

Implementation of Arabic Language Learning at Markaz Arabiyah to Increase Student Self-Confidence

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Abstract

Every educational institution, whether a school, foundation, or course, has its own unique learning media. Similarly, Markaz Arabiyah employs learning media based on multiple intelligences. This study aims to describe the Arabic language learning experience at Markaz Arabiyah, which can enhance students' self-confidence. This research employed a descriptive qualitative method, with data obtained through open-ended interviews and analysis of relevant documents. The results indicate that the use of effective methods and approaches, such as game-based learning, vocabulary evaluation (mufrodat), lectures (khitobah), and a supportive language environment, significantly increased students' confidence in Arabic. These findings underscore the importance of planning learning strategies that not only enhance communication competence but also students' confidence in using Arabic in everyday life. This research contributes to the development of adaptive and innovative Arabic language learning strategies for the educational context in Indonesia.

Keywords

Arabic Language Learning, Implementation, Multiple Intelligences.



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INTRODUCTION

In the world of education, it is undeniable that several elements are essential to the learning process, such as teaching materials, learning modules, curriculum, and learning media. Learning will proceed effectively if supported by aids, or what we commonly refer to as learning media. Learning media is a crucial component of learning, acting as a bridge in delivering material (Harsiwi & Arini, 2020). Learning media itself is diverse, including video, audio, photos, images, geometric shapes, abstracts, games, and others, all of which can support successful learning (Furoidah, 2020).

Every educational institution, whether a school, foundation, or course institution, has its own unique learning media. Similarly, Markaz Arabiyah has learning media based on multiple intelligences. Markaz Arabiyah itself is an educational institution that focuses on teaching Arabic and Islamic values. Markaz Arabiyah Pare Kediri, known as the "English

Village," is one example of an educational institution that implements Arabic language learning based on Multiple Intelligences. The learning programs at Markaz Arabiyah are very varied, including the I'dad, Syarqi, Akbarnas, Takhossus, Maqra', Minhah, Panter, and Toafl programs. The Markaz Arabiyah Pare Course Institute also fosters a language environment both in the classroom, dormitory, and the English village environment. Markaz Arabiyah students are required to use Arabic daily. This is done to make it easier for students to adapt to everyday conversations using Arabic both with friends and teachers at Markaz Arabiyah. Students do not need to feel embarrassed or shy about using Arabic in the Markaz Arabiyah environment because using Arabic every day can train their courage to use Arabic so that it indirectly affects the level of self-confidence in students (Nasution & Fuddin Nasution, 2023).

Self-confidence is a valuable asset in life, as it allows one to express their opinions more boldly in public and be confident in their abilities (Indriawati, 2018). Unfortunately, many people are still unable to apply self-confidence, as evidenced by their difficulty communicating and their fear of public speaking due to fear of criticism or blame. Although self-confidence is key to achieving their full potential, the fear of mistakes and the judgment of others often hinders many people from expressing themselves freely and seizing opportunities for growth. Litnoff (2010) also stated that self-confidence is a quality that many people desire, yet it is difficult to measure, especially in others. Self-confident people have a strong belief in themselves and their ability to achieve success. They believe that they have the potential to overcome any obstacles that arise in life. This self-confidence is also reflected in their attitude of not easily giving up when faced with failure. They have an unwavering belief and remain optimistic in the face of challenges. Although Arabic language learning at Markaz Arabiyah has the potential to improve students' communication skills and self-confidence, many challenges remain. One of these is students' low level of confidence in communicating in Arabic. This is a serious problem because it hinders the development of Arabic communication skills, both spoken and written.

Several studies have examined the effect of self-confidence on learning outcomes. Research by Novita et al, (2021) shows that self-confidence is a fundamental asset for students in meeting their various needs. Self-confidence allows students to grow in experience and abilities, thus becoming healthy and independent individuals. If students lack self-confidence, they may find it difficult to socialize and their abilities may not be displayed due to a lack of courage. Lack of self-confidence can also cause problems for students in expressing their opinions. Another study by Musslifah, (2012) found a significant negative effect between emotional intelligence and cheating behavior. This study shows that students with high emotional intelligence tend to be honest and responsible in their studies. Furthermore, research by Indriawati, (2018) shows a positive effect of self-confidence and emotional intelligence on student learning outcomes. This study shows that students with high self-confidence and emotional intelligence tend to have better learning outcomes.

This study aims to describe the experience of learning Arabic at Markaz Arabiyah which can increase self-confidence in students, with the hope of contributing to the development of

effective Arabic learning strategies and increasing students' self-confidence, thereby improving Arabic communication competence in Indonesia. This research contributes to the development of adaptive and innovative Arabic language learning strategies for the educational context in Indonesia.

METHOD

This study uses a descriptive qualitative research method. Descriptive qualitative research is a type of research that aims to provide a more detailed picture of the problem being studied by the researcher (Sugiyono, 2016). The object of this research is the level of self-confidence in students after studying at Markaz Arabiyah. Data collection in this study through open interviews with students who have studied at Markaz Arabiyah. Open interviews are a type of interview in which questions are designed in such a way as to give the informant the freedom to answer according to their understanding (Sari et al., 2017). The researcher used this data to obtain information related to the learning process at Markaz Arabiyah. In addition, data obtained from reading sources and various other sources consisting of various documents related to the level of self-confidence after studying at Markaz Arabiyah to strengthen the findings and complement the information that has been obtained. (Adlini et al., 2022).

FINDINGS AND DISCUSSION

From the results of interviews conducted by the author with 20 students who had studied at Markaz Arabiyah for 1 month there, the following results were obtained:

Factors contributing to students' lack of confidence in Arabic: Most students experience a lack of confidence in learning Arabic, ranging from complete lack of confidence to very little. This is due to several factors, such as limited vocabulary mastery, a lack of understanding of grammar and grammar rules, and an unsupportive environment that makes it difficult to apply them in everyday life.

Lack of Arabic vocabulary: In communication, an adequate vocabulary is needed to convey the intended meaning. Therefore, a sufficient vocabulary significantly influences a person's confidence in communicating. In Arabic, vocabulary is especially important to master. A large vocabulary will greatly facilitate learning Arabic. Conversely, a limited vocabulary will complicate learning and translating Arabic (Rafsanjani et al., 2022).

Factors of lack of understanding of the rules of Nahwu and Shorof; Nahwu are rules in Arabic that are useful for observing word forms in situations such as when mufrod (singular form), plural (compound form) or when murokkab (composed). Meanwhile, shorof is a branch of Arabic language science that functions to understand changes in word form in Arabic (Hidayat et al., 2022). Meanwhile, word changes in Arabic are called tashrif. Therefore, understanding nahwu and shorof is important to be able to construct sentences with the correct structure and appropriate changes in form. This is because the correct arrangement and changes in words affect the essence of the word's meaning, if the word is wrong, the purpose and meaning can also be wrong.

Lack of a supportive language environment: In a communication environment, a language environment with people who share the same language is essential to achieve one's goals and objectives. Without a supportive language environment, or with people who speak different languages, it will be difficult for someone to understand and become accustomed to speaking. A positive language environment, free from anxiety, shame, or fear of making mistakes, encourages students to be confident in speaking Arabic. The greater the fear and mistakes, the less likely it is to create a positive language environment (Masturi & Adib, 2021).

The following are statements from students regarding their difficulties in learning Arabic:

MFI student: "The difficulty in learning Arabic is when there are some words that you don't know yet, and there are certain customs that you don't really understand."

MSH student: "The difficulty is the lack of familiarity with speaking Arabic in the environment, and also a lack of self-motivation."

NNF students: "Their learning is half-hearted and they are not yet proficient in nahwu and shorof so that a lot of material is forgotten."

Self-motivation in starting to learn Arabic; One of the reasons for the lack of self-confidence in speaking Arabic is the lack of self-motivation in learning Arabic. Facts in the field prove that most students learn Arabic only focused on being able to answer questions on exams, without thinking about being able to actively communicate in Arabic. This is called instrumental motivation. Someone who tends to have instrumental motivation will learn a language only because they want to have foreign language skills for a benefit, such as getting a job, or getting good grades (Mainizar, 2011). In contrast to someone who has integrative motivation, someone who has integrative motivation will have a high and sincere enthusiasm for learning the language they are learning compared to someone who has instrumental motivation who feels learning a language is a burden (Ulill Albab, 2012).

The following is a statement from a student regarding his motivation in learning the DIAH Student language:

"Because Arabic is the language of the Koran and as a Muslim you are not only required to read it but also be able to understand and practice it."

From the student's statement above, it can be emphasized that Arabic is not only applied to worldly matters, but also to the afterlife. This indicates that the student's learning motivation is already integrative.

Implementation of learning at Markaz Arabiyah in increasing student self-confidence; In the implementation of effective learning, the appropriate learning approach and method are inseparable. The approach in Arabic is called "al-madkhal" and is a way for a subject (student) to achieve the intended object (Arabic) to obtain good results. The Arabic learning approach is a plan and rules in implementing Arabic language learning, thus providing an impression and direction of the methods and strategies used (Ekawati & Arifin, 2022). Meanwhile, the method in Arabic is called "thoriqoh" and is a way of implementing a plan that has been prepared. A good learning method must be able to lead students to achieve

educational goals and train skills in many things (Baroroh & Rahmawati, 2020). Therefore, from this statement, it can be concluded that the approach and method are an inseparable unit.

In this regard, Markaz Arabiyah has its own distinctive approach and methods for learning Arabic, applied to the learning process, commonly referred to as "multiple intelligence" (Nasution & Fuddin Nasution, 2023). Based on interviews with informants, the following are the most effective methods and approaches at Markaz Arabiyah, Pare, Kediri, in increasing student self-confidence:

Game-based learning: Learning through games creates a fun and engaging experience, allowing students to stay refreshed and unstressed. Game-based teaching methods have significant potential to increase student motivation through engaging and dynamic learning experiences. Games, such as challenges and immediate feedback, can help increase student engagement in the learning process. Furthermore, game-based learning has a positive impact on student academic achievement. By integrating learning content into a game format, students can more easily grasp concepts and apply knowledge to real-world situations (Ulimaz et al., 2024).

Ta'birot and Mufrodat Quiz; At the start of each lesson, the asatidz usually gives an evaluation with a ta'birot and mufrodat memorization test to measure how far the progress of adding new vocabulary and expressions in Arabic is. Where students must stand first then those who can answer the questions well can be asked to sit, then the last three students are left to be given a varied 'iqob (punishment) from the asatidz can be asked to sing, tell stories or more often is to use budaroh (powder) to smear on his face (Annas Ribab Sibilana, 2020).

Classroom learning: Classroom learning is certainly one indicator that can influence self-confidence because it is in this classroom that we learn various materials, ranging from qowaid (nahwu and shorof), al-kalam, al-kitabah, ta'birot, and mufrodat. This supports students in learning Arabic and thus increases their confidence. In this regard, asatidz (teacher) not only delivers material but also possesses strong integrity to serve as an example to students (Annas Ribab Sibilana, 2020).

Khitobah Practice (Arabic lectures); At Markaz Arabiyah, students are required to practice khitobah. Usually, the musyrif and musyrifah, usually called dhobith, will divide the order alternately, where one plays the role of the sermon, another plays the role of mulakhis (provider of conclusions), while the asatidz plays the role of providing comments on the performance of the students' khitobah. This activity encourages students to want to learn to compose Arabic sentences to then apply individually in the form of hasanah kalam in public or in large groups (Nasution & Fuddin Nasution, 2023).

The following are student statements regarding the learning methods at Markaz Arabiyah that help improve Arabic language skills:

AR Student: "Kalam lessons are the ones that have helped me improve my Arabic skills the most, because by speaking I am able to find more vocabulary and increase my confidence in speaking Arabic."

MBS student: "For me, what can improve my ability in speaking Arabic is memorizing

the vocabulary and ta'birot."

SFA student: "In my opinion, the most challenging thing to improve your Arabic language skills is when you have to take turns giving Arabic sermons at night."

The results of the study indicate that the main factors hindering students' confidence in using Arabic at Markaz Arabiyah are limited vocabulary mastery, poor understanding of grammar and shorof, and minimal support from the language environment outside the formal classroom. These findings align with Rafsanjani et al.'s (2022) assertion that vocabulary mastery is the primary foundation of language skills. Without sufficient vocabulary, students tend to struggle to express their ideas orally and in writing, leading to anxiety and a lack of confidence when speaking a foreign language. This indicates that students' self-confidence is closely related to their linguistic competence.

In addition to linguistic aspects, psychological factors such as motivation also play a significant role in increasing self-confidence. Interviews revealed that some students only had instrumental motivation, meaning they studied Arabic solely for academic purposes or exams, rather than for active communication. This finding aligns with Gardner's (1985) motivational theory, which distinguishes between instrumental and integrative motivation in language learning. Students with integrative motivation, who view Arabic as part of their religious identity and a means of understanding the Quran, were shown to be more confident in using the language. Student statements emphasizing the importance of Arabic for understanding the holy book reinforce the evidence that integrative motivation has a more positive impact on increasing self-confidence.

The implementation of multiple intelligences-based learning at Markaz Arabiyah has been proven to create a more enjoyable and challenging learning environment. Through methods such as games, vocabulary quizzes, and sermon practice, students are encouraged to be more active and bold in expressing themselves. This is consistent with the research findings of Ulimaz et al. (2024) which stated that game-based learning can increase student motivation, engagement, and academic achievement. In the context of Markaz Arabiyah, games and creative evaluations are not only a means to increase vocabulary but also a vehicle for training students' courage in public speaking, which ultimately fosters self-confidence.

Furthermore, the practice of khitobah (reciting a speech) has proven effective in overcoming public speaking anxiety. Students are forced to step out of their comfort zone to construct sentences in Arabic and deliver them to an audience. This method aligns with Hymes's (1972) theory of communicative competence, which emphasizes that successful communication is determined not only by correct grammar but also by the ability to use language in real social contexts. The practice of khitobah provides a space for students to hone their sociolinguistic competence while building self-confidence through direct experience speaking in public.

Compared to Indriawati's (2018) research, the results of this study also confirm that self-confidence contributes positively to learning outcomes. Students who dared to try speaking Arabic, despite their limitations, showed significant improvement in their communication

skills. Conversely, students who lacked self-confidence tended to be passive and struggled to develop their skills. This reinforces the view that self-confidence is a crucial variable that acts as a mediator between the learning process and the achievement of language competence.

Furthermore, the findings of this study support Vygotsky's (1978) sociocultural theory, which emphasizes the importance of social interaction in language learning. The language environment at Markaz Arabiyah, whether in the classroom, dormitory, or English village community, creates an ecosystem that supports students in becoming accustomed to using Arabic in their daily lives. Through authentic communication practices, students are more motivated and trained to speak, thus increasing their confidence. However, obstacles still arise when students return to environments that are less supportive of the use of Arabic, so continuity of practice is a challenge that needs to be overcome.

Thus, it can be concluded that the success of Arabic language learning at Markaz Arabiyah in increasing student self-confidence depends not only on innovative teaching methods and strategies, but also on internal factors such as motivation and external factors such as language environmental support. This emphasizes the importance of a holistic approach to language learning, where cognitive, affective, and social aspects must synergize so that students are not only able to master the language structurally but also confidently use it in real life.

CONCLUSION

Markaz Arabiyah is an educational institution that focuses on teaching Arabic and Islamic values. Markaz Arabiyah Pare Kediri, known as the "English Village," is one example of an educational institution that implements Multiple Intelligence-based Arabic language learning. Research has found that the learning methods and approaches at Markaz Arabiyah influence students' confidence levels, as evidenced by changes in self-confidence, from a lack of confidence to increased confidence after courses at Markaz Arabiyah.

The implication of these findings is the importance of appropriate methods and approaches in the Arabic language learning process to boost student confidence. However, this study is limited by its sample size, which was drawn from only one class, the class of 2022, who attended approximately a month-long course at Markaz Arabiyah. More complex research requires careful and in-depth analysis using various data sources. For future research, the author recommends involving a broader sample size and various educational institutions to refine this study.

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