while those who cannot answer will be given light and not burdensome punishment. This aims to strengthen memorization and get students used to speaking from the start.
- b. Games are used as ice-breaking or a means of learning kalam with play methods. Games such as *Nurokkidzu* and *Qala Mudhir* encourage students to speak up and create a pressure-free, active, and collaborative atmosphere.



Figure 1 Implementation of Fun Learning in Daily Activities

Figure 1 above shows two main methods in the daily activities, namely the *sualan* method (*mufrodat* question and answer) and games as icebreakers. The *sualan* method is

applied in a competitive and fun way, where students who raise their hands the fastest and answer correctly will get a reward in the form of an opportunity to sit earlier, while students who have not been able to answer are given light punishments such as using powder or mentioning the previous vocabulary. Meanwhile, games such as *nurok kidzu* and *annamlu wal filu* are applied to break the ice and eliminate learning boredom. The application of fun learning strategies in this activity is reflected in the creation of an active, collaborative, and pressure-free learning atmosphere, as well as direct participation and emotional involvement of students in learning.

2. Implementation of Fun Learning in Thematic Speaking Practice Activities

Thematic activities adjust the theme of learning materials in the classroom and are carried out using the following methods:

- a. Drama: Students play roles according to themes such as buying and selling and hygiene. The process includes dialog preparation, group performance, and evaluation from the teacher. This promotes contextual and collaborative learning.
- b. Demonstration: Students practice daily activities such as cooking or cleaning in a systematic order while explaining the process in Arabic. This aims to train fluency and structured speaking skills.
- c. Promotion: Students simulate product promotion through live TikTok. This activity hones persuasive skills, improvisation, and creativity.
- d. Debate: Students are divided into pro and contra groups to debate in Arabic on certain issues, practicing argumentation, quick thinking, and speaking courage.



Figure 2 Implementation of Fun Learning in Thematic Speaking Practice Activities

Figure 2 above shows the implementation of various methods in thematic activities, namely drama, demonstration, and promotion methods. The drama method encourages students to express themselves through roles associated with the lesson theme, such as buying and selling, and cleaning. In demonstration, students convey the steps of activities such as cooking and cleaning in Arabic systematically. In promotion, students simulate product advertisements using TikTok media live, which demands creativity and improvisation. These methods integrate elements of fun learning through contextual, collaborative, and interactive activities. So that students are not only trained in language aspects, but also in critical thinking skills, teamwork, and courage in public speaking.

3. Implementation of Fun Learning in Daily Evaluation

Daily evaluation is carried out through the *Ashfudzihni* (Brainstorming) method, which is carried out every afternoon. Students are asked to deliver monologues and dialogues spontaneously based on the day's material. This activity builds confidence, creativity, and fluency in speaking naturally.



Figure 3 Implementation of Fun Learning in Daily Evaluation

Figure 3 above shows the situation of the *Ashfudzihni* or brainstorming activity, which is carried out every afternoon as a form of daily evaluation of the kalam material. Two students came forward to do a monologue and continued with a spontaneous dialogue in front of the teacher. After that, it is continued by dialoging in pairs in the middle of the hall. The application of fun learning can be seen from the creation of an open, participatory learning environment that supports freedom of expression. This method trains spontaneity, speaking courage, and the ability to think quickly and organize ideas orally in a natural and unstressed context.

4. Implementation of Fun Learning in Monthly Projects

Monthly activities are carried out in the form of:

- a. MC Arabic: Students practice hosting a program in Arabic through training sessions and on-stage practice. This activity trains students' pronunciation, intonation, and confidence.
- b. *Taqdimul Qishshob* (Storytelling): Students deliver Islamic stories, legends, or fables expressively and creatively, complete with props and costumes. It aims to improve Arabic speaking skills and creative stage presence.



Figure 4 Implementation of Fun Learning in Monthly Projects

Figure 4 shows the implementation of two monthly project activities, namely Arabic MC and *Taqdimul Qishshob* (storytelling). In the Master of Ceremonies activity, students perform in pairs and present a program in Arabic formally, having previously attended MC training. Meanwhile, in *Taqdimul Qishshob*, students deliver Islamic-themed stories accompanied by the use of costumes and supporting props. Both activities reflect the implementation of fun learning through structured and creative speaking exercises, involving elements of self-expression, confidence, and real-world simulation.

DISCUSSION

Based on the presentation of the research results, it is stated that the application of fun learning in learning *Maharah Kalam* is carried out through four main activities in various learning methods, namely *sualan*, games, drama, demonstration, promotion, debate, *Ashfudzibni*, MC Arabic, and *Taqdimul Qishshob*. The analysis of the research results is described in the following discussion.

1. Application of Fun Learning Strategies through the *Sualan* Method

Learning using the *sualan* method is done at the beginning of the lesson. The teacher asked questions about the mufrodat that had been determined beforehand, then the students answered in a scramble. Students who raise their hands the fastest and answer correctly are invited to sit down. While the last two students who are still standing and have not been able to answer the question correctly will be given a ringab punishment in the form of budaroh (powder), singing, gombal, mentioning yesterday's mufrodat, etc. The purpose is to strengthen the memorization of mufrodat. The goal is to strengthen the memorization of mufrodat in a sustainable manner and to familiarize students with speaking in Arabic from the beginning of learning. These activities are by the meaning of the question and answer method, which is a way of teaching by asking and answering each other related to the theme or learning material (Ariati, 2016). The question and answer method can make for active teacher and student interactions. So that it makes the lesson more interesting, and raises students' interest, motivation, and attention to the lessons delivered by the teacher.

The implementation of the question and answer method in learning Maharah Kalam contains several elements of fun learning through competitive and interactive mechanisms applied in question and answer sessions. These elements include: (1) creating an exciting and fun learning atmosphere, (2) mild and motivating rewards and punishments, (3) direct interaction and active student involvement, (4) positive competition that encourages active student participation, and (5) building student confidence. The elements of fun learning are related to the theory of Behaviorism by Skinner, which states that positive (reward) and negative (punishment) reinforcement affect behavior (Setiawan et al., 2024). In *sualan*, the provision of rewards and light punishments such as budaroh (powder) can strengthen students' motivation and active involvement.

The application of the *sualan* method in learning has a positive impact on learning Arabic. The *sualan* method can increase students' enthusiasm and motivation to learn and stimulate students' activeness to be actively involved during learning. This finding is in line with the results of research conducted by Najahah, which shows that the question-and-answer method (*sualan*) is effective in arousing students' enthusiasm and motivation to learn (Najahah & Qomariyah, 2023).

2. Implementation of Fun Learning Strategy through Games Method

The game method in learning *Maharah kalam* at Markaz Arabiyah is applied at the beginning of learning or in the middle of learning. The use of the games method in learning at Markaz Arabiyah can be in the form of ice breaking in learning, so that students are not bored in learning, or as a method of speaking practice by playing, so that students remain relaxed and do not feel burdened during speaking practice. This is in line with the concept of the play method proposed by Chan, that the game method is a way of presenting teaching materials where students play games to gain or find certain understanding and concepts (Chan, 2017). This is also by the characteristics of the play method, namely creating a fun and serious but relaxed learning atmosphere, creating a passive learning atmosphere to be active, rigid to active movement, and from boredom to excitement (Chan, 2017).

The application of the play method in learning *maharah kalam* contains elements of fun learning that create a comfortable learning atmosphere including: (1) the creation of a fun and pressure-free learning atmosphere, (2) light physical activities that refresh and support learning, (3) direct interaction and active involvement of students, and (4) collaborative learning. The elements of fun learning encourage accelerated learning, which is in line with Bobbi dePorter's Quantum Learning theory that a fun learning environment can generate motivation in students, so that it can directly affect students' learning process (DePorter & Hernacki, 2015).

The game's method has a positive impact on learning Arabic. The games method can increase students' enthusiasm and interest in learning because they learn while playing. This finding is consistent with the results of Bate'e's research, which shows that the method of playing while learning is very helpful in increasing students' interest and motivation to learn (Bate'e et al., 2023).

3. Implementation of Fun Learning Strategy through Drama Method

The drama method in learning *Maharah Kalam* at Markaz Arabiyah is applied to the material of chapter 3 with the theme of stalls (البوفية) and chapter 7 with the theme of hygiene (النظافة). The practice of speaking through drama implemented in البوفية material is a drama with the theme of buying and selling, such as buying and selling in stalls, restaurants, markets, or buying and selling goods such as clothes, cell phones, etc. Meanwhile, in the

المادة material, the drama is divided into three themes, namely body hygiene, environmental hygiene, and heart hygiene. Drama is the art of storytelling in conversation and character acting.

In its implementation, students perform in groups playing roles and scenarios that they have prepared beforehand. The teacher gives students the freedom to be creative and use properties that support the drama, such as various foods, cleaning tools, and other objects. This makes the classroom atmosphere more lively and fun. This activity is in line with the concept of the role-playing method (drama), which is a learning method that involves student activities in pretending or acting according to certain predetermined roles. In its implementation, students imitate certain situations or characters dramatically to express a person's behavior, speech, and gestures in the context of social interaction between individuals (Beta, 2019).

The implementation of the drama method in learning maharah kalam, contains several elements of fun learning that can create a pleasant and communicative learning atmosphere, namely: (1) the creation of a fun and enjoyable learning atmosphere, (2) direct interaction and active involvement of students, (3) practice speaking Arabic through role-playing, (4) can train public speaking skills with confidence, (5) create simulations of real-life situations in the context of Arabic, (6) the theme of the material provided is contextual according to daily life, (7) learning is collaborative, and (8) the use of properties to support the atmosphere of speaking practice. The elements of fun learning are in line with Howard Gardner's Multiple Intelligences theory, which recognizes the importance of interpersonal, linguistic, and kinesthetic intelligence in fun and meaningful learning (Howard Gardner, 2013). Interpersonal intelligence in drama demands social interaction between students, linguistic intelligence because students use spoken language actively and creatively, and kinesthetic intelligence in drama involves body movements and expressions.

The application of the drama method has a positive impact on Arabic language learning, especially in the aspect of maharah kalam. The drama method can improve students' speaking skills, foster enthusiasm and confidence in speaking, and train group skills. This finding is consistent with the results of Achoita's research, which shows that the use of drama strategies in learning Maharah Kalam is effective in improving students' speaking skills and increasing students' confidence in using Arabic (Achoita, 2025).

4. Implementation of Fun Learning Strategy through Demonstration Method

The demonstration method in learning *Maharah Kalam* at Markaz Arabiyah is applied to the material of chapter 3 themed stalls (البوفية) and chapter 7 themed hygiene (النظافة). In البوفية, tutorial activities include how to cook noodles and make syrup, how to cook fried rice and make coffee. While in the النظافة material, tutorials include how to clean the bathroom, clean the bedroom, clean the yard, wash clothes, and iron.

In its implementation, students demonstrate while demonstrating an activity/activity that has been determined beforehand in groups in front of the class. Some demonstrate how to cook fried rice, how to iron clothes, how to clean the room, etc. Students explain and practice the activity systematically from start to finish. This activity is in line with Hasibuan, who explains that the demonstration method is a teaching method that uses demonstrations to clarify an understanding or to show how something is formed to students (Hasibuan, 2022).

The implementation of the demonstration method in learning *Maharah Kalam* contains elements of fun learning to create a more cool and interactive learning atmosphere. The elements of fun learning consist of: (1) the creation of a varied and fun learning atmosphere, (2) direct interaction and active involvement of students, (3) contextual learning material according to daily life, (4) can train public speaking skills with confidence, (5) collaborative learning, (6) the use of property to support the atmosphere of speaking practice, and (7) speaking practice while practicing directly systematically. The elements of fun learning are related to the theory of Contextual Teaching and Learning (CTL), an approach that emphasizes the process of full student involvement to find the material learned and connect it with real-life situations to encourage Learning with the demonstration method can increase students' interest and ability to speak Arabic. This finding is also supported by research conducted by Ibrahim, which shows that the application of the Demonstration Method can improve speaking learning outcomes and student interest in English Subjects in Class X Mechatronics 1 SMKN 6 Pekanbaru. Demonstration method can increase students' involvement/activity in speaking English, because with this method, the way students learn is as if they are faced with daily activities, and students learn and practice (Ibrahim & Seirumpun, 2024).

5. Implementation of Fun Learning Strategies through Promotional Activities

Speaking practice through promotional activities in learning maharah kalam at Markaz Arabiyah, applied to the material themed الدكان (shop). In its implementation, students prepare several items that they will promote, and then students perform in front of the class in groups. Students act as sellers who are promoting their goods with enthusiasm and enthusiasm. This activity utilizes TikTok social media as a learning medium to make it more exciting and real when promoting their goods. This promotional activity is by the role-playing learning method, as a seller promoting his goods on TikTok. According to Astuti, role playing is one of the language learning methods in the application of communication that can create relationships in social activities in learning, so that it can improve students' oral achievement in the use of language that contains meaning (Astuti et al., 2023).

The implementation of promotional activities in learning maharah kalam contains several elements of fun learning that make the learning process more interesting and not boring, including: (1) the creation of a unique and fun learning atmosphere, (2) the use of TikTok Media as a means of speaking practice, (3) the use of properties to support the atmosphere of speaking practice, (4) creating simulations of real-life situations in the context of Arabic, (5) can practice public speaking skills with confidence, (6) train creative thinking and improvisation in speaking and free to explore. The elements of fun learning are related to the theory of constructivism, which states that effective learning occurs when students play an active role in building their understanding through direct experience and linking the subject matter to their own experiences (Jihan & Mufidah, 2024). In promotional activities, students must design, organize, and deliver materials creatively and flexibly. Ramdani also suggested that the use of TikTok as an effective, interesting, interactive, and innovative learning medium can increase students' creativity and confidence in learning (Ramdani et al., 2021).

This promotional method contributes to Arabic language learning, especially in learning the maharah kalam. The promotion method can improve students' speaking skills and increase confidence in speaking Arabic. This finding is in line with research conducted by Astuti, which shows that the application of the Role Playing method as a seller in learning English is considered effective in increasing students' motivation and enthusiasm for learning, and having confidence in speaking English (Astuti et al., 2023).

6. Implementation of Fun Learning Strategy through Debate Method

The practice of Kalam through the Debate method in learning maharah kalam at Markaz Arabiyah, applied to the material themed المهنة والوظيفة with a motion entitled Career Women, and in العربية للناشئين lesson with the theme of school uniforms. In the implementation of the debate method, the classroom atmosphere is set to resemble a real debate stage. Then the students presented their arguments to both the pro and con groups. Each group presents its arguments in turn, starting with the first speaker, followed by the second speaker, until the third speaker closes the group's debate. This activity is in line with Girsang's statement that debate is an activity in which two parties engage in an exchange of different points of view, supported by strong reasons (Girsang et al., 2024).

The implementation of debate method in learning maharah kalam contains several elements of fun learning that make learning more interesting and not boring, namely: (1) the presence of interesting and challenging learning activities, (2) direct interaction and active involvement of students, (3) collaborative learning, (4) practicing public speaking skills with confidence, (5) practicing creative thinking and thinking quickly in responding to arguments critically, and (6) creating debate simulations as a medium for practicing opinion in Arabic. The elements of fun learning are related to the theory of critical thinking, which is a problem-solving process by asking questions, looking for answers rationally, and analyzing a problem (Rahmaniah et al., 2023). Learning with the debate method encourages students to organize, evaluate, and respond to arguments logically and spontaneously, which requires critical thinking skills.

The application of the debate method makes a positive contribution to Arabic language learning, especially in the aspect of maharah kalam. Among the positive impacts is that it can improve spontaneous speaking skills through the exchange of arguments, train fast and critical thinking, and train in composing arguments. This is in line with the results of Girsang's research, which shows that the debate method is an effective learning strategy to improve students' argumentation skills (Girsang et al., 2024).

7. Implementation of Fun Learning Strategy through *Ashfudzihni* (Brainstorming) Method

Speaking practice through *ashfudzihni* activities in learning maharah kalam at Markaz Arabiyah is carried out every day in the last lesson hour in the afternoon as a form of daily

evaluation of the kalam material on that day. In its implementation, the teachers call two students in front of them to tell a story for a few minutes and express their opinions related to the topic that has been determined in Molonog, followed by a dialogue with their partner discussing the topic. Students are free to express their ideas and opinions without fear of being criticized by their friends (Wijaya & Usmoni, 2023). This activity is by the concept of the brainstorming method, which is a learning technique carried out by several people or groups, and each group is allowed to take turns making statements about opinions or ideas. When a student expresses his opinion, other students should not criticize or argue with what he said.

The implementation of the *ashfudzibni* method in learning maharah kalam, contains elements of fun learning in the form of (1) a learning environment that supports language development, (2) direct interaction and active involvement of students, (3) can train public speaking skills with confidence, (4) collaborative learning, and (5) contextual learning material according to daily life. The elements of fun learning support the creation of a pleasant learning atmosphere with the Humanistic Learning theory by Carl Rogers, which emphasizes the importance of a comfortable and pressure-free learning environment, so that learners feel valued and internally motivated (Widayanthi et al., 2024). In the *ashfudzibni* or brainstorming method, students are encouraged to express their opinions freely without fear of being wrong, which is very helpful for students' language development.

The *ashfudzibni* or brainstorming method has a positive impact on Arabic language learning, especially on maharah kalam learning. *Ashfudzibni* or brainstorming activities can improve speaking skills and foster student enthusiasm. This finding is in line with research conducted by Shofiyani, which shows that the application of the *ashfudzibni* or brainstorming method is effective in improving students' speaking skills (Shofiyani & Afifah, 2021). This is also by Listiarini's research, which shows that the *ashfudzibni* method, or brainstorming, can make students more excited and not feel bored during learning, and improve students' writing skills (2022, ليستياريني).

8. Implementation of Fun Learning Strategies through Arabic MC Activities

The Arabic Master of Ceremony activity in learning Maharah kalam at Markaz Arabiyah is carried out only once in the second month. In its implementation, students appear on stage in pairs to practice the role of MC in front of their friends. Students read the MC text with the appropriate tone and intonation. This is in line with the concept of

Master of Ceremonies by Aini that the MC is someone who has artistic skills in the field of improvisation to deliver events in an organized, good manner, and has distinctive characteristics (Aini, 2021).

The implementation of MC activities in learning Maharah Kalam at Markaz Arabiyah contains several elements of fun learning, including: (1) the creation of a fun learning atmosphere, (2) the creation of an atmosphere of simulating formal or informal events in Arabic, (2) direct interaction and active involvement of students, (3) collaborative learning, (4) can practice public speaking skills with confidence, (5) pronunciation training, tone and intonation in speaking Arabic, and (6) structured speaking exercises and direct practice. The elements of fun learning are related to Experiential Learning theory, which emphasizes student activeness and involvement in the learning process by providing direct learning experiences (Pujaningtyas et al., 2019). MC activities create real learning experiences through real-world simulations. Students not only learn theory, but also practice how to be a host in formal/informal contexts in Arabic.

This Arabic Master of Ceremony activity can train students' public speaking skills and build their confidence in using Arabic formally. This finding is in line with the results of Maghfiroh's research, which shows that Master of Ceremonies training can improve communication skills and confidence in public speaking (Maghfiroh et al., 2023).

9. Implementation of Fun Learning Strategy through *Taqdimul Qishshob* Method

The practice of speaking through the *Taqdimul Qishshob* method in learning Maharah Kalam at Markaz Arabiyah is applied to monthly activities at the end of the second month. In its implementation, each student performs storytelling on stage with expressiveness and enthusiasm. The stories performed by students vary. Some tell Islamic stories in the form of stories of the Prophet's companions, legends that are famous in Indonesia, fairy tales such as the deer, the shepherd, and other stories. Students perform using various costumes and equipment needed to make the story more exciting and more alive.

This activity is by the concept of *Taqdimul Qishshob*, according to Wijaya, namely storytelling activities using Arabic (Wijaya et al., 2022). Pansha also explained that *Taqdimul Qishshob* is not just about telling stories. More than that, this method can train students' speaking skills and combine them with confidence and understanding of the story material.

Taqdimul Qishob is a method that is suitable for use at advanced and beginner levels (Pansha & Muassomah, 2021).

The application of the *Taqdimul Qishob* method in learning maharah kalam contains several elements of fun learning, such as: (1) creating a fun learning atmosphere, (2) practicing public speaking skills with confidence, (3) direct interaction and active involvement of students, (4) practice speaking Arabic through role playing with facial expressions, intonation and body movements, (5) training in pronunciation, tone and intonation in speaking Arabic, and (6) the use of props to support the atmosphere of speaking practice. The elements of fun learning are in line with Howard Gardner's Multiple Intelligences theory, which recognizes the importance of linguistic, kinesthetic, and musical intelligence in fun and meaningful learning (Howard Gardner, 2013). With the *Taqdimul Qishob* method, students not only memorize the text but also animate the story with expressions, movements, and props that support the activity.

The application of the *Taqdimul Qishob* method has a positive impact on Arabic language learning, especially learning maharah kalam. The *Taqdimul Qishob* method can develop students' speaking skills more creatively and expressively. This finding is in line with research conducted by Sulasmi, which shows that the application of the *Taqdimul Qishob* method can improve students' speaking skills (Sulasmi et al., 2023).

This study has several limitations. First, it was conducted only in a non-formal educational institution, namely Markaz Arabiyah Pare, which limits the generalizability of the findings to formal education contexts such as schools or universities. Second, as a qualitative case study, this research did not quantitatively measure the improvement in students' speaking skills. Therefore, the effectiveness of each method was assessed primarily through observation, interviews, and analysis rather than statistical evaluation. Consequently, future research is recommended to conduct long-term studies across various educational contexts and to combine qualitative and quantitative methods to obtain a more comprehensive understanding of the effectiveness of fun learning in developing Arabic speaking skills.

CONCLUSION

Based on the findings, it can be concluded that the implementation of fun learning strategies in teaching *Maharah Kalam* at Markaz Arabiyah Pare is effectively structured through four core activity types utilizing nine distinct methods: daily activities with *sualan* and games; thematic speaking practices using drama, demonstration, promotion, and debate; daily evaluations such as *Ashfidzihni*; and monthly programs involving MC training and *taqdimul qishshob*. These strategies contribute significantly to Arabic language learning by enhancing student motivation, building confidence in spoken Arabic, and fostering active classroom participation.

It is therefore recommended that formal educational institutions incorporate fun learning strategies into Arabic language instruction, tailoring them to the educational level and learner needs to address not only cognitive but also affective and psychomotor domains. Future research should further investigate the application of fun learning approaches across other language skills and in diverse educational settings, to support the development of a more comprehensive and engaging Arabic language pedagogy.

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