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Implementation of Role-Playing Strategies in Increasing *Maharah Kalam* in State Universities

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Abstrak

Kegiatan belajar Bahasa Arab pembelajaran *Maharah Kalam* di PKPBA di Fakultas Saintek yang dilaksanakan selama lima hari berturut-turut, mulai Hari Senin hingga Hari Jumat, membuat mahasiswa merasa jenuh serta letih. Sehingga, teruntuk mengurangi permasalahan tersebut, diperlukan variasi serta inovasi yang diimplementasikan oleh pengajar teruntuk mengantarkan para peserta didik supaya lebih komunikatif dalam memakai Bahasa Arab. Penelitian ini bertujuan teruntuk memahami bagaimana implementasi strategi bermain peran (*Role Play*) teruntuk meningkatkan *Maharah Kalam*. penelitian ini ialah penelitian kualitatif deskriptif yaitu teruntuk mengilustrasikan, melukiskan, menerangkan, menafsirkan serta menjawab secara terperinci permasalahan yang ingin ditelaah melalui mempelajari semaksimal mungkin perorangan, sebuah kelompok atau sebuah peristiwa. Metode mengumpulkan data dalam penelitian ini ialah melewati observasi. Adapun populasi dalam penelitian ini ialah seluruh masisiwa PKPBA fakultas Saintek 2 serta sampel dalam penelitian ini ialah semua mahasiswa PKPBA Fakultas Saintek 2 dengan jumlah 40 orang. Teknik analisis data yang dijalankan di penelitian ini memakai *concluding drawing* yakni penarikan kesimpulan serta verifikasi. Adapun hasil implementasi penerapan dirancang melalui 3 tahapan, yaitu: (1) Pendahuluan yang mencakup tentang pengucapan salam kemudian menanyakan kabar hingga menjelaskan skenario pembelajaran dengan strategi bermain peran (*Role Play*), (2) Inti yang mencakup tentang pelaksanaan pembelajaran menggunakan strategi bermain peran (*Role Play*) per kelompok, dan (3) penutup yang mencakup terkait evaluasi pembelajaran.

Kata kunci: *Maharah Kalam*, Pembelajaran Bahasa Arab, Strategi Bermain Peran

Abstract

Maharah Kalam learning in PKPBA at the Faculty of Science and Technology. Arabic learning activities for five consecutive days, from Monday to Friday, make students bored and tired. So, to minimize these problems, variations, and innovations applied by teachers are needed to encourage students to be more communicative in using Arabic. The goal of this study is to understand how the implementation of role-playing strategies (Role Play) improves *Maharah Kalam*. This study is descriptive qualitative research which is to illustrate, describe, interpret, explain also answer in more detail the problems to be studied by studying as much as possible an individual, a group, or an event. The data collection method in this study is observation. The population in this study were all PKPBA students of Faculty of Science and Technology 2 and the sample in this research were all PKPBA students of Faculty of Science and Technology 2 totaling 40 people. Data analysis techniques used in this study include conclusion drawing, namely concluding also verification. The results of the implementation of the application are designed through 3 stages, namely: (1) Introduction which includes greetings then asking how are you to explain the learning scenario with role-playing strategies, (2) Core which includes the implementation of learning using role-playing strategies per group, and (3) closing which includes learning evaluation.

Keywords: *Maharah Kalam*, Arabic Language Learning, Role-Playing Strategies

Introduction

This role-playing strategy in its implementation is very involving for students which will make them cheerful in studying and has added value, namely being able to prove or ensure the involvement of all students and provide similar opportunities to prove their skills in collaborating to success, because in it there are exciting games and experiences. Role play is one of the social teaching models, where students are given the task of acting out the character of the material or event conveyed through a simple story. Role-playing can be an alternative activity that helps improve students' oral skills in Arabic. This is in line with the purpose of role-playing

strategies, which is to be a teaching activity designed to achieve a variety of detailed teaching objectives, including role-play-based skills.¹

Language proficiency in any language is divided into four parts: *Istima'*, *Kalam*, *Qiraah*, and *Kitabah*. *Maharah Kalam* is considered to be one of the most crucial *Maharah* languages because many of those who learn a foreign language aim to speak it first. It is also considered to be more in need of means and assistance as shyness, hesitation, and fear of making mistakes play havoc with the learner and prevent him/her from

participating in pronunciation and conversation.²

Skill comes from the word skillful, which means dexterous, capable, and able to complete a task.³ *Maharah Kalam* is that speech consists of useful sounds, and for the speaker, it is the meaning that is in the soul that is expressed by words. Speech can be defined idiomatically as a sound produced by someone who expresses something that has meaning in the mind of the speaker and the listener, or at least in the mind of the speaker, by paying attention to the rules of spoken language. *Maharah Kalam* is an active language skill used to express ideas, thoughts, and opinions orally. The level of difficulty in its learning should be reflected in the implementation of the language learning program.⁴

Maharah Kalam means speaking skill, which in English is referred to as speaking skill. This skill refers to the ability to make sounds or words to express, express, and express opinions, thoughts, and feelings. This research focuses on speaking skills. In its definition, speaking is the ability developed by children to process vocabulary, and compose sentences properly and correctly, and has a significant impact on their ability to convey thoughts. Learning Arabic is one of the skills that can be developed. So to be able to

develop Arabic language skills must have a strong motivation to learn it because Arabic is a foreign language. Arabic has also played an important role in various written works of the Indonesian people. Most scholars or *ustadz* in Indonesia write books using Arabic-Malay letters, such as the book *Perukunan*, *Sifat Dua Pulu*, and various books related to *hikayat*, worship, *tasawuf*, the history of the Prophet Muhammad, and others.

Effective Arabic language learning requires a new outlook to organize the learning materials and the teaching process. In the Special Program for Arabic Language Learning (PKPBA) at UIN Maulana Malik Ibrahim Malang, Faculty of Science and Technology, the main goal is for students to have Arabic speaking skills. Therefore, PKPBA focuses early on teaching *Maharah al-Kalam*, namely from the first semester. New students at UIN Maulana Malik Ibrahim Malang are considered newborns, so PKPBA pays more attention to listening skills (*Maharah al-Istima'*) and speaking at the beginning of the semester.

Language skills, including Arabic, are closely related to thinking procedures, which want to develop more optimally if practiced regularly through practice. Speaking in Arabic also requires continuous habituation. However, activities that are repeated

constantly in the same pattern can lead to boredom. This also happens in the teaching of speaking skills (Maharah Kalam) at PKPBA Faculty of Science and Technology, where Arabic teaching activities that last five days continuously, from Monday to Friday, make students feel bored and tired. To overcome this problem, variations and innovations in teaching methods are needed so that students are more communicative in Arabic. Various methods have been applied in teaching Maharah al-Kalam at PKPBA UIN Maulana Malik Ibrahim Malang, by choosing methods that suit the target and teaching objectives. One of the methods that will be used by researchers in teaching speaking skills (Maharah Kalam) at PKPBA Faculty of Science and Technology is role-playing, because it can make students learn creatively, actively, and excitingly.

Role-playing is a social interaction teaching model that provides opportunities for students to actively participate in teaching activities through role personalization. The role-playing strategy uses the drama method, in which students assume the role of a character in a particular situation and show appropriate reactions. Teaching with this strategy trains students to interact and express themselves in a real way, imitating real events.

In addition, this method is also useful for practicing optimal communication skills and improving interaction with others.⁵

The role-playing strategy in practice involves many students, which makes them enjoy the learning process more. It has the added value of ensuring the active contribution of all students and providing equal opportunities for them to demonstrate their ability to work together until they achieve success. In addition, this method also includes elements of play and an exciting experience. According to J. Piaget cited by (Sipayung et al., 2022) Roleplaying strategy (Role Playing), its application emphasizes the active participation of students in teaching. Only with active students, the procedure of accommodation of insights and experiences can take place optimally. Therefore, through this method, teachers are expected to be able to develop students' interests to create two-way communication that makes teaching interesting and dynamic.⁶

The role-playing strategy is very beneficial for students' psychological development, as it can train expression skills, build self-confidence, and improve skills to adapt to the environment. Role-playing is a teaching method in Cooperative Learning. In this strategy, students take part in a dramatization related to a concept. In

addition, role-playing is also a form of motion play that has goals, rules, and fun educational elements.⁷ Through the approach that has been applied, the research aims to provide a comprehensive interpretation of the implementation of this strategy on the speaking skills of Arabic-speaking students in the PKPBA environment at UIN Malang, especially for students of the Faculty of Science and Technology. The usefulness of this research includes participation in developing innovative teaching strategies and adjusting the needs of students, providing simple guidelines for teachers, as well as enriching academic literature related to Arabic language education at the tertiary level. The results of the study are expected to contribute significantly to the interpretation of effective teaching methods in the academic context and become the basis for improving the quality of Arabic language teaching in the college environment.

Method

This research uses a quantitative approach, which aims to illustrate, interpret, and provide detailed answers to the problems to be examined. This approach is carried out through an in-depth study of individuals, groups, or events. The data collection methods in this research are observation and documentation. Observation is the procedure

for obtaining first-hand information data, through observing. Observation can be carried out directly or indirectly. The observation carried out is by observing and seeing directly related to Arabic language learning during the teaching and learning process. Documentation is a way of gathering information through studying various documents related to the problems being studied. Documentation was carried out to collect information from this study. The technique carried out in this study uses conclusion drawing, namely drawing conclusions and verification. Qualitative research conclusions are new findings that have not previously existed. There is also Population is all the number of subjects to be studied and the population in this study is all PKPBA ST2 students and the Sample is part of the total population that exists to be researched so that the Sample in this study is all PKPBA ST2 students with a total of 40 people.

Results and Discussion

PKPBA (Special Program for Arabic Language Learning) at UIN Maulana Malik Ibrahim Malang is an institution established in 1997 and given the responsibility of managing Arabic language lectures through a Special Program. Various activities, such as memorizing mufrodhat and outdoor Arabic,

are carried out to facilitate students in memorizing and understanding Arabic. PKPBA is an alternative for new students to develop Arabic language skills. Like other academic support units, PKPBA was established based on the Decree of the Rector of UIN Maliki Malang (previously STAIN Malang) in August 1997. In particular, PKPBA implements an Arabic language teaching model using modern methods, fun principles, and skill building.

Arabic is a set of sentences used by Arabs to express goals, thoughts, and feelings. It has more speakers than any other language in the Semitic language family. PKPBA's vision is to be a leading center for developing the Arabic language to carry out education, training, translation, research, and community service. It has an integrated work system with various existing units, where tasks are divided according to the job description of each unit while maintaining professionalism and supporting each other.

In this program, there are two types of activities carried out to develop students' Arabic language skills, namely Student Activities and Academic Activities. Each activity has different objectives to support the improvement of Arabic language skills. Maharah Kalam at PKPBA is taught to all new students in their first year, with a weight

of two credits in the first semester and one credit in the second semester. It aims to accommodate the potential, talents, and interests of PKPBA students so that they can develop and be guided in a year.

The backgrounds of new students studying Arabic, including Maharah Kalam, vary. Students are divided into three levels of expertise, namely *mutaqaddim*, *mutawasith*, and *mubtadi'*. Despite the differences in expertise, the learning process is designed in such a way that each student can achieve the teaching objectives that have been set.

In 2018, PKPBA UIN Maliki Malang began using a book written by the Language Center of UIN Maliki Malang, entitled *al-'Arabiyah Lil Hayah*. In the first semester, students study volumes one and two of the book. The dialogues (*khiwar*) contained in this book consist of various themes that can be practiced through the role-playing method. Speaking skills (*Maharah Kalam*) is the skill of speaking, considered the most complex aspect of language use. Speaking skills mean the ability to express thoughts and feelings through appropriate words and sentences, based on grammar and sound systems, and include aspects of other language skills, such as reading, listening, and writing. Speaking skills are based on listening skills, pronunciation, and insight into vocabulary

and sentence patterns, which enable students to convey their thoughts well.⁸

Skills will develop if a person consistently practices or drills. The same applies to speaking skills; students need practice as well as practice so that their speaking skills can develop optimally. Because without practice, it cannot be mastered optimally. Learning *Maharah Kalam*, which conveys messages through speech or words with an emphasis on substance and meaning, certainly requires stages and methods according to the level of mastery of students' language skills.

Based on Efendy speaking is a language skill that will be achieved in modern language teaching, including Arabic. Speaking skills are the main means to build understanding and two-way communication, with language being the medium. Speaking activities in language classes involve two-way interaction between speakers and listeners. Therefore, speaking practice needs to be based on listening skills, good pronunciation, and mastering adequate vocabulary and expressions, so that students can convey their goals, ideas, or thoughts. Thus, speaking skills can be considered as a continuation of listening practice, and its implementation also involves pronunciation practice.

In teaching, Arabic is crucial to learn, especially in speaking skills. As an international language, students should be equipped with the ability to speak Arabic actively. Through speaking, direct communication can be established, because *kalam* serves as the main tool in language teaching. Speaking skills require mastering good oral expression to support overall language skills. Teaching speaking skills (*Maharah Kalam*) requires serious effort so that learners can achieve sufficient proficiency. Success in learning is also affected by understanding the importance of the components and parts of an integral part of a learning procedure. In teaching speaking skills (*Maharah Kalam*) three crucial parts must be observed in the teaching procedure. They are: (1) pronunciation, (2) vocabulary or *Mufradath*, and (3) grammar or *Qawaid*.

In speaking activities, there are several important factors needed, namely students' confidence and courage, as well as the feeling that they should not be afraid to make mistakes when speaking. Teachers are also expected to continue to motivate students so that they dare to speak. *Maharah Kalam* is a skill that represents the linguistic goal of second language learning because basically, learning a second language requires

students to be able to communicate with others using the language they are learning.

There are also objectives of teaching Maharah Kalam in the first semester of PKPBA UIN Maulana Malik Ibrahim Malang Faculty of Science and Technology, including:

1. Can say a variety of expressions on the theme being taught.
2. Can raise questions according to the theme being taught.
3. Can describe a serialized story according to the theme taught.
4. Taqdim al-Qishah according to the theme studied.

Based on this description at PKPBA UIN Malang, Faculty of Science and Technology, the researcher found that there is a teaching strategy used, namely the role-playing strategy.

The main task of the teacher is to carry out teaching activities. To ensure that the activity runs effectively, teachers need to understand the nature of learning as well as the methods to be used. In the context of Arabic language teaching, especially to develop Arabic language skills in Maharah Kalam, it is important to create creative and innovative methods so that the teaching

objectives can be achieved optimally. This opinion confirms that the development of creative and innovative methods and strategies in the aspect of speaking skills has a very high urgency, including in Arabic language teaching. Arabic language teaching strategies are specific methods and are used by teachers to provide Arabic language materials to facilitate student interpretation and achieve the desired educational goals by taking into account the characteristics of the Arabic language.⁹

Role-playing is an activity related to the appreciation of a role in a story script. According to Mulyanti, role-playing is a learning procedure that includes simulation methods. The role-playing strategy encourages students to be more creative to participate in various activities dramatically, be it in the form of ideas, circumstances, or certain characters.¹⁰

The definition of the role-playing method also expressed by Supriyati in Winda Gunarti, et al, (2008: 10.10) is an activity that involves taking the role of characters or objects around the child, which aims to increase imagination and appreciation of the material being studied. Role-playing, also known as symbolic play, fantasy, pretend, drama, and imagination, is crucial for early childhood cognitive and social-emotional development.¹¹ In this role-

play activity, the developmental aspects of children can develop according to their age stages.¹²

This strategy increases students' interest in the lesson because by presenting social problems in the role-playing process, they can more easily understand the problems at hand. By portraying another person's character, students can put themselves in that person's shoes, feel their feelings, and respect the opinions of others. This helps foster an attitude of mutual understanding, empathy, tolerance, and compassion towards others.¹³ Through role-playing, students try to learn about human relationships by acting them out and discussing them, so that at the same time they can learn different feelings, attitudes, values, and problem-solving strategies.¹⁴ The role-playing strategy can lead to learning experiences, in the form of cooperation skills, communicative skills, and interpreting an event, through role-playing, students explore human relationships by demonstrating and discussing them, so that at the same time students can learn a variety of feelings, attitudes, values, and problem-solving strategies.

In the role-playing method, the main focus is on emotional contribution and the use of senses to deal with problem situations in reality. Role Playing method is a method to

understand teaching material through developing students' imagination and appreciation, which is developed through portraying living or inanimate characters. From these various definitions, the conclusion is that role-playing in teaching is a method that teachers can use to train students to dramatize a role. This activity supports students to maximize individual and group skills, in linguistic, artistic, or social aspects.

The basic principle of the role-playing procedure is to maintain the symbolic communication that each student experiences as they act out their roles. It aims to solve problems through the portrayal of situations, with stages such as problem identification, analysis, acting out, and discussion. In this context, some children serve as actors while others serve as observers. Through the roles played, children interact with others who play certain characters according to the theme that has been sorted out.¹⁵ Role-playing in education is very broad. It is not limited to various forms of character imitation, but can also stimulate the role of certain objects, such as planes, trains, cars, or robots.

In role-play, students are given roles and situations that mimic real life. As the activity reflects real life, students' use of language can develop, as they need to use language according to the situation and the character

they are portraying. This method encourages students to think and be creative, as well as provides opportunities for them to develop and practice their language and behavior skills in real-life situations.

Through role-playing, students can develop their confidence in speaking and expressing opinions. This kind of activity supports students to express their opinions, improvise, and listen to and understand other people's perspectives. Also, it supports the development of tolerance and decision-making skills. This encourages students to think independently. The Singer Theory proposed by Jerome Singer explains that imaginative play serves as a positive force for human development. Because it gives children the opportunity to continue the process of stimulation, from the external environment or brain activity that constantly reproduces and records events. Children can maximize stimulation from the inside and outside, so they can feel pleasant emotions.¹⁶

As a teaching method, role play is based on personal as well as social dimensions. On the personal side, it seeks to support children to gain a sense of the social environment that can be useful to them. Through this strategy, children are encouraged to learn to solve the problems they face through the support of a social group consisting of classmates.¹⁷ In its

application, the role-playing method serves as an alternative for teachers to explain subject matter that is more focused on revealing social problems in life. There are three important aspects to consider when implementing role-playing activities, namely planning and preparation, interaction, as well as reflection and evaluation.¹⁸

According to Hetherington & Parke, role play plays an important role in facilitating children's cognitive development. Through play activities, children can explore the environment, learn things, and solve problems. Also, role play helps develop children's social skills. Through role-playing, children seek to understand other people's perspectives and internalize the roles they want to take on as adults.¹⁹ The creation of role-playing organization patterns adjusts the objectives based on certain forms of involvement, namely: players, observers, and reviewers, there are also three role-playing patterns, namely:²⁰

a. single role-playing

In this pattern, most students act as observers of the game being shown.

b. multiple role-playing

Students are divided into various groups where the total number of

members as well as the assignment depends on the total number of roles required.

c. role repetition

The main role of a drama can be performed in turns by students. In this case, students learn to perform, observe, and compare the behavior shown by the previous actors.

There is also the implementation of the role-playing method in Arabic language teaching at PKPBA UIN Malang, Faculty of Science and Technology, according to the stages of the role-playing method, namely;

1. Carry out the introduction, which starts with greetings until the teacher explains the scenario for role-playing.
2. Organize a role-play that is divided into groups.
3. Setting the stage for role-playing in groups, i.e. the teacher arranges how to role-play in groups.
4. The teacher appoints some learners as observers in the group.

5. The role-play begins after the scenario and stage set-up has been organized.
6. Discuss the role play with the given theme.
7. Discussion according to the theme by role-playing in groups and evaluation discussion in the form of conclusions.

The advantages of the role-playing strategy are:²¹

1. Exciting, to the point of motivating active student contributions.
2. Allows experiments to proceed without the need for real conditions. Can imagine abstract things.
3. Does not require complex communication skills.
4. The interaction of the students becomes more intensive and can unify the class.
5. Generate positive responses for students who are weak, less capable, and lack motivation.
6. Train critical thinking skills because students are forced to analyze, synthesize, and evaluate.

The disadvantages of the role-playing strategy are:²²

1. It is time-consuming to prepare for the interpretation of the teaching materials or the implementation of the role-playing strategy.
2. Most children who do not participate become passive.
3. Requires a fairly large location, if it is cramped, it is not free.
4. Other classes are often disturbed by the sound of clapping, and so on.

Based on this explanation, the conclusion is that in the Role Playing strategy in Maharah Kalam, students are taught to use language correctly and effectively, and can involve all students in participating. This provides similar opportunities for all students to develop their abilities through cooperation. In addition, teachers need to master the stages of teaching and prepare all the needs properly so that role-playing activities can run smoothly. The material taught through the Al-'Arabiyah lil hayah handbook is the spread of Islam in the archipelago. The implementation activities of the application of this role-playing strategy go through 3 (three) stages, namely:

ACTIVITIES	DESCRIPTION OF ACTIVITIES
Introduction	1. Researcher opens the lesson 2. The researcher explained the role-play scenario.
content	1. Each student will be divided into groups. 2. Each group will be given a text 3. Each student discusses the given text 4. Each student will deliver sequentially to other groups related to the material provided.
closing	1. Students conclude using students who during the role-play are only listeners. 2. Students who conclude retell what they have heard. 3. The researcher ends the lesson.

Conclusion

The conclusions in this article, namely: Maharah Kalam learning in PKPBA at the Faculty of Science and Technology. Arabic learning activities that take place for five

consecutive days, from Monday to Friday, often make students feel bored and tired. To overcome this problem, variations and innovations applied by teachers are needed to encourage students to be more

communicative in using Arabic. Teaching Maharah Kalam at PKPBA UIN Maliki Malang Faculty of Science and Technology can be given various strategies, approaches, methods, or teaching models. One of them is using the role-playing strategy, which is carried out by directing students to be more creative in imitating various activities into dramatic ideas, circumstances, and special characters. The Maharah Kalam is based on; listening skills, pronunciation, and vocabulary

insight as well as sentence patterns that allow students to communicate their thoughts. Through role-playing, PKPBA students of the Faculty of Science and Technology can practice Arabic speaking skills with the implementation of the application that has been carried out, designed through 3 stages or 3 activities, namely: Introduction, core, and closing.

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