The Effect Of Learning Interaction On The Ability Of Maharah Kitabah In Madrasah Aliyah 4 Hulu Sungai Tengah

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Abstrak: Penelitian ini bertujuan untuk mengetahui pengaruh interaksi pembelajaran terhadap kemampuan *Maharah Kitabah* bahasa Arab pada siswa kelas XII di Madrasah Aliyah Hulu Sungai Tengah tahun ajaran 2022-2023 dan mengetahui seberapa besar pengaruh interaksi pembelajaran terhadap kemampuan *Maharah Kitabah* siswa pada mata pelajaran bahasa Arab. Jenis penelitian ini merupakan penelitian kuantitatif dengan pendekatan regresional dengan menggunakan sampel sebanyak 63 responden yang diambil dengan teknik penelitian populasi. Teknik pengumpulan data yang digunakan dengan kuesioner (angket), observasi, wawancara dan dokumentasi. Adapun teknik analisis data menggunakan dua uji, yaitu: uji asumsi dan uji hipotesis dengan pendekatan regresi logistik. Hasil penelitian ini menunjukkan bahwa, (1) 85,7% siswa percaya bahwa terdapat pengaruh signifikan antara interaksi pembelajaran dan keterampilan Maharah Kitabah, hasil analisis regresi menunjukkan bahwa nilai p = 0,558, yang lebih besar dari □ = 0,05, menunjukkan bahwa pengaruh tersebut signifikan secara statistik. (2) Besaran pengaruh yang diberikan oleh variabel interaksi pembelajaran (X) terhadap keterampilan *Maharah Kitabah* bahasa Arab siswa dengan nilai G sebesar 51,331 dan Nagelkerke R Square sebesar 0,010 mengindikasikan bahwa variabel interaksi pembelajaran hanya menjelaskan 1,0% dari variasi dalam kemampuan Maharah Kitabah, sementara 99,0% dijelaskan oleh faktor lain.

Kata Kunci: Interaksi pembelajaran, Keterampilan *Maharah Kitabah*, Bahasa Arab.

Abstract: This study aims to determine the influence of learning interaction on the ability of Maharah Kitabah in Arabic in grade XII students at Madrasah Aliyah Hulu Sungai Tengah for the 2022-2023 school year and to find out how much the influence of learning interaction on students' Maharah Kitabah ability in Arabic subjects. This type of research is a quantitative research with a regression approach using a sample of 63 respondents taken using population research techniques. Data collection techniques were used with questionnaires, observations, interviews and documentation. The data analysis technique uses two tests, namely: assumption test and hypothesis test with a logistic regression approach. The results of this study showed that, (1) 85.7% of students believed that there was a significant influence between the learning interaction and skills of Maharah Kitabah, the results of regression analysis showed that the value of p = 0.558, which was greater than α = 0.05, showed that the influence was statistically significant. (2) The magnitude of the influence exerted by the learning interaction variable (X) on the Maharah Kitabah skills of students with a G value of 51.331 and Nagelkerke R Square of 0.010 indicates that the learning interaction variable only explains 1.0% of the variation in Maharah Kitabah ability, while 99.0% is explained by other factors.

Keywords: Learning interaction, Maharah Kitabah Skills, Arabic.

Introduction

Writing ability is one of the basic skills that must be possessed by students in the Arabic language learning process at Madrasah Aliyah. Writing in Arabic involves not only the skill of structuring grammatically correct sentences, but also an understanding of complex Arabic rules, such as grammar, sentence structure, and the proper use of vocabulary. A study conducted by Muntaha (2020) found that writing skills can improve students' understanding of the overall structure of the Arabic language. In the study, students who actively wrote in Arabic showed more rapid development in terms of grammar comprehension and vocabulary application, which greatly affected their speaking and reading skills. Therefore, writing is an effective means to deepen the mastery of the Arabic language at the Madrasah Aliyah level.[1]

In addition, the ability to write in Arabic also has an important role in developing students' critical thinking skills and creativity. In the writing process, students are not only required to formulate ideas, but also to be able to organize their thoughts logically and systematically. Research conducted by Alim (2022) revealed that students who are trained to write regularly are able to improve their analytical and critical skills towards subject matter. Writing essays, reports, or scientific papers in Arabic encourages students to think deeper, consider various perspectives, and convey ideas in a clear and structured manner. Therefore, the ability to write in Arabic at Madrasah Aliyah is not only a tool to master the language, but also as a medium to hone students' cognitive and intellectual abilities more broadly.[2]

Learning interaction is one of the important factors that affect students' writing ability in learning Arabic. Based on research conducted by Nurhayati

[1] Muntaha, A. (2020). *Pengaruh keterampilan menulis terhadap pemahaman struktur bahasa Arab pada siswa Madrasah Aliyah*. Jurnal Saliha, 15(2), 120-135.

[2] Alim, H. (2022). *Peran latihan menulis rutin dalam meningkatkan kemampuan analisis dan kritis siswa Madrasah Aliyah terhadap materi pelajaran bahasa Arab*. Jurnal Angkara: Pendidikan dan Pengajaran, 18 (3), 210-225.

(2021), the interaction between teachers and students, as well as between fellow students, has been proven to strengthen understanding and writing skills.[3] In this context, interaction does not only occur verbally, but also through discussion, collaboration, and constructive feedback. Through this interaction, students gain the opportunity to share ideas, correct mistakes, and develop writing skills more effectively. The study showed that more interactive classes, where students actively discussed and exchanged ideas, had a positive influence on their writing skills. This is due to more opportunities to develop ideas and improve the quality of writing through feedback given by peers and teachers.

In addition, interaction in learning Arabic also helps to create an environment that supports the development of students' writing skills in more depth. Research conducted by Sari and Maulana (2023) revealed that success in learning Arabic is greatly influenced by the quality of interactions that occur in the classroom, especially those involving writing activities. Students who engage in learning activities that involve active interaction tend to be more confident in writing, as they feel supported by a positive and collaborative environment. This leads to an improvement in the quality of their writing, as interaction can broaden horizons and inspire students to develop ideas more broadly. Therefore, good learning interaction is a key factor that can improve students' writing proficiency in Arabic, provide them with the opportunity to learn from mistakes, and develop better writing skills.

Hulu Sungai Hilir Senior High School 4 is one of the leading madrasas located in Malang, known for its achievements in producing a quality young generation, especially in the religious and academic fields. One of the most in-demand subjects in this madrasah is Arabic, which is taught with a comprehensive and in-depth approach. Arabic is not only studied as a foreign language, but also as a tool to

[3] Nurhayati, S. (2021). *Pengaruh interaksi pembelajaran antara guru dan siswa serta antar sesama siswa terhadap peningkatan keterampilan menulis bahasa Arab*. Jurnal Ta'dibuna, 16 (1), 45-59.

deepen religious knowledge, considering that many religious texts are written in this language. Therefore, the Arabic language subject in Senior High School 4 Hulu Sungai Tengah is a favorite for students, because it not only improves language skills, but also opens up a broader insight into a deeper understanding of Islamic religion and culture.[4]

In the process of learning Arabic at Senior High School 4 Hulu Sungai Tengah, the interaction between teachers and students plays a very important role in improving students' maharah kitabah (writing skills). Teachers not only deliver the material conventionally, but also involve students in various interactive activities, such as discussions, co-writing, and direct feedback on their writing. This approach has proven to be effective in honing students' writing skills, as they are given the opportunity to collaborate, share ideas, and actively improve their writing through a continuous process of reflection.[5] These various interactive activities not only improve the quality of students' writing, but also motivate them to be more confident in writing in Arabic. Thus, this study focuses on how the interactions that occur during the learning process can affect the development of maharah kitabah of students in high schools in Hulu Sungai Hilir.

Based on the above statement, it is important to conduct quantitative research in the form of correlation at high schools in Hulu Sungai Tengah to measure the extent to which student interaction in learning Arabic can be directly related to the improvement of their maharah kitabah ability.[6] The quantitative correlational approach allows researchers to identify and analyze a significant relationship between the intensity of interaction that occurs in the classroom and the students' written results. With this method, it is hoped that stronger evidence can be found regarding the influence of active interaction in improving the quality of writing, as

[4] Sari, R., & Maulana, I. (2023). *Peran kualitas interaksi dalam pembelajaran bahasa Arab terhadap peningkatan keterampilan menulis siswa*. Jurnal Asalibuna, 19 (2), 112-128.

[5] Hasil Wawancara dengan Ahmad Shodiq salah satu guru bahasa Arab di Madrasah Aliyah 4 Hulu Sungai Tengah Malang, Pukul 10.00, diruang guru.

[6] Observasi proses pembelajaran dikelas XII, tanggal 24 Februari 2024, Pukul 09.00 di Madrasah Aliyah Daruttauhid Malang.

well as providing a deeper understanding of the factors that affect the ability to write Arabic. This research can also provide valuable insights for the development of more efective teaching methods, which can ultimately improve the quality of Arabic language education in these schools

Method

This type of research is a quantitative research with a regression approach using a sample of 63 respondents taken using population research techniques. 63 is the number of students, so all are taken based on Arikunto, namely the sampling technique of all, if the research subjects are less than 100. Data collection techniques were used with questionnaires, observations, interviews and documentation. The questionnaire was given by grade XII students of Senior High School 4 Hulu Sungai Hilir, where this questionnaire aims to find data related to learning interactions, and students' Maharah Kitabah Arabic skills. The scoring technique uses the Guttman scale, "The Guttman scale is a scale used to get a firm answer from the respondent, namely there are only two intervals such as "agree-disagree"; Observation aims to be a preliminary study or pre-research in order to find a problem to be researched in Arabic subjects high schools in Hulu Sungai Hilir. The data analysis technique uses two tests, namely: assumption test and hypothesis test with a logistic regression approach.

Result And Discussion

Language Learning Interaction Patterns

Language learning interaction patterns refer to the ways of interaction that occur in the language learning process, which involves the relationship between teachers, students, and the material being taught.[7] This interaction pattern includes various forms of communication, both verbal and non-verbal, that occur during teaching and learning activities. In the context of language learning, these

[7] Long, M. H. (1983). *Native speaker/non-native speaker conversation and the negotiation of comprehensible input*. Applied Linguistics, 4 (2), 126-141.

interactions are essential to help students understand and master complex language structures. According to Long (1983), effective interaction in language learning will facilitate the process of information processing, provide constructive feedback, and allow students to gain a deeper understanding of the language they are learning. A well-structured pattern of interaction can create a supportive environment for students to practice and improve their language skills.[8]

In addition, in this theory, there are various types of interaction patterns that can occur, such as direct interaction between teachers and students, interactions between fellow students, and interactions between students and the material being taught. According to Swain (2000), social interaction in language learning is very important because it provides opportunities for students to confirm their understanding through dialogue and hands-on practice. In the context of Arabic language learning, this pattern of interaction can include activities such as group discussions, joint writing exercises, and peer reviews, which allow students to give each other feedback and learn from mistakes. Thus, the interaction pattern of language learning focuses not only on mastering grammar, but also on developing communication skills and broader cultural understanding.[9]

The Effect of Learning Interaction on the Ability of Maharah Kitabah in Senior High School 4 Hulu Sungai Hilir

This research was carried out by distributing a questionnaire to 63 students in grade XII totaling 63 students from 2 grades XII. This study uses the Guttman scale, namely the Guttman scale is a scale used to get a firm answer from the respondents, namely there are only two intervals such as "agree-disagree". The results of this study show several points described in the paragraph below. The

[8] Swain, M. (2000). *The output hypothesis and beyond: Mediating acquisition through collaborative dialogue*. In J. P. Lantolf (Ed.), *Sociocultural theory and second language learning* (pp. 97-114). Oxford University Press.

[9] Agung Widhi Kurniawan, Zarah Puspitaningtyas, *Metode Penelitian Kuantitatif*, *(*Yogyakarta: Pandiva Buku, 2016), h. 97.

questionnaire instrument consists of 20 questions for the learning interaction variable, and 15 questions for the maharah kitabah variable. Referring to the existing theory, the question item is said to be valid if the coefficient is at least 0.30. On the other hand, if the question item has a coefficient below 0.30, it is considered invalid. The validity test was calculated with the SPSS version 20 application rock. The validity test on 20 items of learning interaction variables showed that 19 items were valid and 1 item was invalid. The invalid item is shown in number 17 with a coefficient value of 0.295. The validity test on 15 items of learning interaction variables showed that there were 14 valid items and 1 invalid item. The invalid item is shown in number 10 with a coefficient value of 0.297. The reliability test obtained a reliability value for the learning interaction variable of 0.812. This value indicates that this research instrument can be categorized as reliable or has a very high level of reliability. The reliability value for the Maharah Kitabah ability variable is 0.752. This value indicates that this research instrument can be categorized as reliable or has a high level of reliability.

A simple correlation test in the table above, the relationship between the variables of learning interaction and the variables of Maharah Kitabah's ability in this study can be determined. The correlation coefficient value obtained was 0.456, indicating that there was a moderate relationship between learning and Maharah Kitabah.

Model Summary

Step	-2 Log likelihood	Cox & Snell R Square	Nagelkerke R Square
1	51.331[a]	.005	.010

a. Estimation terminated at iteration number 4 because parameter estimates changed by less than .001.

The output result of the value x^2 is 0.000. Since the value of p (0.0) is smaller than the significance level of $\alpha = 0.05$ ($p > 0.05$), the conclusion is that the model used is not suitable. This means that learning interactions make a significant contribution to the

mastery of the kitabah. In other words, this logistics model is suitable and feasible to predict the possible interaction of learning with the ability of the mastery of the kitabah. The chi-square value obtained is 0.344 with degrees of freedom = 1, p value = 0.558. Because the value of p = 0.558 > α = 0.05, it can be concluded that the independent variable (learning interaction) has a significant effect on the dependent variable, namely the ability of maharah kitabah. The Nagelkerke R Square value is 0.010 which means that the independent variable of learning interaction is able to explain 1.0% of the dependent variable of the ability of maharah kitabah and the remaining 99.0% is explained by other factors.

Variables in the Equation

	B	S.E.	Wald	df	Sig.	Exp(B)
Step 0 Constant	1.792	.360	24.766	1	.000	6.000

The learning interaction variable has a significant value of 0.00 < α = 0.05, then H1 is accepted, which means that the learning interaction variable has a significant effect on the dependent variable, namely the ability of the kitabah maharah. The results of the analysis showed that the learning interaction variable had a significance value of 0.00, which was smaller than α = 0.05, so H1 was accepted. This means that there is a significant relationship between learning interaction and students' maharah kitabah (writing ability). These findings are in line with the theory that effective interaction in language learning can enrich students' understanding of the language they are learning, as well as help them hone their writing skills through a collaborative process and constructive feedback. In the context of learning Arabic, the interaction between teachers and students, as well as between fellow students, provides opportunities for students to correct mistakes, expand vocabulary, and understand the structure of the Arabic language more deeply.

In addition, these results also show that learning interaction not only plays a role in improving language skills in general, but also has a very significant impact on Arabic

writing skills. Previous research has also revealed that dialogue, discussion, and feedback provided in learning Arabic can help students clarify the concepts they are learning and confirm their understanding. Therefore, improving the quality of learning interaction in the classroom can be a determining factor in improving students' maharah kitabah ability. This opens up opportunities for the development of more interactive teaching methods, which can stimulate creativity and increase students' confidence in writing in Arabic.

Classification Table[a,b]

Observed			Predicted		
			Interaksi Pembelajaran		Percentage Correct
			Tidak Setuju	Setuju	
Step 0	Interaksi Pembelajaran	Tidak Setuju	0	9	.0
		Setuju	0	54	100.0
	Overall Percentage				85.7

a. Constant is included in the model.
b. The cut value is ,500

The learning interaction variable has a significant value of 0.00 < α = 0.05, then H1 is accepted, which means that the learning interaction variable has a significant effect on the dependent variable, namely the ability of the kitabah maharah. The results showed that the significance value of the learning interaction variable was 0.00, which was smaller than the significance level of α = 0.05, so the alternative hypothesis (H1) was accepted. This model has a total success rate of 85.7%. That 100% predicted 54 students who agreed that there was an influence between learning interaction and the ability to master kitabah.

This indicates that learning interaction has a significant influence on students' maharah kitabah (writing ability). These findings support the theory that active interactions in learning, such as discussion, collaboration, and feedback, can strengthen students' understanding of the language being studied. In the context of Arabic, writing

ability is greatly influenced by how intensively students interact with learning materials, teachers, and classmates. The interactions that occur allow students to provide input to each other and correct mistakes in writing, which in turn improves the quality of their writing.

Furthermore, these results also show that learning based on effective interaction can create a supportive environment for students to develop their writing skills. Previous research, such as that of Swain (2000), confirms that social interaction in language learning allows students to confirm and clarify their understanding through hands-on practice. In this case, the interactions that occur in learning Arabic can help students enrich vocabulary, understand sentence structure, and practice correct writing. Therefore, the results of this study provide empirical evidence that improving the quality of interaction in learning Arabic can be an effective strategy in improving students' writing skills, as well as optimizing the overall language learning process.

Conclution

A total of 85.7% or 54 students agreed that there was a significant influence between the interaction of learning and Maharah Kitabah skills at MA Daruttauhid Malang. The regression calculation results show that the value of $p = 0.558 > \alpha = 0.05$. This shows that learning interaction has a significant effect on students' ability to read Arabic Kitabah. The results of the calculation of the G-value test can be seen that the G-value is 51.331. Then the Nagelkerke R Square value of 0.010 was obtained, which means that the independent variable of learning interaction was able to explain 1.0% of the dependent variable of the ability of maharah kitabah and the remaining 99.0% was explained by other factors. The correlation coefficient value obtained was 0.456, indicating that there was a moderate relationship between learning and Maharah Kitabah.

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