

Improving the Mastery of Kalam with Arabic Film Media for Female Students of Ma'had 'Aly Mohammad Natsir Putri Kartasura Sukoharjo in the 2025/2026 Academic Year

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Abstract

Mastery of Arabic language is an important aspect in mastering Arabic, especially at the tertiary level. However, the learning process at the tertiary level often faces various obstacles, such as monotonous classroom learning methods, the rare use of innovative media such as audiovisuals, and the limited variety of methods that encourage active student participation. This study aims to analyze the effect of Arabic film media in improving the mastery of Arabic language among female students of Ma'had 'Aly Mohammad Natsir Putri Kartasura Sukoharjo in the 2025/2026 academic year. This study uses a qualitative approach with a descriptive research type. The research subjects were 15 female students of Mustawa Tsani. Data collection techniques were carried out through observation, interviews, and documentation. Meanwhile, data analysis used data reduction, data presentation, and drawing conclusions. The results of the study indicate that the application of Arabic film media in Arabic language learning can create an interactive and interesting learning process. With Arabic films, they get examples of speaking styles from native Arabic speakers, so they can imitate directly. The application of Arabic film media in learning has been proven to be able to create a more dynamic and interesting learning atmosphere. Therefore, Arabic film media is worthy of being recommended as an innovative learning strategy to improve the quality of maharah kalam learning in the Ma'had 'Aly environment and similar educational institutions.

Keywords: maharoh kalam, Arabic film media, Arabic language learning, female students

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INTRODUCTION

Arabic language learning is gaining increasing attention in various parts of the world, including Indonesia. Arabic is no longer understood solely as a religious language, but also as a strategic language of international communication (Rahman et al., 2025). Arabic is the first official language of 22 sovereign Arab countries and is spoken by over 470 million people. It was adopted by the United Nations as the sixth official language in 1973 (Rizqi, 2024). With the rapid flow of globalization and the rapid development of information and communication technology, foreign language learning has undergone fundamental changes. Digital and audiovisual media now offer increasingly sophisticated, flexible, and accessible learning tools for a wide range of audiences (Nasution et al., 2024). This situation requires educators to abandon old, monotonous patterns and begin developing more creative, adaptive, and innovative pedagogical approaches so that

language learning can attract interest, increase interaction, and be relevant to the demands of the times. The 21st-century learning approach emphasizes the importance of active student involvement in the learning process. Therefore, teachers are required to be able to present learning strategies and media that encourage communication, collaboration, creativity, and critical thinking in Arabic learning (Widi Astuti, 2024).

In the context of global foreign language learning, film is seen as one of the most effective and popular media. This media is able presenting authentic cultural contexts and real-life communication situations that are difficult to achieve through conventional classroom methods (Tjahjani & Jinanto, 2021). Numerous cross-cultural studies have shown that watching foreign-language films, when designed in a targeted and systematic manner, can improve overall language competence, particularly speaking and listening skills, while enriching cultural understanding and pragmatic aspects of language (Raudatussolihah, 2022). Films combine visual, auditory, and situational elements into a cohesive learning experience. This aligns with Allan Paivio's (1971) Dual Coding Theory, which asserts that information is more easily processed, stored, and remembered when presented through a combination of images and sound simultaneously (Li et al., 2022). Thus, multisensory-based learning is considered to have a stronger cognitive impact than learning that relies solely on a single perceptual channel (Hariyanto et al., 2025).

From the perspective of second language acquisition theory, the Communicative Language Teaching (CLT) approach provides a highly relevant theoretical foundation for contemporary foreign language learning. CLT emphasizes the importance of language use in interactions. Authentic communicative skills, not just mechanical mastery of grammatical structures. Learners are encouraged to use language as a meaningful communication tool in real social contexts (Mardhiyah et al., 2023). Within this framework, speaking skills (*maharah kalam*) are positioned as the primary productive skill that reflects successful functional language acquisition (Syifani et al., 2025). In line with this, Stephen Krashen, through the Affective Filter Hypothesis, explains that a pleasant, non-stressful, and motivating learning atmosphere—such as that created when watching an interesting film—can reduce students' emotional barriers (Mehak Jawed et al., 2025). When anxiety is reduced and self-confidence increases, the language acquisition process is more optimal. The integration of these various theories strengthens the assumption that film media has great potential in creating an effective and conducive learning environment.

However, the main challenge in learning Arabic in Indonesia remains students' low speaking skills. Problems with Arabic speaking skills are also found in various Islamic educational institutions in Indonesia. Research conducted by Astuti et al. shows that familiarizing students with the use of Arabic through *bi'ah lughawiyah* plays a crucial role in improving students' *kalam* mastery because it provides opportunities for continuous language practice in everyday life (Irvan Maulana Aji, Widi Astuti, 2021). This ability is often disproportionate to their mastery of vocabulary and grammar. Aziza et al. (2020) revealed that Arabic language learning in madrasas, schools, and Islamic boarding schools tends to emphasize receptive and passive skills such as reading and writing. Conversely, productive skills such as speaking and listening have not received equal attention. Learning practices are still dominated by a teacher-centered approach with minimal use of contextual and authentic media (Ningsih & Hamdy, 2025). As a result, even though students have mastered a significant amount of vocabulary and language rules, they often feel hesitant, lack confidence, and even hesitate to use Arabic orally in everyday communication, both in formal and informal situations (Zaid et al., 2022).

This phenomenon is also evident in various Islamic educational institutions in Indonesia, including the Al-Berr Islamic Boarding School in Pandaan, East Java. At this Islamic boarding school, a program of watching Arabic films together has been shown to have a significant positive impact on improving students' speaking skills. Experimental

research conducted by Mushoffa (2023) showed a jump in the average score of the Arabic language mastery test (maharah kalam) from 59.0, which is considered low, to 81.67, which is considered good, after implementing Arabic films for one semester. These findings confirm that films serve not merely as entertainment but as an effective learning medium for developing a bi'ah lughawiyyah (literary language) that supports natural language acquisition. Exposure to rich, authentic, and contextual language through films helps learners internalize language patterns more easily and meaningfully.

Several other recent studies have also strengthened the effectiveness of using audiovisual media in Arabic language learning. In addition to audiovisual media, innovative interactive learning media has also been shown to increase student engagement in Arabic learning. Research by Ilhami and Dimyathi shows that the use of interactive game-based learning media can increase student motivation and active participation during the Arabic language learning process (Ilhami et al., 2024). Efendi Limbong et al., 2022, found that the use of interactive videos at Rahmat Islamiyah Middle School in Medan significantly increased students' intrinsic motivation and made the learning process more lively and dynamic. Raudatussolihah (2022) also emphasized that audiovisual technology facilitates teachers in delivering material in a more engaging and understandable manner for students with diverse learning styles. Furthermore, Wahyuni et al., 2023, through a systematic review, concluded that listening and speaking skills are the main foundations for foreign language acquisition, following the natural pattern of mother tongue acquisition. Therefore, film media is considered highly relevant for developing both skills in an integrated and holistic manner. This research specifically focuses on female students of Ma'had 'Aly Mohammad Natsir Putri Kartasura Sukoharjo for the 2025/2026 academic year. This higher education institution has a vision of producing knowledgeable and amil mujahid da'wah (Islamic preachers) who adhere firmly to the Qur'an and As Sunnah in guiding the community. With the characteristics of a female Islamic boarding school, Ma'had 'Aly applies an integrative learning approach that combines the deepening of religious knowledge, mastery of classical and modern Arabic, and the formation of Islamic character. Although the policy of using Arabic in daily communication has been implemented as part of the formation of bi'ah lughawiyyah, the reality in the field shows that female students still experience obstacles in speaking spontaneously, fluently, and naturally. These obstacles are influenced by various factors, including monotonous classroom learning methods, the rare use of innovative media such as audiovisuals, and the limited variety of methods that encourage active student participation. This condition causes the learning experience to be less contextual and enjoyable, so that the communicative potential of Arabic has not developed optimally.

A review of previous research also reveals a research gap that needs to be filled. Studies on the effectiveness of Arabic film media have generally been conducted in general Islamic boarding schools (pesantren), secondary schools, or co-educational institutions. Meanwhile, research focusing on girls-only religious higher education institutions, such as Ma'had 'Aly Mohammad Natsir, is still very limited. Previous research, such as that conducted by Mushoffa (2023) and Raudatussolihah (2022), has not specifically examined gender aspects, women's psychological characteristics, and the socio-cultural dynamics of female Islamic boarding schools. Yet, various gender studies in language learning indicate that women tend to be more responsive to learning that involves emotional and narrative elements, which are key strengths of film media.

The novelty of this research lies in the use of Arabic film media as a learning strategy to improve female students' mastery of the Arabic language (maharah kalam) in the context of Islamic boarding school higher education. Film is positioned not only as a passive medium but also as a stimulus to encourage active communicative interaction, foster speaking confidence, and enrich students' active vocabulary. Through film, learners can directly observe facial expressions, body language, intonation, dialect variations, and

authentic Arabic socio-cultural contexts—something difficult to obtain solely through textbooks. Therefore, this research is expected to contribute academically in the form of an alternative learning model that is more contextual, creative, and appropriate to the characteristics of female Islamic boarding schools in the digital era.

The main objective of this research is to analyze in-depth the effectiveness of using Arabic film media in improving the speaking skills of female students at Ma'had 'Aly Mohammad Natsir Putri Kartasura Sukoharjo in the 2025/2026 academic year. Theoretically, this research is expected to enrich the study of audiovisual media-based Arabic language learning, particularly in the context of female Islamic boarding schools, which are still limited in academic literature. Practically, the results of this study are expected to serve as an empirical reference for educators, Islamic boarding school managers, and Arabic language education practitioners in designing more communicative, interactive, and relevant learning models to meet the needs of learners in the global era. Furthermore, this research is also expected to inspire the development of more innovative and adaptive Arabic language learning media to adapt to developments in modern educational technology.

METHOD

This study employed a qualitative, descriptive approach, aiming to provide an in-depth description of the learning process and the results of improving students' ability to read Arabic through the use of Arabic films in a real-life learning context. The qualitative approach was chosen because it allows researchers to conduct research focused on natural phenomena or phenomena, allowing for an authentic understanding of the dynamics of the interaction between the use of learning media and the development of students' speaking skills (Sari, 2024).

This research was conducted at Mahad Aly Mohammad Natsir Putri Kartasura, Sukoharjo, during the 2025/2026 academic year. The subjects were 15 female students (second semester) who had been studying Arabic using the book *Al-'Arabiyyah Baina Yadaik*. The selection of subjects at this level was deemed appropriate because they already possessed a sufficient foundation in Arabic vocabulary and structure for communicative learning. The book *Al-'Arabiyyah Baina Yadaik* is also known as a teaching material that supports the development of integrated language skills, particularly speaking (Safitri & Arie, 2022).

Data collection techniques were conducted through participant observation, written interviews, and documentation. Observations were used to obtain direct empirical data on their fluency in Arabic conversation. Written interviews were used to explore the obstacles they experienced in learning Arabic before using Arabic films as a learning medium. Documentation included audio recordings of oral evaluations and transcriptions of speaking tests containing indicators of kalam skill development (Sari, 2024).

The learning media used were short Arabic films, selected based on several criteria. The films were tailored to the daily lives of female students, had a language difficulty level consistent with the *mustawa tsani* level, and were supported by clear audio and visual quality to facilitate understanding of the conversational context.

Data analysis was conducted using descriptive qualitative methods, interpreting all field data. The analysis process included a data reduction stage to identify emerging response patterns. Data presentation in the form of descriptive narratives depicting research findings, as well as drawing conclusions based on data triangulation from observations, interviews, and documentation. This step was taken to maintain the credibility and validity of the research results (Bingham, 2023).

This approach is considered aligned with the characteristics of language research, which emphasizes meaning, process, and the context of learning. This research focuses not only on the final outcome, namely speaking ability scores, but also explores how the

learning process using film media occurs, the factors that support and hinder the improvement of maharoh kalam (literary mastery), and how female students interpret their learning experiences. Thus, this research is expected to provide a richer and more contextualized understanding of Arabic language learning in Islamic boarding schools.

RESULT AND DISCUSSION

This research was conducted during a single session of the Maharah Kalam (Islamic teaching) class using Arabic-language films for female students of the Mustawa Tsani Islamic Boarding School (Ma'had 'Aly Mohammad Natsir Putri Kartasura, Sukoharjo). Fifteen students participated in the study.

Based on observations during the learning activity, the use of Arabic films created a more dynamic and engaging learning environment. From the beginning of the film, the students demonstrated a high level of attention to the material presented. They followed the conversation closely, paid attention to the dialogue, and noted down any new vocabulary they deemed important. Furthermore, they attempted to understand the meaning of the utterances based on the context of the situations presented in each scene, thus fostering a more active learning process.

After the listening session, the students were given the opportunity to discuss the film's content and practice the expressions they learned from the screening. At this stage, increased participation in speaking activities was observed. Several students, who had previously tended to be passive, began to express their opinions and respond to questions using Arabic. They also appeared more confident when trying to apply new vocabulary in simple conversations during the learning process.

Findings from interviews conducted after the lesson showed that most female students responded positively to the use of Arabic films. They said the films helped clarify vocabulary usage in real-life communication contexts, making the material easier to understand. Furthermore, the learning process felt more enjoyable than traditional methods. Several participants also reported that they were better able to imitate Arabic pronunciation and intonation after listening to the conversations shown in the films.

This study showed that female students were able to use a number of vocabulary words and expressions learned from the films in post-lesson conversations. Although this study was conducted in only one session, making it impossible to identify in-depth, long-term improvements in speaking skills, data obtained through observations, interviews, and documentation indicated a positive trend. The use of Arabic films increased student engagement during the lesson, provided a more contextual learning experience, and provided stimuli that supported more active Arabic speaking practice.

This learning pattern created a more lively and interactive classroom atmosphere compared to conventional learning without audiovisual media, which tends to be monotonous and teacher-centered. This change in atmosphere creates a more conducive and enjoyable learning environment, encouraging the active participation of female students in practicing speaking Arabic. This finding aligns with research findings (Rong Wang, Mustafa Do Dange, 2024), which confirms that the use of films in language learning can increase classroom interaction and active student engagement.

Furthermore, the use of Arabic films helps female students understand the pragmatic and cultural use of language. Arabic language learning is now seen more as a living communication tool through a communicative and contextual approach, rather than simply learning grammar and syntactic rules (Fauziah Bachtiar, 2025). Female students become more aware of when and how expressions are used in different social situations.

Observations indicate that the visuals in the film, character expressions, body gestures, and coherent storyline facilitated their grasp of the meaning and semantic nuances of speech. Furthermore, the film introduced aspects of Arabic culture, including communication norms and dialect variations used in various contexts. These findings

reinforce the view (Keleş et al., 2025) that video media provides comprehensive and meaningful language input, thus supporting natural language acquisition.

Observations and interviews indicated a positive trend toward increased confidence in speaking Arabic among female students after participating in learning using Arabic films. This impact was evident in their increased courage and initiative in expressing ideas, thoughts, and opinions verbally in Arabic more spontaneously and naturally. These research findings reinforce the findings of research (Irvan Maulana Aji, Widi Astuti, 2021) which demonstrated that familiarizing themselves with the use of Arabic through bi'ah lughawiyah (literary discourse) can improve students' mastery of Arabic. Although this study used Arabic films, both methods share the same principle of providing repeated exposure to Arabic, giving female students greater opportunities to practice their speaking skills (Irvan Maulana Aji, Widi Astuti, 2021).

In addition to improving speaking skills, the use of Arabic films also increased the students' motivation to learn. They appeared more enthusiastic about participating in the learning process than when using conventional methods. This finding aligns with research (Ilhami et al., 2024), which concluded that interactive learning media can increase student engagement and motivation in Arabic learning. The activities of watching films, discussing dialogue, imitating conversations, and role-playing demonstrate that learning is active and student-centered. This aligns with the concept of active learning, which emphasizes direct student involvement in the learning process, making the learning experience more meaningful (Widi Astuti, 2024). These findings also support the view (Radhiani, 2023), which explains that the use of multimedia in Arabic learning can increase student engagement through a combination of complementary visual and audio elements. In this study, Arabic films function as multimedia media that not only present language in the form of sound, but also display the context, expressions, and communication situations in real terms so that they are easier for female students to understand.

CONCLUSION

Based on the research results, the use of Arabic film media in Maharah Kalam learning received a positive response from female student Ma'had 'Aly Mohammad Natsir Putri Kartasura Sukoharjo. Arabic film media is able to create a learning atmosphere that is more interesting, communicative, and encourages active participation of students during the learning process. Through film screenings, students get examples of using Arabic in real contexts so that it is easier to understand Arabic vocabulary, expressions and pronunciation. Therefore, Arabic film media can be used as an alternative learning media that supports maharah kalam learning in Islamic boarding schools and Arabic language educational institutions.

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