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# Local Wisdom-Based Arabic Speaking Instruction and Student Achievement in Indonesian Madrasah

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**Abstract:**

Despite extensive research on Arabic-speaking skills, the integration of local wisdom into structured, performance-based learning strategies in madrasahs remains underexplored. This study aims to describe the implementation of local wisdom-based maharah kalam strategies and analyze their impact on student achievement. A qualitative case study approach was employed, involving observations, interviews with program coordinators, teachers, and students, as well as document analysis at MTsN 3 Jombang. The findings reveal that integrating local wisdom through direct instruction, repetitive drills, and collaborative learning significantly enhances students' speaking proficiency in both formal and informal Arabic contexts, including khitobah, storytelling, news reading, and poetry recitation. Teacher competence and personalized mentoring further boosted student confidence. Thirteen district and provincial awards evidence these outcomes. The study concludes that local wisdom-based strategies not only improve linguistic competence but also foster measurable academic achievement, and recommends their adoption in similar madrasah contexts to create more contextually meaningful, competitive Arabic language learning environments.

**Keywords:** *Maharah Kalam, Local Wisdom, Learning Strategies, Student Achievement*

**Abstrak:**

Meskipun penelitian tentang keterampilan berbicara bahasa Arab sudah banyak dilakukan, integrasi kearifan lokal ke dalam strategi pembelajaran berbasis kinerja yang terstruktur di madrasah masih jarang dieksplorasi. Penelitian ini bertujuan untuk mendeskripsikan implementasi strategi pembelajaran maharah kalam berbasis kearifan lokal dan menganalisis dampaknya terhadap prestasi siswa. Pendekatan kualitatif dengan desain studi kasus digunakan, meliputi observasi, wawancara dengan koordinator program, guru, dan siswa, serta analisis dokumen di MTsN 3 Jombang. Temuan menunjukkan bahwa integrasi kearifan lokal melalui instruksi langsung, latihan berulang, dan pembelajaran kolaboratif secara signifikan meningkatkan kemampuan berbicara siswa dalam bahasa Arab formal dan informal, termasuk khitobah, bercerita, membaca berita, dan pembacaan puisi. Kompetensi guru dan bimbingan personal juga meningkatkan kepercayaan diri siswa. Hasil ini dibuktikan dengan perolehan tiga belas penghargaan tingkat kabupaten dan provinsi. Penelitian menyimpulkan bahwa strategi berbasis kearifan lokal tidak hanya meningkatkan kompetensi linguistik tetapi juga prestasi akademik terukur, serta merekomendasikan adopsinya di konteks madrasah serupa.

**Kata Kunci:** *Maharah Kalam, Kearifan Lokal, Strategi Pembelajaran, Prestasi Siswa*

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## Introduction

In the current era of globalization and Society 5.0, mastering maharah kalam, or Arabic-speaking skills, has become a key competency for students in Islamic educational institutions, particularly in Indonesian madrasahs. This skill is not merely about understanding linguistic structures but also about using vocabulary contextually as a primary means of communication in daily social interactions (Haciyeva, 2025; Mahmudah et al., 2025). Functionally, language serves as a medium for social interaction that determines an individual's success in meeting their day-to-day communication needs, and local wisdom also encompasses content relating to local heritage and the needs of schools (Arindi et al., 2025; Hidayah, 2025). However, many students continue to face structural and cultural challenges, including low motivation to learn vocabulary, limited exposure to authentic Arabic, and the persistent perception that Arabic is a difficult language (Fikri, 2025; Sulasmi et al., 2025). Furthermore, the excessive use of technology has led to a decline in authentic verbal interaction, making the role of the teacher as a facilitator, mediator, and motivator more crucial than ever in fostering an active, contextually relevant language environment.

A careful review of previous studies reveals that various strategies for teaching spoken Arabic have been proposed, yet most have focused narrowly on improving linguistic outcomes without adequately integrating local wisdom values. For instance, Rofiqi emphasizes the importance of classroom management and an active language environment grounded in a communicative approach, while Nawawi et al. demonstrate the effectiveness of thematic hadith discussions in enhancing student engagement (Rofiqi, 2025). Other approaches, such as Problem-Based Learning, Fun Learning, bilingual strategies, and argument-based Arabic debates, have also been shown to improve pupils' speaking skills (Isnani, 2025; Muttaqien & Faedurrahman, 2023; Rafli & Amrulloh, 2025) However, these studies have not sufficiently explored the relationship between maharah kalam learning strategies and students' academic achievement, particularly in the form of competitions or performance-based events (Asmara & Ali Mustofa, 2024; Sodik & Jamila, 2023). Moreover, most studies were conducted over a relatively short period and thus have not been able to capture the learning process in a sustained manner, and studies that specifically integrate local wisdom values into maharah kalam learning strategies within the context of madrasah tsanawiyah remain limited.

In light of these gaps, this study aims to analyze the application of local wisdom-based maharah kalam learning strategies in the Passion Arabic Program at MTsN 3 Jombang and to examine their impact on student achievement. Specifically, this research seeks to answer two primary questions: first, how are local wisdom-based maharah kalam learning strategies applied in the Passion Arabic Program? Second, what is the impact of the application of these strategies on student achievement? In the context of MTsN 3 Jombang, local wisdom is reflected in teaching practices such as khitobah, taqdim al-qissah, *qira'at* al-akhbar, and the recitation of poetry, which serve not only as linguistic exercises but also as a means of internalizing cultural and religious values (Aprilia & Munifah, 2022; Creswell, 2007). By adopting a case study design, this research provides an in-depth, contextualized understanding of how

structured, performance-based strategies contribute to both linguistic competence and measurable academic success.

The findings of this study are expected to make significant theoretical, practical, and policy-related contributions to the field of Arabic language education. Theoretically, this research enriches the discourse on second language acquisition by integrating a perspective of local wisdom into the development of speaking skills, demonstrating how culturally grounded approaches can foster both linguistic and affective development (Dewaele & Li, 2020). In practice, this study offers an evidence-based instructional model that Arabic teachers can adapt to create more engaging, contextually relevant, and achievement-oriented speaking classes, shifting from text-based instruction toward performance-based language acquisition (Li & Zhang, 2023). From an educational policy perspective, the findings have implications for developing a more contextual, adaptive, and culture-based Arabic language curriculum within the madrasah environment, particularly through flagship programs that prioritize performance-based practice integrated with competitive activities (Ding & Zhu, 2025; Fathi & Behzadpoor, 2025). Ultimately, this research advocates viewing maharah kalam not merely as linguistic training but as a holistic, culturally embedded practice that prepares students for academic success and meaningful communication.

## Method

This study is conducted because the Maharah Kalam learning is not oriented toward linguistic achievement but also closely related to students' academic achievement, particularly in terms of participation and success in Arabic language competitions. Many existing studies on maharah kalam learning strategies tend to emphasize final speaking outcomes, while the continuous learning process, habituation of oral practice, students' active participation, and the role of teachers in guiding and motivating learners have not been sufficiently explored (Sa'diyah et al., 2024). In fact, students' achievement in maharah kalam is strongly influenced by consistently implemented learning strategies over a sustained period (Qiao & Zhao, 2023; Xu et al., 2023). This study also considers local wisdom as a contextual framework that shapes the implementation of maharah kalam. Therefore, a qualitative case study approach is employed to obtain a comprehensive and contextual understanding of the implementation of maharah kalam learning strategies in the Passion Arabic Program at MTsN 3 Jombang. This approach enables the study to illustrate the relationship between learning strategies and students' achievement at the madrasah tsanawiyah level, but its focus on academic achievement remains limited.

The study employs a qualitative case study design. Data were collected through observation, interviews, and document analysis. The data analysis process involved several stages: data processing and storage, preliminary data review, data coding, description of the coded data, thematic analysis, use of computer-assisted programs, data presentation in tables, and data interpretation. To ensure data validity, the researcher employed strategies such as triangulation (cross-checking various data sources to enhance coherent justification), member checking, clarification of inconsistent information, utilization of relatively long-term field observations, peer discussions, and consultation with auditors to evaluate the research findings. For sampling, the researcher used purposive sampling, selecting the population based on the research needs (Creswell, 2007). The sources of research data consist of key

informants and documents. The key informants include the Passion Arabic coordinator, two supervising teachers, and 15 students of MTsN 3 Jombang. The selection of data sources was carried out using purposive sampling, namely the deliberate selection of subjects based on reseach needs research focus.

Data collection ih this study was conducted through observation, which was used to directly examine the implementation of maharah kalam learning strategies in the Passion Arabic Program. A documentation study was used to collect supporting data, including program documents, student achievement reports, and learning activity archives. This study is expected to provide both conceptual and practical contributions to Arabic language learning strategies, particularly in the context of maharah kalam instruction. Conceptually, the study expands the understanding of the relationship between maharah kalam learning strategies and student achievement, while practically, it can serve as a reference for Arabic language teachers in developing more active, achievement-oriented teaching practices.

## Results And Discussion

### Result

The findings indicate that the implementation of *maharah kalam* learning strategies in the Passion Arabic Program at MTsN 3 Jombang is systematically designed through the integration of direct methods (*thariqah mubasyarah*), repetitive drills, and collaborative learning models. Classroom observations show that learning activities are predominantly practice-oriented, emphasizing students' oral performance in forms such as *khitobah*, *taqdim al-qissah*, *qira'at al-akhbar*, and *qira'at al-syi'ir*. This structured approach reflects a shift from text-based instruction toward performance-based language acquisition.

Interview data with teachers reveal that instructional effectiveness is achieved through three key mechanisms: pre-distributed learning materials, intensive in-class practice, and a focus on performative aspects such as intonation, gesture, and facial expression. One teacher emphasized that students are not required to construct texts independently but are trained to understand, internalize, and perform them fluently. This strategy reduces cognitive overload for beginner learners while simultaneously accelerating speaking confidence. From a pedagogical perspective, this indicates that scaffolded input combined with repetitive oral practice contributes to automatization in language use.

From the students' perspective, interviews confirm that this approach creates a more engaging and less monotonous learning environment. Students reported that the availability of structured texts and continuous practice enabled them to participate actively in speaking activities, even with limited vocabulary mastery. However, a small number of students still faced difficulties and relied heavily on memorization, requiring personalized motivational support from teachers. This finding highlights the importance of differentiated instruction within collaborative learning settings.

A significant dimension of this study lies in the integration of local wisdom into *maharah kalam* practices. Observational data show that activities such as *khitobah*, Arabic poetry (*syi'ir*), and Arabic master of ceremony are not merely linguistic exercises but also function as cultural performances rooted in madrasah and pesantren traditions. This integration strengthens students' cultural identity while enhancing their communicative competence. In this sense, language learning operates not only as

skill acquisition but also as socio-cultural internalization.

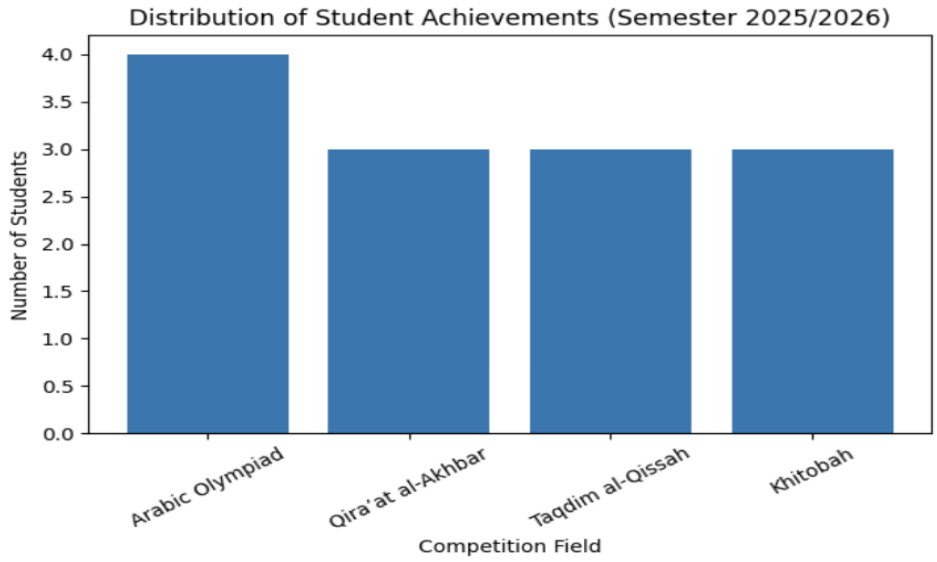
The effectiveness of these strategies is further evidenced by students' academic achievements. Documentation data indicate that within one semester (odd semester 2025/2026), students achieved a total of 13 awards at district and provincial levels.

**Table 1. Distribution of Student Achievements**

| Competition Field | Number of Students | Percentage |
|---|---|---|
| **Arabic Olympiad** | 4 | 30.8% |
| **Qira'at al-Akhbar** | 3 | 23.1% |
| **Taqdim al-Qissah** | 3 | 23.1% |
| **Khitobah** | 3 | 23.1% |
| **Total** | **13** | **100%** |

To enhance data visualization, Figure 1 presents the distribution of student achievements across competition fields. The bar chart clearly shows that the highest achievement is in the Arabic Olympiad (4 students), while *qira'at al-akhbar*, *taqdim al-qissah*, and *khitobah* each contribute equally (3 students each). This distribution indicates that students' speaking competencies develop in a relatively balanced manner across different performance domains.

**Figure 1. Distribution of Student Achievements (Semester 2025/2026)**




Further observational evidence from a provincial-level competition shows that out of six participating students, three won awards (second place in *qira'at al-akhbar*, second place in *taqdim al-qissah*, and third place in *khitobah*). This distribution suggests that students' achievements are not concentrated in a single domain but spread across multiple speaking competencies, indicating a balanced development of *maharah kalam* skills.

Based on the integrated analysis, three major findings emerge. First, performance-based and practice-intensive learning significantly enhances students' speaking proficiency, particularly in fluency, vocabulary usage, and sentence structuring. Second, the incorporation of local wisdom fosters higher student

engagement and strengthens cultural identity, making learning more meaningful and contextually relevant. Third, the combination of intensive practice and teacher competence particularly in mentoring and motivational support directly contributes to measurable academic achievements.

These findings imply that effective *maharah kalam* instruction requires not only methodological variation but also contextual adaptation and sustained practice. The integration of structured strategies, cultural elements, and teacher expertise creates a holistic learning ecosystem that supports both linguistic competence and academic performance. Therefore, this model can be considered a viable pedagogical framework for Arabic language instruction in similar madrasah contexts.

**Discussion**

The findings from MTsN 3 Jombang confirm that integrating local wisdom into maharah kalam instruction through direct methods, repetitive drills, and collaborative learning significantly improves students' speaking skills and academic achievement, as evidenced by thirteen district and provincial awards. Students became more fluent and confident in performing khitobah, *qira'at al-akhbar*, *taqdim al-qissah*, and *syi'ir* without experiencing excessive cognitive overload. This suggests that structured, performance-based practice embedded within cultural traditions yields measurable linguistic progress.

In Indonesian society, especially in madrasah and pesantren environments, Arabic oral communication is not merely a school subject but a social and religious necessity for activities such as prayer, preaching, and community events (Muhammad Ramadhan & Nuril Mufidah, 2026). Many students previously avoided speaking Arabic due to fear of mistakes and limited authentic exposure (Achmad et al., 2025). However, by framing speaking tasks as culturally rooted performances—such as delivering news or reciting poetry—students began to see Arabic as part of their everyday identity, not just a foreign language (Hidayah, 2025; Saepurrohman et al., 2025). This social relevance helped reduce anxiety and increased voluntary participation.

From a theoretical standpoint, these findings support social constructivism, where speaking skills develop through collaborative interaction and scaffolding from teachers and peers. The intensive drill component aligns with behaviorist principles of habit formation, while the performative and locally relevant tasks reflect humanistic and constructivist views that learning must be meaningful and emotionally engaging (Dewaele & Li, 2020). Students reported feeling more confident after repeated practice, which echoes recent research linking self-efficacy to oral proficiency (Li & Zhang, 2023). Thus, the study demonstrates that combining behaviorist, constructivist, and humanistic approaches within a local wisdom framework creates a more holistic learning ecosystem.

The deeper wisdom gained from this study is that teaching speaking skills effectively requires more than just good methods; it demands a sincere commitment from teachers to act as mentors and motivators. One teacher in the program spent extra time helping struggling memorizers, showing that personalized attention transforms fear into courage. Moreover, the program did not force students to create original texts from scratch but provided structured materials, allowing them to focus on delivery, intonation, and expression (Aprilia & Sufirmansyah, 2025). This patient, step-by-step

approach proved more humane and effective than rigid, test-oriented instruction.

Compared with previous studies, most research on maharah kalam has focused narrowly on linguistic outcomes, such as vocabulary and grammar, often overlooking cultural integration and achievement through competition (Rofiqi, 2025). Some studies explored fun learning or problem-based learning, but they rarely measured success through real-world awards or long-term performance (Isnani, 2025). In contrast, this study provides empirical evidence linking local wisdom-based strategies to tangible achievements across multiple speaking domains, such as news reading and poetry (Muttaqien & Faedurrahman, 2023). This broader, more authentic assessment model offers a fresh direction for Arabic language education.

Based on these findings, madrasah leaders and Arabic teachers should consider redesigning their speaking programs to include local wisdom elements such as khitobah, poetry, and news reading, alongside daily drills and collaborative practice (Asmara & Ali Mustofa, 2024). Schools can establish regular performance events or internal competitions to build students' confidence and provide measurable feedback (Noor, 2022). Future research should adopt longitudinal or mixed-method designs across multiple institutions to test the sustainability of this model. Ultimately, integrating culture, repetition, and mentorship creates not only better speakers but also more resilient and proud learners.

## Conclusion

This study concludes that *maharah kalam* learning strategies with locala wisdom implemented through the Passion Arabic Program at MTsN 3 Jombang have a positive and significant correlation with students' academic achievement. The learning system is structured progressively across grade levels and emphasizes active oral communication through various speaking activities, including *khitobah*, *qiraatul akhbar*, *syi'ir*, and *taqdimul qishoh*. The integration of the *thariqah mubasyarah* (direct method), drill techniques, and collaborative learning creates an immersive learning environment that encourages students to use Arabic actively and confidently. These strategies not only improve students' linguistic competence in terms of vocabulary, sentence structure, and fluency, but also enhance their performance skills, such as intonation, gestures, and expression. The effectiveness of these strategies is empirically evidenced by students' consistent achievements in Arabic language competitions at both district and provincial levels. Therefore, the findings confirm that systematic, practice-oriented *maharah kalam* instruction plays a crucial role in improving students' academic and competitive performance

This research contributes conceptually and methodologically to the field of Arabic language education by demonstrating that *maharah kalam* instruction should not be viewed merely as linguistic training, but as a holistic learning process that integrates cognitive, affective, and psychomotor dimensions. Conceptually, the findings support the integration of behaviorism, constructivism, and humanism, showing that repeated practice, active knowledge construction, and emotional engagement are essential for developing speaking competence. Methodologically, this study highlights the effectiveness of combining the direct method, drill techniques, and collaborative learning within a structured flagship program. Unlike previous studies that predominantly focused on grammatical accuracy or vocabulary mastery, this research provides empirical evidence linking *maharah kalam* strategies to

measurable academic achievement and competitive success. Thus, the study strengthens existing theories on active and communicative language learning while offering a practical instructional model that can be adapted in similar educational contexts.

Despite its contributions, this study has several limitations that should be addressed in future research. First, the research focuses on a single institution and a specific flagship program, which may limit the generalizability of the findings to other schools or educational settings. Second, the study primarily employs qualitative data, supported by achievement records, without incorporating experimental or longitudinal designs that could more comprehensively measure long-term impacts. Third, individual learner variables such as motivation, anxiety, and learning styles were not examined in depth, even though these factors may influence speaking performance. Therefore, future studies are recommended to involve multiple institutions, apply mixed-method or experimental approaches, and explore psychological variables related to *maharah kalam* learning. Further research may also investigate the sustainability of competitive-based speaking programs and their long-term effects on students' academic and communicative development.

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